

BANGLA ADAPTATION OF EXPECTATIONS ABOUT COUNSELING-BRIEF FORM

by

Md. Rakibul Hasan

Registration Number: 098/2016-17

Department of Educational and Counselling Psychology

University of Dhaka

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Approval Sheet

This is to certify that I have read the thesis entitled “Bangla adaptation of Expectations About Counseling-brief form” submitted by Md. Rakibul Hasan, in partial fulfillment of the requirements for the degree of Master of Philosophy in Counselling Psychology and this research was carried out by him under my supervision and guidance.

Dated, Dhaka

October, 2022

Dr. Mahjabeen Haque

Professor

Department of Educational and Counselling Psychology

University of Dhaka

Dedication

*Dedicated to my
cherished family members
and
esteemed teachers.*

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Abstract

The Expectation About Counseling-Brief (EAC-B) form is becoming increasingly important in counseling expectation studies across the world. A variety of factor analysis and validation investigations have been conducted in many cultures since the inception of the EAC-B (H. E. A. Tinsley, 1982). Because of a growing need for mental health research, the goal of this study was to translate the instrument into Bangla and validate it in Bangladeshi culture. The study included 326 participants (85 clients and 241 non-clients; 217 females and 109 males). Exploratory factor analysis (EFA) with principal axis factoring revealed a three-factor solution of the EAC-B with 34 items. Consistent with the previous research, the three factors were labeled, Client Involvement, Facilitative Conditions, and Counselor Expertise and these factors together explained 60.93% of the total variance. In comparison to non-clients, clients had lower expectations about counseling in 'Counselor Expertise' and greater expectations in the other two factors. In comparison to females, males had lower expectations for 'Client Involvement' and higher expectations for the other two factors. EFA was also performed using the EAC-B's 17 scales, yielding a two-factor structure: Client Role and Counselor Role. Both the 34-item and 53-item EAC-B, as well as their factors, had high internal consistency (Cronbach's $\alpha = .97$ for the 53-item EAC-B, Cronbach's $\alpha = .96$ for the 34-item EAC-B and .89-.96 for its factors), as well as strong convergent, discriminant, and know-group validity. As a result, both the 34-item and 53-item Bangla versions of the EAC-B appear to be valid and reliable, and may be utilized in future research on counseling expectations in the country.

Keywords: counseling expectations, adaptation, factor analysis, reliability, validity

BANGLA ADAPTATION OF EXPECTATIONS ABOUT COUNSELING-BRIEF FORM

Chapter 1: Introduction

The expectations of the client about counseling have been studied rigorously over the past several decades (Barich, 2002) and the variables that affects the effectiveness of the counseling process are constantly being studied (Lambert & Ogles, 2004). During the first meeting of a client and counselor, both parties bring with them expectations about the counseling process (Ægisdóttir & Gerstein, 2004). Several authors (Goldstein, 1962; Krause, 1967; Hickey, 2012; Henderson, 2015) have suggested that the client's expectations about counseling may influence the outcome of the treatment. Counselors are continually exploring ways to improve the effectiveness of counseling (Robitschek & Hershberger, 2005) by understanding the expectations that clients bring to therapy (Frank & Frank, 1993).

Previous research has shown that counseling effectiveness (Joyce & Piper, 1998; Patterson et al., 2014), psychological help seeking attitudes (Kakhnovets, 2011), therapeutic working alliance (Al-Darmaki & Kivlighan, 1993; Tokar et al., 1996; Joyce & Piper, 1998; Patterson et al., 2008; 2014), and premature termination of the counseling process (Clinton, 1996) are associated to client expectations about counseling. Clients who have unreasonable expectations about the counseling process or whose expectations are not matched by the counselor, according to these findings, may have unfavorable attitudes toward receiving counselling services, causing to a premature termination (Pamukçu & Meydan, 2019).

While searching for this knowledge to understand the client's expectations about counseling in the context of Bangladeshi culture it was found that there is no tool that has been developed or adapted to measure the expectations of clients about counseling and counselor. Therefore, to fill up this gap and therefore, to create opportunities in developing new knowledges about the understanding of client's expectation about counseling and

counselor in the context of Bangladeshi culture this research work was planned and initiated. The primary goal of this study was to translate a scale which can measure the expectations of the client about counseling process and the counselor and the secondary goal was to measure the psychometric properties of that scale, such as the reliability and the validity in the context of Bangladeshi culture.

Expectations

Expectations refer to the person's estimation of the probability or understanding of the likelihood that an event or circumstance will take place (H. E. A. Tinsley & Westcot, 1990). Research reveals differences among expectations, preferences, and perceptions. Expectations are subjective probability statements that indicate the client's assessment of the likelihood that an event or circumstance will take place (e.g., the counselor will keep my stuff confidential) or that a condition will prevail (e.g., the therapist will be empathetic). Expectations are hypothetical futures that can exist even if no firsthand experience with the event or circumstance exists. Some researchers have used the term anticipations as a synonym for expectancies, which is utilized in serial anticipation learning experiments. Expectations is a concept that is becoming more widely used in psychology, notably in research on counseling and therapeutic concerns. The intensity of a person's desire for an event or a circumstance to occur is referred to as preferences. In the lack of firsthand experience with the event or circumstance, preferences can be expressed. Perceptions are a person's understanding, knowledge, or comprehension of an event or the existence of a situation received by direct observation. Perceptions are events or circumstances that took place in the past or are occurring now and demand firsthand knowledge of the event or state (H. E. A. Tinsley, 2008).

Expectations About Counseling

Expectations about counseling relate to people's ideas about the outcome of counseling, the traits of the counselor, and the level of emotional openness necessary in a counseling or therapy session (H. E. A. Tinsley, 2008), or what they expect a first counseling session to be like (Jacobs, 2003). It also refers to client characteristics that represent one's anticipated thoughts regarding the therapist's and client's involvement or actions in counseling (Nock & Kazdin, 2001).

It has been recognized as a crucial component that is a reflection of a client's traits that respond to treatment interventions (H. E. Tinsley et al., 1988; Dew & Bickman, 2005). Furthermore, it appears that expectations have a direct impact on the therapeutic working alliance (Patterson et al., 2008). Counseling expectations and the counselor's anticipated roles have been proven to have a substantial impact on the counseling process in studies (Bordin, 1955; Heilbrun, 1974).

As known in the several record of studies, clients approach counseling with various expectations about the roles they and the counselor would play, their probability of change, and the overall counseling process itself (e.g., Heilbrun, 1972). Understanding the expectations about the psychotherapy is central to its' success as the expectations of the client influence the decision of entering into the counselling process and how long will they remain in the therapy. Also, the expectations of both client and counselor work as a significant factor on how they will behave in counseling process (H. E. A. Tinsley, 2008). According to theory, one's expectations shape one's perceptions in such a way that interpersonal interactions and relationships are warped in order to meet one's expectations (Asch, 1946; Kelley, 1950; Farina & Ring, 1965). Some studies have found that influencing clients' expectations by briefing them on what to expect in counseling has positive effects on counseling, such as enhanced client commitment and relevant verbal responsiveness (Friedlander & Kaul, 1983),

as well as a lower incidence of early counseling session termination (Heilbrun, 1972). In the existing literature (Satterfield et al., 1995), client expectations about mental health counseling have been identified as motivational factors that may influence not only clients' help seeking attitudes (Kakhnovets, 2011), but also whether or not they choose to participate in mental health counseling (H. E. Tinsley et al., 1984). Counseling expectations have also been linked to the process and outcome of counseling, as well as a person's likelihood of seeking psychological assistance (H. E. Tinsley et al., 1984; Yanico & Hardin, 1985; Ægisdóttir & Gerstein, 2004). As a result, it should come as no surprise that learning about the expectations that clients bring to therapy would be a valuable source of information for both practitioners and researchers (Anderson et al., 2013).

Counseling expectations are defined in a variety of ways across the literature (Anderson et al., 2013). It was first categorized by Goldstein (1962) as two types (a) outcome expectations, which refers to the client's hope to progress as a result of the counseling process, and (b) treatment or role expectations, which refers to the client's preconceived beliefs about the counseling experiences, including the therapist's and client's assumed roles. Later on, H. E. Tinsley et al. (1988) and Glass et al. (2001) broadly classified it as *outcome expectations* and *role expectations*. Outcome expectations are defined as clients' expectations about the outcomes they will achieve at the conclusion of the counseling process (Arnkoff et al., 2002), whereas role expectations include clients' expectations regarding both their own and the counselor's conduct throughout therapy (A. Richert, 1983; Nock & Kazdin, 2001). According to Apfelbaum (1958), clients have three role expectations of their therapists: a nurturing therapist, a therapist as a model of adjustment, and a therapist as a logical demanding critic (as cited in A. Richert, 1983; H. E. A. Tinsley et al., 1980). Begley and Lieberman (1970) contended, however, that although some clients expect their therapists to be aggressive and directing, others expect them to be more passive and neutral.

H. E. A. Tinsley et al., (1980) provided the most complete classification of client expectations concerning counseling, demonstrating that client expectations may be found under four broad categories. *Personal commitment* is the first of these categories, and it refers to the clients' involvement and behaviors during the counseling process. *Personal commitment* expectations include clients taking an active role in the counseling process, expressing themselves effectively, and being motivated to improve. The second title, *facilitative conditions*, relates to the counselor's ability to meet clients' expectations of being genuine, trustworthy, accepting, and tolerant. *Nurturance* is the third title, and it refers to the clients' expectations that the counselor would support, appreciate and care for them. The last category, *counselor expertise*, relates to short-term expectations for the counseling process and for the counselor to be directive, as well as expectations for the counselor's experience and expertise.

Development of Expectations About Counseling–Brief Form

The invention of the Expectations About Counseling-Brief (EAC-B) form was a major turning point in the field of counseling expectations and outcome research. It has been considered as the most widely and commonly used measure of expectations in counseling expectations and outcome research (H. E. A. Tinsley, 1982; Ægisdóttir et al., 2000; Hatchett & Han, 2006). Expectations about counseling have been one of the most important influencers in the counseling process in order to look at how expectations affect the counseling or therapy process (Bordin, 1955) and outcome (Apfelbaum, 1958; Richert, 1976; Varvil-Weld & Fretz, 1983; D. J. Tinsley et al., 1991; H. E. A. Tinsley, 2008). The EAC-B was the sixth most regularly used tool in published counseling psychology research in the 1990s, according to an analysis of counseling research, and it has since been translated into Chinese, Dutch, Iranian, French, Icelandic, Polish, Mexican, Korean, Spanish, Turkish and utilized worldwide (H. E. A. Tinsley, 2008; Psychology, n.d.). However, no work has yet

been done to measure the counseling expectations in the southern Asia. To serve the purpose of this research it was decided to translate this EAC-B scale, do the exploratory factor analysis and measure the psychometric properties.

The Expectations About Counseling Questionnaire (H. E. A. Tinsley et al., 1980) was initially developed in the 1970's. The EAC is made up of 203 items and 17 measures that assess many aspects of counseling expectancy, including as client attitudes and behaviors, counselor qualities, and quality of outcome. H. E. A. Tinsley, (1982) reduced the initial 203-item version of the EAC (H. E. A. Tinsley et al., 1980) to 53 items answered on a 7-point Likert scale ranging from *not true (1)* to *definitely true (7)*. Higher scores imply higher expectations for a behavior or feature. On the brief form, there are three or four items per scale.

Researchers recommended to use the brief version (H. E. A. Tinsley, 1982) for most research applications as the correlations between the scores on the full and brief version of the EAC are high ($r = .85$) (Ægisdóttir et al., 2000; Hatchett & Han, 2006) According to previous studies, the shorter version of the EAC is best defined by a three-factor solution (Hayes & Tinsley, 1989; Kunkel et al., 1989; D. J. Tinsley et al., 1991; Martin et al., 2001). The four-factor EAC-B model presented by (H. E. A. Tinsley, 1982) is excessively complex, according to Ægisdóttir et al. (2000), who recommended to use the three-factor form for scoring factors, namely Personal Commitment, Facilitative Conditions, and Counselor Expertise. In this present study the three-factor structure recommended by (Ægisdóttir et al., 2000) was used for adaptation and analysis that had 17 scales with the Responsibility, Openness, Motivation, Attractiveness, Immediacy, Concreteness, and Outcome scales on the Personal Commitment factor; the Acceptance, Confrontation, Genuineness, Nurturance, Tolerance, and Trustworthiness scales on the Facilitative Conditions factor; and the Self-Disclosure, Directiveness, Empathy, and Expertise scales on the Counselor Expertise factor.

Adaptation

Cross-cultural adaptation is a method of using current instruments in different cultural, linguistic, or geographical situations (Tuthill et al., 2014) and there is no widespread consensus on how to adapt a psychological scale for use in other culture (Gjersing et al., 2010). Although, there is common consensus that merely translating and employing a questionnaire in another language context is unacceptable (Herdman et al., 1998; Wang et al., 2006). In contrast to developing a new instrument, there are several benefits of adapting an existing instrument for research, including cost minimization, time consumption, and the relatively fewer procedures necessary for effective instrument adaptation (Epstein et al., 2015).

Cross-cultural adaptation is described as a process that examines both linguistic (i.e., translating) and cultural adaptability (i.e., culturally appropriate content) for usage in a different context. (Beaton et al., 2000). Today, a growing amount of literature from a variety of fields discusses how to ensure satisfactory cross-cultural adaptation through a series of validation processes (Beaton et al., 2000; Maneesriwongul & Dixon, 2004; Lauth et al., 2008; Epstein et al., 2015). Content validation with content expert comments, translation, and back-translation are the most prevalent of these procedures (Beaton et al., 2000). There is a focus on adopting standardized and validated research tools since it is assumed that this will allow for cross-national and worldwide comparisons of outcomes as well as assure that the instruments properly reflect what they are designed to measure (Laake et al., 2007).

Rationale

In Bangladesh, 15 million people suffer from various types of mental disorders, and almost 10% of the population need psychological intervention (Islam, 2015). According to a 2019 mental health survey of 7270 people, 16.8% of respondents reported having any form of mental health condition, with males and urban people being more depressed than females and

rural communities (National Institute of Mental Health, 2019). In Bangladesh, the prevalence of depression, anxiety, and stress has been shown to be as high as 54.3%, 64.8%, and 59.0%, respectively (Alim et al., 2017; Hossain et al., 2014; Mamun et al., 2019; Mamun et al., 2020). The most common psychological characteristics include fear of becoming ill or dying, feelings of helplessness, depression, anxiety, loneliness, and stigma (Khan et al., 2020). Stigma is viewed as the most frequent psychological factor, connected to social prejudice, and impacts help-seeking behaviors, resulting in suffering, social alienation, and discrimination for individuals with mental illness (M. T. Hasan et al., 2021). Furthermore, rather than physiological or psychological causes, this mental condition is believed to be the product of demonic possession, leading to neglect and maltreatment of those struggling with mental illness (Adams et al., 2013). Because research reveals a positive relationship between client expectations and outcome (Arnkoff et al., 2002; Noble et al., 2001), it is thought that when these persons seek psychological counseling services, they have unrealistic expectations regarding counseling, which leads to premature termination.

These unrealistic client expectations may impact treatment in at least three ways (H. E. Tinsley et al., 1988). First, individuals' expectations about treatment may influence who joins therapy (H. E. Tinsley et al., 1984). Second, client expectations may have an impact on how long someone stays in therapy (Clarkin & Levy, 2004; Mueller & Pekarik, 2000). Third, client expectations may limit the efficacy of therapy (Joyce et al., 2003; Westra et al., 2007). For example, positive expectations about the outcome of treatment may motivate people to follow counselors' instructions and complete unpleasant therapeutic tasks, whereas negative expectations about the process of counseling may cause people to distrust the counselor and put in little effort in counseling (Constantino et al., 2005; Joyce et al., 2003; Meyer et al., 2002) causing premature termination.

The most widely accepted definition of premature termination, or client dropout in the literature is based upon whether the ending of counseling is mutually agreed between the client and counselor (Hatchett & Park, 2003) or based on the counselors' judgment that the client ended therapy prematurely without their mutual agreement (Warnick et al., 2012). Though, there is no data available for dropout in the context of Bangladesh, in the United States, the prevalence of patient dropout is estimated to be between 40–60% over the course of treatment (Owen et al., 2012) and overwhelming majority of patients will drop after two sessions (Swift & Greenberg, 2012). Dropout from counseling or psychological treatment is considered as a crucial concern across mental health services (O'Keeffe et al., 2019) and it has been found in numerous studies that client expectations have significantly and consistently been associated with counseling or therapy discontinuation (e.g., Callahan et al., 2009; Reis & Brown, 2006; Dew & Bickman, 2005) which gives us an essence that to better understand client dropout in Bangladesh we definitely need some tool that can measure the expectation of clients and counseling so that the client can be better understood at the very beginning of the session and also can be given a realistic view of what counseling actually is and how a counselor or therapist will play their role in a counseling session.

Premature termination from counseling or therapy is identified as a vital challenge in mental health treatment (O'Keeffe et al., 2019), and it has been found in numerous studies that client expectations have significantly and consistently been associated with counseling or therapy discontinuation (Dew & Bickman, 2005), which leads us to the conclusion that in order to better manage premature termination in Bangladesh, a tool that can measure the clients' expectations about counseling is needed, so that the client can be thoroughly understood at the beginning of the session using the EACB's 17 scales and given a realistic picture of what counseling is and how a counselor or therapist will play their role in the counseling session.

There was no similar instrument in Bangladesh to assess clients' expectations, and after reviewing the literature, the EAC-B form seemed to be the best fit as this is the most extensively used instrument in client expectations and outcome research (H. E. A. Tinsley, 1982; Ægisdóttir et al., 2000; Hatchett & Han, 2006), as well as the most versatile one, with 17 scales on a single form. As a result, rather than constructing a new instrument, it was decided to adapt the EAC-B scale for the Bangladeshi context to reduce the cost, time and energy. Furthermore, we feel that this extensive procedure might be used as a resource by other researchers who are doing cross-cultural adaptations of current instrument.

To summarize, the rationale of this study was to learn and comprehend the client's expectations about counseling, and then to use that information to generate further knowledge in order to reduce the number of premature terminations and enhance the therapeutic outcome.

Objectives

The overall objective of this study was to translate and examine the psychometric characteristics of the EAC-B form for usage in Bangladesh, which led to some concrete objectives, listed below.

- i) To do the item analysis of the Bangla EAC-B items.
- ii) To do the exploratory factor analysis of the Bangla EAC-B items.
- iii) To do the exploratory factor analysis of the Bangla EAC-B scales.
- iv) To determine the reliability of Bangla EAC-B form.
- v) To determine the validity of Bangla EAC-B form.
- vi) To examine the differences in expectations about counseling for male, female; and client, nonclient participants.

Chapter 2: Literature Review

Development of EAC Form

Since the inception of expectation about counseling form by H. E. A. Tinsley et al. in 1980 several rectification and modification works have been done with this form. However, no work has been done with this form in Bangladesh.

To come up with this form initially, H. E. A. Tinsley et al. (1980) collected sample of 446 college students to complete a questionnaire measuring 20 counseling expectations. Following item analysis, the instrument was reduced to 135 items with 17 expectation scales. On these scales, scale scores were produced for each individual, and the data was analyzed using principal-components analysis with varimax rotation. Four expectation variables were shown to be true. Scores on the four factors were correlated with participants' responses to 13 items evaluating how realistic the respondents' expectancies were to clarify the interpretation of the factors.

Several tools have been created to assess respondents' expectations of counseling and their perception of it. Hayes & Tinsley (1989) showed that, in counseling psychology research, seven instruments with 33 scales to measure 22 distinct components of counseling have been utilized the most. Following a 10-minute videotape presentation of a simulated counseling session, these instruments were given to 253 undergraduate students. A principal-factors extraction approach and an oblique rotation were used to factor analyze their replies. Six interpretable factors were found, three for each respondent, that assessed their expectations and perception of counseling. There was no overlap between the components relating to expectations and perceptions. The findings were in line with prior research that has

called into doubt the validity of measures that claim to evaluate counseling expertise, attractiveness, and trustworthiness.

Adaptation of EAC-B in Different Cultures

Kunkel et al. (1989) conducted research on customer expectations of psychiatric services in Yucatan, Mexico. The questionnaire Expectations About Counseling-Brief Form (EAC-B) was translated and administered to 488 respondents ranging in age, gender, and experience with psychological treatments. Subsequent investigations confirmed the Spanish EAC-B's reliability and robustness, with factor structure identical to the English EAC-B. There was a correlation identified between age, gender, prior counseling experience, and counseling expectations. In Mexico, the impact of reflective listening and unconditional positive regard on counseling outcomes has yet to be examined. H. E. A. Tinsley et al. (1980) suggested that high skill ratings may represent magical thinking was also useful in this sense. Respondents with prior counseling experience may have obtained a realistic assessment of counseling's strengths and limitations as a result of their past counseling experience.

According to the findings of Buhrke and Jorge (1992), the Spanish version of the EAC-B is a trustworthy and valid translation for both students and non-students. The item, scale, expectation factor, and total scale scores in the Spanish version corresponded strongly with those in the English version. Internal consistency estimates for the Spanish edition were usually consistent with or greater than those for the English version. More studies were suggested to conduct to provide insight on the impact of Expectations in the process and outcome of counseling for Hispanic populations. The numerous mental health needs of the Hispanic community can be better met by examining the Hispanic client population, comparing expectancies across distinct Hispanic communities, and investigating the function of acculturation in developing expectancies.

In a translated version of the EAC-B, Byon et al. (1999) employed cluster analysis to identify the responses of 136 Korean foreign students. The internal consistency reliabilities (Cronbach's alpha) ranged from .67 to .88 with a median reliability of .75. Despite the fact that the authors did not expressly characterize the three groups that resulted from their study, readers can deduce something about them by looking at the statistical table that indicated how the three groups differed on the 17 EAC-B scales. The research looked on the counseling expectations of Korean overseas students studying in the United States. Korean international students anticipated counseling to be terminated swiftly if the procedure was deemed uncomfortable or did not appear to be immediately beneficial. They did, however, anticipate to be responsible in the therapy process and to be genuine in addressing their difficulties with the counselor. The Korean students expected the counseling session to be similar to a classroom one. They viewed the counselor as an authoritative person from whom they may expect solutions to their issues, but who would not necessarily be tolerant of aberrant attitudes and other behaviors. The only unambiguous finding was that individuals in Cluster 1 outperformed the other groups on the 17 subscales.

Validation Studies of EAC-B

According to Hatchett & Han (2006), while the EAC-B has sufficient reliability for an inventory of this type, the construct validity of the inventory has been the topic of significant controversy. The first point of contention is whether the EAC-B assesses counseling expectations, preferences, or perceptions. According to Galassi et al. (1992), the EAC-B confounds expectations and preferences for counseling. H. E. A. Tinsley (1992) responded to this charge by stating that examinees are not only prompted to express their expectations in the introductory directions, but they are also encouraged to do so regularly throughout the inventory while replying to questions (i.e., *"I expect to..."* or *"I expect the counselor to..."*). H. E. A. Tinsley and Westcot (1990) proved the construct validity of the EAC-B by assessing

the cognitions prompted by participants while they completed the inventory, in addition to the explicit instructions to score expectations regarding counseling. Their findings add to the notion that the EAC-B stimulates cognitions regarding counseling expectations rather than preferences. Furthermore, Hayes and Tinsley (1989) demonstrated that EAC-B scores differed from scores on inventories that measure individuals' perceptions of counseling, and D. J. Tinsley et al. (1990) demonstrated that EAC-B scores differed from measures of psychosocial development, career indecision, and counseling readiness. However, as previously stated, the dispute regarding the EAC-B factor structure has yet to be settled.

The study of Hatchett & Han (2006) suggests that the EAC-B assesses three broad counseling expectations (Ægisdóttir et al., 2000; D. J. Tinsley et al., 1991; Hayes & Tinsley, 1989); however, researchers have been unable to agree on the optimum technique for calculating these three factors. Given the lack of consensus on how to score and use EAC-B responses (17 scales vs. factor scores vs. typologies), there is a definite need for the creation of a more consistent and unambiguous scoring system. As a result, the primary goal of this study was to build new factor scales for the EAC-B by factor analyzing participants' responses to all 66 EAC-B items. Following the development of these measures, the second goal was to assess the links between counseling expectations, the five-factor model of personality (FFM), and gender-related characteristics. The findings from the 460 undergraduate students, together with earlier research on the factor structure of the EAC-B (e.g., Ægisdóttir et al., 2000), led in the extraction and identification of three factors that best represented the participants' answers to the EAC-B. This study also looked at the role of gender-related variables (biological sex, masculinity, and femininity) in understanding the relationships between counseling expectations and the FFM. It was found that men in the current sample had higher expectations for a directive counseling relationship (i.e., counselor expertise), whereas women had higher expectations for facilitative conditions and greater

personal involvement in the counseling process. The researcher also included measures of masculinity and femininity and discovered a link between femininity and the facilitative conditions and client involvement factor scales, as well as all five personality categories. The findings of these studies showed that the five-factor model, femininity, and biological sex all contribute to a better understanding of people's expectations regarding counseling.

The research of Ægisdóttir et al. (2000) was crucial in determining the validity of the EAC-B form. The researcher showed the concept of expectation in counseling in this study, beginning with the pre-era of the EAC scale and concluding with the rigorous contribution of its' different versions, while conceding its' deficit in having solid evidences for validity. The researcher cited the following in this regard:

Another approach to further testing the validity of the EAC-B is to investigate how well it captures the expectancy construct across cultures. Studying the factorial structure of the EAC-B in various cultures may provide a critical step toward understanding the generalizability of psychological construct that is thought to influence the process and outcome of counseling in American culture. (Ægisdóttir et al., 2000, p. 7)

In this study, Ægisdóttir et al. (2000) assessed both the EAC and the EAC-B based on the results of their past factor analyses of the instrument, and they also looked at how well the EAC-B captures the expectation construct with two distinct cultural groups: Americans and Icelanders. The findings revealed a substantial correlation between the Facilitative Conditions and Nurturance factors of EAC, implying that these two factors are actually referring to the same construct. In addition, the three-factor model indicated that the subscales of the Nurturance component were strongly loaded on each of the other three factors (Personal Commitment, Facilitative Conditions, and Counselor Expertise).

Anderson et al. (2013) defined the factorial structure of treatment expectations for a sample of treatment-seeking clients in their study and sought to understand the predictive value of those expectations. A sample of 353 clients intending to start counseling at a university counseling center or a psychology clinic completed the 66-item EAC-B and subsequently completed measures of the working alliance, session quality, and symptom distress during the therapy. The principal components analysis yielded a three-factor answer for EAC-B treatment expectations, accounting for 48.0% of the total variance. The three elements were designated Client Involvement, Counselor Expertise, and Facilitative Conditions, in accordance with earlier research. Internal consistency was good in the EAC-B (Client Involvement $\alpha = .92$; Counselor Expertise $\alpha = .88$; Facilitative Conditions $\alpha = .92$; EAC-Total $\alpha = .95$). A significant 4-factor solution was found among clients with prior treatment experience, with the counselor expertise factor divided into two subgroups designated "Counselor Directive Helping" and "Counselor Subjective Expertise." The predictive validity of these three factors revealed that each of the three EAC-B factor-derived scales, as well as the overall EAC-B score, were predictive of clients' (but not therapists') perceptions of the therapeutic relationship, as well as session depth, smoothness, and positivity. Client Involvement, Facilitative Conditions, and EAC-B Total score (but not Counselor Expertise) predicted treatment outcome.

In Moore-Thomas and Lent's (2007) study, 329 middle school students completed the 53-item EAC-B form and an exploratory factor analysis revealed support for a two-component structure consisting of expectations about (a) the student's role and (b) the school counselor's role. Internal reliability estimates were quite high, with .93 for the client role and .97 for the counselor role. The amount of past counseling referrals was highly related to future counseling receptivity. The findings also showed that school counselors should take into account the likelihood of gender variations in students' expectations of individual

counseling. The finding that males had slightly lower expectations than females suggests the importance of investigating counseling expectations, particularly those of male clients, and taking additional steps to promote positive but realistic expectations in cases where clients lack information about counseling or have a negative perception of counseling.

EAC-B and More

Schaub and Tokar (1999) conducted a study that exemplifies the representativeness of the evolution of research on counseling expectations. Earlier research on the EAC/EAC-B focused almost entirely on the relationships between participants' expectations about counseling and easily measured demographic variables like gender or client/nonclient status (H. E. A. Tinsley, 1992), whereas more recent studies have focused on the relationships between participants' expectations and more complex psychological variables (D. J. Tinsley et al., 1991; Ægisdóttir & Gerstein, 2004). Schaub and Tokar (1999) attempted to identify groups of students who differed in their patterns of counseling expectations and then tie those groups to personality, as arranged in the 5-factor model (FFM). The results of a cluster analysis of 150 female and 96 male students' responses to the Expectations About Counseling–Brief form questionnaire (EAC-B; H. E. A. Tinsley, 1982) revealed five unique groups. The results of discriminant analysis revealed two FFM personality functions that distinguished between the five groups.

The Big-Five personality profiles of Cluster 1 participants, which were characterized by low neuroticism and above-average openness, extraversion, and agreeableness, also support the theory that these individuals may be more prepared for and more motivated to work hard in counseling. Individuals in Cluster 2 anticipated to take slightly more personal responsibility for their success in therapy, but they had significantly lower expectations that counseling would be facilitative and that the counselor would be helpful. These people were designated “Skeptical” based on their pattern of counseling expectations. Cluster 3 was made

up of persons who had high expectations for their involvement in counseling, as well as maybe overly high expectations for the counselor's knowledge and role in facilitating counseling. Respondents in Cluster 4 had high expectations for counselor skill, moderate expectations for a facilitative counseling environment, and excessively low expectations for taking personal responsibility for counseling success. This cluster's participants were classified "Dependent." Cluster 5 was dubbed "Pessimistic" because they had relatively low expectations regarding their role in the outcome of counseling, the availability of a facilitative counseling environment, and the competence of the counselor. Therefore, the distinct clusters were respectively, Realistic, Skeptical, Idealistic, Dependent, and Pessimistic.

Chapter 3: Methods

Research Design

The goal of this study was to adapt a tool in Bangladeshi culture to examine counseling expectations, including the particular roles of the counselor and client (both client and non-client). The Expectations About Counseling-Brief form, developed by H. E. A. Tinsley (1982), was selected to serve the purpose of the present study. A methodological study was used to conduct this research, which is a technique for examining the validity and reliability of an instrument as well as measuring associated components.

Participants

A total of 349 participants completed the study questionnaire, and 23 participants were eliminated from the data for further analysis, including 6 participants for being a minor participant and 17 participants for giving contradictory responses. As a result, the total working sample size was 326. Participant's age range was from 18 to 43 ($M = 24.3$, $SD = 5.05$). Among 326 participants 217 were female and 109 were male. Clients and non-clients were both included in the study. Only 26.1% of all participants had previously attended professional counseling sessions, whereas the remaining 73.9% had never attended professional counseling sessions. The client-to-nonclient participation ratio was about 1:3. In terms of ethnicity, all the participants were from Bangladesh and therefore Asian. College students made up 11.1% of the participants, while university students made up 51.5%, self-employed people made up 8.4%, and service holders made up 28.9%. The majority of the participants were single female university students from a middle-class socioeconomic background. Table 1 summarizes all of the demographic characteristics of the client and non-client participants.

Table 1

Sociodemographic characteristics of participants

Baseline characteristic	Non-Client		Client		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Gender						
Female	157	65.1	60	70.6	217	66.6
Male	84	34.9	25	29.4	109	33.4
Marital status						
Single	182	75.5	60	70.6	242	74.2
Married	56	23.2	22	25.9	78	23.9
Divorced	3	1.2	3	3.5	6	1.8
Socio economic status						
Lower	9	3.7	3	3.5	12	3.7
Middle	220	91.3	80	94.1	300	92
Upper	12	5	2	2.4	14	4.3
Highest educational						
SSC or equivalent	15	6.2	0	0	15	4.6
HSC or equivalent	94	39	19	22.4	113	34.7
Graduate	83	34	30	35.3	113	34.7
Postgraduate	49	20.3	36	42.4	85	26.1
Employment						
College student	29	12	2	2.4	31	9.5
University student	141	58.5	30	35.3	171	52.5
Self-employed	15	6.2	13	15.3	28	8.6
Service	56	23.2	40	47.1	96	29.4
Country of residence						
Bangladesh	239	99.2	81	95.3	320	98.2
Others	2	0.8	4	4.7	6	1.8

Note. *N* = 326. Average age of non-client, client and total participant was respectively 23.6 years (*SD* = 4.88), 26.4 years (*SD* = 4.97) and 24.3 years (*SD* = 5.05). Number of non-client and client participant is respectively 241 and 85.

Inclusion and Exclusion

Participants for this current study were chosen based on their age, internet literacy, and level of education. Only the Bangladeshi adult participants aged 18 and up were included in the study. Because the data was gathered online using Google Forms, internet literacy was deemed the second inclusion criterion. Third, because no prior research has given this form to children or the illiterate community, the minimum level of education for participants in this study was determined to be a Secondary School Certificate or equivalent in order to compare the outcomes of the current study.

Exclusion criteria for participants in this study included being under the age of 18; being illiterate (having less than a Secondary School Certificate or equivalent); and being non-Bangladeshi.

Sampling Technique

To pick participants in order to collect data the convenience and the snowball sampling techniques were used.

Measures

Expectations About Counseling-Brief (EAC-B) Form

H. E. A. Tinsley (1982) developed the Expectations About Counseling–Brief Form (EAC-B) as an alternative brief version of his original Expectations About Counseling Questionnaire (H. E. A. Tinsley et al., 1980) to measure clients and non-clients expectations about counseling, including the specific roles of the therapist and client. The 53-items EAC-B was shortened from the original 203-item version of the EAC. The items of EAC-B are rated on a 7-point Likert scale with response options that range from not true (1) to definitely true (7). Each item is prefaced by one of two stems, “*I expect to ...*” or “*I expect the counselor to ...*” Sample items include “*I expect to talk about my present concerns.*” and “*I expect the counselor to help me to solve my problems.*”

According to the manual, the items are arranged into 17 regular scales, which are assumed to compose three factor scales. The regular scales, which are calculated by finding the mean ratings of the items that comprise each scale include Motivation, Openness, Responsibility, Acceptance, Confrontation, Directiveness, Empathy, Genuineness, Nurturance, Self-Disclosure, Attractiveness, Expertise, Tolerance, Trustworthiness, Concreteness, Immediacy and Outcome.

Three-factor scale scores (Personal Commitment, Facilitative Conditions, Counselor Expertise) can also be calculated by finding the mean value of various combinations of the

regular scales. The Personal Commitment factor score is calculated by finding the average score obtained on the Motivation, Openness, Responsibility, Attractiveness, Immediacy and Outcome. The Facilitative Conditions factor score is calculated by finding the average score obtained on the Acceptance, Concreteness, Confrontation, Genuineness, Nurturance, Tolerance and Trustworthiness. The Counselor Expertise factor score is calculated by finding the average score obtained on the Directiveness, Empathy, Self-Disclosure and Expertise scales.

According to the manual the internal consistency reliability of the 17 scales were found to range from .69 on directiveness and immediacy to .82 on confrontation (median = .76) and 8-weeks test-retest reliability coefficients ranged from .47 to .87 (median = .71). The EAC-B and original full-length EAC were found to intercorrelate highly (mostly above .85) (H. E. A. Tinsley et al., 1982).

Having acceptable reliability in contrast, the construct validity of EAC-B has been a matter of much controversy that what the EAC-B exactly measures, the expectations, preferences, or perceptions for counseling. It has been found that EAC-B confounds expectations and preferences for counseling (Galassi et al., 1992). In response to that finding H. E. A. Tinsley, (1992) pointed out that participants are not only instructed to indicate their expectations in the instruction but also repeatedly prompted to indicate their expectations when responding to items throughout the form (i.e., “*I expect to . . .*” or “*I expect the counselor to . . .*”). In addition to the explicit instructions to rate expectations about counseling, the construct validity of EAC-B was also analyzed by H. E. A. Tinsley and Westcot (1990) demonstrating the cognitions stimulated by participants while filling up the form. This finding provides strong support to the evidence that the EAC-B measures expectations of counseling rather than preferences. Moreover, Hayes and Tinsley (1989) found that scores on the EAC-B were distinct from the scores on inventories that measure

individuals' perceptions of counseling. Also, the scores of the EAC-B found to be distinct from measures of psychosocial development, career indecision, and counseling readiness by D. J. Tinsley et al. (1990). A recent study by Anderson et al. (2013) showed that the total EAC-B score was predictive of expectations of clients, ratings of the therapeutic alliance, ratings of session depth, smoothness, and positivity but not expectations of counselors; and the client involvement, facilitative conditions, and EAC-B total score predicted therapy outcome but not counselor expertise. After all these evidences, still the controversy concerning factor structure of the EAC-B has not been resolved yet. On this research the 53 item and 17 subscales EAC-B form was used excluding the 13-item Realism scale. A copy of the original EAC-B form is attached in Appendix F.

Beliefs About Psychological Services (BAPS) Scale

The discriminant validity of the Bangla version of the Expectations About Counseling-Brief (EAC-B) form was tested using the Bangla version of Beliefs About Psychological Services (BAPS) scale. The BAPS scale was developed by Ægisdóttir and Gerstein (2009) and is a self-report instrument. The BAPS scale was translated into Bangla which is consisting of 18 items with a total score (ranging from 18 to 108) evaluating generally held positive and negative beliefs about psychologists (or counselors) and their services on three subscales: Stigma Tolerance, Expertness, and Intent. The 18 statements on the BAPS are rated on a 6-point Likert-type scale that ranges from 1 to 6, with 1 being '*strongly disagree*' and 6 being '*strongly agree*'. The BAPS has 11 items that are positively phrased and 7 items that are negatively phrased. Before analyzing the negatively phrased items (items 5, 8, 10, 11, 13, 15, and 17), they must be scored in reverse. Scoring is accomplished by adding up the values for each item on a subscale and dividing by the number of items. Higher ratings indicate a more positive attitude about psychologists and their services. That is, the higher the scores, the greater the belief in the usefulness of

psychological services due to the expertise of psychologists, the greater the tolerance for stigma, and the more the willingness to seek treatment if needed.

Example items from each subscale are as follows: “*If I believed I were having a serious problem, my first inclination would be to see a psychologist*” (Intent to Seek Psychological Help), “*If I thought I needed psychological help, I would get this help no matter who knew I was receiving assistance*” (Stigma Tolerance), and “*It is good to talk to someone like a psychologist because everything you say is confidential.*” (Expertness).

Reliability analyses conducted by Ægisdóttir and Gerstein (2009) found strong internal consistency (.88, .82, .78, and .72 for the overall BAPS, Intent, Stigma Tolerance, and Expertness, respectively) and 1-month test–retest reliability of .87 in their reliability study. In another study Drob et al. (2016) found that the Cronbach’s alphas for the overall BAPS (.89) and each subscale (Intent = .89, Stigma Tolerance = .78, Expertness = .78) are equivalent to or greater than those reported by Ægisdóttir and Gerstein (2009) demonstrating satisfactory levels of internal consistency.

Ægisdóttir and Gerstein (2009) provided support for the validity of the BAPS by indicating that the women reported more favorable attitudes toward counseling services than men. Also, the individuals with prior exposure to counseling reported favorable attitudes toward counseling than individuals without prior counseling exposure. Furthermore, Ægisdóttir and Gerstein (2009) supported the convergent validity by showing that the overall BAPS scale scores correlates positively with the scores on the Attitudes Toward Seeking Psychological Help measure (Fischer & Turner, 1970) and the divergent validity by showing a nonsignificant association with social desirability. A copy of the original BAPS scale is attached in Appendix G.

Demographic Questionnaire

The demographic questionnaire included questions on the participants' age, gender, race/ethnicity, academic background, and whether or not they had ever attended a professional counseling session. A few demographic items, such as marital status, employment, and socioeconomic position, were added to the questionnaire that were not included in the original EAC-B instrument. Two extra questions were asked of those who had prior professional counseling experience. The first is the participant's total number of counseling sessions, and the second is when the individual last went to a counseling session. Participants were also asked on their nationality and native country. The Appendix I contains a copy of the demographic questionnaire.

Procedure

At the outset, an email was addressed to Howard E. A. Tinsley, Professor Emeritus of Psychology, Southern Illinois University, the developer of the EAC-B form, requesting permission to use his intellectual property and therefore adapt the form for Bangladesh (Appendix A).

The academic committee of the University of Dhaka's Department of Educational and Counselling Psychology received and approved the research project proposal. Following academic committee approval, the project was presented to the University of Dhaka's Ethical Review Committee, which also approved it (Ref. No. 178/Biol. Scs.). As a result, the use of human participants in this study has been approved ethically. The ethical clearance form is included in Appendix E.

The adaptation of EAC-B was followed by the standard guideline of multistage cross cultural adaptation procedures suggested by Borsa et al. (2012). During this adaptation according to Borsa et al. (2012) the EAC-B went through these six essential stages: (1) instrument translation from the source language into the target language, (2) synthesis of the

translated version, (3) a synthesis evaluation by expert judges, (4) instrument evaluation by the target population, (5) back translation, and (6) a pilot study. The whole procedure of the adaptation has been presented in Figure 1.

Forward Translation

The forward translation is the initial stage of adaptation. To begin the adaptation process, two distinct forward translations from the original EAC-B form to Bangla were completed by two different translators. Both translators were multilingual, with Bangla as their mother tongue, and proficient in both English and Bangla. The first translator came from a psychology background and attempted to give equivalency from a psychometric standpoint, stressing instrument similarity, and created a translation that provided trustworthy equivalent. The second translator, on the other hand, was from an English literature background who was not informed about the purpose of this task and attempted to produce a version that best reflects the language used by the Bangladeshi population because the translator was less influenced by the academic purpose of the translation.

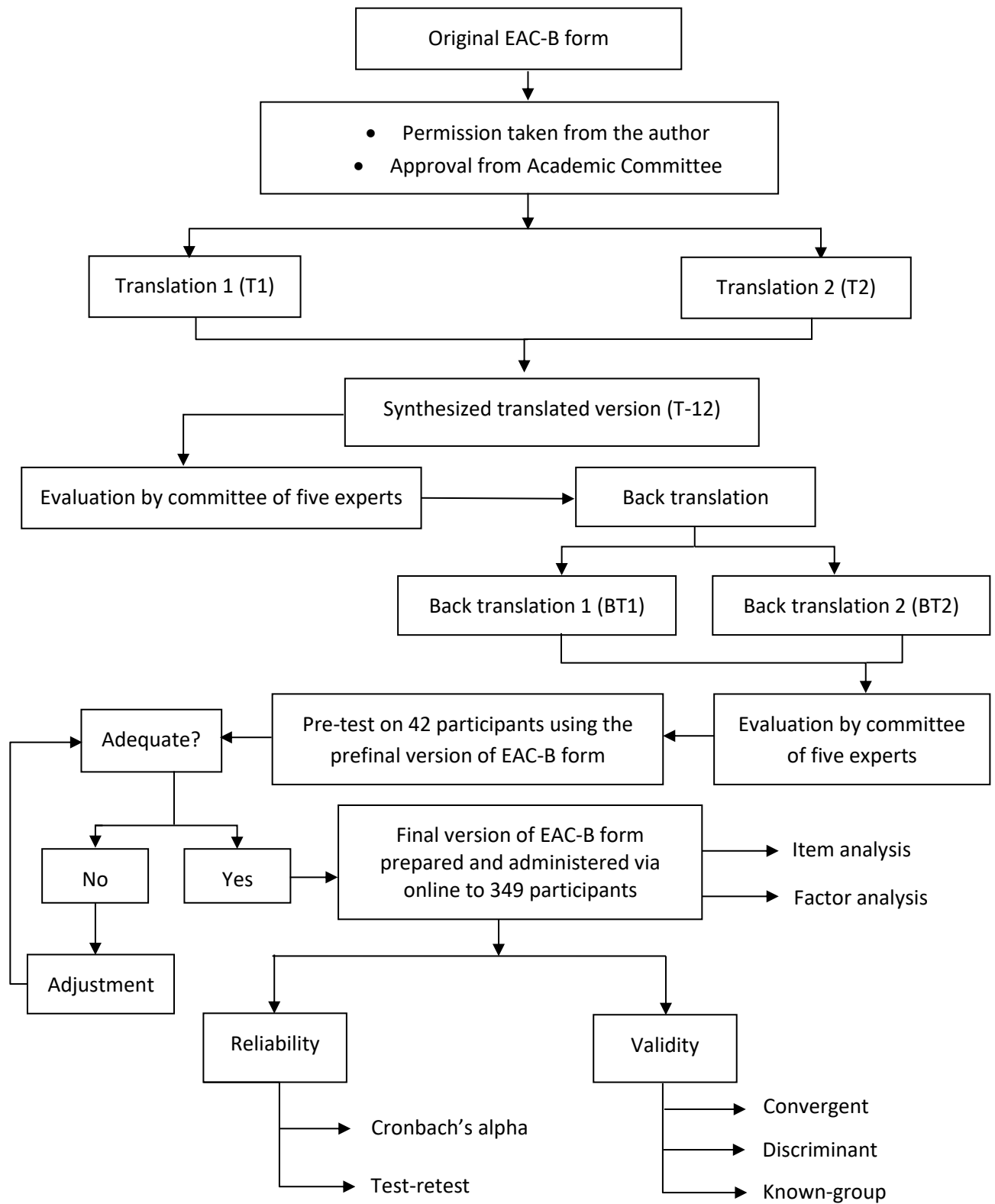
Both translators were hired using the well-known online freelance platform *upwork*. These two translators were chosen based on their academic background, the sorts of translation work they undertake, their job experiences, favorable reviews, and their profile rating. They translated everything, including the demographic questions, and the payment was done online. T1 and T2 were the names given to these two translation sets.

Synthesis of the T1 and T2

The procedure of summarizing each version begins after getting two versions of the translated instrument from two distinct translators. The researcher, together with four specialists from other disciplines, analyzed the multiple translations and assessed their semantic, idiomatic, conceptual, linguistic, and contextual distinctions for each item with the sole objective of establishing a single version. The comparability of the Bangla version and

Figure 1

Stages followed during the Bangla adaptation of EAC-B



the English instrument was evaluated in four key areas: (1) semantic equivalence, which aimed to assess whether the words had the same meaning, whether the item had more than one meaning, and whether there were grammatical errors in the translation; (2) idiomatic equivalence, where the items from the English instrument which were difficult to translate were changed into an equivalent expression that did not change the cultural meaning of the item (no item was difficult to translate); (3) experiential equivalence, where culturally unfit items were replaced with an equivalent item (no culturally unfit item found in EAC-B); and (4) conceptual equivalence, where it was confirmed that the translated items possess the same term or expression from the source culture.

As a result, a synthesis of various translations was initially performed in order to generate one common translation T-12. This T-12 version of the questionnaire was utilized in the next stage, which was the expert review committee.

Expert Review Committee

During the synthesis stage, in parallel, a list of several experts from relevant domains was compiled, and each of them was orally requested to contribute freely as a committee expert. The final list was compiled based on their verbal agreement to volunteer as a review committee expert. An official email invitation was delivered, together with the T1, T2, and T-12 forms. The review group consisted of five professionals in all. Two of them were professors, one of whom specialized in psychometric research and the other who was familiar with what the instrument was assessing. One of the other two specialists was a sub-editor of an English daily newspaper, and the other was a clinical psychologist who was also familiar with what the instrument assessed. The last member was the researcher himself who communicated the ideas of those two forward translators.

The T-12 synthesized version was examined by these five specialists during the expert review committee meeting. These experts assessed notable elements such as the structure,

layout, instrument instructions, and the scope and adequacy of expressions contained in the items. This ensured the adapted scale's language and cultural validity. The experts also assessed if the terminology used in the Bangla version were generalizing different contexts and populations, i.e., different areas of Bangladesh, and whether the expressions were a suitable match for the target audience. Aspects of the instrument layout were also examined, particularly the clarity of the material, the appropriateness of font types and sizes, and the organization of information on the instrument. Appendix B contains pertinent information on the expert review committee meetings.

Back Translation and Review by Expert Committee

Back translation is recommended as an extra quality control check by Sireci et al. (2006). To do this quality control check, two distinct translators, both of whom were completely unaware of the original version, translated the T-12 version of the EAC-B form back into English. Two of these back translations (BT1 and BT2) were created by two people whose first language was English, and none of them were aware of or told about the context and concept of this translation, nor did they come from a medical background. They were once again hired through Upwork and paid through an online transaction.

Following the completion of the back translations, an online meeting via Zoom was scheduled with the same members of the last expert committee, with all versions of the form (original EAC-B, T1, T2, T-12, BT1, BT2) available to all participants. This time, the expert committee collected all of the form's variants and created the form's prefinal version for field testing. As a result, the committee analyzed all of the translations and reached an agreement on any discrepancies. The expert committee's goal at this step was to assess how well the translated versions reflected the item content of the original form. It was also evaluated to see whether there were any major contradictions or conceptual flaws in the translation. Overall, the committee stressed the validity checking procedure to ensure that the translated versions

reflected the same item content as the original version and generated the prefinal version of the EAC-B form to ensure consistency.

Pre-test

Pre-testing refers to a previous application of the instrument in a small sample that reflects the target-population characteristics (Gudmundsson, 2009). In this pre-testing the prefinal version of EAC-B was used. 42 participants (these participants were included in the final sample) participated on the pre-test among them 50% were aged between 21-30; 45.2% were aged between 31-40; and 4.8% were aged between 41-50. All the data were collected through Google Forms Pre-Test Questionnaire (Appendix J) in online platform. Each participant completed the form and was asked to give open-ended feedback about the clarity of the items. They were also asked to rate the statement, "I easily understood every statement in this questionnaire" on a 7-point Likert scale where (1) is *completely disagree* and (7) is *completely agree* and the question. Among them, 52.4% rated 7 and gave feedback that they completely understood the items, 33.3% rated 6 and informed that the form was big for them, 7.1% rated 5 & 4 and didn't share their opinion.

Cronbach's Alpha was determined to be 0.948 in the pre-test (which is very good). Despite this, the corrected item-total correlation of three items (item 11, 23, and 38) was less than 0.30. (respectively .260, .241, .176). Items with corrected item-total correlations less than 0.30 are not acceptable, according to Cristobal et al. (2007). As a result, these three items were resubmitted to the expert review committee, and the language of those three items was adjusted with new ones (Appendix B).

Final Test

Following the pre-test, the final test was administered to a large sample ($N = 326$) of the target population using the approved final version of the EAC-B form. The data was

gathered online using the Google Forms Final Test Questionnaire (Appendix K) due to the COVID-19 pandemic.

Data Collection

Due to the COVID-19 pandemic the data were collected online by using the google forms. To collect the data for the final test a questionnaire titled ‘Google Forms Final Test Questionnaire’ was created. The researcher and four research assistants gathered the data using the google form. Three of the research assistants were Masters students in the psychology department, while the fourth was a mental health practitioner.

Preparing Google Form

On the first portion of the google form survey questionnaire, participants were educated on the overall goal of the research and asked for informed consent (Appendix H). They were assured that any information they provided would be kept confidential and utilized solely for research purposes. Furthermore, they were advised that they may resign from this study at any moment by sending an email to the researcher, and that the relevant information would be deleted from the main database.

The questions related to demographic information were incorporated in the second part. Participants were asked about their age, gender, academic position, and whether or not they had ever worked with a professional counselor. A few demographic questions were added to the questionnaire that were not included in the original instrument, such as marital status and socioeconomic status. Those who had prior experience with professional counseling were asked two additional questions. The first is the number of sessions attended by the participant, and the second is when the person last attended a counseling session. Participants were also asked about their nationality and country of residence.

The items from the Bangla EAC-B final version were added in the third and fourth sections of the google form survey questionnaire. In the third and fourth sections of the

google form survey questionnaire respectively a set of questions assessing participants' expectations regarding *counseling* and *counselor* were included.

Participants were requested to submit their e-mail address in the fifth area of the google form survey questionnaire if they wished to answer to sections three and four again after three weeks. Those who agreed to respond again by providing their email address were chosen for the test-retest sample.

Participants were requested to respond to the questions of the Beliefs About Psychological Services (BAPS) scale in the sixth section of the google form survey questionnaire, which were utilized to analyze the construct validity of EAC-B. The sixth portion was the final section of the questionnaire, and following each submission, the participants received a little note of appreciation created automatically by the google form, which said, "Thank you so much for assisting the study effort with your useful comments."

Collecting Data Online

The research assistants were given detailed spoken instructions and were provided the necessary materials for data collection (a Google Forms Final Test Questionnaire link and a Portable Document Format of the Google Forms Final Test Questionnaire).

In addition, an advertisement (Appendix M) was made for social media to promote the online distribution of this questionnaire, which was distributed by random persons, including the researcher and research assistants. A few faculties from various colleges and universities were also asked via email and social media to reach out to their students and encourage them to participate by sharing the advertising and google form link with their students to participate on the research.

Because the data was obtained via an online platform, there was a possibility that participants would provide numerous responses, and that individuals from the pre-test would reply again to the final test. Two protections were planned to limit these numerous responses.

First, the 'limit to single response' option was enabled in the google form, and second, the pre-test and field test responses were gathered using a single google form file, so that it could restrict submission from a participant who had already responded in the pre-test by tracing the email address stored in the system. With this single file of google form, pre-testing was completed and replies were stored into an excel sheet, and then the necessary updating was performed for the field test to gather fresh responses on the same file of google form. Thus, the google form was used in a way, which did not enable any participant, even pre-test participants, to respond twice.

After collecting data for the final test, those who agreed to respond again after three weeks by providing their email address in the fifth section of the Google Forms Final Test Questionnaire were given a new form called the Google Forms Test-Retest Questionnaire (Appendix L) to assess the test-retest reliability.

A total of 161 people decided to take the retest, and the Google Forms Test-Retest Questionnaire was delivered to those participants by individual email. The three weeks gap between tests and retests was computed using the Google Forms Final Test Questionnaire, as the form submission time and date were automatically recorded by the google form. To assure the three-week delay, each test-retest responder was emailed the link to this test-retest questionnaire by unique email at various times. Afterwards, 51 participants completed the retest, but one of them failed to include their email address in the questionnaire and hence could not be tracked down for the retest.

Data Analyses

The IBM SPSS Statistics version-22 was used for data analysis. IBM SPSS Statistics version-22, Microsoft Excel Home and Student 2019, and Microsoft Word Home and Student 2019 were used to create the figures and tables. First, a codebook was created in order to enter the data into SPSS. Because of the contradictory response on two demographic

questions, 17 participants were eliminated from the data for further processing. These two questions were '*Number of psychological counseling session attended*' and '*When did you attend the last psychological counseling session?*' For individuals who replied '2-3' and '*Never attended*' respectively for '*Number of psychological counseling session attended*' and '*When did you attend the last psychological counseling session?*' or in a similar inconsistent way, the response was recognized as contradictory. Due to being minors and not having parental consent, 6 more participants were removed from the main datasheet.

With the elimination of these 23 participants, the rest 326 participant's responses to the demographic questionnaires, the EAC-B items and the BAPS items were fed to the SPSS for analyses. Following the scoring concepts of the EAC-B and BAPS, the raw data was transformed into new using SPSS into new scale and factor level variables. After entering the raw data those were transformed using the SPSS into new subscale and factor level variables following the scoring principles of the EAC-B and BAPS.

The response distributions of all EAC-B items were examined first to estimate the internal consistency by scrutinizing the inter-item correlations and item-total correlations. In order to investigate the underlying factors of EAC-B, an exploratory factor analysis (EFA) with principal axis factoring and oblique (promax) rotation was performed. The principal axis factoring was used as research had not been conducted with the Bangla version of EAC-B and purpose was to understand the latent factors of this newly translated Bangla EAC-B form (Worthington & Whittaker, 2006). The oblique rotation method was selected because the factors of EAC-B were expected to correlate and researchers recommended to use oblique rotations when the factors are assumed or known to be correlated (Fabrigar et al., 1999; Worthington & Whittaker, 2006). Also, previous researchers used the same procedures to examine the factor structure of the EAC-B items (e.g., Hatchett & Han, 2006; Moore-Thomas & Lent, 2007) and scales (e.g., Moore-Thomas & Lent, 2007).

Recent most studies used the sample size estimation in an arbitrary margin of 2 to 20 times of the item number and reviews showed that sample to item ratios of $\leq 10:1$ covers 63.2% studies (Costello & Osborne, 2005; Arafat et al., 2016) while 4:1 or 5:1 is the widely used criterion for doing a factor analysis (Streiner, 1994; Floyd & Widaman, 1995). The minimum sample size for factor analysis varies from 100 (e.g., Kline, 1979; Gorsuch, 1988) to 250 (e.g., Erdos, 1979) while other recommendations mentioned the following guidance: 100 = poor, 200 = fair, 300 = good, 500 = very good, and ≥ 1000 = excellent (Anthoine et al., 2014; Santos et al., 2015; Williams et al., 2010).

The number of participants in this study was more than 6 times the number of EAC-B items (53). Therefore, the present sample size ($N = 326$) for the factor analysis against the 53 items with 6:1 sample-to-item ratio was appropriate.

Eventually, after the factor analysis the reliability and validity of the EAC-B form was examined. The reliability was tested by estimating the internal consistency (Cronbach's α) of the full test, and the factors of EAC-B; and the test-retest reliability. The convergent validity was examined by correlating the EAC-B items with the scale to which it was assigned, and by examining the correlation between the EAC-B factors and scales. The discriminant validity was assessed by correlating the factors of EAC-B and BAPS.

Chapter 4: Results

Factor Structure

The factor structure of the Bangla EAC-B scale has been examined by executing both the item analysis and the factor analysis. To reveal the underlying factors of the EAC-B it has been analyzed both in item level and EAC-B's existing 17 scale level.

Item Analysis

In the inter-item correlation matrix in Table 2 shows that there are no negative values and out of 1378 inter-item correlation coefficients 1374 are significant. The value of these scores ranged from .08 to .74 and the average score is .42. Values of the average inter-item correlation vary widely with the topic area under investigation and the nature of research, but seldom exceed 0.50 (McKennell, 1978). Clark and Watson (1995) suggested a mean inter-item correlation of 0.15 to 0.20 for outcome measures that indicated general constructs (such as *introversion*) and 0.40 to 0.50 for those that tap specific ones (such as *loudness*).

The corrected item-total correlations for the Bangla EAC-B items are significantly high and ranged from .38 to .77 showed in Table 3 with a mean of .64. The higher range of item-total correlation indicates a higher internal consistency of the Bangla EAC-B scale. A higher item-total correlation of an item denotes the concordance of the items with the construct being measured by the scale.

Item Level Factor Analysis of EAC-B

To examine whether the data were suitable for factor analysis, measures of sampling adequacy were carried out on the 53-item Bangla EAC-B. Inspection of the R-matrix (Table 2) indicated a substantial number of the coefficients (82.9%) were equal or greater than 0.30. Also, there were no coefficients exceeding the value of .74 indicating that there was no

multicollinearity (very highly correlated variables) or singularity (perfectly correlated variables) problem. The Kaiser-Mayer-Olkin (KMO) index was 0.96, exceeding the recommended value of 0.60 (Kaiser, 1970; Tabachnick & Fidell, 2001), and Bartlett’s Test of Sphericity (Bartlett, 1954) reached statistically significant ($\chi^2 = 13,605.1, p < 0.0001$), indicating that the data were highly suitable for factor analysis. The 53 items of the EAC-B

Table 3

Corrected item-total correlation and Cronbach’s alpha if the item is deleted

Item	Corrected item-total correlation	Cronbach’s alpha if item deleted
01: Like counselor	.477**	.973
02: Gain experience to solve problem	.555**	.972
03: Openly express emotion	.560**	.972
04: Responsibility for own decision	.467**	.973
05: Talk about present concerns	.599**	.972
06: Relate openly and honestly	.560**	.972
07: Enjoy interviews with counselor	.575**	.972
08: Practice needful things in counseling	.621**	.972
09: Get better understanding	.628**	.972
10: Stay in counseling for few weeks	.390**	.973
11: See counselor more than three times	.489**	.973
12: Enjoy being with counselor	.636**	.972
13: Stay in counseling even it is painful	.384**	.973
14: Express and discuss feelings	.653**	.972
15: Identifying problems for work	.673**	.972
16: Better able to help in future	.710**	.972
17: Feel safe to express true feeling	.679**	.972
18: Improve relationships with others	.678**	.972
19: Asking for clarification	.576**	.972
20: Work outside counseling sessions	.565**	.972
21: Explain what is wrong	.586**	.972
22: Put feelings into words	.726**	.972
23: Tell what to do	.533**	.973
24: Detect unexpressed feelings	.595**	.972
25: Know how to help	.734**	.972
26: Help to identify problems	.753**	.972
27: Give encouragement and reassurance	.725**	.972
28: Help to identify feelings	.766**	.972
29: Being a person who is real	.625**	.972
30: Discover behaviors relevant to problem	.760**	.972
31: Inspire confidence and trust	.766**	.972

32: Frequent advice	.593**	.972
33: Being honest	.725**	.972
34: Counted on	.695**	.972
35: Friendly and warm	.722**	.972
36: Help to solve problems	.713**	.972
37: Discuss attitudes relating to problem	.703**	.972
38: Giving support	.760**	.972
39: Decide best treatment plan	.648**	.972
40: Know feelings without having to speak	.554**	.973
41: Respect	.672**	.972
42: Discuss experiences relating to problem	.662**	.972
43: Praise improvement	.707**	.972
44: Face up to differences	.688**	.972
45: Talk freely	.515**	.973
46: No trouble in getting along	.618**	.972
47: Like me	.575**	.972
48: Trustable	.775**	.972
49: Like in spite of bad things	.607**	.972
50: How I see myself and how I am seen	.684**	.972
51: Calm and easygoing	.739**	.972
52: What I am and what I want to be	.705**	.972
53: Get along well in the world	.689**	.972

Note. $N = 326$; average item-total correlation = .64. All items are paraphrased or abbreviated. Exact items are in Appendix F.

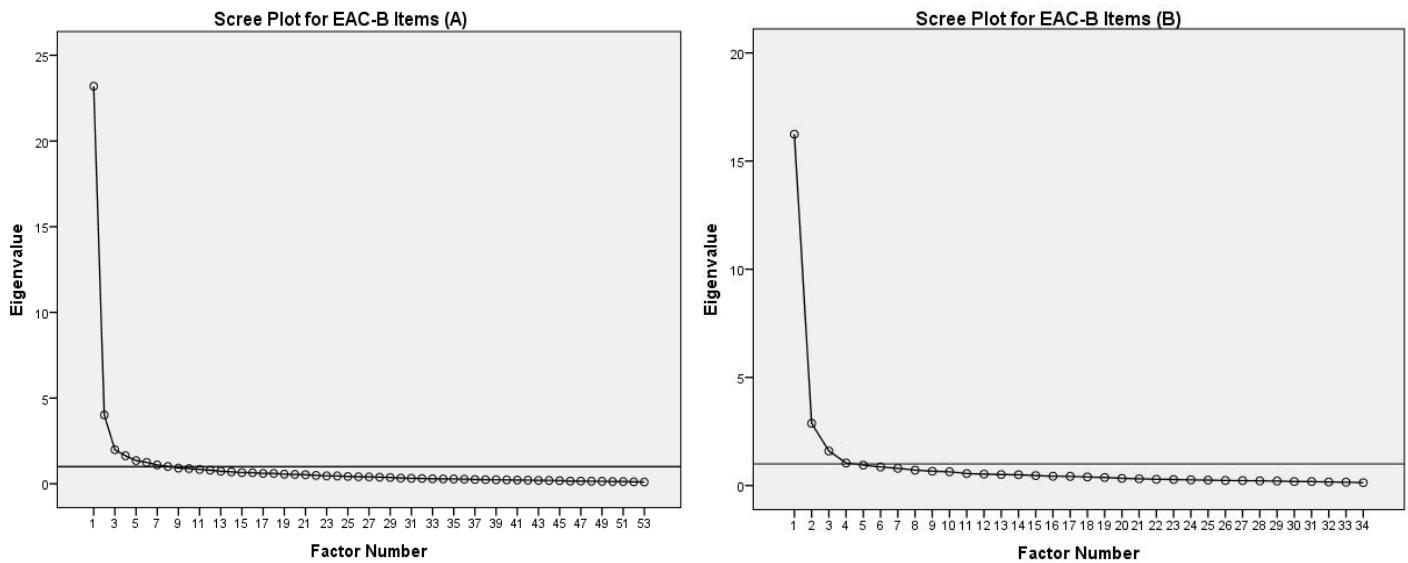
** $p < .01$.

were therefore subjected to factor analysis following the extraction method of principal axis factoring with oblique (Promax with Kaiser Normalization) rotation.

The initial analysis with Eigenvalues over 1.00 extracted eight factor structure of the EAC-B accounting 67.2% of the total variance. However, Floyd and Widaman (1995) suggested that the Scree test (Cattell, 1966) is a more accurate method for retaining factors. and it indicated a clear break after the 3rd component (Figure 2A), leading to retain three components. Also, the parallel analyses were utilized to provide a more rigorous test of the factor structure. The parallel analysis program generated the random data eigenvalues as a comparison (O'Connor, 2000; Watkins, 2006). The first three eigenvalues from the actual data were greater in the output than the corresponding first three eigenvalues from the random data. The fourth and remaining eigenvalues from the actual data were less than their

Figure 2

The scree plots generated in EFA: (A) for 53-item, and (B) for 34-item



corresponding eigenvalues from the random data, confirming the retention of three components.

Three, four, five, six, seven, and eight factor solutions were extracted and obliquely (Promax with Kaiser Normalization) rotated, and the pattern matrices were carefully evaluated for the potential solutions. Based on the thorough review of both prior investigations which suggested a three-factor solution (Hayes & Tinsley, 1989; Kunkel et al., 1989; D. J. Tinsley et al., 1991; Ægisdóttir et al., 2000; Hatchett & Han, 2006) and the evaluation from the Cattell's scree test and parallel analysis, it was decided that the three-factor solution best represented the current responses of the samples to the Bangla EAC-B. The final analysis with Eigenvalues over 1.00 extracted three factor structure of the EAC-B accounting respectively 47.87%, 8.48% and 4.73% (total 61.09%) of the variance with 34 EAC-B items.

Five criteria were considered to determine the number of factors to rotate: the number of factors with eigenvalues >1.0 , the Cattell's scree plot, the number of interpretable factors, parallel analysis, and the percentage of variance accounted for by each factor and by the total factor solution.

For item retention of each factor, best practices were followed that are recommended by psychometricians: (i) no factors with fewer than three items, (ii) no items with communality less than .30, and (iii) no items with a factor loading <0.32 (Worthington & Whittaker, 2006; Simms, 2008; Carpenter, 2018), (iv) no items with cross-loadings less than .15 difference from an item's highest factor loading were deleted (Worthington & Whittaker, 2006).

Refinement of the three-factor solution was made by removing 19 items (item number 52 and 21 had loadings below .32; and item number 19, 15, 36, 45, 46, 53, 4, 13, 20, 29, 50, 22 and 51 cross loaded with other factor with discrepancy less than .15). Items 47, 49, and 11, 10 in pairs, went into the fourth and fifth factors, respectively, and because a factor cannot have only two items, they were removed during the three-factor extraction. The factor structure was ideally clean in the Cattell's scree plot (Figure 2B) as well as interpretable after these nineteen items were deleted. The resulting 34-item solution has a sample to item ratio of almost 10:1 for the final factor analysis, which is significantly higher than the ratio advised by Tabachnik and Fidel (2001). Table 4 shows the item loadings of the rotated three-factor pattern matrix, and Appendix N shows all the pattern matrices of the step-by-step refinement to the three-factor solution of the Bangla EAC-B form.

Factor Identification

After the factor retention and removal of the items the ideal three-factor solution was ready for factor labeling. The factor labeling and loadings are discussed below further with justification.

Factor 1: Client Involvement (CI). The first factor was primarily identified with high loading items from item number 1-20 on the EAC-B form. All of these items start with a prefix "*I expect to...*" and denotes the involvement of the client in counseling session. Therefore this factor was named as Client Involvement which was similar with the previous

factor findings (Hatchett & Han, 2006; Anderson et al., 2013) of the EAC-B. These items were likewise comparable to the original H. E. A. Tinsley et al. (1980) factor, named ‘personal commitment.’ H. E. A. Tinsley et al. (1980) described this factor as ‘primarily to how clients expect themselves to act in the counseling situation’. Total 13 items loaded in this factor and the item with highest loading was “*Enjoy being with counselor (item 12)*”. The other highest loading items were 17, 3, 6, 8, 18, 9, 16, 5 and 14. For the rest three items the loadings fall between .59 to .50. The factor was primarily characterized by high loadings on items from the Attractiveness, Immediacy, Outcome, Openness and Responsibility scales. Though no items from the scale named Motivation was loaded in any factor of this current study which was also found previously (Anderson et al., 2013) not to be loaded in any factor. The Korean students were also found (Byon et al., 1999) to be comparable to the Chinese students in Yuen and Tinsley’s (1981) study, who had lower expectations to conduct motivatedly in counseling. The absence of this Motivation scale explains that the sample of our present study also did not exhibit their expectations to remain motivated during the counseling. The Cronbach’s α for this 13 items Client Involvement factor was .93.

Factor 2: Facilitative Conditions (FC). There were 14 items on this factor, ranging from item number 21 to 53 on the EAC-B scales. The remaining items on the scale represent the counselor’s role in the counseling session. The factor was characterized by high loadings on items from the scales of Genuineness, Trustworthiness, Nurturance, Concreteness, Confrontation, and Acceptance, which mirrored the prior factor results of Hatchett and Han (2006) and Anderson et al. (2013).

The items on this factor show the counselor’s capacity to build a therapeutic alliance with his or her clients. As a result, this factor’s name was labeled as Facilitative Conditions. The counselor’s respect and genuineness to the client, for example, were the two highest-loading items (item number 41 and 33). These two items have the highest loading of all the

Table 4*Factor loadings of the EAC-B items in pattern matrix*

EAC-B items	Factor loadings		
	1	2	3
Factor 1: Client Involvement (CI)			
17. Feel safe to express true feeling	.81	.05	-.02
12. Enjoy being with counselor	.81	-.03	-.02
03. Openly express emotion	.81	-.06	.01
06. Relate openly and honestly	.81	-.13	.05
08. Practice needful things in counseling	.79	-.14	.11
18. Improve relationships with others	.78	.02	.00
09. Get better understanding	.77	-.03	.03
16. Better able to help in future	.74	.07	.04
05. Talk about present concerns	.68	.13	-.04
14. Express and discuss feelings	.62	.17	-.01
02. Gain experience to solve problem	.59	.28	-.20
07. Enjoy interviews with counselor	.54	.08	.05
01. Like counselor	.53	.06	.00
Factor 2: Facilitative Conditions (FC)			
41. Respect	-.11	.99	-.17
33. Being honest	.00	.94	-.16
48. Trustable	.08	.80	-.03
27. Give encouragement and reassurance	-.07	.76	.09
43. Praise improvement	-.02	.73	.09
30. Discover behaviors relevant to problem	.16	.68	.01
26. Help to identify problems	.20	.67	-.03
34. Counted on	-.01	.66	.14
28. Help in identifying feelings	.14	.61	.11
44. Face up to differences	-.13	.58	.31
31. Inspire confidence and trust	.25	.58	.07
25. Know how to help	.21	.56	.06
35. Friendly and warm	.04	.54	.26
38. Giving support	.10	.53	.26
Factor 3: Counselor Expertise (CE)			
42. Discuss experiences relating to problem	.02	.02	.82
23. Tell what to do	-.04	-.10	.80
32. Frequent advice	-.08	.03	.76
40. Know feelings without having to speak	.10	-.15	.75
37. Discuss attitudes relating to problem	-.06	.25	.68
39. Decide best treatment plan	-.01	.18	.61
24. Detect unexpressed feelings	.15	-.04	.61
Eigenvalue	16.28	2.88	1.61
Variance explained	47.87%	8.48%	4.73%
Cronbach's Alpha	.93	.96	.89

Note. $N = 326$. The extraction method was principal axis factoring with oblique (Promax with Kaiser Normalization) rotation. Items 1–20 begin with prefix “*I expect to...*” and items 21–53 begin with prefix “*I expect the counselor to...*”. All items are paraphrased or abbreviated. Exact items are in Appendix F.

loaded items in the three factors.

This factor contains two items (Items 26 and 30) that were identified as client factors by H. E. A. Tinsley et al. (1980), but loaded as counselor factors in this study. On their research, Anderson et al. (2013) discovered a similar drift of client factors towards the counselor factor. The fact that these two items were loaded on the Facilitative Conditions factor indicates that clients do not anticipate to be passive recipients of the facilitative circumstances, but rather expect it to be bidirectional. These two components are from the original H. E. A. Tinsley et al. (1980) EAC-B form's Concreteness scale.

This Facilitative Conditions factor has two more items (number 25 and 28) that represented deviance. These items were loaded on the Counselor Expertise factor on the previous works (H. E. A. Tinsley et al., 1980; Kunkel et al., 1989; Ægisdóttir et al., 2000; Hatchett & Han, 2006; Anderson et al., 2013). Item 25 was from the Expertise scale, while item 28 was from the Empathy scale, both from the previously discovered Counselor Expertise factor. A correlation was performed among the items of this Facilitative Conditions factor to see which item correlates the most with which item. It was discovered that these two items (numbers 25 and 28) had the strongest correlation with items 26 and 30 from the Concreteness scale when compared to the other items from the respective scales (Table 5). As a result, items 25 and 28 were assigned to the Concreteness scale.

H. E. A. Tinsley (2008) defined *concreteness* as the qualities of the therapeutic process. *Concreteness* may also be characterized as a skill in counseling that entails assisting the client in identifying and working on a single problem from among the many difficulties mentioned. It may also entail keeping the client on track with that problem in this session, explaining facts, words, feelings, and objectives, and employing a hear and now emphasis to underline difficulties in the session (Coursehero, n.d.). As a result, these two items were loaded on the Facilitative Conditions factor because the present study samples choose to play

a bidirectional role in creating a relationship with the counselor as part of the therapeutic alliance by identifying particular difficulties and clarifying feelings.

Table 5

Correlation of other items with item 25 and 28 for scale allocation

Item number (corresponding scale)	Correlation with item number 25	Correlation with item number 28
26: Help to identify problems (Concreteness)	.72**	.74**
30: Discover behaviors relevant to problem (Concreteness)	.67**	.70**
27: Give encouragement and reassurance (Nurturance)	.62**	.72**
38: Giving support (Nurturance)	.58**	.66**
43: Praise improvement (Nurturance)	.59**	.61**
44: Face up to differences (Confrontation)	.56**	.53**
35: Friendly and warm (Acceptance)	.52**	.60**
41: Respect (Genuineness)	.52**	.55**
33: Being honest (Genuineness)	.62**	.63**
48: Trustable (Trustworthiness)	.59**	.67**
31: Inspire confidence and trust (Trustworthiness)	.62**	.69**
34: Counted on (Trustworthiness)	.56**	.53**

** $p < .01$. All items are paraphrased or abbreviated. Exact items are in Appendix F.

The definition of *concreteness* explains why items 28 (*Help in identifying feelings*) and item 25 (*Know how to help*) have shifted from the previously discovered Counselor Expertise factor to this Facilitative Conditions factor. The current study discovered a mutual engagement of the client-counselor in this Facilitative Conditions factor, as opposed to the previously discovered unidirectional role of the counselor in facilitation. However, no items from the Tolerance scale were loaded inside any of the factors that had previously been confirmed (Hatchett & Han, 2006; Anderson et al., 2013) to be loaded under the Facilitative Conditions factor. Despite this, Korean international students had low expectations about counselors' tolerance for deviant behavior (Byon et al., 1999). The lack of this Tolerance measure explains why the sample in our current study did not expect to be tolerant of the counselors' involvement during therapy. The Cronbach's α for these 14 items Facilitative Conditions factor was .96.

Factor 3: Counselor Expertise (CE). There was a total of seven items and the factor was principally defined by heavy loadings with the items of Self-Disclosure, Directiveness, Empathy and Expertise scales. The items with highest loading in this factor were items number 42 (*Discuss experiences relating to problem*) and items number 23 (*Tell what to do*) which were respectively from Self-Disclosure and Directiveness scale. This factor includes items that are similar to the Counselor Expertise factor initially introduced by H. E. A. Tinsley et al. (1980). Seven of the 12 items on this factor corresponded with those discovered in Hatchett and Han's (2006) Counselor Expertise factor. Client expectations about the therapist's activity level in self-disclosure, directiveness, empathy, treatment plan, and knowing how to support the client are among the items that generated this factor. Therefore, this this final factor was also named as Counselor Expertise following the previous works of Hatchett and Han (2006), and Anderson et al. (2013). An exploratory analysis of the subset of clients who had prior treatment experience was done and found a meaningful grouping of items by Anderson et al. (2013). Though following the same analysis of the present client, non-client subset no significant grouping of items was found. The Cronbach's α for these seven items Counselor Expertise factor was .89. Among the three factors, it was found that this factor had the lowest correlation with the first factor ($r = .53$) and highest correlation with the second factor ($r = .70$) while the correlation between the first and second factor was ($r = .70$).

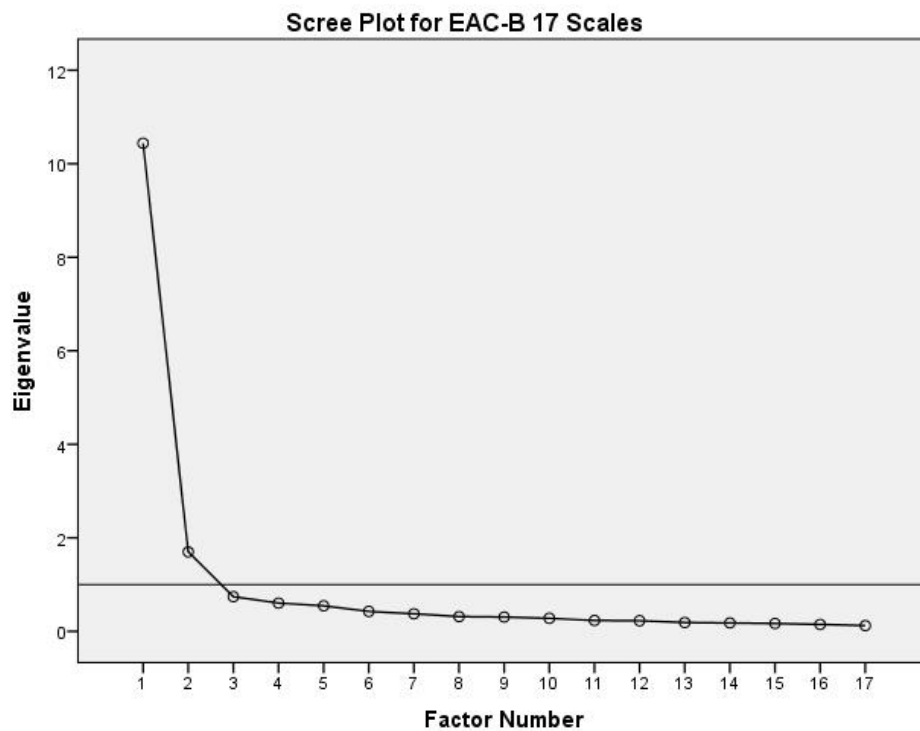
Scale Level Factor Analysis of EAC-B

After subjecting the 53 items of EAC-B to a factor analysis to explore the factor structure of the data it was also analyzed at the scale level keeping all the previously mentioned criteria of factor analysis same. Therefore, the EAC-B form was loaded for a second factor analysis with its 17 scales.

The Kaiser-Mayer-Olkin (KMO) index was 0.96, exceeding the recommended value of 0.60 (Kaiser, 1970; Tabachnick & Fidell, 2001), and Bartlett's Test of Sphericity (Bartlett, 1954) reached statistically significant ($\chi^2 = 5129.5, p < 0.0001$), indicating that the data were

Figure 3

The scree plot generated in 17 scales EAC-B factor analysis

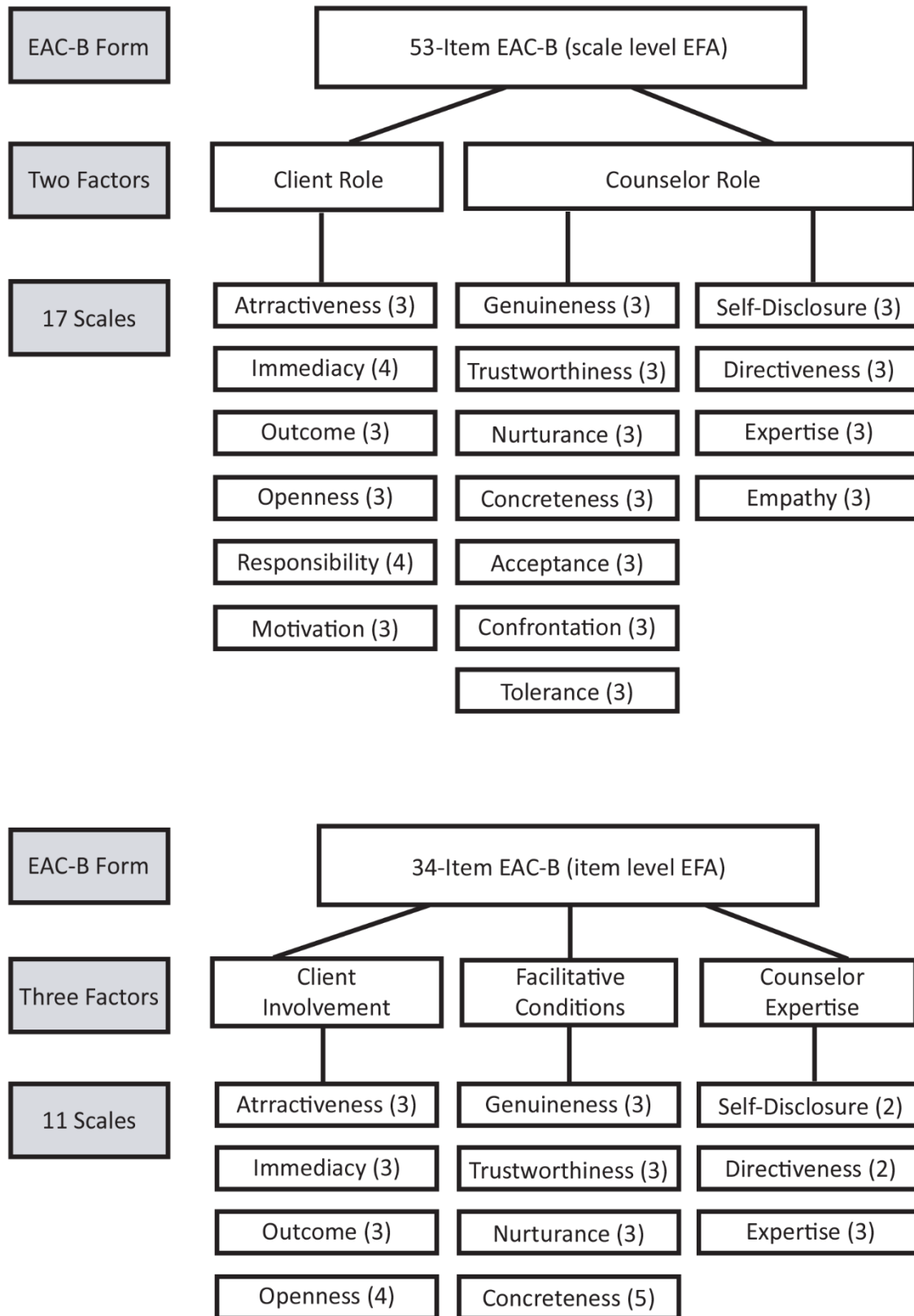


highly suitable for factor analysis. The 17 scales were analyzed following the extraction method of principal axis factoring with oblique (Promax with Kaiser Normalization) rotation. The initial analysis with Eigenvalues over 1.00 extracted two factor structure of the 17 EAC-B scales accounting respectively 61.41% and 9.95% (total 71.36%) of the variance with 17 EAC-B scales and the Scree test (Cattell, 1966) also indicated a clear break after the 2nd component (Figure 3), leading to retain those two components.

On the Scree test (Figure 3), there is an obvious elbow in the size of eigenvalue magnitudes after the first two components. Except for the concreteness scale, the scales loaded on the first component were drawn from the second half of the EAC-B (*"I expect the counselor to . . ."* Items 21–53), while the scales placed on the second component were

Figure 4

Factor structure of 53-item and 34-item EAC-B derived from respectively scale level and item level factor analysis



drawn from the first half (“*I expect to. . .*” Items 1–20). Therefore, the first and second factor were labeled respectively as Counselor Role and Client Role.

Table 6

Factor loadings of the EAC-B scales in pattern matrix

EAC-B items	Factor loadings	
	1	2
Factor 1: Counselor		
Self-disclosure	.95	-.19
Tolerance	.90	-.09
Confrontation	.85	-.03
Directiveness	.78	-.05
Empathy	.77	.04
Acceptance	.76	.04
Expertise	.76	.13
Nurturance	.71	.22
Trustworthiness	.65	.28
Genuineness	.61	.26
Factor 2: Client Role		
Immediacy	-.10	.98
Openness	-.07	.90
Outcome	-.03	.90
Attractiveness	.01	.76
Responsibility	.08	.72
Motivation	.02	.57
Concreteness	.42	.54
Eigenvalue	10.44	1.69
Variance explained	61.41%	9.95%
Cronbach’s Alpha	.95	.92

Note. $N = 326$. The extraction method was principal axis factoring with oblique (Promax with Kaiser Normalization) rotation.

The scales that comprised the first factor were the same items that comprised the Facilitative Conditions and Counselor Expertise factors, much as the second factor was comprised of the scales drawn from the items of Client Involvement factor. The Concreteness scale was the only scale that cross-loaded on the both factors (highest loading on the second factor) but it was decided to retain because the cross-loading difference was not less than .15 from the loading value in the first factor. Table 6 provides the scale loadings of the two-factor pattern matrix of Bangla EAC-B form. The correlation between these two factors was found

to be high ($r = .71$). This finding was similar to the finding of Moore-Thomas and Lent (2007). Figure 4 depicts the entire structure of the 53-item and 34-item Bangla EAC-B form which has been derived respectively from scale level and item level factor analysis.

Reliability

Internal consistency and test-retest reliability were used to calculate the reliability coefficient of EAC-B form. The reliability was checked for the 53 items (original), 34 items (EFA derived), and 17 scales (original) EAC-B form.

Internal Consistency

The internal consistency was assessed by calculating Cronbach's Alpha using data from the respondents from initial administration ($N = 326$). The internal consistency of the 53 items, 34 items and 17 scales EAC-B were satisfactory as the Cronbach's alpha were found to be .973, .964 and .958 respectively which were significant at the 0.01 level (Table 7).

Moreover, the inter item correlation matrix for 53-item Bangla EAC-B (Table 2) contained no negative values with the average score of .42 ranging from .08 to .74 and Cronbach's alpha .973 (.964 for 34-item EAC-B) for measuring a broad higher-order construct. The average inter-item correlation (AIC) varies a lot depending on the topic and the type of study, although it seldom goes over 0.50. (McKennell, 1978). Clark and Watson (1995) recommended a mean inter-item correlation of 0.15 to 0.20 for broad traits (i.e., generic constructs like morality) and 0.40 to 0.50 for specific ones (i.e., specific constructs such as internet addiction). In addition, most psychometricians agreed with the notion that a Cronbach alpha value of 0.70 as acceptable. Both the AIC and alpha value obtained demonstrate appropriate internal consistency for the 53-item and 34-item EAC-B and are compatible with the Bangla adaption, showing that the items measured the same construct.

Test-Retest Reliability

The subjects were given a retest to see if the EAC-B was stable over time. During the original delivery of the EAC-B questionnaire, 161 participants consented to participate in the retest; however, 51 people responded to the EAC-B retest three weeks following their first response. Finally, retest scores were calculated using responses from the 50 participants because one person failed to mention the email, causing the participants' primary test scores to be dropped. Cronbach's alpha coefficient for test-retest reliability was discovered with a value of .851, which is significant at the 0.01 level (Table 7), indicating that the Bangla version of the EAC-B form has extremely strong temporal stability.

Table 7

Reliability coefficient of the Bangla version of EAC-B form

EAC-B versions	53-item (N = 326)	34-item (N = 326)	17-scale (N = 326)	Test-retest 53-item (N = 50)
Cronbach's alpha	.973**	.964**	.958**	.851**

Note. ** $p < .01$, 2-tailed

Validity

The validity of both the 34-item Bangla EAC-B and the 53-item Bangla EAC-B was evaluated. The form's content and construct validity were examined to determine its internal validity. External validity was assessed by examining the convergent and discriminant validity. Average Variance Extracted (AVE) of each factor was determined and the association between the similar factors of EAC-B and BAPS was examined to test the convergent validity. A regression analysis was also used to assess the known-group validity of the EAC-B.

Content Validity

In this study, the rigorous systematic techniques used throughout the development of this current form may be used to demonstrate the EAC-B's content validity. During the

adaption, all of the items were assessed by five judges who were counseling and clinical psychology faculty members, as well as mental health specialists, who expressed their thoughts on the contents of each item. This detailed evaluation confirms the content validity of the scale.

Convergent Validity

To check the convergent validity of Bangla version of EAC-B, the inter-factor correlations and the factor-total correlation of EAC-B was examined. The convergent validity was also tested by analyzing the correlation between the Intent and Expertness factor of BAPS scale with the EAC-B factors and EAC-B.

Table 8

Correlation matrix for 34 (53) item Bangla EAC-B and three EAC-B factors

	F1: Client involvement	F2: Facilitative conditions	F3: Counselor expertise	EAC-B
F1: Client involvement	—			
F2: Facilitative conditions	.70** (.73**)	—		
F3: Counselor expertise	.51** (.65**)	.74** (.84**)	—	
EAC-B	.82** (.85**)	.93** (.95**)	.88** (.93**)	—

Note. ** $p < .01$, 2-tailed

Table 8 shows that the inter-factor correlations (Pearson's r) are all significant, ranging from .51 to .74 and .65 to .84 respectively for 34-item and 53-item Bangla EAC-B. The strongest correlation was found between F3 (Counselor Expertise) and F2 (Facilitative Conditions) and the weakest between F3 (Counselor Expertise) and F1 (Client Involvement) for both 34-item and 53-item Bangla EAC-B. The three EAC-B factors also significantly correlated with the full EAC-B for both 34 and 53 item version, with the coefficients ranging from .82 to .93 and .85 to .95 respectively. Both the 34-item and the 53-item Bangla EAC-B exhibited the highest correlation with F2 (Facilitative Conditions), indicating significant convergent validity for both the 34-item and the 53-item Bangla EAC-B.

Moreover, the convergent validity was further checked by calculating the Average Variance Extracted (AVE) value. According to Hair et al., (2013) the AVE value of 0.50 or more is considered as an acceptable value to prove a factor’s convergent validity. On this present study, the AVE value for F1 (Client Involvement), F2 (Facilitative Conditions) and F3 (Counselor Expertise) were respectively 0.51, 0.50, and 0.52 exceeding the acceptable threshold of Hair et al., (2013) demonstrating the acceptable convergent validity for the 34-item Bangla EAC-B form.

Discriminant Validity

The total and factor scores on the EAC-B were compared to the factor scores on the BAPS to see if the Bangla version of the EAC-B had discriminant validity. Hypotheses that the three factors of the 34-item and 53-item EAC-B, as well as the EAC-B total, were shown to have a negative or low correlation with BAPS Stigma Tolerance, but a considerably moderate and positive correlation with BAPS Intent and BAPS Expertness, were confirmed.

Table 9

Correlations of 34 (53)-item Bangla EAC-B and EAC-B factors with the Bangla BAPS and BAPS factors

	BAPS Intent	BAPS Expertness	BAPS Stigma Tolerance
F1: Client involvement	.57** (.59**)	.48** (.51**)	-0.01 (-.02)
F2: Facilitative conditions	.57** (.55**)	.51** (.53**)	0.04 (-.05)
F3: Counselor expertise	.39** (.45**)	.38** (.44**)	-.21** (-.19**)
EAC-B	.57** (.58**)	.52** (.54**)	-0.08 (-.10*)

Note. ** $p < .01$, * $p < .05$, 2-tailed

As hypothesized, Table 9 reveals that the total and factor scores of the 34-item and 53-item versions of the EAC-B have a negative or low correlation with BAPS’s Stigma Tolerance (respectively $r = -.21$ to $.04$, and $r = -.19$ to $-.02$) but a considerably moderate and positive correlation with BAPS’s Intent and Expertness (respectively $r = .38$ to $.57$, and $r = .44$ to $.59$). Furthermore, the 34-item and 53-item EAC-B Counselor Expertise correlates

significantly and negatively with the BAPS's Stigma Tolerance (respectively $r = -.21$, and $r = -.19$) because these constructs are different. These findings indicate that participants' self-reported expectations about counseling are influenced by their intention to seek treatment if necessary and the expertness of counselor, rather than their tolerance for stigma. Thus, the negative or lack of correlation between EAC-B factors and BAPS's tolerance for stigma, but positive correlation between EAC-B factors with BAPS's intention to seek treatment and expertness of counselor offer preliminary support to the discriminant validity of the Bangla EAC-B.

Known-Group Validity

It has been found that counseling experience (Ægisdóttir & Gerstein, 2000; Barich, 2002) and gender (Barich, 2002) influences counseling expectations. Kunkel et al. (1989) found that, participants who had prior experience with counseling or psychotherapy had much lower expectations for counselors' skill than those who had not and also the female respondents had much lower expectations for counselor expertise than male respondents. Therefore, current EAC-B form's capacity to differentiate between two separate groups of samples (client and non-client) was investigated using the known-group validation method (Domino & Domino, 2006; Anthoine et al., 2014). It was hypothesized that people who had previous counseling experience (i.e., clients) would have lower expectations of Counselor Expertise and higher expectations of Client Involvement.

The z scores of EAC-B factors were subjected to a 2 (previous exposure) \times 2 (gender) analysis of variance to examine the impact of previous exposure to counseling and gender on counseling expectations. Participants were divided into two groups according to their counseling experience (Group 1: non-client; Group 2: client). As shown in Table 10, the main effects for gender and the previous exposure-gender interaction were not significant though each analysis yielded significant expectation differences in three EAC-B factors as a function

of prior counseling experience, Client Involvement $F(1, 328) = 9.11, p = .001$; Facilitative Conditions $F(1, 328) = 4.23, p = .04$; and Counselor Expertise factor $F(1, 328) = 5.05, p = .03$. However, the effect size (partial eta squared) was small. Post-hoc comparisons using the

Table 10

Analysis of variance of 34-item EAC-B factors by counseling exposure and gender

Source	df	F (1, 328)	p	η^2
F1: Client Involvement				
Previous Exposure (PE)	1	9.110***	.003	.027
Gender (G)	1	0.183	.669	.001
PE × G	1	0.199	.656	.001
R squared = .037				
F2: Facilitative Conditions				
Previous Exposure (PE)	1	4.232**	.040	.013
Gender (G)	1	1.015	.314	.003
PE × G	1	0.115	.735	.000
R squared = .016				
F3: Counselor Expertise				
Previous Exposure (PE)	1	5.048**	.025	.015
Gender (G)	1	2.158	.143	.007
PE × G	1	0.397	.529	.001
R squared = .030				

Note. *** $p < .01$, ** $p < .05$. Previous exposure refers to participants' previous exposure to counseling session as client.

Tukey HSD test indicated (Figure 5) that clients reported higher expectations than non-clients for the Client Involvement (clients' $M = 5.87; SD = 0.11$; non-clients' $M = 5.49; SD = 0.06$) and Facilitative Conditions (clients' $M = 6.02; SD = 0.12$; non-clients' $M = 5.74; SD = 0.07$) but lower expectations for Counselor Expertise (clients' $M = 5.12; SD = 0.14$; non-clients' $M = 5.49; SD = 0.08$).

In contrast to the non-significant ANOVA findings in counseling expectation due to gender, Figure 5, and Figure 6 still show the difference in expectation due to gender for 34 and 53-item EAC-B, respectively, which is consistent with the findings of Barich (2002) and Kunkel et al (1989). Figure 5, and Figure 6 show that female respondents had substantially

Figure 5

Comparison of mean expectations among client-nonclient and male-female for 34-item EAC-B factors

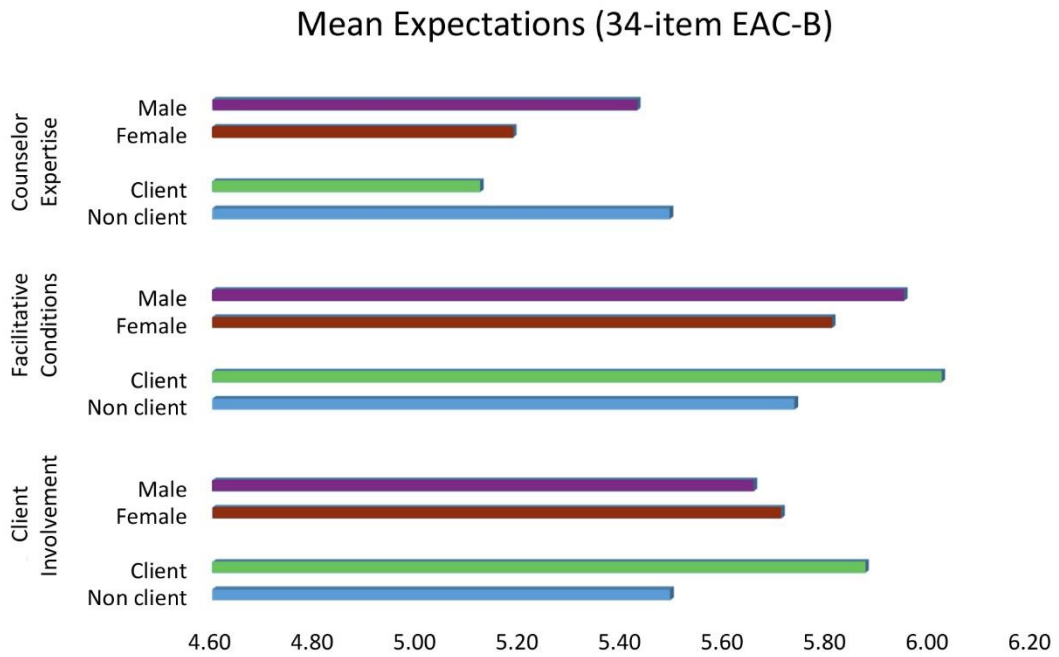
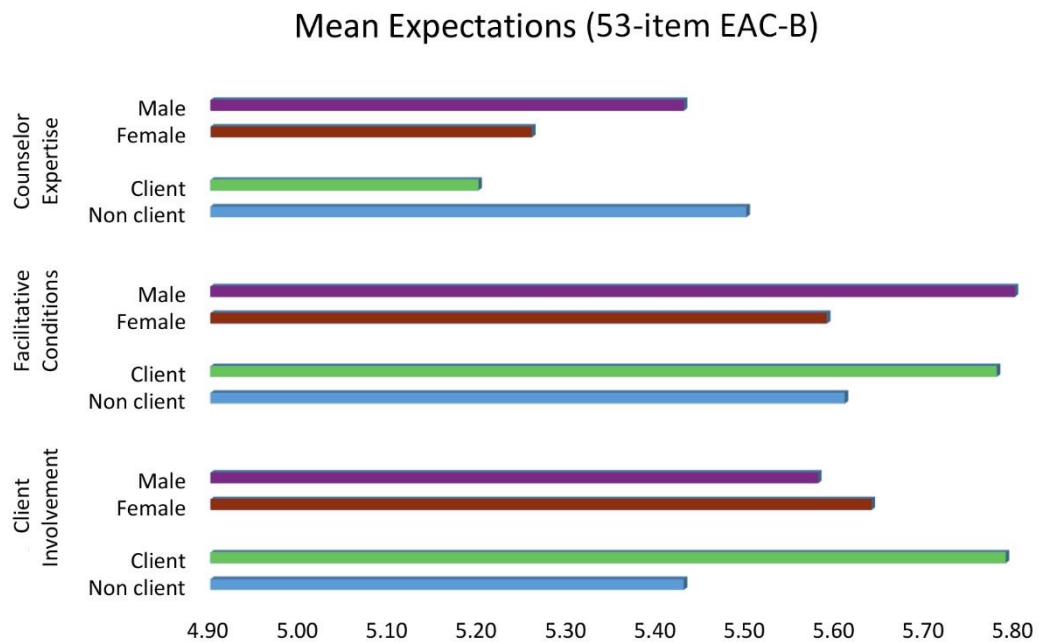


Figure 6

Comparison of mean expectations among client-nonclient and male-female for 53-item EAC-B factors



lower mean expectations for counselor skill than male respondents. The 34-item EAC-B and the 53-item EAC-B were both found to be sensitive to previous exposure to counseling and gender type and anticipated to score differently in accordance with the predicted hypothesis which is an indicator of known-group validity.

Chapter 5: Discussion

Examination of Results

The objective of this research was to adapt and validate the psychometric characteristics of H. E. A. Tinsley's (1982) widely used Expectations About Counseling-Brief (EAC-B) form for use in Bangladesh. The EAC-B is a 53-item self-report assessment instrument designed to determine a person's counseling expectations. These expectations are assessed in three areas: first, what the counselor's role will be, second, how the client will be involved, and third, how the counseling process will be. The adaptation of EAC-B was followed by the standard guideline of multistage cross cultural adaptation procedures suggested by Borsa et al. (2012). According to the findings of this study, both the 34-item and the 53-item versions of the EAC-B may be used in Bangladesh.

An exploratory factor analysis on item level of EAC-B responses from 326 individuals yielded a three-factor solution with 34 items and 11 scales, similar to Anderson et al. (2013), Hatchett and Han (2006), and Ægisdóttir et al. (2000). Client Involvement, Facilitative Conditions, and Counselor Expertise were the three factors identified. With 53 items and 17 scales, exploratory factor analysis on the scale level yielded a two-factor solution, similar to Moore-Thomas and Lent (2007). Client Role and Counselor Role are two aspects that have been labeled.

There were few drifts in the findings of item level factor analysis in contrast to the previous findings. Drift of Concreteness scale from the Client Involvement factor to Facilitative Conditions factor which was similar to the findings of Anderson et al. (2013) and drift of two items from Empathy and Expertise scale (item 28 from Empathy scale, and item

25 from Expertise scale) of Counselor Expertise factor to Concreteness scale of Facilitative Conditions factor which was not found in any previous studies.

Both of these drifts from Client Involvement, and Counselor Expertise factor to Facilitative Conditions factor indicate that clients do not expect to be passive recipients of the facilitative conditions, but rather expect it to be bidirectional, and they also choose to play a bidirectional role in creating a relationship with the counselor as part of the therapeutic alliance by identifying specific difficulties and clarifying feelings. Also, no items from the Motivation scale were loaded in any factor of this current study and Byon et al. (1999) discovered that Korean international students had lower expectations to conduct motivatedly in counseling compared to Chinese students in Yuen and Tinsley's (1981) study, which explains why the sample of our current study also did not exhibit their expectations to remain motivated during counseling. Furthermore, no items from the Tolerance scale were loaded into any of the factors, and Korean international students had low expectations about counselors' tolerance for deviant behavior (Byon et al., 1999), which explains why the sample in our current study did not expect to be tolerant of the counselors' involvement during counseling.

There were a few items that loaded highly (5, 35, 44, 39) but only with one item from the designated scale. Responsibility, Acceptance, Confrontation, and Expertise are the scales with just one item; hence, these items were merged with another scale by studying the nature of its content and comparing the value of correlation with items from the scales of the corresponding factors. Item number 5 (*I expect to talk about my present concerns*) from the Responsibility scale was merged with the Openness scale (e.g., *I expect to openly express my emotions regarding myself and my problems*); Item number 35 (*I expect the counselor to be friendly and warm towards me*) from the Acceptance scale was merged with the Genuineness scale (e.g., *I expect the counselor to be honest with me*); Item number 44 (*I expect the*

counselor to make me face up to the differences between what I say and how I behave) from the Confrontation scale was merged with the Concreteness scale (e.g., *I expect the counselor to help me discover what particular aspects of my behavior are relevant to my problems*); and Item number 39 (*I expect the counselor to decide what treatment plan is best*) from the Expertise scale was merged with the Empathy scale (e.g., *I expect the counselor to know how I feel at times, without my having to speak*) and named as Expertise scale (Figure 4).

To establish the reliability of the Bangla version of EAC-B, internal consistency and test-retest reliability were performed. Cronbach's Alpha was used to calculate internal consistency. Cronbach's Alpha values for the 53-item EAC-B and 34-item EAC-B were 0.973 and 0.964, respectively, which is considered an outstanding degree of internal consistency. A total of 50 participants' responses were obtained at three-week intervals to establish the stability of the existing scale in determining counseling expectations over time. The correlation between scores on the two administrations was ($r = 0.851, p < .01$), indicating that the modified Bangla version of the EAC-B is quite reliable.

The instrument's validity was ensured through its content and construct validity. The adapted Bangla version of the EAC-B was determined to have a satisfactory degree of validity. Throughout the adaptation process, the content validity of the adapted version of the scale was assured. Inclusion of four mental health professional members as judges also provided evidence of the current scale's content validity (Johnston et al., 1992). This rigorous examination also demonstrated the scale's content validity. Convergent and known-group validation (Domino & Domino, 2006) produced evidence for the construct validity of the current measure. The high and meaningful correlation between the Bangla version of the EAC-B factors (r ranging from .51 to .74 and .65 to .84 respectively for 34-item and 53-item EAC-B, $p < 0.01$) offered support for convergent validity, while the considerable difference between the client and non-client groups (Client Involvement: $F = 9.110^{***}$, Facilitative

Conditions: $F = 4.232^{**}$, Counselor Expertise: $F = 5.048^{**}$, $***p < .01$, $**p < .05$) gave evidence for known-group validity. This evidence also supports that the EAC has been used to understand the differences in expectancies among the clients and non-clients (Hardin & Subich, 1985). Furthermore, the Average Variance Extracted (AVE) values for Client Involvement, Facilitative Conditions, and Counselor Expertise were 0.51, 0.50, and 0.52, respectively, exceeding the acceptable threshold of Hair et al. (2013), demonstrating the 34-item Bangla EAC-B form's acceptable convergent validity. The current study's modifications indicate a drop in the number of items on the EAC-B from 53 to 34. When one considers the time demands of most counseling and treatment institutes, this is a useful and significant reduction. In comparison to the 53-item EAC-B, the 34-item EAC-B is much shorter and has more reliable psychometric features. Self-administration of the 34-item EAC-B takes roughly 8 to 10 minutes, which is much less than the 53-item EAC-B.

Limitations

The current study's findings suggest that the adapted Bangla version of the Expectations About Counseling-Brief (EAC-B) form is appropriate for measuring one's expectations about counseling in the Bangladeshi context. However, this research, like many others, suffers from number of limitations. To begin with, no similar scale was found to evaluate convergent validity, so the convergent validity was only checked by evaluating the correlations of EAC-B factors and EAC-B; second, for test-retest reliability, the interval between the main test and retest was three weeks, and the form was administered once due to time constraints. In comparison to prior research that focused on a specific group of people, the sample used in this study was not extremely specific (Moore-Thomas & Lent, 2007; Hatchett & Han, 2006; Byon et al., 1999; Buhrke & Jorge, 1992; Kunkel et al., 1989), despite the fact that Hayes and Tinsley (1989) advised determining the generalizability of those findings to other segments of the population rather than the specific group. The sample was

not chosen at random. Rather, it was stratified, with people recruited from several representative groups. As a result, the most noteworthy limitation of this study was that it did not include samples from all educational attainments. Because the responses were collected online owing to the COVID-19 scenario, participants in this study required to be computer literate and educated, hence illiterate persons were unable to participate. As a result, the research does not represent the expectations of Bangladesh's illiterate adults. Despite the fact that the sample in this study was rather diverse in terms of age, the findings' relevance is limited because they were mostly obtained from literate adults. Furthermore, the client-to-nonclient participation ratio was close to 1:3, indicating that the sample was not evenly distributed and that all data, including participants' prior counseling experience, were recorded cross-sectionally and based on self-report.

Furthermore, the EAC-B followed all of the steps recommended by Borsa et al. (2012) during the translation process. As part of the required processes following the expert review committee's evaluation of the back translation, a copy of the EAC-B back translation was emailed to the author (Appendix O) on May 9, 2020, for his feedback and observations, which was not addressed by the author. In the absence of an answer, it was decided to begin data collection on December 21, 2020. As a result, the lack of comments and observations from the author of EAC-B is seen as a shortcoming of this study.

Finally, the text utilized in the flyer used to recruit participants is another flaw in this study. As, Suicide is the fourth leading cause of death among 15-29 year-olds globally in 2019 (World Health Organization, n.d.) and in the baseline and pessimistic scenarios, unipolar depressive disorders are anticipated to be one of the three primary causes of disease burden in 2030 (Mathers & Loncar, 2006), suicide is a major health issue, with the global suicide mortality rate accounting for 1.4% of all fatalities globally (Brådvik, 2018). The majority of suicides are caused by psychiatric diseases, with the most important risk factors

being depression, substance use disorders, and psychosis (Bachmann, 2018). However, organic mental diseases as well as disorders related to anxiety, personality, eating, and trauma also play a role (Brådvik, 2018). Based on the facts above, it was decided to use the following text on the flyer to attract participants as this current study is about mental health, "May you also help lessen the likelihood of premature deaths like suicide. Spending just ten to fifteen minutes right now might be helpful to someone. Find the link to the research questionnaire by scanning". The flyer's content above was used to highlight the importance of mental health and encourage participants to enroll for this study, which was vaguely related to the research topic.

Recommendations

To reach perfection, every scale needs to undergo review and enrichment by follow-up studies. Given these constraints, it would be beneficial to replicate and extend these findings, particularly using confirmatory factor analysis with other large, diverse samples of a specific age group population, including enough participants who have previously sought individual or group counseling to confirm the factor structure of present 53-item EAC-B. In addition, the convergent validity of the current scale might be tested further using a comparable scale that also assesses expectancies. Predictive validity can also be utilized to examine the validity of EAC-B. Our findings for inter-scale item integration were not supported by prior data, but they did give strong support for the three-factor structure for EAC-B, and this area needs to be thoroughly researched in future study.

Chapter 6: Conclusion

The purpose of this study was to adapt the EAC-B form into Bangla and examine its psychometric properties. To conclude with, the lack of availability of EAC-B in Bangla language was a knowledge gap for the Bangladeshi context in terms of assessing counseling expectations for the Bangladeshi community, which is an established measure to assess counseling expectations.

Both the 34-item and 53-item Bangla versions of the EAC-B were found to be highly reliable, and support was acquired to verify their content, convergent, discriminant, and known-group validity for Bangladesh's adult population. The EAC-B is based on extensive psychological and social constructs that are linked to counseling expectancies. As a result, the Bangla version of the EAC-B has the potential to help future researchers investigate counseling expectations by addressing client involvement (e.g., outcome, openness), facilitative conditions (e.g., genuineness, trustworthiness), and counselor expertise (e.g., self-disclosure, expertise).

The Bangla version of the EAC-B can also allow researchers study variables that may be predicted by counseling expectations, such as client motivation, taking responsibility outside of the counseling session, empathy demonstrated by the counselor, and being confronted by the counselor. It can also be used to investigate the links between pre-therapeutic expectations and therapy outcomes (e.g., the therapeutic alliance, and premature drop-out). Finally, the Bangla version of EAC-B will help in understanding the differences in expectations based on gender and client versus nonclient roles. Additionally, a mental health professional can now better understand what clients and potential clients expect from counseling, enabling the professional to provide clients with pertinent psychoeducation and

lower the number of clients who drop out from the counseling service as a result of having utterly unrealistic expectations.

Overall, the current Bangla version of the EAC-B form will meet a long-standing need among Bangladeshi mental health professionals and researchers to measure counseling expectations in Bangladesh, and the current effort will serve as a springboard for further research and in improving the mental health services in the country.

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Appendices

Appendix A: Permission from the author of EAC-B

Re: Translation and Use of EAC-B

From: Tony Tinsley (howard.tinsley@frontier.com)
To: r_mahi_n@yahoo.com
Date: Friday, 19 November 2021 at 04:00 am GMT+6

Mr. Hasan

This is the article that appeared in JCP.

Tony

Howard E. A. Tinsley, Ph.D., FALS

Professor Emeritus of Psychology
Southern Illinois University
tinsley@siu.edu

10505 66th Place West
Mukilteo, WA 98275-4563
howard.tinsley@frontier.com
425.493.6833

On Nov 17, 2021, at 10:20 PM, Md. Rakibul Hasan (Mahin) <r_mahi_n@yahoo.com> wrote:

Dear Sir,

Hope you are hale and hearty!

My name is Rakibul Hasan and I am doing my M.Phil research on adaptation of EAC-B form in Bengali language. I wrote to you few years back seeking the permission from you about this adaptation. I am so happy that you gave me the permission to adapt your EAC-B form.

I am writing to you for two articles which I need badly to work on its' construct validity. I would remain ever grateful if you can share these two articles with me.

1. Analysis of the cognitions stimulated by the items on the Expectations About Counseling-Brief Form: An analysis of construct validity. (<https://psycnet.apa.org/record/1990-18759-001>)
2. A construct validation study of the Expectations about Counseling-Brief form: Factorial validity. (<https://psycnet.apa.org/record/1992-07669-001>)

I look forward to hearing from you soon.

Best Regards,

Md. Rakibul Hasan

M.Phil Researcher & Asst. Counseling Psychologist,
Department of Educational & Counselling Psychology (DECP),
University of Dhaka

On Friday, 21 December 2018, 02:01:42 am GMT+6, Howard E. A. Tinsley
<howard.tinsley@frontier.com> wrote:

Dear Mr. Hasan

There is no printed answer sheet specifically for the EAC-B. When I used it in a university setting I sued the computer scannable answer sheets that can be used for almost any purpose. You could create an answer sheet for use in your research or any answer sheet that had enough items and response alternatives.

Good luck with your research.

Tony

Howard E. A. Tinsley, Ph.D., FALS

Professor Emeritus of Psychology
Southern Illinois University
tinsley@siu.edu

10505 66th Place West
Mukilteo, WA 98275-4563
howard.tinsley@frontier.com
425.493.6833

On Dec 12, 2018, at 11:06 PM, Md. Rakibul Hasan (Mahin) <r_mahin@yahoo.com> wrote:

Dear Sir,

I Hope this email finds you well.

It has been quiet a long time since I took your permission for adapting the "EAC-B; Tinsley, 1982" scale. I couldn't start my work then because of time constrain. Now I am pursuing my M.Phil degree and working on adapting this scale on our (Bangladesh) cultural perspective. While translating the scale from source language to target language, I have found that, there is an option of rating each of the statement on 'an answer sheet'. Therefore, could you please send me a copy of the 'answer sheet' as well.

I will definitely send you a copy of my adapted scale.

Best Regards,

Md. Rakibul Hasan
Counseling Psychologist
Social Counseling Centre (SCC)
Directorate of Students' Welfare (DSW)
University of Asia Pacific (UAP)

Assistant Counseling Psychologist (M.Phil, Part-II)
Department of Educational and Counselling Psychology (DECP)
University of Dhaka

On Wednesday, 14 May 2014, 11:15:10 PM GMT+6, Howard E. A. Tinsley <howard.tinsley@frontier.com> wrote:

Mr. Rakibul

Attached is a copy of the EAC-B and instructions for scoring the instrument I hereby grant you permission to translate the instrument into Bengali language and permission to use the instrument in your research. In return, I ask that you provide me with a copy of the translation when it is completed

Good luck with your research.

Tony

Howard E. A. Tinsley, Ph.D., FALS

Research Associate
Department of Psychology
Western Washington University
Bellingham, WA 98225-9172
howard.tinsley@wwu.edu

Professor Emeritus of Psychology
Southern Illinois Universitytinsley@siu.edu

10505 66th Place West
Mukilteo, WA 98275-4563
howard.tinsley@frontier.com
425.493.6833

Begin forwarded message:

From: "Md. Rakibul Hasan (Mahin)" <r_mahi_n@yahoo.com>

Subject: Adopting "EAC-B; Tinsley, 1982" scale

Date: May 8, 2014 at 8:48:36 AM PDT

To: "tinsley@siu.edu" <tinsley@siu.edu>

Cc: "shaheen.islam8@gmail.com" <shaheen.islam8@gmail.com>, Azharul Islam <azharsbd@gmail.com>

Reply-To: "Md. Rakibul Hasan (Mahin)" <r_mahi_n@yahoo.com>

Dear Sir,

My name is Md. Rakibul Hasan. I am doing my Graduation on Counseling Psychology at the Department of Educational & Counselling Psychology, University of Dhaka, Bangladesh. Before that I have had my Undergraduation on psychology and Graduation on General Psychology as well with a Social Psychology in major. The reason I am writing to you is, as a part of my Masters Degree I have to prepare a project paper and I'm actually planning to adopt your "Expectations About Counseling – Brief Form" scale in the context of Bangladesh in Bengali language.

In such condition, It will be a great pleasure of mine if you permit me to adopt the "EAC-B; Tinsley, 1982" scale in Bengali language and provide me a copy of your scale as well as its' conduction and scoring modules.

As a concern person I'm keeping my supervisor and departments' chairperson in the CC.

With Regards,

Md. Rakibul Hasan

MS Student

Department of Educational & Counselling Psychology,

University of Dhaka

Bangladesh

<EAC-B.doc><EAC-B Scoring Syntax.txt>



Cognitions Stimulated by EAC-B.zip

3.4MB

Appendix B: Expert Review Committee Online Meetings

Rakibul Hasan Mahin <psychographermahin@gmail.com>

M.Phil Expert Review Committee: Meeting Link & Materials

Md. Rakibul Hasan Mahin <psychographermahin@gmail.com> Sat, May 2, 2020 at 4:41 PM
To: phuque11@gmail.com, fsn.clipsy@gmail.com, kafkasque6@gmail.com, Sabrina Mahmood <sbrnmahmood09@gmail.com>, mahjabeenhaquedu <mahjabeenhaquedu@gmail.com>

Dear Madam/Sir,

I would like to thank you for giving the consent to participate as a member of M.Phil expert review committee. Attached herewith are the translation materials in 'doc' and 'pdf' format.

The meeting will be hosted by Mahjabeen Haque PhD, Chairperson and Professor, Department of Educational and Counselling Psychology, and Director, Student Counselling and Guidance Office, TSC, University of Dhaka.

The other respected members of the review committee are:

1. Parveen Haque
2. Sabrina Mahmud Lita
3. Farzana Sultana Nila
4. Imran Hossain

Following are the details to join this meeting through Zoom.

Topic: MPhil Expert committee
Time: May 4, 2020 11:00 AM Astana, Dhaka

To join the meeting just click on the below link:

<https://bdren.zoom.us/j/9860357114>

You can also join by putting this ID below in your zoom account/software:

Meeting ID: 986 035 7114

You can also join through Skype by clicking this link below in case the Zoom is unavailable:

<https://bdren.zoom.us/skype/9860357114>

Join by SIP

[9860357114@109.105.112.236](tel:9860357114@109.105.112.236)

[9860357114@109.105.112.235](tel:9860357114@109.105.112.235)

Join by H.323

109.105.112.236

109.105.112.235

Meeting ID: 986 035 7114

Feel free to contact me on my cell phone (01715-563-863) in case of any inconvenience.

Best Regards,

Md. Rakibul Hasan

M.Phil Researcher & Asst. Counseling Psychologist,
Department of Educational & Counselling Psychology (DECP),
University of Dhaka

2 attachments

 **EAC-B_Back translation 1 & 2 (1).pdf**
120K

 **EAC-B_Back translation 1 & 2 (1).docx**
146K



Rakibul Hasan Mahin <psychographermahin@gmail.com>

Seeking Approval of the Expert Review Committee

6 messages

Rakibul Hasan Mahin <psychographermahin@gmail.com> Thu, Jun 10, 2021 at 3:06 PM
 To: phuque11@gmail.com, fsn.clipsy@gmail.com, Sabrina Mahmood <sbrnmahmood09@gmail.com>, mahjabeenhaquedu <mahjabeenhaquedu@gmail.com>, rafiqul.ranju@gmail.com

Dear Sir/Madam,

Greetings!

I would like to thank you once again for reviewing the translation of EAC-B scale as part of my M.Phil research.

From the last reviewed copy of the scale a **field study** was done (**n=42**) where the **Cronbach's Alpha** was found **0.948** (which is very good). Although, the **corrected item-total correlation of 3 items** (item number 11, 23, 38) among **53** were **below 0.30** (respectively **.260, .241, .176**).

According to Cristobal et al. (2007), the subscales with **corrected item-total correlation lower than 0.30 are not acceptable**.

Therefore, I am seeking the approval of the review committee **to omit these 3 items** from the EAC-B scale.

Best Regards,



Md. Rakibul Hasan Mahin

Counselling Psychologist

01715-563-863

rakibul.hasan@bup.edu.bd

www.bup.edu.bd

Bangladesh University of Professionals

Mirpur Cantonment,
Dhaka-1216, Bangladesh



6 Self-care tips

- Maintain a healthy lifestyle
- Eat quality food & drink water
- Do indoor activities
- Get plenty of sleep at night
- Contact your dearest ones in a safe way
- Enjoy a hobby or join online lessons

Bangla Adaptation of Expectations about Counseling-Brief (EAC-B) Form - Google Forms.pdf
372K

Sabrina Mahmood <sbrnmahmood09@gmail.com> Thu, Jun 10, 2021 at 3:09 PM
 To: Rakibul Hasan Mahin <psychographermahin@gmail.com>
 Cc: phuque11@gmail.com, Farzana Sultana Nila <fsn.clipsy@gmail.com>, mahjabeenhaquedu <mahjabeenhaquedu@gmail.com>, rafiqul.ranju@gmail.com

Approved.

[Quoted text hidden]

Mahjabeen Haque <mahjabeenhaquedu@gmail.com>

Thu, Jun 10, 2021 at 5:00 PM

To: Sabrina Mahmood <sbrnmahmood09@gmail.com>
Cc: Rakibul Hasan Mahin <psychographermahin@gmail.com>, "Dr.Parveen Huque" <phuque11@gmail.com>, Farzana Sultana Nila <fsn.clipsy@gmail.com>, rafiqul.ranju@gmail.com

Yes, I approve.
[Quoted text hidden]

Rafiqul Ranju <rafiqul.ranju@gmail.com> Thu, Jun 10, 2021 at 5:55 PM
To: Mahjabeen Haque <mahjabeenhaquedu@gmail.com>
Cc: Sabrina Mahmood <sbrnmahmood09@gmail.com>, Rakibul Hasan Mahin <psychographermahin@gmail.com>, "Dr.Parveen Huque" <phuque11@gmail.com>, Farzana Sultana Nila <fsn.clipsy@gmail.com>

Yes, I approve.
[Quoted text hidden]

Farzana Sultana Nila <fsn.clipsy@gmail.com> Fri, Jun 11, 2021 at 6:01 AM
To: Rakibul Hasan Mahin <psychographermahin@gmail.com>
Cc: p 074 parveen apa <phuque11@gmail.com>, Sabrina Mahmood <sbrnmahmood09@gmail.com>, mahjabeenhaquedu <mahjabeenhaquedu@gmail.com>, rafiqul.ranju@gmail.com

Thanks a lot for updates. I approve.

Farzana Sultana Nila
Clinical Psychologist
[Quoted text hidden]

Parveen Huque <phuque11@gmail.com> Wed, Jun 16, 2021 at 12:29 PM
To: Farzana Sultana Nila <fsn.clipsy@gmail.com>
Cc: Rakibul Hasan Mahin <psychographermahin@gmail.com>, Sabrina Mahmood <sbrnmahmood09@gmail.com>, mahjabeenhaquedu <mahjabeenhaquedu@gmail.com>, rafiqul.ranju@gmail.com

I approve.
[Quoted text hidden]



Rakibul Hasan Mahin <psychographermahin@gmail.com>

Expert Review Committee

1 message

Rakibul Hasan Mahin <psychographermahin@gmail.com> Sun, Oct 24, 2021 at 1:50 PM
 To: "Dr.Parveen Huque" <phuque11@gmail.com>, Farzana Sultana Nila <fsn.clipsy@gmail.com>, mahjabeenhaquedu <mahjabeenhaquedu@gmail.com>, Afrin Upama <afrin.cpsy@yahoo.com>, bivabori.ananya@gmail.com

Dear Madam,

Assalam Walaikum!

I am cordially inviting you to the meeting of the Expert Review Committee for reviewing English to English translations of 38 items. The pdf copy of the items are attached herewith.

Members of the Committee:

1. Dr. Mahjabeen Haque
2. Dr. Parveen Haque
3. Farzana Sultana Nila
4. Afrin J. Upama
5. Ananya Anuja
6. Md. Rakibul Hasan

Date: 26 October, 2021

Time: 06:30PM - 08:30PM (BDT)

Zoom Joining Link: <https://bdren.zoom.us/j/64644333376>

Session ID: 64644333376

Best Regards,



Md. Rakibul Hasan Mahin

Asst Counselling Psychologist & M.Phil Researcher

01715-563-863

rakibul.hasan@bup.edu.bd

www.bup.edu.bd

Bangladesh University of Professionals

Mirpur Cantonment,
Dhaka-1216, Bangladesh

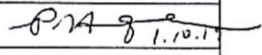
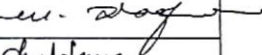
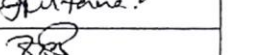
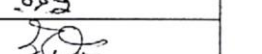

6 Self-care tips

- Maintain a healthy lifestyle
- Eat quality food & drink water
- Do indoor activities
- Get plenty of sleep at night
- Contact your dearest ones in a safe way
- Enjoy a hobby or join online lessons

ENG1 ENG2 ATSPPH BAPS Stigma.pdf
121K

Appendix C: Expert Review Committee Forward Translation

Expert Review Committee Meeting

Name	Profession	Date	Signature
Farween Begum	Teaching	1.10.19	
Mahjabeen Hossain)	1.10.19	
Fargane Sultana Nita	Clinical Psychologist	1.10.19	
RAFIQUEL ISLAM	Journalism	01.10.2019	
MD RAKIBUL HASAN	Asst. Consultant Psychologist	01.10.2019	

Appendix D: Expert Review Committee Back Translation**Expert Review Committee Members (Back Translation)**

The list of expert review committee members who gave their expert opinions on the back translation of the EAC-B form in the research titled "Bangla adaptation of Expectations About Counseling-brief form." The meeting was hosted by the supervisor and documented by the researcher.

Name	Profession	Signature	Date
Dr. Parveen Haque	Teaching	Parveen Haque	04.05.2020
Dr. Mahjabeen Haque	Teaching	Dr. Mahjabeen Haque	04.05.2020
Farzana Sultana Nila	Clinical Practice	Farzana Sultana Nila	04.05.2020
Rafiqul Islam	Journalism	Rafiqul Islam	04.05.2020
Md. Rakibul Hasan	Asst. Counseling Psychologist	Md. Rakibul Hasan	04.05.2020

Appendix E: Ethical Clearance Certificate

উন্ন অফিস
জীববিজ্ঞান অনুসদ
ঢাকা বিশ্ববিদ্যালয়, ঢাকা-১০০০, বাংলাদেশ



Tel : 58613243
PABX : 9661900-59/4355, 7545
Fax : 880-2-9667222
E-mail : deanbio@du.ac.bd
kmhasan47@yahoo.com

Ref. No. 178/Biol. Scs.

June 20, 2022

Ethical Review Committee

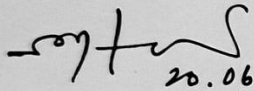
Professor Dr. Mahjabeen Haque
Department of Educational and Counseling Psychology
University of Dhaka

Subject: Ethical Clearance

Dear Professor Dr. Mahjabeen Haque,

With reference to your application on the above subject, this is to inform you that your research proposal entitled “Bangla adaptation of expectations about counseling-brief form” has been reviewed and approved by the Ethical Review Committee of the Faculty of Biological Sciences, University of Dhaka.

I wish for the success of your research project.


20.06.2022

Professor Dr. A K M Mahbub Hasan
Dean, Faculty of Biological Sciences
University of Dhaka

Appendix F: Expectations About Counseling-Brief (EAC-B) Form

EAC - B EXPECTATIONS

ABOUT COUNSELING - BRIEF FORM

BY HOWARD E. A. TINSLEY, PH.D., ABVE

Pretend that you are about to see a counseling psychologist for your first interview. We would like to know what you think counseling will be like. On the following pages are statements about counseling. For each statement, indicate what you expect counseling to be like using the rating scale printed at the top of each page.

- Record your rating of each statement on the answer sheet provided.
- For each statement fill in the circle corresponding to the number that most accurately reflects your expectation.
- Do not make any marks in the questionnaire booklet.
- Answer each question as quickly and accurately as possible.
- Finish each page before going on to the next.

DO NOT put your name or social security number on the answer sheet. Your responses will be kept in strictest confidence. Your answers will be combined with the answers of others like yourself and reported only in the form of group averages.

You need one answer sheet and a #2 pencil to complete the questionnaire properly. Tell the person in charge if you do not have the necessary materials.

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

I EXPECT TO...

1. Like the counselor.
2. Gain some experience in new ways of solving problems within the counseling process.
3. Openly express my emotions regarding myself and my problems.
4. Take responsibility for making my own decisions.
5. Talk about my present concerns.

I EXPECT TO...

6. Get practice in relating openly and honestly to another person within the counseling relationship.
7. Enjoy my interviews with the counselor.
8. Practice some of the things I need to learn in the counseling relationship.
9. Get a better understanding of myself and others.
10. Stay in counseling for at least a few weeks, even if at first I am not sure it will help.

I EXPECT TO...

11. See the counselor for more than three interviews.
12. Enjoy being with the counselor.
13. Stay in counseling even though it may be painful or unpleasant at times.
14. Contribute as much as I can in terms of expressing my feelings and discussing them.
15. Find that the counseling relationship will help the counselor and me identify problems on which I need to work.

I EXPECT TO...

16. Become better able to help myself in the future.
17. Feel safe enough with the counselor to really say how I feel.
18. Improve my relationships with others.
19. Ask the counselor to explain what he or she means whenever I do not understand something that is said.
20. Work on my concerns outside the counseling interviews.

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

THE FOLLOWING QUESTIONS CONCERN YOUR EXPECTATIONS ABOUT THE COUNSELOR

I EXPECT THE COUNSELOR TO...

21. Explain what's wrong.
22. Help me identify and label my feelings so I can better understand them.
23. Tell me what to do.
24. Know how I feel even when I cannot say quite what I mean.
25. Know how to help me.

I EXPECT THE COUNSELOR TO...

26. Help me identify particular situations where I have problems.
27. Give encouragement and reassurance.
28. Help me to know how I am feeling by putting my feelings into words for me.
29. Be a "real" person not just a person doing a job.
30. Help me discover what particular aspects of my behavior are relevant to my problems.

I EXPECT THE COUNSELOR TO...

31. Inspire confidence and trust.
32. Frequently offer me advice.
33. Be honest with me.
34. Be someone who can be counted on.
35. Be friendly and warm towards me.

I EXPECT THE COUNSELOR TO...

36. Help me solve my problems.
37. Discuss his or her own attitudes and relate them to my problem.
38. Give me support.
39. Decide what treatment plan is best.
40. Know how I feel at times, without my having to speak.

I EXPECT THE COUNSELOR TO...

41. Respect me as a person.
42. Discuss his or her experiences and relate them to my problems.
43. Praise me when I show improvement.
44. Make me face up to the differences between what I say and how I behave.
45. Talk freely about himself or herself.

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

I EXPECT THE COUNSELOR TO...

46. Have no trouble getting along with people.
47. Like me.
48. Be someone I can really trust.
49. Like me in spite of the bad things that he or she knows about me.
50. Make me face up to the differences between how I see myself and how I am seen by others.

I EXPECT THE COUNSELOR TO...

51. Be someone who is calm and easygoing.
53. Point out to me the differences between what I am and what I want to be.
53. Get along well in the world.

Please answer the following questions about yourself. This information will be used in combining your responses with those of other students like you.

67. What is your present year in school?
 1. Freshman
 2. Sophomore
 3. Junior
 4. Senior
 5. Other
68. How old are you?
 1. 22 years old or younger
 2. 23 years old or older
69. What is your sex?
 1. Female
 2. Male
70. Have you ever been to see a professional counselor?
 1. Yes
 2. No
71. What is your race?
 1. Black
 2. White
 3. Hispanic
 4. Asian or Pacific Islander
 5. American Indian or Alaskan Native

STOP

Check to see that you have answered all the questions.
Then return the EAC-B, answer sheet, and pencil to the person in charge.

Appendix G: Beliefs About Psychological Services (BAPS) Scale

Instructions: Please rate the following statements using the scale provided. Place your ratings to the left of each statement by recording the number that most accurately reflects your attitudes and beliefs about seeking psychological services. There are no “wrong” answers, just rate the statements as you honestly feel or believe. It is important that you answer every item.

Strongly Disagree						Strongly Agree
1	2	3	4	5		6

- ___ 1. If a good friend asked my advice about a serious problem, I would recommend that he/she see a psychologist.
- ___ 2. I would be willing to confide my intimate concerns to a psychologist.
- ___ 3. Seeing a psychologist is helpful when you are going through a difficult time in your life.
- ___ 4. At some future time, I might want to see a psychologist.
- ___ 5. I would feel uneasy going to a psychologist because of what some people might think.
- ___ 6. If I believed I were having a serious problem, my first inclination would be to see a psychologist.
- ___ 7. Because of their training, psychologists can help you find solutions to your problems.
- ___ 8. Going to a psychologist means that I am a weak person.
- ___ 9. Psychologists are good to talk to because they do not blame you for the mistakes you have made.
- ___ 10. Having received help from a psychologist stigmatizes a person’s life.
- ___ 11. There are certain problems that should not be discussed with a stranger such as a psychologist.
- ___ 12. I would see a psychologist if I were worried or upset for a long period of time.
- ___ 13. Psychologists make people feel that they cannot deal with their problems.
- ___ 14. It is good to talk to someone like a psychologist because everything you say is confidential.
- ___ 15. Talking about problems with a psychologist strikes me as a poor way to get rid of emotional conflicts.
- ___ 16. Psychologists provide valuable advice because of their knowledge about human behavior.
- ___ 17. It is difficult to talk about personal issues with highly educated people such as psychologists.
- ___ 18. If I thought I needed psychological help, I would get this help no matter who knew I

Information for researchers using the Beliefs About Psychological Services Scale (BAPS)

Scoring:

The BAPS has 11 positively worded items and 7 negatively worded items. The negatively worded items need to be reverse scored before analyses. These are items: 5, 8, 10, 11, 13, 15, and 17. The BAPS has 3 factors: Intent, Stigma Tolerance, and Expertness. Scoring consists of adding up values for each item on a subscale and dividing by the number of items. Scores range from 1-6. Higher scores reflect a more positive view of psychologists and their services. That is, the higher the scores the greater the beliefs in the merits of psychological services due to psychologists’ expertness, the greater the tolerance for stigma, and the greater the willingness to seek help if in need.

Intent: Items 1, 2, 3, 4, 6, and 12.

Stigma Tolerance: Items 5, 8, 10, 11, 13, 15, 17, and 18.

Expertness: Items 7, 9, 14, and 16,

General Information:

If using this scale in research please refer to and cite *Ægisdóttir, S. & Gerstein, L. H. (2009). Beliefs about psychological services: development and psychometric properties. Counselling Psychology Quarterly, 22, 197-219.* In this article, 3 studies were described on the development of the scale and its psychometric properties for U.S. college students.

Appendix H: Informed Consent Form**Consent Form**

সম্মানিত অংশগ্রহণকারী,

আমি মোঃ রকিবুল হাসান, ঢাকা বিশ্ববিদ্যালয়ের এডুকেশনাল এন্ড কাউন্সেলিং সাইকোলজি বিভাগের একজন এম.ফিল গবেষক। আমার বর্তমান গবেষণার উপাত্ত সংগ্রহে আপনার একান্ত সহযোগিতা কামনা করছি।

বর্তমান গবেষণাটির শিরোনাম 'Bangla adaptation of Expectations About Counseling-brief form'। আমরা এই গবেষণায় কাউন্সেলিং এবং কাউন্সেলর সম্পর্কে আপনার প্রত্যাশা এবং বিশ্বাসসমূহ জানতে চাচ্ছি।

পুরো প্রক্রিয়াটি সম্পন্ন করতে সর্বোচ্চ ১০-১৫ মিনিট সময় লাগবে। প্রশ্নমালায় অন্তর্ভুক্ত উক্তিগুলো ভালোভাবে বুঝে আপনার ক্ষেত্রে প্রযোজ্য উত্তরটি বাছাই করুন। উত্তর বাছাই এর ক্ষেত্রে কোন ভুল বা সঠিক উত্তর নেই।

বর্তমান গবেষণাটি অধ্যাপক ড. মেহজাবীন হকের তত্ত্বাবধানে করা হচ্ছে এবং সংগৃহীত সকল তথ্য ইথিক্স কমিটির নিয়ম অনুযায়ী গোপন থাকবে। সংগৃহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। আপনি চাইলে যে কোন সময় এই গবেষণা থেকে নিজেকে প্রত্যাহার করে নিতে পারবেন। সেক্ষেত্রে আপনার সকল তথ্য ডাটাবেজ থেকে মুছে দেয়া হবে।

এই গবেষণাটি নিয়ে আপনার কোনো প্রশ্ন বা মতামত থাকলে আমাকে ইমেইল করতে পারেনঃ
Md. Rakibul Hasan, Asst. Counselling Psychologist & M.Phil Researcher, Department of
Educational and Counselling Psychology, University of Dhaka, Email:
psychologistmahin@gmail.com

* Required

- সকল তথ্য ও গবেষণার বিষয়বস্তু পড়ে আমি এই গবেষণায় অংশগ্রহণ করার সম্মতি জ্ঞাপন করছি। (Consent) *

Mark only one oval.

হ্যাঁ (Yes)

না (No)

Appendix I: Demographic Questionnaire**ব্যক্তিগত তথ্য**

* Required

1. বয়স (Age) *

Mark only one oval.

- ১৭ (17)
- ১৮ (18)
- ১৯ (19)
- ২০ (20)
- ২১ (21)
- ২২ (22)
- ২৩ (23)
- ২৪ (24)
- ২৫ (25)
- ২৬ (26)
- ২৭ (27)
- ২৮ (28)
- ২৯ (29)
- ৩০ (30)
- ৩১ (31)
- ৩২ (32)
- ৩৩ (33)
- ৩৪ (34)
- ৩৫ (35)
- ৩৬ (36)
- ৩৭ (37)
- ৩৮ (38)
- ৩৯ (39)
- ৪০ (40)
- ৪১ (41)
- ৪২ (42)
- ৪৩ (43)
- ৪৪ (44)
- ৪৫ (45)
- ৪৬ বা তার বেশি (46 or above)

2. লিঙ্গ (Gender) *

Mark only one oval.

- মহিলা (Female)
 পুরুষ (Male)
 তৃতীয় লিঙ্গ (Third gender)

3. বৈবাহিক অবস্থা (Marital Status) *

Mark only one oval.

- অবিবাহিত (Unmarried)
 বিবাহিত (Married)
 তালাকপ্রাপ্ত (Divorced)
 বিধবা (Widow)

4. আর্থ-সামাজিক অবস্থা (Socio-economic Status) *

Mark only one oval.

- নিম্নবিত্ত (Lower class)
 মধ্যবিত্ত (Middle class)
 উচ্চবিত্ত (Upper class)

5. শিক্ষাগত যোগ্যতা (Educational Qualification) *

Mark only one oval.

- এসএসসি/সমমান পর্যন্ত (SSC or equivalent)
 এইচএসসি/সমমান পর্যন্ত (HSC or equivalent)
 স্নাতক/সমমান পর্যন্ত (Graduate or equivalent)
 স্নাতকোত্তর/সমমান পর্যন্ত বা তার বেশি (Postgraduate or equivalent or above)

6. পেশা (Occupation) *

Mark only one oval.

- কলেজ/সমমান পর্যায়ের ছাত্র/ছাত্রী (College student)
 বিশ্ববিদ্যালয় পর্যায়ের ছাত্র/ছাত্রী (University student)
 স্বনির্ভর (Self-employed)
 চাকরিজীবী (Service)

7. গৃহীত মনস্তাত্ত্বিক কাউন্সেলিং সেশনের সংখ্যা (Number of psychological counseling session attended) *

Mark only one oval.

- কখনও অংশগ্রহণ করিনি (Never attended)
- ১ (1)
- ২-৩ (2-3)
- ৪-৫ (4-5)
- ৬-৮ (6-8)
- ৯-১২ (9-12)
- ১৩-১৭ (13-17)
- ১৮-২৫ (18-25)
- ২৬-৩৫ (26-35)
- ৩৬-৫০ (36-50)
- ৫১ বা তার বেশি (51 and above)

8. শেষ কবে মনস্তাত্ত্বিক কাউন্সেলিং সেশন গ্রহণ করেছেন? (When did you attend the last psychological counseling session?) *

Mark only one oval.

- কখনও গ্রহণ করিনি (Never attended)
- চলমান (Continuing)
- ১ মাস পূর্বে (1 month back)
- ৩ মাস পূর্বে (3 months back)
- ৬ মাস পূর্বে (6 months back)
- ১ বছর বা তারও পূর্বে (1 year or even before that)

9. জাতীয়তা (Nationality) *

Mark only one oval.

- বাংলাদেশী (Bangladeshi)
- বাংলাদেশী ভিন্ন অন্য যে কোন জাতি (Any other nationality except Bangladeshi)

10. বসবাসরত দেশ (Living country) *

Mark only one oval.

- বাংলাদেশ (Bangladesh)
- বাংলাদেশ ভিন্ন অন্য যে কোন দেশ (Any other country except Bangladesh)

Appendix J: Google Forms Pre-Test Questionnaire**Google Forms Pre-Test Questionnaire**

সম্মানিত অংশগ্রহণকারী,

আমি মোঃ রকিবুল হাসান, ঢাকা বিশ্ববিদ্যালয়ের এডুকেশনাল এন্ড কাউন্সেলিং সাইকোলজি বিভাগের একজন এম.ফিল গবেষক। আমার বর্তমান গবেষণার উপাত্ত সংগ্রহে আপনার একান্ত সহযোগিতা কামনা করছি।

বর্তমান গবেষণাটির শিরোনাম 'Bangla adaptation of Expectations About Counseling-brief form'। আমরা এই গবেষণায় কাউন্সেলিং এবং কাউন্সেলর সম্পর্কে আপনার প্রত্যাশা এবং বিশ্বাসসমূহ জানতে চাচ্ছি।

পুরো প্রক্রিয়াটি সম্পন্ন করতে সর্বোচ্চ ১০-১৫ মিনিট সময় লাগবে। প্রশ্নমালায় অন্তর্ভুক্ত উক্তিগুলো ভালোভাবে বুঝে আপনার ক্ষেত্রে প্রযোজ্য উত্তরটি বাছাই করুন। উত্তর বাছাই এর ক্ষেত্রে কোন ভুল বা সঠিক উত্তর নেই।

বর্তমান গবেষণাটি অধ্যাপক ড. মেহজাবীন হকের তত্ত্বাবধানে করা হচ্ছে এবং সংগৃহীত সকল তথ্য ইথিক্স কমিটির নিয়ম অনুযায়ী গোপন থাকবে। সংগৃহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। আপনি চাইলে যে কোন সময় এই গবেষণা থেকে নিজেকে প্রত্যাহার করে নিতে পারবেন। সেক্ষেত্রে আপনার সকল তথ্য ডাটাবেজ থেকে মুছে দেয়া হবে।

এই গবেষণাটি নিয়ে আপনার কোনো প্রশ্ন বা মতামত থাকলে আমাকে ইমেইল করতে পারেনঃ
Md. Rakibul Hasan, Asst. Counselling Psychologist & M.Phil Researcher, Department of
Educational and Counselling Psychology, University of Dhaka, Email:
psychologistmahin@gmail.com

* Required

1. সকল তথ্য ও গবেষণার বিষয়বস্তু ভালোভাবে পড়ে এই গবেষণায় অংশগ্রহণ করার সদয় সম্মতি দিচ্ছি। *

Mark only one oval.

হ্যাঁ

না

Bangla Adaptation of Expectations about Counseling-Brief (EAC-B) Form

2. বয়স *

Mark only one oval.

- ২০ বছরের নিচে
 ২১-৩০
 ৩১-৪০
 ৪১-৫০
 ৫১-৬০
 ৬০ বছরের উপরে

3. লিঙ্গ *

Mark only one oval.

- মহিলা
 পুরুষ
 তৃতীয় লিঙ্গ

4. আর্থ-সামাজিক অবস্থা *

Mark only one oval.

- নিম্নবিত্ত
 মধ্যবিত্ত
 উচ্চবিত্ত

5. বৈবাহিক অবস্থা *

Mark only one oval.

- বিবাহিত
 অবিবাহিত
 বিধবা
 তালাকপ্রাপ্ত

57. ৫০. আমি আশা করি কাউন্সেলর আমি নিজেকে কিভাবে দেখি এবং অন্যেরা আমাকে কিভাবে দেখে এই দুই এর মধ্যে পার্থক্য দেখিয়ে দেবেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
একেবারেই সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

58. ৫১. আমি আশা করি কাউন্সেলর এমন একজন হবেন যিনি শান্ত এবং যার সাথে সহজে মেশা যায়। *

Mark only one oval.

	1	2	3	4	5	6	7	
একেবারেই সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

59. ৫২. আমি আশা করি কাউন্সেলর আমি বর্তমানে কেমন এবং ভবিষ্যতে কেমন হতে চাই তার মধ্যকার পার্থক্য দেখিয়ে দেবেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
একেবারেই সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

60. ৫৩. আমি আশা করি কাউন্সেলর বাইরের জগতের সাথে ভালোভাবে মিশতে পারেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
একেবারেই সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

প্রশ্নমালার বিবৃতিগুলো সম্পর্কে মতামতঃ

61. প্রশ্নমালার প্রতিটি বিবৃতি আমি খুব সহজে বুঝতে পেরেছি *

Mark only one oval.

	1	2	3	4	5	6	7	
পুরোপুরি ভিন্নমত	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	পুরোপুরি একমত

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Google Forms

Appendix K: Google Forms Final-Test Questionnaire

Google Forms Final Test Questionnaire

সম্মানিত অংশগ্রহণকারী,

আমি মোঃ রকিবুল হাসান, ঢাকা বিশ্ববিদ্যালয়ের এডুকেশনাল এন্ড কাউন্সেলিং সাইকোলজি বিভাগের একজন এম.ফিল গবেষক। আমার বর্তমান গবেষণার উপাত্ত সংগ্রহে আপনার একান্ত সহযোগিতা কামনা করছি।

বর্তমান গবেষণাটির শিরোনাম 'Bangla adaptation of Expectations About Counseling-brief form'। আমরা এই গবেষণায় কাউন্সেলিং এবং কাউন্সেলর সম্পর্কে আপনার প্রত্যাশা এবং বিশ্বাসসমূহ জানতে চাচ্ছি।

পুরো প্রক্রিয়াটি সম্পন্ন করতে সর্বোচ্চ ১০-১৫ মিনিট সময় লাগবে। প্রশ্নমালায় অন্তর্ভুক্ত উক্তিগুলো ভালোভাবে বুঝে আপনার ক্ষেত্রে প্রযোজ্য উত্তরটি বাছাই করুন। উত্তর বাছাই এর ক্ষেত্রে কোন ভুল বা সঠিক উত্তর নেই।

বর্তমান গবেষণাটি অধ্যাপক ড. মেহজাবীন হকের তত্ত্বাবধানে করা হচ্ছে এবং সংগৃহীত সকল তথ্য ইথিক্স কমিটির নিয়ম অনুযায়ী গোপন থাকবে। সংগৃহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। আপনি চাইলে যে কোন সময় এই গবেষণা থেকে নিজেকে প্রত্যাহার করে নিতে পারবেন। সেক্ষেত্রে আপনার সকল তথ্য ডাটাবেজ থেকে মুছে দেয়া হবে।

এই গবেষণাটি নিয়ে আপনার কোনো প্রশ্ন বা মতামত থাকলে আমাকে ইমেইল করতে পারেনঃ
Md. Rakibul Hasan, Asst. Counselling Psychologist & M.Phil Researcher, Department of Educational and Counselling Psychology, University of Dhaka, Email:
psychologistmahin@gmail.com

* Required

- সকল তথ্য ও গবেষণার বিষয়বস্তু পড়ে আমি এই গবেষণায় অংশগ্রহণ করার সম্মতি জ্ঞাপন করছি। (Consent) *

Mark only one oval.

হ্যাঁ (Yes)

না (No)

2. বয়স (Age) *

Mark only one oval.

- ১৭ (17)
 ১৮ (18)
 ১৯ (19)
 ২০ (20)
 ২১ (21)
 ২২ (22)
 ২৩ (23)
 ২৪ (24)
 ২৫ (25)
 ২৬ (26)
 ২৭ (27)
 ২৮ (28)
 ২৯ (29)
 ৩০ (30)
 ৩১ (31)
 ৩২ (32)
 ৩৩ (33)
 ৩৪ (34)
 ৩৫ (35)
 ৩৬ (36)
 ৩৭ (37)
 ৩৮ (38)
 ৩৯ (39)
 ৪০ (40)
 ৪১ (41)
 ৪২ (42)
 ৪৩ (43)
 ৪৪ (44)
 ৪৫ (45)
 ৪৬ বা তার বেশি (46 or above)

3. লিঙ্গ (Gender) *

Mark only one oval.

- মহিলা (Female)
 পুরুষ (Male)
 তৃতীয় লিঙ্গ (Third gender)

4. বৈবাহিক অবস্থা (Marital Status) *

Mark only one oval.

- অবিবাহিত (Unmarried)
 বিবাহিত (Married)
 তালাকপ্রাপ্ত (Divorced)
 বিধবা (Widow)

5. আর্থ-সামাজিক অবস্থা (Socio-economic Status) *

Mark only one oval.

- নিম্নবিত্ত (Lower class)
- মধ্যবিত্ত (Middle class)
- উচ্চবিত্ত (Upper class)

6. শিক্ষাগত যোগ্যতা (Educational Qualification) *

Mark only one oval.

- এসএসসি/সমমান পর্যন্ত (SSC or equivalent)
- এইচএসসি/সমমান পর্যন্ত (HSC or equivalent)
- স্নাতক/সমমান পর্যন্ত (Graduate or equivalent)
- স্নাতকোত্তর/সমমান পর্যন্ত বা তার বেশি (Postgraduate or equivalent or above)

7. পেশা (Occupation) *

Mark only one oval.

- কলেজ/সমমান পর্যায়ের ছাত্র/ছাত্রী (College student)
- বিশ্ববিদ্যালয় পর্যায়ের ছাত্র/ছাত্রী (University student)
- স্বনির্ভর (Self-employed)
- চাকরিজীবী (Service)

8. গৃহীত মনস্তাত্ত্বিক কাউন্সেলিং সেশনের সংখ্যা (Number of psychological counseling session attended) *

Mark only one oval.

- কখনও অংশগ্রহণ করিনি (Never attended)
- ১ (1)
- ২-৩ (2-3)
- ৪-৫ (4-5)
- ৬-৮ (6-8)
- ৯-১২ (9-12)
- ১৩-১৭ (13-17)
- ১৮-২৫ (18-25)
- ২৬-৩৫ (26-35)
- ৩৬-৫০ (36-50)
- ৫১ বা তার বেশি (51 and above)

9. শেষ কবে মনস্তাত্ত্বিক কাউন্সেলিং সেশন গ্রহণ করেছেন? (When did you attend the last psychological counseling session?) *

Mark only one oval.

- কখনও গ্রহণ করিনি (Never attended)
- চলমান (Continuing)
- ১ মাস পূর্বে (1 month back)
- ৩ মাস পূর্বে (3 months back)
- ৬ মাস পূর্বে (6 months back)
- ১ বছর বা তারও পূর্বে (1 year or even before that)

60. ৪৮. আমি আশা করি, কাউন্সেলর এমন একজন হবেন যার উপর সত্যিই আস্থা রাখতে পারবো। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

61. ৪৯. আমি আশা করি, কাউন্সেলর আমার খারাপ দিকগুলো জেনেও আমাকে পছন্দ করবেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

62. ৫০. আমি আশা করি, কাউন্সেলর আমি নিজেকে কিভাবে দেখি এবং অন্যেরা আমাকে কিভাবে দেখে এই দুই এর মধ্যে পার্থক্য দেখিয়ে দেবেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

63. ৫১. আমি আশা করি, কাউন্সেলর এমন একজন হবেন যিনি শান্ত এবং যার সাথে সহজে মেশা যায়। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

64. ৫২. আমি আশা করি, কাউন্সেলর আমি বর্তমানে কেমন এবং ভবিষ্যতে কেমন হতে চাই তার মধ্যকার পার্থক্য দেখিয়ে দেবেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

65. ৫৩. আমি আশা করি, কাউন্সেলর বাইরের জগতের সাথে ভালোভাবে মিশতে পারেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

66. ২১ দিন পর আপনি পুনরায় শুধুমাত্র পূর্ববর্তী বিবৃতিগুলো সম্পর্কে মতামত দিতে আগ্রহী হলে এখানে আপনার ই-মেইল এড্রেসটি লিখুন (Write your e-mail address here, if you would like to express your opinion only about the previous statements again after 21 days)

80. 14. মনোবিজ্ঞানীর মত কারো সাথে কথা বলা ভালো কারণ আপনি যা বলেন তা সবই গোপনীয়। *

Mark only one oval.

	1	2	3	4	5	6	
দৃঢ়ভাবে ভিন্নমত	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	দৃঢ়ভাবে একমত

81. 15. মনোবিজ্ঞানীর সাথে সমস্যা নিয়ে কথা বলা আমার কাছে আবেগীয় দ্বন্দ্ব থেকে মুক্তি পাওয়ার একটি দুর্বল উপায় বলে মনে হয়। *

Mark only one oval.

	1	2	3	4	5	6	
দৃঢ়ভাবে ভিন্নমত	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	দৃঢ়ভাবে একমত

82. 16. মনোবিজ্ঞানীরা মানুষের আচরণ সম্পর্কে তাদের জ্ঞানের কারণে মূল্যবান পরামর্শ প্রদান করেন। *

Mark only one oval.

	1	2	3	4	5	6	
দৃঢ়ভাবে ভিন্নমত	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	দৃঢ়ভাবে একমত

83. 17. ব্যক্তিগত বিষয় নিয়ে উচ্চশিক্ষিত মানুষের সাথে কথা বলা কঠিন যেমন মনোবিজ্ঞানী। *

Mark only one oval.

	1	2	3	4	5	6	
দৃঢ়ভাবে ভিন্নমত	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	দৃঢ়ভাবে একমত

84. 18. যদি আমি মনে করতাম যে আমার মানসিক সহায়তার প্রয়োজন আছে, তাহলে যেই জানুক না কেন আমি সাহায্য নিতাম। *

Mark only one oval.

	1	2	3	4	5	6	
দৃঢ়ভাবে ভিন্নমত	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	দৃঢ়ভাবে একমত

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17. ১৫. আমি আশা করি, কাউন্সেলিং প্রক্রিয়া আমাকে এবং আমার কাউন্সেলরকে আমার যে সমস্যাগুলো নিয়ে কাজ করা দরকার তা চিহ্নিত করতে সাহায্য করবে। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

18. ১৬. আমি আশা করি, ভবিষ্যতে নিজেকে আরও ভালোভাবে সাহায্য করতে পারবো। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

19. ১৭. আমি আশা করি, সত্যিকার অর্থেই আমি যা অনুভব করি তা কাউন্সেলরকে আস্থার সাথে বলতে পারবো। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

20. ১৮. আমি আশা করি, অন্যদের সাথে আমার সম্পর্ক আরো ভালো করতে পারবো। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

21. ১৯. আমি আশা করি, কাউন্সেলরের কোন কথা বুঝতে না পারলে, তাকে পুনরায় বুঝিয়ে বলার জন্য জিজ্ঞেস করতে পারবো। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

22. ২০. আমি আশা করি, কাউন্সেলিং এর বাইরেও নিজের সমস্যাগুলো সামলাতে পারবো। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

নিম্নলিখিত প্রশ্নগুলো কাউন্সেলর সম্পর্কে আপনার প্রত্যাশা সম্পর্কিত। প্রতিটি বিবৃতির ক্ষেত্রে কাউন্সেলর সম্পর্কে আপনার যে প্রত্যাশা তা ১ থেকে ৭ মাত্রার স্কেলে নির্দেশ করুন যেখানে,
 ১ = সত্য নয়
 ২ = সামান্য সত্য
 ৩ = কিছুটা সত্য
 ৪ = মোটামুটি সত্য
 ৫ = বেশ সত্য
 ৬ = অত্যন্ত সত্য
 ৭ = নিশ্চিত সত্য
 যত দ্রুত সম্ভব উত্তর দিন এবং প্রতিটি বিবৃতির জন্য সেই সংখ্যাটি নির্দেশ করুন যা আপনার প্রত্যাশাকে সবচেয়ে সঠিকভাবে প্রতিকলিত করে।

55. ৫৩. আমি আশা করি, কাউন্সেলর বাইরের জগতের সাথে ভালোভাবে মিশতে পারেন। *

Mark only one oval.

	1	2	3	4	5	6	7	
সত্য নয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	নিশ্চিত সত্য

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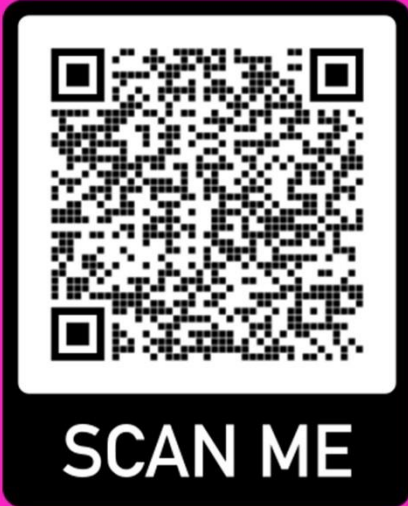
Google Forms

Appendix M: Advertisement for Data Collection

আত্মহত্যার মত
অকাল মৃত্যুর
ঝুঁকি হ্রাসে

আপনারও
অবদান থাকুক

গবেষণার প্রশ্নপত্রের লিংক পেতে স্ক্যান করুনঃ
<https://forms.gle/PoFZQNMNDs4rmpqr9>



আপনার দেয়া এই
১০-১৫ মিনিট সময়
বাঁচিয়ে দিতে পারে
কারো জীবন

Appendix N: Step-by-step Refinement to Three-factor Solution of Bangla EAC-B Form

Pattern matrix of 1st Dimension Reduction: Item number 52 had loadings below .32; and item number 19, 15, 45, 36, 46, 53, 51, 52, 4, and 13 cross loaded with other factor with discrepancy less than .15.

	Factor							
	1	2	3	4	5	6	7	8
03: Openly express emotion	.924						.526	
05: Talk about present concerns	.832						.511	
06: Relate openly and honestly	.813						.302	
17: Feel safe to express true feeling	.771							
08: Practice needful things in counseling	.762							
12: Enjoy being with counselor	.748					.340		
09: Get better understanding	.653							
18: Improve relationships with others	.612							
02: Gain experience to solve problem	.610						.307	
16: Better able to help in future	.589							
01: Like counselor	.550			.301				
22: Put feelings into words	.547							
14: Express and discuss feelings	.501							
19: Asking for clarification	.485				.427			
07: Enjoy interviews with counselor	.458							
15: Identifying problems for work	.406	.320						
33: Being honest		.954						
27: Give encouragement and reassurance		.799						
41: Respect		.786						
31: Inspire confidence and trust		.768						
34: Counted on		.742						
30: Discover behaviors relevant to problem		.695						
48: Trustable		.681		.330				
28: Help to identify feelings		.678						
26: Help to identify problems		.666						
35: Friendly and warm		.666						
38: Giving support		.584	.304					
25: Know how to help		.566						
43: Praise improvement		.519			.329			
29: Being a person who is real		.415						

	Factor							
	1	2	3	4	5	6	7	8
23: Tell what to do			.806					
37: Discuss attitudes relating to problem			.804					
42: Discuss experiences relating to problem			.733					
32: Frequent advice			.692					
40: Know feelings without having to speak			.680					.354
39: Decide best treatment plan			.642					
24: Detect unexpressed feelings			.556					
45: Talk freely			.526	.393				.314
36: Help to solve problems		.465	.514					
46: No trouble in getting along			.475	.388				
50: How I see myself and how I am seen			.371					
21: Explain what is wrong			.337					
47: Like me				.739				
49: Like in spite of bad things				.727				
53: Get along well in the world		.332		.457				
51: Calm and easygoing		.335		.418				
52: What I am and what I want to be								
20: Work outside counseling sessions					.605			
44: Face up to differences					.522			
04: Responsibility for own decision	.323				.472			
11: See counselor more than three times	.390					.589		
10: Stay in counseling for few weeks						.473		
13: Stay in counseling even it is painful						.408		.403

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.^a

a. Rotation converged in 12 iterations.

Pattern matrix of 2nd Dimension Reduction: Item number 21 had loadings below .32; and item number 20, 29, and 50 cross loaded with other factor with discrepancy less than .15.

	Factor						
	1	2	3	4	5	6	7
03: Openly express emotion	.862						.503
17: Feel safe to express true feeling	.854						
06: Relate openly and honestly	.813						
16: Better able to help in future	.776						
18: Improve relationships with others	.769						
08: Practice needful things in counseling	.761						
05: Talk about present concerns	.701						.428
09: Get better understanding	.692						
12: Enjoy being with counselor	.657				.325		
14: Express and discuss feelings	.644						
02: Gain experience to solve problem	.544						
22: Put feelings into words	.510						
20: Work outside counseling sessions	.475					.386	
01: Like counselor	.459						
07: Enjoy interviews with counselor	.400						
21: Explain what is wrong	.304						
33: Being honest		.971					
41: Respect		.805					
27: Give encouragement and reassurance		.788					
34: Counted on		.713					
30: Discover behaviors relevant to problem		.707					
48: Trustable		.664		.314			
31: Inspire confidence and trust		.661					
26: Help to identify problems		.654					
35: Friendly and warm		.644					
28: Help to identify feelings		.643					
25: Know how to help		.601					
43: Praise improvement		.550				.304	

	Factor						
	1	2	3	4	5	6	7
38: Giving support		.549					
29: Being a person who is real		.338	.322				
42: Discuss experiences relating to problem			.742				
23: Tell what to do			.741				
40: Know feelings without having to speak			.732				
37: Discuss attitudes relating to problem			.710				
32: Frequent advice			.705				
39: Decide best treatment plan			.618				
24: Detect unexpressed feelings			.587				
47: Like me				.769			
49: Like in spite of bad things				.709			
11: See counselor more than three times	.341				.558		
10: Stay in counseling for few weeks					.451		
44: Face up to differences		.317				.525	
50: How I see myself and how I am seen			.321			.387	

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.^a

a. Rotation converged in 9 iterations.

Pattern matrix of 3rd Dimension Reduction: Item number 22 cross loaded with other factor with discrepancy less than .15.

	Factor					
	1	2	3	4	5	6
03: Openly express emotion	.908					.466
06: Relate openly and honestly	.852					
17: Feel safe to express true feeling	.845					
18: Improve relationships with others	.753					
08: Practice needful things in counseling	.749					
05: Talk about present concerns	.749					.397
16: Better able to help in future	.744					
12: Enjoy being with counselor	.719					
09: Get better understanding	.701					
14: Express and discuss feelings	.659					
02: Gain experience to solve problem	.590					
22: Put feelings into words	.484	.373				
01: Like counselor	.481					
07: Enjoy interviews with counselor	.446					
41: Respect		.978				
33: Being honest		.927				
27: Give encouragement and reassurance		.798				
48: Trustable		.756		.303		
43: Praise improvement		.708				
30: Discover behaviors relevant to problem		.701				
26: Help to identify problems		.675				
28: Help to identify feelings		.639				
34: Counted on		.609				
31: Inspire confidence and trust	.312	.591				
44: Face up to differences		.582	.325			
25: Know how to help		.578				
38: Giving support		.537				
35: Friendly and warm		.511				
42: Discuss experiences relating to problem			.797			.316
23: Tell what to do			.748			
32: Frequent advice			.730			
40: Know feelings without having to speak			.728			
37: Discuss attitudes relating to problem			.704			
39: Decide best treatment plan			.638			
24: Detect unexpressed feelings			.567			
47: Like me				.754		
49: Like in spite of bad things				.680		
11: See counselor more than three times	.379				.539	
10: Stay in counseling for few weeks					.468	

Extraction Method: Principal Axis Factoring.
 Rotation Method: Promax with Kaiser Normalization.^a
 a. Rotation converged in 7 iterations.

Pattern matrix of 4th Dimension Reduction: Items 47, 49, and 11, 10 in pairs, went into the fourth and fifth factors, respectively, and because a factor cannot have only two items, they were removed during the three-factor extraction.

	Factor					
	1	2	3	4	5	6
03: Openly express emotion	.907					.460
06: Relate openly and honestly	.844					
17: Feel safe to express true feeling	.833					
18: Improve relationships with others	.745					
05: Talk about present concerns	.741					.397
08: Practice needful things in counseling	.737					
16: Better able to help in future	.733					
12: Enjoy being with counselor	.709					
09: Get better understanding	.692					
14: Express and discuss feelings	.655					
02: Gain experience to solve problem	.586					
01: Like counselor	.476					
07: Enjoy interviews with counselor	.440					
41: Respect		.973				
33: Being honest		.931				
27: Give encouragement and reassurance		.802				
48: Trustable		.752		.304		
30: Discover behaviors relevant to problem		.709				
43: Praise improvement		.705				
26: Help to identify problems		.678				
28: Help to identify feelings		.646				
34: Counted on		.610				
31: Inspire confidence and trust	.311	.603				
25: Know how to help		.580				
44: Face up to differences		.570	.330			
38: Giving support		.540				
35: Friendly and warm		.513				
42: Discuss experiences relating to problem			.793			.313
23: Tell what to do			.757			
32: Frequent advice			.729			
40: Know feelings without having to speak			.721			
37: Discuss attitudes relating to problem			.708			
39: Decide best treatment plan			.635			
24: Detect unexpressed feelings			.569			
47: Like me				.756		
49: Like in spite of bad things				.681		
11: See counselor more than three times	.376				.542	
10: Stay in counseling for few weeks					.470	

Extraction Method: Principal Axis Factoring.
 Rotation Method: Promax with Kaiser Normalization.^a
 a. Rotation converged in 6 iterations.

Final item loadings of the rotated three-factor pattern matrix of Bangla EAC-B form.

	Factor			
	1	2	3	4
17: Feel safe to express true feeling	.812			
12: Enjoy being with counselor	.812			
03: Openly express emotion	.809			.454
06: Relate openly and honestly	.806			
08: Practice needful things in counseling	.795			
18: Improve relationships with others	.780			
09: Get better understanding	.767			
16: Better able to help in future	.744			
05: Talk about present concerns	.684			.379
14: Express and discuss feelings	.625			
02: Gain experience to solve problem	.586			
07: Enjoy interviews with counselor	.544			
01: Like counselor	.527			
41: Respect		.992		
33: Being honest		.944		
48: Trustable		.796		
27: Give encouragement and reassurance		.757		
43: Praise improvement		.727		
30: Discover behaviors relevant to problem		.675		
26: Help to identify problems		.673		
34: Counted on		.657		
28: Help to identify feelings		.612		
44: Face up to differences		.577	.312	
31: Inspire confidence and trust		.576		
25: Know how to help		.562		
35: Friendly and warm		.544		
38: Giving support		.528		
42: Discuss experiences relating to problem			.819	
23: Tell what to do			.798	
32: Frequent advice			.757	
40: Know feelings without having to speak			.755	
37: Discuss attitudes relating to problem			.679	
39: Decide best treatment plan			.610	
24: Detect unexpressed feelings			.605	

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.^a

a. Rotation converged in 6 iterations.

Appendix O: Email for Checking of Back Translation to the Author of the EAC-B Form

Re: Translation and Use of EAC-B

From: Md. Rakibul Hasan (Mahin) (r_mahi_n@yahoo.com)

To: howard.tinsley@frontier.com

Date: Saturday, 9 May 2020 at 12:36 pm GMT+6

Dear Sir,

I Hope this email finds you well in this pandemic situation.

I would like to thank you once again for giving me the consent to adapt the "EAC-B; Tinsley, 1982" scale. I am writing to you to have the items checked which has been generated from the Bengali translation and then back translation into English. If you could go through the new items and let me know if there is any item where the meaning or sense of the item has not been accurate. I would be really grateful if you could manage some of your valuable time to give me the feedback.

Attached are the copy of the main items and newly generated items in 'doc' and 'pdf' format.

Best Regards,

Md. Rakibul Hasan

M.Phil Researcher & Asst. Counseling Psychologist,
Department of Educational & Counselling Psychology (DECP),
University of Dhaka