



The Experience of Year Four Trainee Counselors in Preparing for the World of Work

Nur Umairah Binti Nasri

Bachelor in Counselling with Honours 2024

The Experience of Year Four Trainee Counselors in Preparing for the World of Work

NUR UMAIRAH BINTI NASRI

This project is submitted
in partial fulfillment of the
requirements for a Bachelor of
Counselling with Honours

Faculty of Cognitive Sciences and Human
Development

UNIVERSITI MALAYSIA SARAWAK
(2024)

The project entitled ‘***The Experience of Year Four Trainee Counselors in Preparing for the World of Work***’ and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Counselling with Honours.

Received for examination by:

(**Dr Edris bin Aden**)

Date:

Grade

Table of Content

Supervisor's Declaration	2
Validation of Project/Thesis	3
Abstract	12
Chapter 1 Introduction	13
Introduction	13
1.0 Background of Study	13
1.1 Problem Statement	15
1.2 Research Objectives	17
1.3 Research Questions	18
1.4 Theoretical Framework	18
1.4.1 Donald Super Theory	18
1.4.2 Social Cognitive Career Theory (SCCT)	20
1.5 Conceptual Framework	21
1.5.1 Coping Strategies	21
1.5.2 Perception of trainee counselors	21
1.5.3 Factors that influence trainee counselors	22
1.5.4 Challenges faced by trainee counselors	22
1.6 Definition of Terms	22
1.6.1 Trainee counselors	22
1.6.1.1 Conceptual Definition	22
1.6.1.2 Operational Definition	23
1.6.2 World of Work	23
1.6.2.1 Conceptual Definition	23
1.6.2.2 Operational Definition	23
1.7 Significance of Study	23
1.7.1 Theoretical implications	23
1.7.2 Policy Implications	24
1.7.3 Practical Implications	24
1.8 Limitations of Study	25
1.8.1 Contextual Limitation	25

1.8.2 Limitation Time.....	25
1.9 Conclusion.....	26
Chapter 2: Literature Review	27
Introduction	27
2.0 Literature Review.....	27
2.1 Related Theories.....	28
2.1.1 Donald Super Theory	28
2.1.2 Social Cognitive Career Theory (SCCT)	30
2.1.3 Perception of trainee counselors for world of work.....	32
2.1.3.1 Pre-Internship Training in Building Competence	33
2.1.4 Challenges of trainee counselor for world of work.....	34
2.1.4.2 Cultural Competence and Perceive Readiness	35
2.1.5 Factors influence of preparedness for real work setting	36
2.1.5.2 Self-efficacy	36
2.1.5.3 Time and Workload Management	37
2.1.6 Coping Strategy in preparing world of work	37
2.1.6.2 Social Support in Coping with Stress for Trainee Counselors.....	39
2.2 Conclusion.....	40
Chapter 3: Methodology	41
Introduction	41
3.0 Research Design	41
3.1 Semi Structured Interview	41
3.2 Sample of Study.....	42
3.3 Sample.....	42
3.4 Sampling Procedure.....	43
3.5 Pilot Study.....	45
3.6 Ethics of Study.....	45
3.6.1 Precautions to Avoid Harm	45
3.6.2 Consent	46
3.6.3 Confidentiality.....	46
3.7 Data Collection Procedure	47
3.8 Data Analysis Procedure	49
3.8.1 Thematic Analysis.....	49

3.9 Conclusion.....	51
CHAPTER 4: Results and Discussion	52
Introduction	52
4.0 Background of Participants	52
4.1 Demographic of Participants.....	52
4.2 Finding Analysis	54
4.2.1 <i>Research Question 1: What is the perception of trainee counselors regarding to their readiness for real work setting demands?</i>	54
4.2.1.1 Theme: Professionalism	55
4.2.1.1.1 Subtheme 1: Professional capacities	55
4.2.1.1.2 Subtheme 2: Case Readiness	56
4.2.2 <i>Research Question 2: What are the challenges faced by trainee counselors in preparing real work setting?</i>	58
4.2.2.1 Theme: Barriers to work readiness.....	58
4.2.2.2.1 Subtheme 1: Heavy academic workload.....	59
4.2.2.1.2 Subtheme 2: Poor understanding of theory	60
4.2.2.1.3 Subtheme 3: Application of theory	61
4.2.3 <i>Research Question 3: What factors that influence the preparedness of trainee counselors in preparing for the real work of setting?</i>	62
4.2.3.1 Theme: Work readiness	62
4.2.3.1.1 Subtheme 1: Knowledge in counselling	63
4.2.3.1.2 Subtheme 2: Counselling practical skills.....	64
4.2.3.1.3 Subtheme 3: Internal factors.....	65
4.2.3.1.4 Subtheme 4: External factors	65
4.2.4 <i>Research Question 4: What is the coping strategy of trainee counselors to navigate the pressures in preparing for the real work setting?</i>	66
4.2.4.1 Themes: Coping Mechanisms.....	67
4.2.4.1.1 Subtheme 1: Time management.....	68
4.2.4.1.2 Subtheme 2: Emotional regulation	69
4.2.4.1.3 Subtheme 3: Social support	70
4.2.4.1.4 Subtheme 4: Personal activities.....	71
4.3 Conclusion.....	74
CHAPTER 5: Discussion and Recommendations	77
5.0 Discussion	77
5.1 Key Findings.....	78
5.1.1 <i>Theme 1: Professionalism</i>	79
5.1.1.1 Subtheme 1: Professional capacities	80

5.1.1.2 Subtheme 2: Case readiness.....	81
5.1.2 Theme 2: Barriers to work readiness.....	83
5.1.2.1 Subtheme 1: Heavy academic workload.....	84
5.1.2.2 Subtheme 2: Poor understanding of theory	85
5.1.2.3 Subtheme 3: Application of theory	86
5.1.3 Theme 3: Work readiness.....	88
5.1.3.1 Subtheme 1: Knowledge of counselling	89
5.1.3.2 Subtheme 2: Counselling practical skills.....	90
5.1.3.3 Subtheme 3: Internal factors.....	91
5.1.3.4 Subtheme 4: External factors	92
5.1.4 Theme 4: Coping mechanisms	93
5.1.4.1 Subtheme 1: Time management	94
5.1.4.2 Subtheme 2: Emotional regulation.....	95
5.1.4.3 Subtheme 3: Social support	96
5.1.4.4 Subtheme 4: Personal activities.....	97
5.4 Recommendations for Future Research.....	98
5.6 Conclusion.....	99
REFERENCE	101

Abstract

The transition from academic learning to professional practice is a critical and often challenging phase for trainee counselors, particularly in their final year of study. The experiences of University Malaysia Sarawak (UNIMAS) Year Four trainee counselors in preparing for work are explored in this qualitative study. Through the use of semi-structured interviews with seven participants and thematic analysis, the study defines four main themes, coping strategies, work readiness, professionalism, and barriers to work readiness. Although academic programs give trainees a solid understanding, research shows that many of them struggle with stress, lack of confidence, and limited practical experience, especially when it comes to managing cases involving mental health and special needs. Furthermore, the study emphasizes the value of support systems like friends, family, and academic mentors in addition to the significance of soft skills like emotional intelligence, resilience, and adaptability. The Social Cognitive Career Theory (SCCT) and Donald Super's Career Development Theory serve as the study's guiding theories and offer a deeper understanding of the career preparation process. Enhancing counselor education, aligning training to industry demands, and assisting trainee counselors in their transition to the professional workforce are all significantly impacted by the findings.

Keywords: trainee counselors, career readiness, qualitative study, transition to work, coping strategies, mental health, soft skills, SCCT, Donald Super, professional identity, emotional intelligence, work-based learning, higher education, UNIMAS, final year students.

Chapter 1 Introduction

Introduction

This chapter explains the background of study, problem statements, research objectives, research questions, theoretical framework, conceptual framework, significance of study, limitations of study and definition of terms.

1.0 Background of Study

The transition from academic training to professional practice is a critical phase for trainee counselors, particularly those in their final year. Their readiness to enter the employment may be greatly impacted by the variety of difficulties that frequently arise from this time. Even if academic programs give students the fundamental theoretical knowledge, they might not give them the confidence and practical skills they need in real-world situations. In accordance with Kementerian Pengajian Tinggi (2022), the COVID-19 pandemic's ongoing economic recovery, changes in the demands of the labor market, and increased competition among graduates for limited job openings are some of the reasons for the modest drop in the employability rate of graduates from 88.7% in 2020 to 88.2% in 2021. Previous research on work readiness and employability has highlighted a misalignment between the perceptions of employers, educators, and students regarding the relative importance of work readiness skills deemed essential for employment (Paviotti, 2020; Silva et al., 2021). Concerned about the competence and capacity to fulfil employer expectations, many trainees suffer from anxiety and self-doubt as they get ready to apply their learning in professional settings. It might be difficult for trainees to obtain the required exposure to their chosen fields because they frequently compete for few opportunities.

According to Abdullah et al. (2020), the recent topic of unemployment in Malaysia is mostly due to a lack of IR 4.0 skills among graduates of (HEI), which leads to unemployment.

Using data from the Ministry of Higher Education's (MOHE) 2020 Graduate Tracer Study, the employability rate for graduates was 84.4%, a 1.8% decrease from 86.2% observed in 2019. It remains probable that 75% of recent graduates will find job after graduation, according to Minister Datuk Seri Dr. Noraini Ahmad (Malaymail, 2021). As a trainee counselor in their final year, they not only need to prepare in term of practical skills in counselling only, but also, they have to enhance their soft skills as nowadays the need of soft skills place a high value on soft skills because

they are critical workplace success.

The capacity to adapt to changing needs and contribute to a healthy work environment makes skills like problem-solving, teamwork, and adaptability just as crucial as knowledge of technology. According to Rahmat et al. (2019), the World Economic Forum (WEF) supports this claim in their biennial “Future of Jobs Report” by listing ten essential skills for the Future of Work for 2020 and beyond. These include problem-solving, critical thinking, creativity, people management, teamwork, emotional intelligence, judgement and decision-making, service orientation, negotiation, and cognitive flexibility. These are considered “soft” skills that are important for both starting a career and preparing for it. Those undergraduates who acquire these abilities have a better chance of settling into their professional positions afterwards graduation.

The difficulties that recent graduates encounter when they entering the workforce are quite difficult and include not only the competitive nature of job searches but also the need to rapidly adapt to professional standards, develop practical skills, and adjust to unfamiliar work surroundings (Robinson, 2024). As recent graduates work to establish themselves in their chosen fields of work, these pressures call for resilience and adaptability. According to Scepanovic (2019), one of the difficulties institutions faces is how to provide students with the information and skills that would support them in long-term employment. However, industry revolutions do not, and graduates are not expected to have an education that meets the demands of the economy. The advent of the industrial revolutions does not in any way mean that people will become obsolete, instead consideration should be given strengthening their skills sets for seamless integration into the workforce.

The labor market’s ability to provide the skills required in line with the rapid advancement of technology and changing work conditions has an impact on sectors and organizations. It is fascinating to see how hiring procedures have changed as organizations’ demand for qualified employees is viewed as crucial and pertinent to having new personnel who can start contributing right away. To prepare for future challenges, the initiative will require future employees to be resilient, creative, and adaptable, as well as to engage with digital and technology practices (Low et al., 2021; Ministry of Human Resources Malaysia, 2020; QS Quacquarelli Symonds Limited, 2019). Enhancing soft skills is crucial for students to focus on after graduation in order to be eligible to work in their sector of choice.

1.1 Problem Statement

For year four trainee counsellors getting ready to enter the job, the shift from academic instruction to professional practice presents substantial difficulties. Although theoretical knowledge and applied skills are emphasized in the curriculum, many trainees find it difficult to connect what they learn in the classroom with the complexities of real-world counselling settings. Perceptions of the significance of their work are a critical personal resource for developing resilience, protecting trainee counsellors' satisfaction with their career choice and dedication to staying in the field (Um & Seon, 2024). According to Park et al. (2020), mental health practitioners in Malaysia face challenges in preparing for the workforce due to high demands and limited institutional support, emphasizing the need to enhance their readiness and well-being for professional practice in real-world settings.

However, there is a notable lack of research that focusses exclusively on the Malaysian environment, which leaves a particular difficulty experienced by counsellors in training in this area. Malaysia's diverse cultural landscape, inequalities in rural and urban resource accessibility, and disparate institutional frameworks create unique obstacles that are still little understood. Wampold and Owen (2021) highlight the significance of continual improvement for career progress and stress that a counselor's efficacy is significantly influenced by their level of continuous development. However, little research has been done in Malaysia to examine how this principle is implemented or managed with, especially when it comes to comprehending the developmental obstacles that counsellors in this area encounter. For Malaysian trainee counsellors, the creation of efficient training programs and support networks is severely limited in the absence of research that is adapted to these local dynamics. In order to ensure that Malaysian counsellors are prepared to fulfil the demands of a fast-changing counselling industry, it is important that this gap be narrowed.

While Balan et al. (2021), emphasize the importance of understanding trainee counselors' comprehension and preparedness for IR4.0 in light of rapid technological advancements, there remains a substantial in exploring the broader implications of these developments on their professional growth. Specifically, there is a lack of studies exploring how trainee counselors perceive and integrate technologies such as artificial intelligence, big data, and digital tools into their practice, and how these innovations affect their competencies, ethical considerations, and

ability to provide effective counseling services. Furthermore, little is known about the specific challenges they face in adapting to these changes, such as gaps in training curricula, resource availability, or resistance to adopting new methods. This gap is particularly notable in Malaysia, where research on how local training institutions is aligning their programs with IR4.0 demands is limited, leaving an incomplete understanding of trainee counselors' readiness to meet the evolving expectations of the profession in a technologically driven world

Transitioning from academic training to the professional world presents significant challenges for trainee counselors, particularly in their final year of study. While counselor education programs offer a theoretical foundation and practical experience, many trainees report feelings of inadequacy when confronting the realities of professional practice. Means (2024), stated that limited information is also known about new licensed counselors' (a) awareness of and access to career information, (b) opportunities for career advancement, and (c) workplace satisfaction. These challenges include anxiety about managing complex cases, uncertainty in navigating the job market, and unpreparedness for the emotional demands of the profession (Harris, 2024). However, there remains a notable in understanding how these transitional challenges are experienced and managed by trainee counselors, particularly in specific cultural or educational contexts, such as Malaysia. Research has yet to explore in depth the extent to which academic preparation aligns with the expectations of the counseling profession, as well as the effectiveness of current training programs in addressing these gaps. Investigating these issues is essential for developing targeted strategies and support systems that facilitate a smoother transition from student to professional counselor.

According to Hughes (2024), there is a study state that a trainee counselors' challenges in preparing for the world of work has often relied on exploratory frameworks, such as grounded theory, to uncover emerging themes and patterns. The lack of the theoretical grounding necessary to offer a cohesive understanding of how career development processes interact with trainees' experiences. Donald Super's theory of career development, with its emphasis on life-span and life-space considerations. In this study, it would be focusing on the exploration stage which people actively "try out" various professions through hobbies, internships, part-time work, and classes. This phase, which usually lasts from 15 to 24, is centered on self-discovery and exploring with different jobs and professional paths. People utilize what they learn during the exploratory process by applying their self-concepts to both work and life roles and matching their interests and skills

to jobs

According to Super (1957), people in the exploration period frequently struggle to define their interests and skills, so it is crucial to investigate the difficulties faced by aspiring counsellors in light of this research. For example, trainee counsellors may struggle with anxiety related to client contacts and feelings of inadequacy regarding their practical skills, which can impact their perceived preparedness for professional responsibilities. This suggests an opportunity to integrate these theories into studies on trainee counselors' preparedness, allowing for a deeper understanding of how developmental tasks, self-beliefs, and external supports influence their readiness for the workforce. Employing these theories could address questions grounded theory approaches might overlook, such as how personal and contextual factors align with career trajectories and professional expectations. By filling this theoretical gap, future research can provide a more comprehensive framework for improving counselor training and support systems.

1.2 Research Objectives

- 1) To explore the perceptions of trainee counselors regarding their readiness for real work setting demands.
- 2) To explore the challenges faced by trainee counselors in preparing real work setting.
- 3) To explore the factors that influence the preparedness of trainee counselors for real work setting.
- 4) To explore the coping strategy of trainee counselors to navigate the pressures in preparing for the real work setting.

1.3 Research Questions

- 1) What is the perception of trainee counselors regarding to their readiness for real work setting demands?
- 2) What are the challenges faced by trainee counselors in preparing real work setting?
- 3) What factors that influence the preparedness of trainee counselors in preparing for the real work of setting?
- 4) What is the coping strategy of trainee counselors to navigate the pressures in preparing for the real work setting.

1.4 Theoretical Framework

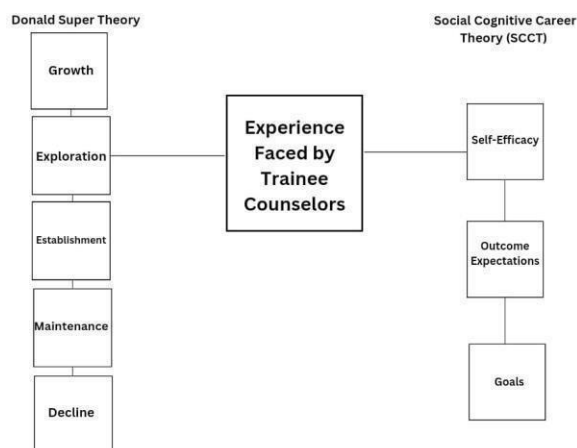


Figure 1 Donald Super Theory and Social Cognitive Career Theory (SCCT)

1.4.1 Donald Super Theory

Career development, according to Donald Super's Career Development Theory, is a lifelong process that is impacted by an individual's changing life roles and self-concept (Careers New Zealand, 2012). According to Super (1990), Super developed the life-span, life-space approach, which delineates five distinct phases: growth, exploration, establishing, maintenance, and decline, each of which represents different roles and challenges associated with a profession. A person's self-concept, which evolves over time from experiences and social interactions, influences their professional decisions (Super, 1990). He also emphasized how individual's employment decisions are influenced by the various roles they play during their lives, such as worker, retiree, and student. Super theory emphasizes how career development is dynamic and ongoing, resulting in self-awareness and flexibility.

The term "segmented vocational choice theory," which has developed over many years, more precisely describes Donald Super's concept of vocational maturation. Forming the theoretical basis of vocational development, these propositions explain how various aspects of an individual's life, such as their normal personality, interactions with their work environment, and stage of life, are connected to their vocational development. Super theory gives even more consideration to the process of matching an individual to his or her environment or professional maturity and cycle. On

the other hand, it also considers life stages and developmental processes. In order to account for the complexities of vocation development, Heppner (1990), states that super theory highlights that his work is not a single theory but rather a framework that draws on multiple viewpoints. There are five stages that individuals typically progress through over lifespan, in this research I would focus on exploration stages which significance to my research finding.

This theory could be applied to the context of trainee counselor to explore the experience in preparing for the world of work setting. As in the exploration stage, people actively “try out” various professions through hobbies, internships, part-time work, and classes. This phase, which usually lasts from 15 to 24, is centered on self-discovery and exploring with different jobs and professional paths. This stage closely related to the trainee counselor as they are at the exploring to adapt themselves to the real work setting after graduating soon. In super theory, people utilize what they learn during the exploratory process by applying their self-concepts to both work and life roles and matching their interests and skills to jobs. According to Super (1957), people in the exploration period frequently struggle to define their interests and skills, so it is crucial to explore the difficulties faced by trainee counsellor in taking steps to enter the chosen field as they have undergone the practicum as well as internships.

1.4.2 Social Cognitive Career Theory (SCCT)

The Social Cognitive Career Theory (SCCT) offers a comprehensive framework for figuring out how graduates’ beliefs, perceptions, and goals impact their career decision-making and job selection (Truyens, 2019). The theory emphasizes the important roles that self-efficacy (beliefs about one’s capabilities), outcome expectations (beliefs about the consequences of pursuing a career path), and personal goals play in shaping an individual’s career development. SCCT has been successfully applied in career counselling to design and test interventions aimed at promoting these crucial factors, aiming to facilitate career success and satisfaction. By considering self-efficacy, outcome expectations, and personal goals, SCCT provides insightful information about how people make career decisions and the factors that influence them.

This theory could be applied to the context of trainee counselor to explore the coping strategy of trainee counselors to navigate the pressures in preparing for the real work setting. As SCCT emphasizes self-efficacy as a critical factor influencing individuals’ career behaviors, including their ability to set goals, persist through challenges, and adapt to professional demands.

Self-efficacy, or the belief in one's ability to succeed in specific tasks, is particularly relevant to Year Four trainee counselors as they transition from academic training to the workforce. Based on Lent and Brown (2020), social cognitive career theory aids in understanding influential attributes applied to vocational decision making. Self-efficacy, resultant expectations, and objectives are three social-cognitive mechanisms described by Lent and Brown (2020). This study applies SCCT to examine how self-efficacy influences trainee counselors' readiness to manage complex cases, navigate job market uncertainties, and meet the emotional and professional expectations of their field. The construct of self-efficacy holds significant consequences for the analysis and development of the career decision-making process and application practices (Bandura, 1986). By focusing on self-efficacy, the research seeks to understand how beliefs shaped by personal accomplishments, vicarious learning, feedback, and emotional states affect their preparedness for the counseling profession.

1.5 Conceptual Framework

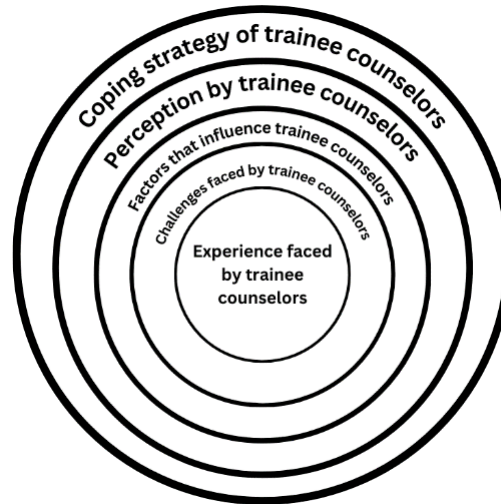


Figure 1 Conceptual Framework

Figure 1 shows the conceptual framework of this study, which contains 4 characteristics as shown above. Based on this model, the conceptual framework which also mimics the structure of this study is developed. The characteristics that make up from this diagram framework is a guide to understanding the interconnections of these elements and how they collectively impact the readiness of trainee counselors for their future careers.

1.5.1 Coping Strategies

First characteristic identifies specific strategies that trainees employ to navigate challenges, such as stress management techniques, seeking peer support, and effective time management. This characteristic is to explore the research questions of navigating the challenges in preparing the world of work.

1.5.2 Perception of trainee counselors

This layer examines trainee counselors' perceptions of their experiences and challenges as they prepare for the transition into professional work settings. It focuses on how they view their own readiness, the effectiveness of their training, and the skills or competencies they believe are critical for success. By exploring these perceptions, this layer provides deeper insights into the factors influencing their preparedness for real world counseling roles,

aligning closely with the research questions on readiness for professional practice.

1.5.3 Factors that influence trainee counselors

The third layer delves into the key factors that shape and influence the preparedness of trainee counselors for real-world work settings. This inner layer examines various elements such as the quality of academic training, supervision, practical experiences, personal attributes, and external support systems. By identifying and analyzing these factors, this layer sheds light on how they contribute to or hinder the readiness of trainee counselors to navigate the challenges of professional practice.

1.5.4 Challenges faced by trainee counselors

The core layer is the challenges faced by trainee counselor which focuses on the challenges faced by trainee counselors. These challenges act as the driving force behind their level of preparedness for transitioning into the professional world. This layer explores obstacles such as managing client expectations, handling emotional demands, navigating professional ethics, balancing academic and practical responsibilities, and addressing self-confidence issues. Understanding these core challenges provides critical insight into the barriers and opportunities that shape their readiness for the world of work.

1.6 Definition of Terms

1.6.1 Trainee counselors

1.6.1.1 Conceptual Definition

Trainee counselor is an individual seeking licensure as a professional counselor must be enrolled in a practicum or internship within a counselor education program to qualify for training status (Savitsky, 2024). While Ekici (2024), stated that counselor trainee refers to students enrolled in guidance and psychological counseling undergraduate programs.

1.6.1.2 Operational Definition

As part of their academic achievement or training program, a trainee counsellor in UNIMAS is a person who is currently acquiring real-world experience and developing their counselling techniques. They are in their fourth-year in counselling course and needed to complete the hours of supervised practicum or internship needed for professional certification or licensure while enrolled in a formal counsellor education program.

1.6.2 World of Work

1.6.2.1 Conceptual Definition

The “world of work” refers to the evolving landscape of employment characterized by significant transformations in how work is conducted, where it takes place, and the nature of employment relationships (Alfes et al., 2023). In the other hand, Luke et al., (2023) defines that it refers to the evolving landscape of work in the 21st century, highlighting significant changes in its nature due to technological advancements, social shifts, and economic transformations. This concept encompasses various dimensions of work, including traditional employment, unpaid labor, and the impact of remote and flexible working arrangements.

1.6.2.2 Operational Definition

The “world of work” encompasses the wide range of vocational opportunities, industries, and professional environments that trainee counselor in UNIMAS encounter throughout their career journeys. It includes the dynamic interplay of roles, responsibilities, organizational cultures, and evolving workplace demands, reflecting the diversity of career paths and the skills required to thrive in various sectors.

1.7 Significance of Study

1.7.1 Theoretical implications

The study's findings on trainee counselors' challenges and readiness for the workforce align with Super's career development theory, particularly the exploration stage, which emphasizes individuals actively seeking clarity about their career paths, developing necessary skills, and testing roles through experiences. These findings also relate to the Social Cognitive Career Theory (SCCT), specifically the performance aspect, as they highlight how self-efficacy, outcome expectations, and external supports influence the trainee counselors' ability to navigate challenges and perform effectively. By addressing these dynamics, the study enriches career development theories by illustrating the interplay between personal growth, environmental factors, and professional performance during the critical transition to the workforce.

1.7.2 Policy Implications

The ethical responsibility to acknowledge academic achievements has been highlighted in the Lembaga Kaunselor Malaysia Code of Ethics (2011). It has clear implications for university policy regarding the training of counselors for professional practice. To encourage openness and respect for privacy rights, trainees frequently offer insightful contributions during internships, case studies, and group research that need to be formally acknowledged. In order to ensure that trainees' contributions are recognized in collaborative learning and research efforts, universities have to align their academic and research policies with these ethical norms. In addition to strengthening professional integrity and ethical collaboration, this alignment equips trainees to uphold these principles throughout their careers. Universities can improve the professional preparedness of their counseling graduates and reinforce their adherence to *Lembaga Kaunselor* standards by implementing these concepts.

1.7.3 Practical Implications

The study's findings have significant implications for trainee counselors' practicum and internship experiences, which are crucial to their transition from academics to the workplace. The importance of the Lembaga Kaunselor Malaysia Code of Ethics (2011) emphasizes the necessity of organized support networks and support during these hands-on training phases. Since these competences are crucial to their practicum and internship experiences, counselor educators should place a high priority on providing trainees with the fundamental information, moral values, and practical skills they need (F.6.a). Furthermore, developing trustworthy relationships (F.6.e) and incorporating ethical principles into instructional techniques (F.6.d) ensures that trainees acquire the professional conduct necessary for client interactions in real-world situations. During practicum and internships, supervisors are essential as they preserve trainees' professional and psychological well-being (F.1.a) and offer them efficient, ethical supervision (F.2.a) to help them overcome obstacles. To improve resilience, competence, and confidence, institutions must create rules and procedures to handle frequent problems encountered throughout these training periods, such as high-stress situations or ethical issues. The practicum and internship can be life-changing experiences that set up trainees for long-term success in the counseling field by emphasizing these factors.

1.8 Limitations of Study

1.8.1 Contextual Limitation

First, this study relies solely onto final-year trainee counselors at University Malaysia Sarawak (UNIMAS), and it is context-specific. The distinctive institutional environment, academic curriculum, support systems, and training structures offered at UNIMAS so influence the results. Diverse experiences and levels of readiness among trainee counselors may arise from variations in institutional resources, mentorship quality, supervision approaches, and exposure to real-world counseling situations among other universities or areas.

1.8.2 Limitation Time

Second, this research is conducted within a specific and limited time frame, which this research only take 2 semester consists of 1 year period of time only to finished this research. It may not capture the full range of challenges faced by trainee counselors. The dynamic nature of counseling practice and education means that trainee experiences and challenges can evolve over time. A longer study duration or longitudinal approach would provide a more comprehensive understanding of how challenges develop and change over time, enhancing the depth and relevance of the findings.

1.9 Conclusion

In summary, this chapter has highlighted the significance of understanding the challenges faced by Year Four trainee counselors as they transition from academic training to the professional world. These challenges include managing the demands of complex cases, navigating uncertainties in the job market, and addressing gaps between theoretical preparation and workplace expectations. The discussion also underscores the importance of continuous development, particularly in fostering self-efficacy, as a critical component of career readiness. By exploring the experiences of trainee counselors and providing insight that can inform the enhancement of counselor training programs, ultimately bridging the divide between education and professional practice. Next chapter will be discussing on the literature review which the section of the study, will proposed on the theories with past research findings.

Chapter 2: Literature Review

Introduction

In this section of the study, the theories proposed will be discussed with past research findings. The research gaps will also be identified in this section.

2.0 Literature Review

A previous study on the experience of trainee counselor preparing for the workforce highlights a range of challenges, opportunities, and essential competencies. Studies emphasize the gap between theoretical knowledge and practical application, with trainees often expressing anxiety about real-world counseling demands despite strong academic foundations. Practical experience during practicum and internship is noted as crucial for building confidence and professional competence, while emotional resilience and supports systems play key role in managing pressures during this transitional phase (Soh, 2019).

Additionally, cultural competence, technological proficiency, and adaptability to diverse counseling contexts have emerged as essential skills for modern counseling practice. These findings suggest that counselor education programs must prioritize bridging theory with practice, enhancing supervision quality, and fostering emotional and professional preparedness to better equip trainee counselors for the evolving demands of the professional counseling landscape (SAKI & Sahin, 2021).

2.1 Related Theories

2.1.1 Donald Super Theory

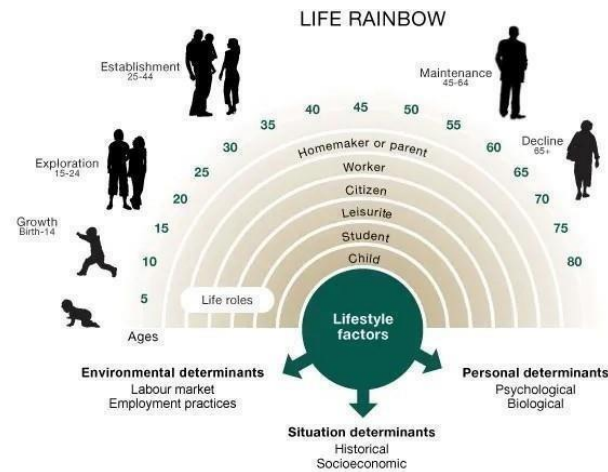


Figure 1 Life Rainbow Donald Super Theory

Donald Super's career development theory emphasizes the lifelong nature of career growth and the importance of self-concept in shaping career choices. According Alaa Alsqour and Nafyeh Shobaki (2024) quoted from Niles and Bowlsbey (2016); Budiman, et al., (2020), Donald Super's career theory describes three key aspects of career development: a) life span, b) life space, and c) self-concept. Super theory includes five stages: Growth, Exploration, Establishment, Maintenance, and Decline. In this research, the exploration stage will be used which typically occurs between ages 15 to 24, is characterized by individuals "trying out" various roles through classes, work experiences, and hobbies.

This stage is crucial for developing tentative career choices and skills. Montano and Sobrejuanite (2024), found that Donald Super's Development self-concept theory study's findings closely aligned with the exploration stages which consists three sub-stages: crystallization, specification and implementation, which Super enable newly graduated management students be successful in transitioning from the academic environment to the professional workforce. In

addition, Donald Super's career theory has also been proven to be effective for increasing vocational students' work readiness (Mutmainah & Arumsari, 2020).

However, although there are studies state that Super has been successful theory that has been applied, there is also some research that notify these theoretical weaknesses. According to Mutmainah and Arumsari (2020), highlights the need for empirical validation of Super's theory by demonstrating the effectiveness in enhancing self-efficacy and career commitment among students. According to Alaa Alsqour and Nafyeh Shobaki (2024), stated that Super's theory places a strong emphasis on self-concept as a determinant of career choice and satisfaction. However, this focus may overlook other critical factors influencing career decisions, such as socioeconomic status, educational opportunities, and external pressures.

Despite the widespread use of Donald Super Theory in developing and enhancing self-efficacy related to career choices and individual success, previous studies have identified a methodological gap in its application. For example, Iriani et al., (2023), stated that there is insufficient focus on gender differences. While Super acknowledged gender as a factor influencing career choices, more recent research indicates that gender dynamics in career development are complex and multifaceted. There is a need for deeper exploration into how gender roles and expectations shape career maturity and decision-making processes beyond what Super's framework offers.

2.1.2 Social Cognitive Career Theory (SCCT)

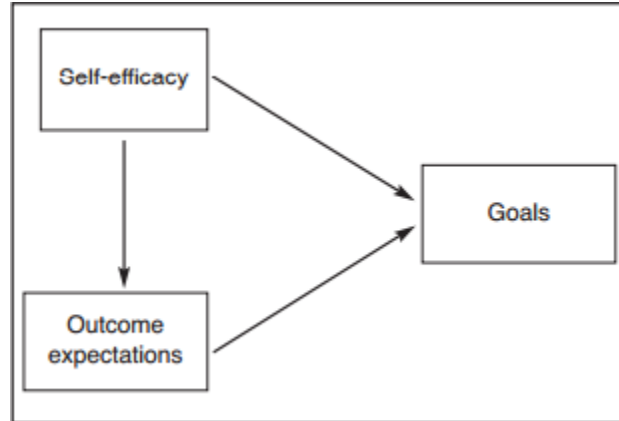


Figure 1 Model of Social Cognitive Career Theory (SCCT)

The Social Cognitive Career Theory (SCCT) is an approach for career development that discusses how people establish their job interests, make decisions, and succeed based on their own goals, outcome expectancy, and self-efficacy. It was developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, drawing heavily from Albert Bandura's Social Cognitive Theory (Truyens, 2019). SCCT highlights the interaction of behavioral elements (such as actions performed toward professional goals), environmental effects (like support and barriers), and personal characteristics (like interests and abilities). According to the theory, people are more likely to choose jobs that correspond with their own objectives, would provide favorable results (outcome expectations), and they believe they can achieve in (self-efficacy). Additionally, it acknowledges how social and environmental elements, like gender, culture, and socioeconomic status that influence professional decisions.

Social Cognitive Career Theory (SCCT) is considered a successful framework because it provides a comprehensive understanding of how various factors influence career development and decision-making. SCCT emphasizes the interplay between individual cognitive variables: such as self-efficacy and outcome expectations, and environmental influences, allowing an individual to develop a nuanced view of their career paths. In this research, self-efficacy would be used to understand the successful of self-efficacy in SCCT. Alnajjar and Aly (2024), quoted by Duong and St-Jean (2024), find similar results and agree that SCCT theory is suitable to explain the experience of students in preparing the world of work. Perceived educational support had a

substantial impact on the development of self-efficacy and career interests among college students. The aim in this study is to explore the effectiveness of the Career Guidance and Counseling Program (CGCP) on perceived readiness for the job market through a qualitative investigation of the lived experiences of nursing students who participated in this program. This suggests that SCCT can successfully guide students' entrepreneurial aspirations.

Vincenzen (2023) cited from Bandura (1977) found that self-efficacy is a degree to which an individual believes they are capable of carrying out a specific task or striving to accomplish certain goals. Four main factors, according to Bandura (1997), can change an individual's belief of self-efficacy: (a) individual performance achievements; (b) vicarious learning; (c) social persuasion; and (d) physiological and affective states. An individual's self-efficacy may be influenced in either direction by each of these factors. Conversely, self-efficacy plays a critical role in helping trainee counselors prepare for the world of work by shaping their confidence in handling professional challenges. In this context, Bandura's concept of self-efficacy relates to a student's confidence in their abilities to not just accomplish but also thrive on a build a sense of competence and readiness for real-world tasks (Bandura, 1989).

However, although there are studies state that SCCT has been successful theory that has been applied, there is also some research that notify these theoretical weaknesses. According Zola et al., (2022) stated that although the theory has driven much research and practical activity, most of this research has focused only on the cognitive variables of SCCT. In isolation from important environmental factors (such as social, cultural, and economic), variables assumed to affect both cognitive-person variables and other aspects of career behavior quoted from Lent, Brown, and Hackett, (2000). Additionally, job seekers with severe and persistent mental illness may struggle to engage in reconstructing past career events, and those experiencing unintended career changes may not be ready to explore and seek new careers (Zola et al., 2022). This prove that individuals with severe mental illness may struggle to apply SCCT effectively due to cognitive impairments, emotional barriers, and environmental challenges that hinder career exploration, goal-setting, and self-efficacy.

Despite the widespread use of Social Cognitive Career Theory (SCCT) in developing and enhancing self-efficacy related to career choices and individual success, previous studies have identified a methodological gap in its application. For example, Wang et al. (2022), citing Lent et

al. (2017); Penn and Lent (2019), note that prior research has predominantly utilized quantitative methods to validate the SCCT framework, with relatively few studies employing qualitative approaches to explore the career selection process. Furthermore, while SCCT emphasizes key factors such as self-efficacy, outcome expectations, and learning experiences in explaining career choice and development, the relative importance of these factors and their predictive capacity for career performance remain unclear. This ambiguity limits the broader application of SCCT, particularly in educational settings.

2.1.3 Perception of trainee counselors for world of work

2.1.3.1 Emotional intelligence

Focusing on the perception of trainee counselors regarding their preparation for the workforce reveals several key themes and findings that align with the challenges and competencies which is about the importance of emotional intelligence. From the previous study, trainees who possess high emotional intelligence are better equipped to handle the emotional demands of counseling, which contributes to their overall effectiveness as a counselor (Yaakob et al., 2022). This study explored trainee counselors' understanding of emotional intelligence and its significance in their professional development. It also emphasizes that training programs should incorporate emotional development to enhance the quality of future counselors.

Trainee counselors with high levels of emotional intelligence are better equipped to provide effective counseling services. Emotional intelligence helps them apply counseling skills more effectively during sessions, leading to improved client outcomes (Dagang et al., 2020). On the other hand, Dagang et al., (2020) cited from Martin et al., (2004) stated that emotional intelligence is seen to be a crucial component in helping students pursue careers in counseling and improving their self-efficacy. In addition, John et al., (2024) quoted from Cazan and Năstasă (2015), demonstrated that students with more emotional intelligence experienced less stress, worry, and depression and were more satisfied with their lives.

Successful counseling outcomes are the result of counselors having high levels of emotional intelligence. Additionally, burnout among counselor trainees is reduced by better emotional intelligence levels (John et al., 2024). Through the development of their counseling skills, reducing stress, empathy, resilience, self-awareness, and professional connections, emotional intelligence plays a major role in preparing trainee counselors for real-world situations. The combination of these qualities enables counselors in training to successfully handle the challenges of their chosen profession.

2.1.3.1 Pre-Internship Training in Building Competence

Long before internships, systematic training and simulated practice to enhance practical skills and preparation by focusing on how trainee counselors view their readiness for the job. (Malau-Aduli et al., 2022). The field of counselling requires not just theoretical understanding but also the capacity to successfully apply ideas in practical settings. Role-playing exercises, case studies, and skill-building seminars that focus on client engagement, communication strategies, and ethical decision-making are very beneficial to trainee counselors prior to starting their internships (Samardzic et al., 2020).

These pre-training exercises give students a secure setting in which to hone critical abilities, get prompt feedback, and develop fundamental confidence. According to studies, interns who actively participate in these pre-internship preparations perform better because they are better prepared to manage the complexity of real counselling settings with professionalism and adaptability (Wan et al., 2021). By making pre-internship training stronger, trainee counselors are better equipped to move smoothly into real-world situations and become more prepared for the workforce overall.

2.1.4 Challenges of trainee counselor for world of work

2.1.4.1 Emotional and Psychological challenges

There are several studies has been found on the challenges of trainee counselor in preparing for world of work. From the previous study, the challenges that a trainee counselor has been facing is the emotional and psychological challenges which has been stated by Soh (2019), that many studies report that trainee counselors experience significant anxiety about their competencies and the counseling process itself. For instance, a qualitative study indicated that trainee often feel overwhelmed by the expectations of real-world counseling, leading to feelings of inadequacy and self-doubt. This anxiety can stem from the pressure to apply theoretical knowledge effectively in practice while managing clients' emotional needs.

Besides that, previous study from SAKI and Sahin (2021) stated that trainee counselors frequently struggle with emotional resilience, which is essential for managing the stress associated with counseling work. This research highlighted that trainee who lacked emotional resilience faced difficulties in coping with client issues and their own emotional responses during sessions. This underscores the need for training programs to focus on developing emotional intelligence as part of their curriculum. Furthermore, according to a prior study by Saki and Sahin (2021), emotional resilience a critical ability for handling the stress and emotional demands of counselling work is a problem that trainee counselors commonly face. Counselors who possess emotional resilience are better equipped to handle difficult circumstances, control their emotions, and continue to be productive in their sessions.

According to the study, trainee counselors who lacked adequate emotional resilience frequently struggled to handle challenging client situations, which resulted in feelings of burnout or overwhelm (Ricks & Brannon, 2023). Additionally, they struggled to control their own emotions, which occasionally hampered their capacity to offer clients unbiased and sympathetic support. This emphasizes how important it is that training curriculum for training include

modules and approaches that promote emotional resilience, like stress reduction methods, mindfulness exercises, and introspective exercises (Xu et al., 2022). By doing this, aspiring counselors would be better equipped to manage work-related stress while preserving their professional competence and personal well-being.

2.1.4.2 Cultural Competence and Perceive Readiness

Managing a variety of client and cultural competence is a major obstacle that trainee counselors must overcome in order to be ready for the job. Counselors must modify their methods to suit the distinctive needs of each client because counseling frequently entails working with people from diverse cultural, social, and economic backgrounds (Ying et al., 2021). Trainee counselors frequently feel unprepared to handle cultural differences successfully, which can result in misconceptions, discomfort, or a decreased connection with clients (Harun et al., 2023). A lack of emphasis on multicultural counseling in the curriculum or inadequate exposure to a variety of viewpoints during training could be the cause of this lack of cultural competency.

According to Walkoska et al. (2023), trainees who receive enough instruction in cultural sensitivity and awareness also show improved client outcomes and more robust therapeutic relationships. Training programs should have strong multicultural elements, like case studies, workshops on cultural diversity, and opportunities for experiential learning, to address this. These techniques can improve future counselors' preparedness for the wide range of issues of the counseling profession by giving them the abilities and self-assurance they need to negotiate cultural complexities (Ayob et al., 2021).

2.1.5 Factors influence of preparedness for real work setting

2.1.5.1 Family and social support

According to earlier studies, a variety of factors affect a person's preparedness for a real-world work environment, Mariank et al. (2020) emphasized that family history and social support are important factors that influence people's confidence, decision-making, and professional values, making them important predictors of job readiness. While social support from mentors, peers, and educators offers direction, lowers anxiety, and provides useful resources, supportive family situations promote career exploration, skill development, and goal-setting. Furthermore, taking part in career interventions, including seminars and counseling sessions, gives them the tools they need to solve problems, make decisions, and be self-aware. When paired together, these elements provide a solid basis for overcoming obstacles in the workplace, matching goals with market needs, and improving general readiness for joining the workforce.

2.1.5.2 Self-efficacy

Furthermore, according to Alnajjar and Aly (2024), self-efficacy beliefs, which affect a person's confidence in their capacity to carry out tasks, overcome obstacles, and accomplish professional goals, are crucial in determining career choices and work readiness. Training activities like workshops, simulations, and hands-on practice can greatly strengthen these ideas, which are not static. These experiences give counselors the chance to hone their abilities, confront real-world problems in safe settings, and strengthen their ability to withstand demands at work. Counselors who have higher levels of self-efficacy are better equipped to handle uncertainty, adjust to shifting work environments, and make judgments with confidence, which eventually helps them be more ready for problems in the workplace.

2.1.5.3 Time and Workload Management

Another important component affecting trainee counselors' readiness for a real-world work setting is efficient time and workload management. Counselling frequently entails juggling a number of duties, including handling administrative duties, performing client sessions, finishing case paperwork, and participating in continuing professional development. Many aspiring counselors find it difficult to balance these responsibilities, which can result in stress, decreased productivity, and even burnout (Malik & Annabi, 2022). This difficulty usually results from their academic journey's lack of rigorous time management training.

According to the study, trainees who acquired organizational skills, scheduling strategies, and prioritization showed a better ability to manage their workloads and a reduced degree of anxiety related to their jobs (Calonia et al., 2023). Counselors were also better prepared for the demanding nature of the field by incorporating time management workshops and realistic workload simulations into their training. These treatments gave trainees useful techniques that they could immediately implement in their professional jobs, like making planned timetables, dividing work into manageable parts, and setting realistic goals (Forsetlund et al., 2021). In order to improve preparedness, encourage resilience, and develop long-term careers in counseling, it is imperative that time and workload management training be incorporated into counseling programs. This will guarantee that trainees adjust to the demands of the workplace with ease.

2.1.6 Coping Strategy in preparing world of work

2.1.6.1 Resilience in Managing Stress Among Trainee Counselors

According to Subhi et al., (2021), there is a type of coping strategies that trainee counselor employs to manage their stress, including problem-focused coping, emotion-focused coping, and avoidance coping. This research indicates that problem-focused and emotion-focused strategies are associated with lower stress levels, while avoidance strategies tend to correlate with higher stress level. The

level of stress experienced by trainee counselors can significantly influence their coping strategies. Studies show that as trainees approach the end of their programs, they often experience increased stress due to concerns about future employment and performance, which can affect their mental health and readiness for the workforce.

In addition, Che Amat (2023), stated that resilience plays a crucial role in how trainee counselors cope with stress. Those who exhibit higher resilience are better equipped to manage stress through effective coping strategies, leading to improved psychological well-being and preparedness for professional challenges. Furthermore, according to Che Amat (2023), trainee counselors' ability to handle stress depends heavily on their resilience, which serves as a buffer against the emotional demands of the job. Effective coping mechanisms like problem-solving, reaching out for social support, and keeping a positive attitude are all made possible by resilience, and they all help trainees achieve better psychological well-being (Labrague, 2021).

Higher resilience in trainee counselors makes them more capable of managing the demands of difficult client cases, erratic circumstances, and demanding workloads. This talent not only supports their emotional equilibrium but also boosts their self-assurance and flexibility in work environments. The study also made clear that resilience is a talent that can be developed through focused treatments like stress management classes, mindfulness exercises, and reflection exercises rather than an innate quality (Nair et al., 2023). When incorporated into training programs, these techniques help trainees retain their personal wellbeing and professional efficacy throughout their counselling professions by preparing them to tackle obstacles in the workplace with more confidence.

2.1.6.2 Social Support in Coping with Stress for Trainee Counselors.

Using social support networks is another crucial coping mechanism that helps counselors in training get ready for the working world. According to research by Arab and Saeedi (2024), interacting with peers, mentors, and superiors is essential for lowering stress and improving coping skills. A study by Foreman et al. (2022) found that trainee counselors who actively seek advice from more seasoned counselors or make connections with other trainees frequently receive more emotional support, which lessens the detrimental impacts of stress at work. In addition to offering comfort, these exchanges give helpful advice on handling difficult client situations and handling the workplace.

According to the study, having access to a solid support network can boost trainees' confidence and prepare them for the profession by fostering a sense of community and lowering feelings of loneliness (Emerson et al., 2020). Furthermore, incorporating opportunities for peer supervision, group discussions, and shared learning experiences into training programs might improve social support's overall efficacy as a coping strategy. By giving them the professional skills and emotional resources, they need to succeed in the challenging workplace, these approaches help trainee counselors become more resilient and prepare.

2.2 Conclusion

In conclusion, this chapter highlights the key challenges, competencies, and preparedness of trainee counselors for workforce entry, emphasizing the gap between theory and practice. Practicum and internship experiences are essential for building confidence, while emotional resilience, cultural competence, and adaptability are crucial for success. Career theories like Donald Super's and SCCT offer valuable insights but have limitations, including insufficient focus on gender dynamics and environmental factors. Emotional intelligence, social support, and effective coping strategies are vital for managing stress and enhancing readiness. Next chapter discuss on the methodology that will be applied for the purpose of gathering data and analysis in this research.

Chapter 3: Methodology

Introduction

This chapter explains a qualitative methodology that will be applied for the purpose of gathering data and analysis in this research. The methodologies included are research design, sampling and sample size, pilot of study, trustworthiness, ethics of study, procedure for data collection and data analysis.

3.0 Research Design

A qualitative case study methodology will be employed in this study since it focusses on a particular subject fourth-year trainee counselors and seeks to comprehend the experience, challenges, factors that contribute, and coping strategies of these counsellors as they prepare for the demands of the real work environment. Yadav (2020), has stated that qualitative research generally takes a completely different paradigmatic approach and requires unique and unusual standards for judging quality research and the range of research contributions that might be offered. Furthermore, Oranga et al., (2023) quoted from Corner et al., (2019) has emphasize that, in order to gain understanding of people's experiences to behavior, beliefs, attitudes, and motivation, qualitative research may be conducted. Usually, it entails conducting in-depth interviews or focus groups and population observation. Qualitative methods are a vital feature of comprehensive research approaches because they are especially effective in examining individual experiences and group dynamics. A qualitative approach would focus on understanding the challenges and experiences of fourth-year trainee counselors through detailed and context-specific analysis, evaluated by criteria such as transferability and trustworthiness. Qualitative researchers utilize human instruments to select a study topic, select informants, collect and assess data, analyze and interpret data, and draw conclusions.

3.1 Semi Structured Interview

A semi-structured interview is used in this study to gather data because the method emphasizes depth and richness of understanding by attempting to comprehend and interpret the research object from the perspective of the sample under study (Kara, 2023; Heath, 2023). It enables an in-depth

review of the experiences, difficulties, contributing causes, and coping strategies of fourth-year trainee counsellors, capturing their viewpoints in a complex and nuanced way. On the other hand, Mahsuri et al., (2022) cited from Magaldi and Berler (2020), the semi-structured interview is an exploratory interview. In contrast to precisely established interviews, this flexibility enables researchers to delve more into particular topics of interest based on participants' responses, potentially producing richer data collection in this research of study.

3.2 Sample of Study

The research sample will consist of university students currently enrolled in their fourth year of study at UNIMAS's Faculty of Cognitive Science and Human Development. Exploring the factors that influence and challenges faced by fourth-year trainee counsellors who is undergoing their practicums is the goal of this study.

3.3 Sample

A sample is the particular group from whom information will be gathered (Bhandari, 2020). In the other hand, the term "sample" also been described as a part of the population that the study is interested in (Ravikiran, 2021). The criteria as follows must be met in order for participants to conclude the interview: (1) The participants are presently enrolled in the university as counselling students; (2) They are fourth-year counselling students; and (3) they are undergoing in completing practicum hours.

Regarding sample size, considering the nature of qualitative research, the fundamental phase in choosing sample size is to comprehend how the research's goal influences the sampling requirements (Sharma et al., 2024). Bekele and Ago (2022), quoted from Creswell (1998), recommend the ranges between 5 and 25 interviews for a phenomenological in qualitative study. Due to time constraints and data saturation, I propose 7–10 people for my research study. Additionally, the idea of "information power" is presented as a guiding principle for sample size adequacy, implying that a smaller sample might be adequate provided it contains important information relevant to the goals of the study. This is in line with the knowledge that qualitative research emphasizes depth over breadth, requiring a customized sampling strategy depending on particular study goals and contexts (Alele & Malau 2023).

According to Bekele and Ago (2022), quoted from Guest et al. (2006), stated that 6-12 interviews are enough for one qualitative research. Hence, this study targets a total 7-10 trainee counselor in UNIMAS. This imply that in qualitative research, this range is adequate to reach data saturation. Data saturation occurs when no new themes or patterns develop from additional data collection, ensuring that the sample size is adequate to provide comprehensive and perceptive information. More data collection is unlikely to provide new insights if a researcher has gathered enough information to spot repetitive themes or patterns (Damyanov, 2023). With this range, this research study could achieve a balance between manageability and depth, allowing for a thorough examination of trainee counselors' experiences without being overtaken by data.

A crucial first step in determining the feasibility and effectiveness of this research design and methodology is to include two individuals in a pilot study. By identifying possible problems like unclear interview questions, logistical difficulties, or methodological errors, the pilot study enables to improve the strategy prior to the main study. The pilot also makes sure that the data collection procedure is in line with this study goals, which improves the trustworthiness and reliability of the results. When combined, these choices on sample size guarantee a thorough and organized qualitative research procedure.

3.4 Sampling Procedure

This study will employ purposive sampling since it depends on the researcher's judgement to choose and define the characteristics of respondents that are most applicable to the suggested research question. (Nikolopoulou, 2022; Simkus, 2023).

Employing purposive sampling, Year Four trainee counselors at University Malaysia Sarawak (UNIMAS) will be contacted in order to find participants who fit the study's requirements. Following the identification of a qualified participant, they will be asked to recommend other individuals who fit the requirements and would be interested in taking part. To ensure a targeted and concentrated selection of study participants, this referral process will be repeated repeatedly until the required sample size or data saturation is reached.

Table 1 *Purposive sampling with criteria*

Inclusion criteria	Exclusion criteria	Rationale for criteria
Participants are presently enrolled in the university as counselling students	Participants are not currently enrolled as counseling students	To ensure that participants have current and relevant experiences within the university's counseling program
Participants are in fourth year students	Participants are not in their fourth year of study	To ensure that participants have the relevant experience and perspective of being in their final year of study
The participants must be actively undergoing their practicum and fulfilling their required practicum hours in a counselling program.	The participants who have completed their practicum hours are excluded, as their experiences may not reflect the current challenges of fulfilling practicum requirements.	To ensure that participants actively undergoing practicum and fulfilling required hours ensures the study captures real-time experiences and challenges during this crucial stage of professional development.

Note. Table above shows the inclusion, exclusion, and rationale of the participants in this study

3.5 Pilot Study

Simkus (2023), define a pilot study is a small-scale preliminary study conducted before the main research to test the feasibility, design, methodology, and instruments of the planned study. It will be included two individuals in a pilot study. The primary purpose is to identify and address potential issues, refine research procedures, and improves the trustworthiness and reliability of the results of the main study.

3.6 Ethics of Study

3.6.1 Precautions to Avoid Harm

Counsellors who involve humans as research subjects are accountable for the welfare of their participants during the research period and are required to take appropriate precautions to prevent psychological, emotional, bodily, or social harm. (Lembaga Kaunselor, 2011). In this research study, the trainee counselors are not only participants but also individuals managing their own professional and personal challenges. Therefore, precautions must be taken to minimize any potential harm arising from discussing sensitive topics, reflecting on personal struggles, or feeling judged during interviews or focus group discussions. Ensuring confidentiality, creating a safe and non-judgmental research environment, and providing appropriate support or referrals if participants experience distress are essential measures in upholding their welfare during your study.

I will put the participants' welfare first in my research by taking precautions against any physical, psychological, emotional, or social harm. I shall maintain anonymity by safeguarding the participants' identities and safely keeping their data because I understand that they might be juggling their own personal and professional issues. In order to establish a safe space, I will cultivate an accepting and encouraging atmosphere where people may express themselves without worrying about backlash. Participants will have the option to skip questions or leave the discussion if they feel uncomfortable, and discussions will be handled delicately, particularly when discussing difficult or potentially intimate subjects. In the event that participants experience any distress, I will offer prompt assistance and, if required, direct them to suitable counseling services to address their issues. These initiatives will support ethical research procedures while preserving the participants'

wellbeing.

3.6.2 Consent

Lembaga Kaunselor (2011), states that individuals have the freedom of agreeing to participate in research. The discussion of this study will therefore be included on the front page of the Informed Consent form. This will include the study's goals and objectives, terms and conditions like confidentiality and the volunteers' right to withdraw, as well as the researcher's contact details in case of questions. The participant's informed consent is also included in this section of the page.

These recommendations will be applied in my research by providing a concise and comprehensive study description on the informed consent form's first page. The goal of this description is to make sure that participants are completely aware of the study's purpose and objectives. The terms and conditions will also be outlined, with a focus on secrecy, the fact that participation is optional, and the fact that withdrawal is possible at any time without repercussions. I will also provide them my contact information so they can get in touch if they have any questions or concerns. In the final portion of the form, participants will be asked to affirm their voluntary willingness to participate after fully understanding the terms and details of the study.

3.6.3 Confidentiality

The information gathered about research participants is kept completely private throughout the study. As part of the informed consent process, research ethics practice requires that participants get informed about the potential that others would have access to such material, along with plans to maintain confidentiality (Lembaga Kaunselor, 2011, pp. 53–58). As a result, the study will be held closely to confidentiality principles, which will be explained in the informed permission form that participants must sign before taking part.

I will make sure that all participant information is kept totally private and secret throughout my study. I will notify participants about the usage, storage, and security of their data as part of the informed consent procedure. They will be made aware of the potential for others, such my research team or academic supervisor, to have access to anonymized data for the sole purpose of conducting research. We will also go over ways

to protect confidentiality, like using codes or pseudonyms, limiting access to the material, and storing it securely. Before participating in the study, individuals must read and sign the informed consent form, which will include a description of these confidentiality principles.

3.7 Data Collection Procedure

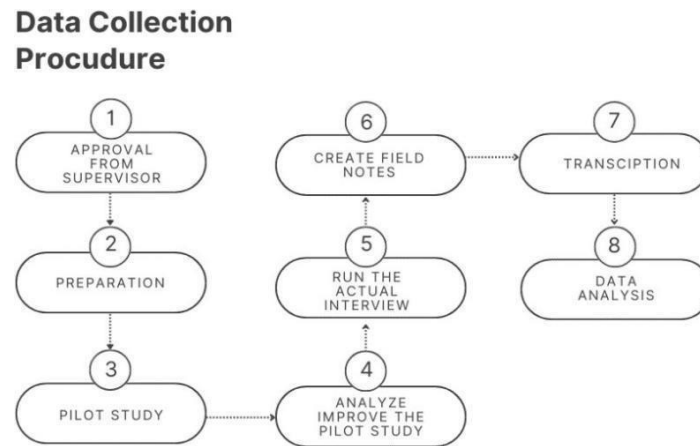


Figure 1 Data Collection Procedure

Data collection refers to systematic process of gathering information relevant to a research objective or question using various method such as surveys, interviews, observation, or existing data source. In qualitative research, non-numerical data is gathered and analyzed to better understand social phenomena (Bhandari, 2020).

Semi-structured interviews are widely regarded as one of the most effective tools for conducting qualitative research, particularly it aligned with my research objectives (Heath, 2023). This approach, as the name implies, combines a structured framework with the flexibility to allow a natural, conversational flow. Such a format facilitates the collection of rich, detailed data while maintaining sufficient organization to ensure the gathering of actionable and relevant insights. The data collection procedure for semi-structured interviews in qualitative research begins with preparation, where the researcher designs open-ended questions aligned with research objectives, ensuring flexibility for follow-up questions, and plans logistics such as scheduling and preparing participant consent forms, which outline the purpose of the study, confidentiality measures, and participants' right to withdraw at any time.

Merriam and Tisdell (2015), propose that semi-structured interviews provide flexibility by letting questions change to fit the conversation's flow while remaining focused on a list of important subjects. This method works particularly well for examining delicate or complicated topics because it invites participants to contribute detailed, personal perspectives. Additionally, the absence of a rigid schedule allows interviewers to delve deeper into surprising answers, producing more complex and nuanced data. Because of these characteristics, semi-structured interviews are a useful technique for qualitative research aimed at comprehending the distinct viewpoints of participants.

The first step involves obtaining approval from the research supervisor. This ensures that the approach, instruments, and research design follow with ethical and academic norms. In order to improve the plan and resolve any possible problems before proceeding, supervisor input is essential. The preparatory stage starts as soon as consent is obtained. Finalizing protocol interview questions, obtaining consent forms, and setting up logistics including interview schedule, participant selection, and recording equipment are all included in this. To determine whether the research strategy and instruments are feasible, a pilot study is carried out with a small sample of participants. This stage aids in locating any problems with the logistics, data collection methods, or interview questions. The pilot study's outcomes are examined to determine its efficacy and pinpoint areas in need of development. Changes are made to improve the procedure, ensuring that questions are clear and addressing well of any methodological or practical problems.

Following the improvement of the procedures, the main study participants are interviewed. Using the finalized interview protocol as a reference, semi-structured interviews are used to gather detailed qualitative data. In order to preserve nonverbal clues, contextual information, and other observations that might not be entirely captured by recordings, field notes are made during or right after the interviews. These annotations add depth and enhance the transcriptions. To get them ready for analysis, the recorded interviews are verbatim transcribed. All spoken information is precisely recorded through transcription, allowing for methodical coding and theme recognition. To identify repeated themes, patterns, and insights, the field notes and transcribed data are examined. To address the research questions and satisfy the study objectives, this step entails coding the data and applying qualitative analysis methodologies. This process provides an organized and iterative method for gathering and evaluating qualitative data, with a focus on precision, improvement, and

ethical compliance.

3.8 Data Analysis Procedure

The data collected from interviews, verbatim, and field notes will be analysis using thematic analysis and content analysis

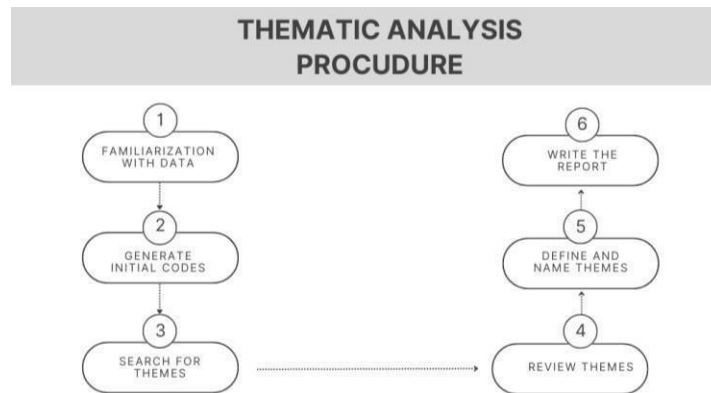


Figure 1 Thematic Analysis Procedure

3.8.1 Thematic Analysis

According to Braun and Clarke (2006), thematic analysis involves systematically organizing and analyzing data to uncover significant themes that capture essential aspects of the data in relation to the research question. This process requires careful reading and re-reading of the data to identify patterns. Thematic analysis is a qualitative data analysis technique that entails going over a collection of data (such transcripts from focus groups or in-depth interviews) and looking for semantic patterns to discover themes (Delve, 2020). In other words, it involves examining the themes and patterns in data set to determine its underlying meaning. This method is guided by research objectives and questions, it is not required to find every theme in the data, instead, it should concentrate on the most important elements that are connected to research questions (Crosley, 2021).

The methodological approach of systematic thematic analysis involves six key stages: keyword identification, code selection, theme development, conceptualization through the interpretation of keywords, codes, and themes, transcript production and data familiarization, and the establishment of a conceptual model (Naeem et al., 2023). Because of the iterative nature of the approach, the researcher switches between the different stages as necessary (Chawla & Wood,

2021).

Thematic analysis is a systematic process consisting of six interrelated steps to identify, analyze, and interpret patterns within qualitative data. The process begins with familiarization with the data, where the researcher immerses themselves in the data by reading and re-reading transcripts or notes, taking initial observations, and identifying recurring patterns. This leads to the second step, generating initial codes, where meaningful segments of the data are systematically labeled with short descriptors, capturing essential features relevant to the research question. In the third step, searching for themes, the researcher groups related codes into broader themes, identifying patterns and connections across different data segments.

Moving to the fourth step, reviewing themes, the researcher refines and evaluates the identified themes to ensure they accurately represent the data, merging, splitting, or discarding themes as necessary to maintain coherence. In the fifth step, defining and naming themes, each theme is given a clear name and detailed description to capture its essence, showing how it contributes to answering the research question. Finally, in the writing the report stage, the researcher integrates the themes into a cohesive narrative, using representative quotes and interpretations to provide a rich and transparent account of the data findings. This step-by-step approach ensures a thorough and reflective analysis, revealing meaningful insights from qualitative data.

3.9 Conclusion

To sum up, the proposed study employs a qualitative research methodology in which thematic analysis will be used to properly analyze data gathered from field notes, verbatim transcripts, and interviews in order to answer the research questions. Next chapter will be discussed on the result and discussion for this research study.

CHAPTER 4: Results and Discussion

Introduction

This chapter comprised the collected data from semi structured interview with the participants and theme that emerged from thematic analysis in answering the experience of year four trainee counselors in preparing for the world of work. The findings of this study are presented through four overarching themes that emerged: (i) professionalisme, (ii) barriers to work readiness, (iii) work readiness, and (iv) coping mechanisms.

4.0 Background of Participants

Seven (7) participants, both male and female who are year four students in counselling at University Malaysia Sarawak (UNIMAS). The participants were chosen through purposive sampling technique to participate in the semi-structured interview session. All participants completed the interview and was conducted by the researcher, where their willingness to discuss the experience that aligned with this study objective was determined. Table 1 presents the summarization of participants demographic and background information. All participants names have been changed to pseudonyms that align with the participants' gender identification to keep confidential.

4.1 Demographic of Participants

4.1.1 Participant 1 – Ethan

Participant 1's name Ethan, age 23 years old. He is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, he is now completing his internship.

4.1.2 Participant 2 – Jason

Participant 2's name Jason, age 24 years old. He is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, he is now completing his internship.

4.1.3 Participant 3 – Alya

Participant 3's name Alya, age 26 years old. She is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, she is now completing his internship.

4.1.4 Participant 4 – Hafiz

Participant 3's name Hafiz, age 24 years old. He is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, he is now completing his internship.

4.1.5 Participant 5 – Nadia

Participant 3's name Nadia, age 25 years old. She is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, she is now completing his internship.

4.1.6 Participant 6 – Hannah

Participant 3's name Hannah, age 25 years old. She is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, she is now completing his internship.

4.1.7 Participant 7 – Amira

Participant 3's name Amira, age 25 years old. She is a year four trainee counseling at University Malaysia Sarawak (UNIMAS) that has been through collecting practicum hours. In order to fulfill the requirements for counseling graduation, she is now completing his internship.

Table 1*Background of Participants*

Participants	Participants Code	Gender	Current University
1 (Ethan)	P1	Male	University Malaysia Sarawak
2 (Jason)	P2	Male	University Malaysia Sarawak
3 (Alya)	P3	Female	University Malaysia Sarawak
4 (Hafiz)	P4	Male	University Malaysia Sarawak
5 (Nadia)	P5	Female	University Malaysia Sarawak
6 (Hannah)	P6	Female	University Malaysia Sarawak
7 (Amira)	P7	Female	University Malaysia Sarawak

4.2 Finding Analysis

The aim of the data analysis process was to answer my research question. I used Braun and Clarke (2013) six-step approach to thematic analysis. According to Braun and Clarke, thematic analysis is use to examine a data set to find repeated patterns of meaning. These experiences were formulated into four core themes and their subthemes that emerged as follows:

4.2.1 Research Question 1: What is the perception of trainee counselors regarding to their readiness for real work setting demands?

The first research question explores trainee counselors' perceptions of their preparedness for the challenges of the real workplace. According to the results, the majority of respondents had diverse views about how prepared they are some confident, while others are concerned about making the move to a professional setting. All things considered, the answers show a shared concern about their capacity to fulfill duties and expectations at work. As a result of this research question, the theme of Professionalism emerged, along with the subthemes: (i) Case Readiness and, (ii) Professional Capacities.

Theme	Subtheme
1. Professionalisme	1.1 Professional capacities
	1.2 Case readiness

Figure 1: The theme and subtheme of the perception of trainee counselor in preparing for the world of work.

4.2.1.1 Theme: Professionalism

The first core themes are depicted from the year four trainee counselors' perception regarding on professionalism readiness for the world of work. This core compromises two (2) subthemes: (i) professional capacities, and (ii) case readiness.

As stated by Hannah (P6): *“saya secara keseluruhannya berasa yakin dengan ilmu yang telah saya pelajari. Kemahiran yang telah dilatih kepada saya untuk menghadapi dunia kerja sebenar sebagai seorang kaunselor”*. From the participant's sharing, she felt confident with the knowledge she had learned over 4 years of study and was ready to enter the real world of work as a certified professional counselor.

4.2.1.1.1 Subtheme 1: Professional capacities

Participant expressed that their confidence level remains moderate in terms of need for further mastery of theoretical knowledge. This has been shared by Hafiz said that:

“kalau tahap keyakinan itu dalam sederhana rasanya sebab saya rasa banyak lagi yang perlu saya belajar dalam teori.” (Page 1, Line 21-22).

Along with another participant indicate that her confidence could describe as balance. Nadia said that:

“Jadi dari segi confident tu saya rasa boleh katakan 50/50” (Page 1, Line 26-27).

In addition, Nadia also explained the factors influencing her self-confidence in this statement:

“.... memasuki bidang kaunseling ... banyak cabaran ... terutamanya dari segi mental .. kita

perlu berdepan dengan banyak klien jadi kita memerlukan banyak masa untuk praktis lebih banyak klien ” (Pages 1, Line 21-26).

Hafiz and Nadia believe that the disconnect between theoretical knowledge and real-world application is directly related to trainee counselors' self-confidence during practicum. While Nadia expresses a 50/50 confidence level due to her limits in skills, knowledge, and mental resilience to handle several clients, Hafiz highlights the need of having a solid academic basis in order to feel prepared for actual counseling sessions.

In the other perspectives, Amira's have different views which she stated that:

“...., so saya nampak kaunseling ni dia bukan just ... office work je, ... keyakinan tu tinggi jugaklah sebab dalam bidang kaunseling ni, dia bukan semata-mata kita jadi kaunselor sahaja sebab bidang dia banyak” (Page 1, Line 26-31).

These participants actively participate in academic programs in order to increase their confidence, taking advantage of these chances to gain greater knowledge of counseling. In addition to expanding their knowledge, these exchanges introduce them to a greater variety of employment options outside of typical occupations. Trainees are inspired and start to imagine their own distinct career choices by interacting with proactive role models who have developed various professions. Their self-esteem is significantly improved by this exposure, which demonstrates that there are other worthwhile ways to succeed in the counseling field besides the standard approaches.

Furthermore, the varying viewpoints of the participants emphasize the significance of ongoing academic support and real-world experience. Participating in programs that integrate theory and practical application improves in bridging the knowledge gap between classroom instruction and counseling practice. In addition to better preparing trainees for the reality of the field, these opportunities boost their confidence as they enter the industry since they realize they have the resilience and knowledge necessary to succeed.

4.2.1.1.2 Subtheme 2: Case Readiness

Case readiness is an important aspect of work readiness because it indicates a trainee counselor's capacity to effectively integrate theoretical knowledge and practical skills to real-life client situations, which is essential for professional competence. Some participant expresses a lack of readiness in mental health issues. This has been mentioned by Hafiz and Nadia that shared a same view stated by:

Hafiz:

“bidang yang paling kurang saya rasa mungkin mental health.” (Page 2, Line 37)

Nadia:

“rasa kurang bersedia dalam bidang kesihatan mental juga kita perlu bijak dalam memilih kata-kata dan memberikan intervensi yang membantu, ... kita perlu bijak .. memilih kata-kata ..” (Page 2, Line 49-52).

There is also a participant shared that lacks readiness in handling special needs clients due to limited knowledge and practical experience in working with individuals with learning disabilities. Amira said that:

“yang paling kurang bersedia adalah aa untuk special needs patients, yang ada any aa learning disabilities ke yang special needslah” (Page 2, Line 50-51).

Amira also explains that:

“walaupun belajar pasal rehab counselling tu, ..., saya belum pernah ada pengalaman untuk buat sesi dengan orang tu, maksudnya saya takda hands on ataupun aa any experience dengan ... dalam bidang rehab counselling tu” (Page 2, Line 52-55).

An important aspect of employment preparation is case readiness, which shows how effectively a trainee counselor can apply both theoretical knowledge and practical skills to actual client scenarios. Delivering suitable interventions and maintaining ethical standards in the practice of professional counseling depend on this competency. Several participants in the

research said they were not prepared to handle cases with mental health issues. This includes challenges in coming up with successful solutions and choosing appropriate words during sessions, which suggests a lack of theoretical understanding and practical confidence.

Furthermore, it has been mentioned that dealing with clients who have special needs especially those who have learning disabilities requires a lack of preparation. Although receiving education in rehabilitation counseling in education, some participants lacked the practical experience needed to develop their professional skills. When handling challenging client issues, a lack of practical application and experiential learning chances led to emotions of uneasiness and decreased confidence. These results emphasize how training programs should incorporate case-specific exposure to improve trainee counselors' preparedness for a range of clinical situations in the workplace.

4.2.2 Research Question 2: What are the challenges faced by trainee counselors in preparing real work setting?

The second research question focuses on the challenges that trainee counselors encounter when getting ready for the real world of employment. The results show that many respondents find it challenging to maintain a balance between their academic obligations and the requirement for real-world experience. These challenges draw attention to the disconnect between theoretical knowledge and real-world implementation. The theme Barriers to Work Readiness emerged as a result of this study question, and its subthemes (i) Heavy Academic Workload, (ii) Poor Understanding of Theory, and (iii) Application of Theory followed.

Theme	Subtheme
2. Barriers to work readiness	2.1 Heavy academic workload
	2.2 Poor understanding of theory
	2.3 Application of theory

Figure 2: The theme and subtheme of the challenges faced by trainee counselor in preparing for the world of work

4.2.2.1 Theme: Barriers to work readiness

One of the core themes identified is the challenges faced by year four trainee counselors which is barriers to work readiness for the world of work. This core comprises three (3) subthemes: (i) heavy academic workload, (ii) poor understanding of theory, and (iii) application of theory. Has been stated by one of participant, Jason said that:

“Lepas tu year 4 tu, year 4 semua kamu pun struggle untuk collect praktikum, habiskan praktikum. Jadi dia macam burn out. Burn out kamu lah. Burn out masa year 4 tu..” The participant highlights the intense pressure is faced to complete practicum requirements while balancing academic responsibilities during the final year of university. This heavy workload frequently results in burnout, which has an impact on the trainee’s motivation, emotional health, and capacity to commit themselves entirely to their professional training. Burnout decreased a trainee’s ability to concentrate, apply knowledge effectively, and develop the resilience required for the real-world counseling setting, which impacts their preparedness for the workforce.

4.2.2.2.1 Subtheme 1: Heavy academic workload

Some participant expressed that their heavy academic workload could affect themselves as a trainee counselor. Such as stress, burnout and their energy. Jason, Alya and Amira shared a same view regarding this challenges. Jason stated that:

“Dalam satu hari itu kita buat dalam maksimum yang kita boleh buat dalam empat klien macam itu, itu pun dah macam drain energi sangat. Jadi dalam satu minggu itu bayangkan, satu hari itu kita buat lima, satu minggu itu berapa dah.” (Page 7, Line 197-100).

Alya shared a same view as Jason and stated that:

“Yang pertama macam yang saya cakap tadi jam praktikum dia memang bagi saya memang cabaran yang utama sebab first nak kena cari klien, klien untuk individu, klien untuk kelompok juga”

In addition, Amira also supported this view as she stated that:

“manage stress dan burnout, sebab kalau jadi kaunselor ni sangat-sangat burnout lah especially kalau sehari tu kita buat 3-4 sesi, lepastu kita macam seminggu tu katakanlah 5 hari tu kita buat sesi, 3 hari tu lah penat dia.” (Page 4, Line 115-118).

Heavy academic workload can cause a stress and burn out for some participant. As a trainee counselor and student to meet academic requirements, they should be smart in managing their emotions well. According to several of participants, the excessive amount of work, especially during the practicum time, greatly increased their stress levels and emotional exhaustion, which is in line with the theme of a significant academic workload. A difficult environment that impacted their psychological well-being was generated by the requirement to finish a significant number of counseling sessions in a short amount of time, in addition to academic responsibilities like assignments and practical courses. The pressure to complete practicum hours caused by the identification of the process of finding suitable clients for both individual and group sessions as a major stressor.

These expectations frequently resulted in burnout symptoms, including as exhaustion, decreasing in motivation, and difficulty controlling emotions, all of which can impair a trainee counselor's capacity to be present and productive during client sessions. In addition to highlighting the significance of giving potential counselors time and stress management skills, this research indicates that organizations should reconsider the practicum's expectations and structure in order to promote a more sustainable and comprehensive educational experience.

4.2.2.1.2 Subtheme 2: Poor understanding of theory

The trainee counselor's key issue is a lack of theoretical understanding, which limits their ability to use the suitable approaches in practice. The following statement made a clear view by Alya:

“Selain daripada tu memahami teori lah sebab ada teori yang saya rasa macam masih saya tak faham. Lepas tu ada juga teori yang saya rasa saya salah apply untuk klien.” (Page 4, Line

106-107).

Lack of theoretical knowledge has been identified as a significant factor influencing trainee counselors' preparedness for professional practice. This difficulty is a result of lack of comprehending counseling theories enough to use them efficiently and effectively in actual client sessions. Uncertainty among certain participants regarding the selection and use of suitable theoretical approaches resulted in the improper use of interventions. This affects their self-esteem and has an impact on the effectiveness and quality of the counseling technique. According to the results, theoretical information may be taught, but it is still not effectively applied in situations from the real world. This gap underscores the necessity of additional hands-on, theory-based training experiences that prioritize case design, critical thinking, and the contextual application of diverse methodologies to enhance theoretical proficiency and decision-making abilities.

4.2.2.1.3 Subtheme 3: Application of theory

A lack of confidence in using theoretical frameworks during sessions suggests that the trainee has not yet fully mastered how to integrate theory into practice. This challenge is reflected by Nadia said that:

“Okay cabaran utama saya dalam membuat persiapan amalan professional ialah dari segi penggunaan teori lah.” (Page 4, Line 105-106).

Some participant expresses concerned that the issue involves a perceived gap between academic preparation and practical practice as a result lack of academic exposure to contemporary or post-modern counseling theories. This view has been shared by Hannah (P6):

“.... Sebab teori yang kita belajar ini, ... , bukan teori post-modern. Bukan teori baru. Bukan teori yang digunakan dalam dunia sekarang. Teori itu masih relevant , bagi saya ada sedikit kurang. Sebab nanti kita keluar, kita tak apply directly teori-teori yang lama., bagi saya ... ada gap.... ” (Page 7, Line 182-194).

The findings indicates that trainee counselors' lack of ability to effectively apply theory into practice is reflected in their lack of confidence while applying theoretical frameworks during

counseling sessions. This worry draws attention to a more significant concern with their professional training, where academic knowledge does not always convert into practical proficiency. Some participants indicated that they had trouble putting theoretical ideas into practice during sessions, which may indicate that they had not fully understood counseling theories.

Moreover, there seems to be an issue between the ideas that are now applicable in professional practice and those that are stressed in academic contexts. More specifically, participants reported little exposure to post-modern or contemporary ideas, which are becoming more and more prominent in counseling settings nowadays. This theoretical gap raises questions about the trainees' readiness to fulfill the changing demands of the profession in addition to affecting their confidence.

4.2.3 Research Question 3: What factors that influence the preparedness of trainee counselors in preparing for the real work of setting?

The third research question explores the elements that affect trainee counselors' readiness for the real world of work. The results demonstrate that a number of factors, such as the knowledge they have acquired from their education, the growth of useful counseling abilities, and individual characteristics like drive and self-assurance, all play a role in their preparedness. Support from outside sources, such as classmates, family, and lecturers, also has a significant impact on how prepared they are. Consequently, the theme Work Readiness emerged as a result of this research question, along with the subthemes (i) Knowledge, (ii) Practical Skills, (iii) Internal Factors, and (iv) External Factors.

Theme	Subtheme
3. Work readiness	3.1 Knowledge in counselling
	3.2 Counselling practical skills
	3.3 Internal factors
	3.4 External factors

Figure 3: The theme and subtheme of the factors influence the preparedness of trainee counselor in preparing for the world of work

4.2.3.1 Theme: Work readiness

The work readiness is the core theme of trainee counselors for the workforce that significantly influenced by an effective and varied support system. This core comprises four (4) subthemes: (i) knowledge, (ii) practical skills, (iii) internal factors, and (iv) external factors.

The trainee gains more self-awareness, improves their professional abilities, and identifies opportunities for growth with the support of beneficial criticism from peers, lecturers, family, and others in their surroundings. Such feedback improves their emotional readiness to handle pressures at work in addition to their professional abilities. To acknowledge this, Amira said:

“sistem sokongan yang boleh saya cakap, orang sekeliling saya, ... family saya, kawan-kawan yang kaunseling bukan kaunseling ..., saya punya pensyarah, saya punya seluruh program kaunseling semuanya adalah sistem sokongan yang baik bagi saya feedback positif, ..., constructive feedback yang baik, untuk saya boleh improve” (Page 10, Line 292-299)

The analysis shows that improving trainee counselors’ preparation for the workforce requires an efficient and varied support network. In addition to promoting professional development, constructive criticism from family members, instructors, peers, and other people in their academic and personal lives also reinforces emotional resilience. In order to adjust to the complexities of the counseling profession, trainees need this kind of support in order to become more self-aware and identify areas in which they need to grow. By bridging the gap between academic preparation and practical demands, the capacity to receive and act upon constructive criticism equips individuals to handle real-world job obstacles more effectively. All things considered, having this kind of support system greatly boosts their self-esteem and preparedness to enter the workforce.

4.2.3.1.1 Subtheme 1: Knowledge in counselling

Some participant understands the fundamental role that theoretical knowledge provides in directing professional practice, especially when it comes to comprehending client issues and choosing the best strategy for interventions. Ethan statement reflects this viewpoint:

“Teori kaunseling ini sangat penting sebab dia merupakan sebagai guideline.

Guideline untuk kita memahami isu klien menilai isu klien sebagai panduan juga untuk kita mencari intervensi untuk membantu klien." (Page 5, Line 136-138).

While in the other perspective of knowledge, Hannah shared that:

"... in terms of knowledge ... Pensyarah ... ajar kita dengan knowledge, in terms of slide, in terms of assignment. ... kita diminta untuk interview the real people in real life situation. ... Selain interview real people, kita ada case study, ..., interview betul-betul orang tersebut." (Page11-12, Line 338-343)

The findings show that trainee counselors view theoretical knowledge as an important aspect of professional competency, providing a framework for comprehending client concerns and choosing most effective interventions. This knowledge emphasizes how crucial theory is in directing righteous and successful therapy procedures. Participants also agreed that their theoretical knowledge has grown as a result of their academic exposure, which includes lectures, assignments, case studies, and in-person interviews with people in real-world situations. The importance of theory in preparation for actual client encounters is reinforced by these learning experiences, which assist in bridging classroom concepts with real-world applications. The findings imply that a strong theoretical foundation reinforced by hands-on learning improves trainees' capacity for critical thought and confident knowledge application in work environments.

4.2.3.1.2 Subtheme 2: Counselling practical skills

The trainee counselor emphasizes the significance of practical counseling skills, highlighting out that these abilities are required for everyday interpersonal interactions as well as for leading successful therapy sessions. Ethan and Amira shared the importance of counselling skills before entering the workforce as a freshgraduate. As been mention by Ethan:

"Skill itu sangat penting. Terutamanya untuk kita menjalankan sesi kaunseling. Bukan itu saja. Skill juga skill kaunseling juga berperanan sebagai interaksi kita seharian. Kita susah ... kaunseling ini sekiranya kita tidak ada skill-skill sedemikian." (Page 5, Line 139-143).

This statement support by Amira stated that:

“bagi saya skill ni sangat pentinglah, sebab bila you kerja nanti, orang akan tengok kita punya skill jugak, kenapa you adalah calon yang lebih baik dari kaunselor lain?”

Some participants have a contrast view as Amira and Ethan. In the perspective of Nadia, she stated that collecting practicum hours helps her to improves her ability to be better version of herself. She stated that:

“latihan akademik contohnya macam pengumpulan jam praktikum pun sangat membantu, dia macam menggalakkan saya untuk memperbaiki kesilapan-kesilapan yang saya buat pada sesi yang sebelumnya, jadi saya akan have a better version of me dalam menjalankan sesi kaunseling.”

The trainee counselors emphasize that practical skills are crucial for both conducting therapy sessions and everyday interpersonal contact, acknowledging that they are a crucial part of good counseling. These skills improve their capacity to interact with clients and colleagues in a meaningful way, which advances their professional proficiency. Furthermore, several participants emphasize the value of practicum experience as a worthwhile chance to improve these abilities through practical application. Gaining practicum hours enables learners to see and resolve mistakes made in earlier sessions, promoting ongoing self-improvement and increased self-assurance.

4.2.3.1.3 Subtheme 3: Internal factors

Participants stated internal factors that affect their preparedness for the workforce through a variety of viewpoints perspectives. Some participant in the interview emphasized that their main source of support comes from internally, highlighting the significance of personal resilience and self-reliance in overcoming obstacles in the workplace. Hafiz and Hannah shared a same view regarding their internal factors. As stated by Hafiz:

“saya rasa sistem sokongan tu... dari diri saya sendiri lah. saya macam... diri saya... saya dengan diri saya sendiri yang... macam support lah untuk... saya

habiskan study ni.” (Page 9, Line 284-287).

This statement supported by Hannah stated that:

“saya ada sebut tentang resilience, kan. So, apa-apa yang berlaku, saya akan hadap.” (Page 15, 439-440).

The participants acknowledged that internal characteristics were important in determining their readiness for the workforce, especially personal resilience and self-reliance. Throughout their training and professional development, trainee counselors can overcome obstacles on their own and stay motivated due to these internal resources of support.

4.2.3.1.4 Subtheme 4: External factors

Participants emphasized the importance of external support systems, especially family and peer support, as being essential to their personal growth and readiness for the workforce. Peer support was frequently mentioned as beneficial for emotional support and intellectual collaboration. Peers are important in exchanging information, discussing theories, and providing help when managing counseling sessions, according to the participants. This has been shared by Nadia, which stated that:

“ Kawan-kawan .. banyak membantu dan memberikan sokongan memberi tunjuk ajar sekiranya saya tak tahu macam mana untuk membuat sesi kaunseling, ataupun saya sukar untuk memahami sesuatu teori, ... memberi support kepada saya .. bukan setakat macam memberi support one-way sahaja tetapi two ways ” (Page 8, Line 246-252).

In contrast view as Nadia, Hannah shared that her family is her supporter. This has been quoted in the interview session that highlighted on this view which is:

*“Nombor satu, bagi saya keluarga. Sebab itu saya memilih untuk tidak belajar terlalu jauh.
Jadi, saya perlukan sistem sokongan itu sentiasa ada. Jadi, I choose to study dekatlah.”*
(Page 14, Line 405-408).

Participants emphasized the significance it is to have external support networks, especially from family and friends, in order to improve their personal growth and readiness for the workplace. It was determined that peer support was beneficial for both intellectual and emotional assistance, enabling participants to exchange information, clarify theoretical ideas, and cooperatively enhance their counseling abilities. Family support has also been identified as a fundamental component that offers both practical and emotional support, impacting significant choices like studying close to home. By creating a network of support that promotes both academic and professional development, these outside support networks collectively greatly enhance trainee counselors' overall preparedness for the workforce.

4.2.4 Research Question 4: What is the coping strategy of trainee counselors to navigate the pressures in preparing for the real work setting?

The fourth research question explores the coping mechanisms employed by counselors in training to deal with the demands of getting ready for the actual world of employment. According to the results, respondents use a variety of strategies to deal with demands and stress, including time management, emotional regulation in trying circumstances, asking for support and direction from others, and relaxing and recharged through leisure activities. Throughout their training, these techniques support their ability to remain focused and healthy. The theme Coping Mechanisms emerged as a result of this study question, and its subthemes were (i) Time Management, (ii) Emotional Regulation, (iii) Social Support, and (iv) Personal Activities.

Theme	Subtheme
4. Coping Mechanisms	4.1 Time management
	4.2 Emotional regulation
	4.3 Social support
	4.4 Personal activities

Figure 4: The theme and subtheme of the coping strategy of trainee counselor in preparing for the world of work.

4.2.4.1 Themes: Coping Mechanisms

Coping mechanisms are the core theme of trainee counselors' strategy in managing their pressure in preparing themselves for the world of work. This core comprises four (4) subthemes: (i) time management, (ii) emotional regulation, (iii) social support, and (iv) personal activities.

Coping mechanisms are various strategies that the participants use to deal with stress, emotions, and difficult circumstances during their training. Their overall preparedness for professional practice is eventually supported by these strategies, which help them better manage the emotional demands of practicum experiences and the pressures of their academic lives. This has been shared by Amira said:

“....., ..., saya ada cara-cara saya sendiri untuk manage stress dan burnout, aa saya puji diri sendiri, ataupun saya akan buat perkara yang saya suka contohnya, aa pergi jumpa dengan kawan, sebab saya lagi banyak spend time dengan kawan-kawan”

The statement highlights how participants actively use coping strategies to preserve their mental wellness during the training process, especially by controlling their emotions and participating in personal activities. The participant underlined the value of self-affirmation and socializing with peers in this setting as practical strategies for reducing stress and preventing burnout. These techniques show a proactive approach to handling emotional difficulties, which is essential for maintaining resilience and drive during the practicum. Eventuality, these coping strategies greatly enhance their general preparedness for the workforce by promoting emotional stability and psychological stability.

4.2.4.1.1 Subtheme 1: Time management

Time management was highlighted some participants as an important way to cope for maintaining a balance between personal wellbeing and academic responsibilities. They are more prepared to handle stress and sustain productivity if they properly plan their schedule and make time for their self-care. As been stated by Ethan:

“Jadi, cara saya menguruskan tekanan yang saya hadapi adalah ... kena pandai bahagikan masa. Itu yang paling penting. Bahagikan masa, and then, ... ada masa rehat, ataupun masa

untuk diri sendiri, ataupun masa yang bagi ... senang.” (Page 16, Line 463–466).

Some participants shared that the way they manage their time is by doing a to-do-list for an effective at balancing their management of time. This statement has been highlighted by Nadia stated that:

“Okay antara strategi yang saya gunakan untuk menguruskan tekanan dan bebanan semasa latihan ialah saya akan cuba untuk mengikuti jadual yang telah saya buat maksudnya to do list lah. Jadi saya utamakan yang mana saya rasa penting dahulu dan cuba untuk buat sehabis baik. Tapi sekiranya saya tidak dapat menghabiskan pada hari yang telah ditetapkan jadi saya akan ganti kepada keesoakkan hari.”

Some participants found that time management was an effective coping strategy, which included multiple underlining organized preparation as a means of managing the responsibilities of their practicum and academic responsibilities. To stay organized, successfully manage their workload, and reduce feelings of overload, trainee counselors might use tools like to-do lists and task prioritization. This strategy not only increases their productivity but also gives them flexibility and control, particularly in situations where unexpected circumstances keep them from finishing assignments on time. In general, efficient time management enhances their emotional health and makes them more prepared for the working world.

4.2.4.1.2 Subtheme 2: Emotional regulation

Nadia and Jason both agreed that emotional regulation is an important coping strategy for sustaining mental health while completing their practicum and academic responsibilities. Their approaches were slightly different, but they both emphasized how crucial it is to control emotions in order to avoid mental exhaustion. Nadia emphasized the use of long-term thinking and positive self-talk, where she psychologically readies herself to cope with temporary challenges in order to achieve success in the future. As Nadia mentioned:

“....saya akan menetapkan mind set dalam diri saya, saya cakap “bersusah-susah dahulu ke bersenang-senang kemudian” bermain dengan pemikiran saya sendiri, ... saya prefer

untuk bersusah dahulu, bersenang-senang kemudian. terlalu mengambil sambil lewa berkenaan dengan perkara tersebut, ... mempengaruhi saya punya kesihatan mental” (Page 10, Line 309–314).

By changing her viewpoint and maintaining her motivation, her statement demonstrates a proactive approach to stress management. Similarly, Jason supported this viewpoint by emphasizing the value of understanding one's own boundaries and preferring for relaxation against suffering exhaustion. Which Jason shared in the interview session, he stated that:

“saya akan terus tidur. ..., saya perlu buat perkara tu secepat yang mungkin dan banyak perkara yang saya perlu siapkan. Saya perlu sedar perkara tu tapi saya ambil untuk tidur. My mental health is more important than that.” (Page 13-14, Line 406-409)

Both participants stated during their training that they understood emotional regulation as a crucial coping mechanism for stress management and mental health care. The first participant preferred to adopt a long-term view by prioritizing hard work current for future restfulness, emphasizing the use of positive self-talk and attitude shift. As stated by Nadia, she can prevent emotional burnout and maintain motivation using this strategy. While Jason emphasized the significance of understanding one's own boundaries by rejecting the need to push through exhaustion in preference for rest, noting that maintaining mental health comes first. These answers demonstrate the active emotional regulation used by both individuals to handle stress and maintain psychological resilience.

In contrast to Jason and Nadia's views that highlighted more personal and practical approaches to emotional regulation, another participant, Hannah, highlighted a theoretical and cognitive-based strategy. She successfully managed her emotions as a counseling student by using the Rational Emotive Behavior Therapy (REBT) framework. Hannah said:

“Dalam persiapan kejayaan in terms of psikologi. Okay. Saya berpegang kepada teori REBT. ... Rational punya part lah. So, itu apa yang saya pegang. Maksudnya, saya sentiasa rationaliskan diri saya. Saya akan rasa tertekan. I need to accept the feeling. I need to accept this situation yang itu tertekan.” (Page 23, Line 684–687).

By acknowledging her feelings and accepting challenging situations as part of the process, she has the ability to control her emotions in a healthy way. This method demonstrates a close relationship between academic learning and emotional resilience by demonstrating her capacity to incorporate theoretical information into individual coping mechanisms.

4.2.4.1.3 Subtheme 3: Social support

During the practicum, the participant developed emotional regulation by seeking expert advice when faced with confusion or emotional stress. Through communication with their practicum supervisor, the participant was able to achieve clarity on how to proceed with client treatments and handle stress more successfully. Maintaining mental stability and boosting confidence in managing upcoming sessions are two benefits of this proactive strategy. As mentioned by Jason:

“Jadi, apabila dia menyebabkan something yang macam practicum ni kan. Ada intervention berkaitan dengan intervention berkaitan dengan klien. Saya akan prefer kepada SV practicum saya lah. Untuk mendapatkan pendapat, mendapatkan apa yang saya boleh buat untuk sesi yang akan datang.” (Page 14, Line 428–432).

The participant’s statement clarifies how social support, particularly from a practicum supervisor, is a crucial coping strategy for controlling emotions throughout stressful practicum situations. The participant improves their competence and readiness for further sessions in addition to managing emotional stress more skillfully by seeking expert advice. This relationship on a professional mentor illustrates how crucial external support networks are for developing trainee counselors’ emotional resilience and professional development.

4.2.4.1.4 Subtheme 4: Personal activities

To be able to manage emotional stress and maintain motivation throughout their practicum and academic responsibilities, trainee counselors found that taking part in personal hobbies and activities is a crucial coping strategy. By developing a balance between work and personal well-being, participants discussed how these activities helped with emotional regulation and offered psychological relief.

Hafiz, for example, highlighted the importance of physical activities, especially sports, in

reducing stress following a demanding day of academics and practicum-related chores. He identified jogging as a type of emotional release, saying it helped him let go of the emotional strain he had built up over the day. As Hafiz mentioned:

“saya akan pergi bersukan macam bila kita dari pagi sampai petang tu kan ada kelas atau buat sesi so petang tu memang saya akan berehat untuk buat masa untuk saya pergi bersukan lah kalau saya, saya akan pergi jogging bagi saya, jogging tu macam saya macam melepaskan semuanya” (Page 11-12, Line 350-354).

Similarly, Amira additionally disclosed that she reads for emotional fulfillment and escape, making it her go-to coping strategy. She was able to briefly escape the stresses of reality by losing herself in imaginary stories, and she found relief and motivation in the relatable characters. She stated that:

“saya jenis yang memang suka membaca, and then saya akan rasa happy lah sebab saya rasa walaupun cerita dalam buku tu cerita rekaan, tapi sebab dia seronok, ..., saya akan bayangkan saya adalah character.tu, ..., cuma macam at the meaning time, personality adalah character yang saya suka tu, ... so saya akan rasa macam” (Page 16, Line 484-489).

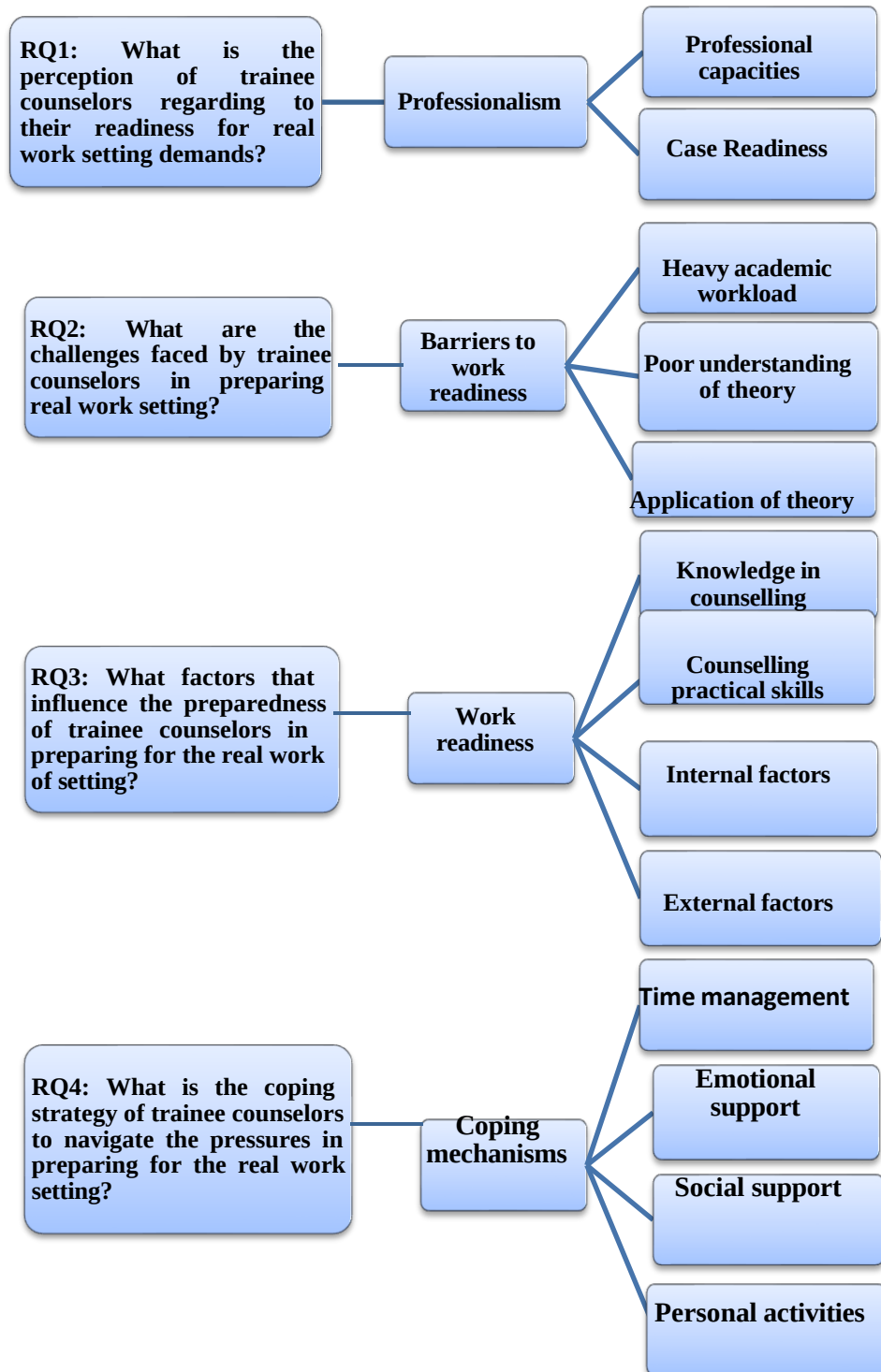
Her story demonstrates the therapeutic benefits of reading for pleasure, which can strengthen emotional resilience and a positive outlook.

Hannah, meanwhile, emphasized the importance of taking brief pauses and listening to music as part of her therapy for handling academic stress. She recognized the value of stopping, resting, and enjoying some light entertainment, like music or using a smartphone, before going back to her tasks, even if she did not rely on organized outside activities as others did. Hannah highlighted:

“Mungkin dengar lagu Dengar lagu sambil buat kerja, ..., ..., I stop for a while and I just rest and listen to songs, macam itu. And main phone dan sebagainya....., I need to accept that belajar,.....Kena rationalise lah, ... student dengan assignment”

Hannah's view also shows how to balance leisure activities with logical thinking, emphasizing a well-rounded strategy that blends leisure with academic accountability.

These views collectively highlight the importance of personal activities, whether they be intellectual, sensory, or physical, as a means of self-care. Through these hobbies, participants can improve their mood, reduce stress, and keep their emotional balance in a time of the rigorous academic and practical environments. They feel recharged and more concentrated when they return to their tasks after taking a brief break from their responsibilities. This subtheme emphasizes how crucial meaningful, individualized activities are to developing trainee counselors' psychological resilience.



4.3 Conclusion

As Year Four counselling students at Universiti Malaysia Sarawak (UNIMAS) prepared themselves to move from their academic setting into the reality of professional practice, this qualitative research project aimed at exploring and understanding in depth their lived experiences. The realization that career entry, especially in the counselling area, is an important and complicated developmental stage that signifies the start of one's professional identity creation, rather than just a matter of acquiring qualifications, served as the inspiration for the study. In addition to managing the theoretical and technical aspects of their study, these trainee counselors must also deal with the emotional, psychological, and social obstacles that come with entering the field of mental health practice. The purpose of the study was to learn more about how these students manage their internal conflicts, demanding coursework, and external pressures from changing family dynamics, societal standards, and career responsibilities.

The study was conducted using a qualitative case study technique and was based on two well-known theories of career development: Social Cognitive Career Theory (SCCT) and Donald Super's Life-Span, Life-Space Theory. By using this method, the researcher was able to explore in great detail the different perspectives of seven final-year trainee counselors who made up the small, purposefully chosen sample. Semi-structured interviews were used to gather data because they allowed participants to freely share their experiences while also enabling the researcher to delve into important topics related to the goals of the study. To find, analyze, and interpret patterns in the qualitative data, thematic analysis was used, according to Braun and Clarke's six-step methodology. Four main themes that encapsulated the essence of the participants' experiences emerged from the thorough analysis process: (1) Professionalism (2) Work Readiness Barriers, (3) Work Readiness, (4) Coping Mechanisms, and. A detailed picture of the difficulties and coping mechanisms these students encountered was provided by the division of each of these topics into numerous subthemes.

Participants' self-perceived preparedness to function in professional counselling situations was the focus of the first main theme, professionalism. Subthemes include the growth of professional capacity and preparedness to handle actual client cases were included in this theme. Others recognized significant gaps in areas like mental health counselling and working with clients with special needs, even though several students expressed confidence in the counselling knowledge and skills they had gained from years of academic instruction. Many

had anxiety and self-doubt over their future positions as practitioners as a result of their lack of direct, practical expertise in these particular areas. Some participants also emphasized the psychological and emotional difficulties of therapy, stating that they were not yet emotionally or cognitively ready to manage complicated client problems on their own.

The second theme, Barriers to Work Readiness, focused on the various issues that make it difficult for aspiring counselors to be ready for the practical counselling setting. Academic overload, time limits, and burnout were among the most commonly cited difficulties, especially in the last year when students must finish their practicum, meet deadlines for assignments, and start getting ready for job applications. Participants talked about feeling emotionally and physically exhausted, and some said that their inability to focus, participate fully in practicum sessions, and maintain a healthy work-life balance was a result of their excessive academic workload. The challenge of applying theoretical information to actual counselling situations was another significant obstacle, particularly when handling complex or varied client difficulties.

Work Readiness, the third theme, explored the internal and environmental elements that affect students' perceptions of their readiness for the workforce. Personal characteristics including self-efficacy, emotional resilience, confidence, and flexibility were among the internal determinants. These attributes are essential in a field as dynamic and emotionally taxing as counselling. The quality of practicum supervision, institutional support systems, exposure to a range of clients, availability of career counselling, and the impact of familial expectations were all examples of external influences. In order to feel more confident and clearer about their careers, a number of participants stressed the value of taking part in extracurricular activities like volunteering, joining student counselling organizations, or going to professional workshops.

Coping Mechanisms, the fourth and last theme, focused on how participants dealt with the emotional pressure, stress, and anxiety that came with being ready for a career. In order to protect their mental health, students reported implementing a variety of coping mechanisms, such as organized time management, looking for social support, reflecting, controlling their emotions, and taking part in spiritual or personal interests. In particular, peer support became an important source of both practical guidance and emotional validation. Having a network of people to lean on, whether they be mentors, supervisors, or fellow students, greatly decreased

feelings of loneliness and increased confidence. A few participants also emphasized the importance of mentoring, particularly when it is given by experts who offer practical advice and support.

Finally, our study confirms that getting ready to enter the counselling field is not just about “being ready,” but about “becoming ready” a dynamic process influenced by social connections, academic background, personal development, and circumstances in the job market. Through emphasizing the perspectives and experiences of aspiring counselors, this study gives an insightful human viewpoint on workforce readiness as well as useful, theory-based insights to guide future research, institutional policy, and counselor education enhancements. In the upcoming chapter, the practical implications of these findings will be thoroughly examined, with a focus on how organizations, educators, and professional associations may help counselors in training develop their competence, self-assurance, and psychological preparedness for the workplace.

CHAPTER 5: Discussion and Recommendations

5.0 Discussion

This study was designed to explore how final-year counselling students view their readiness to join the professional workforce, with an emphasis on the difficulties, experiences, and coping mechanisms they face during this important phase. When aspiring counselors transition from defined educational environments to actual counselling situations, they frequently encounter difficult emotional, psychological, and practical obstacles. Their confidence and effectiveness as entry-level practitioners may be impacted by these, which include managing professional identity development, applying theoretical knowledge to numerous types of clients demands, and adjusting to workplace expectations. Even after finishing deep academic coursework, many counselors in training express doubts about their preparedness for the workforce, especially with regard to practical skills, mental resilience, and meeting professional standards, client expectations, and employer expectations.

Internal doubts about their professional competence, training gaps, and a lack of exposure to real-world situations sometimes contribute to these worries. The purpose of this qualitative descriptive phenomenology study was to explore the perceptions and lived experiences of fourth-year counselling students as they get ready to enter the workforce. Understanding how these students perceive their shift from academic learning to professional practice was the specific objective of the study. The research was guided by four main areas: First, how students perceived preparedness and confidence are influenced by their own histories, identities, and beliefs. The second is the degree to which their practicum and counselor education have given them the abilities and information needed to deal with the reality of the workplace. Third, students' understanding of the systemic, emotional, and career challenges that could hinder their capacity to function well in counselling roles. Finally, the study looked at how students prepare for long-term employment in helping professions by managing and coping with outside pressures such industry expectations, employability worries, and institutional support.

The study offers important insight into the social, educational, and psychological elements influencing counselor students' job preparedness by looking at four variables. It also emphasizes how crucial it is to match classroom instruction with practical skills and how counselor education programs must offer comprehensive, encouraging, and useful

training to enable students to succeed in a workforce that is changing quickly.

Previous research studies have looked at a number of counselor preparation topics, Examining the experiences of counselor trainees towards practices in individual counseling practicum course (SAKİ & Şahin, 2021), The lived experiences of counselors-in-training completing practicum or internship during covid-19 (Dillingham, 2024), Development of counseling students' self-efficacy during preparation and training (Mullen et al., 2021), Effectiveness of career guidance and counseling programs (Alnajjar & Aly, 2024) Stress and adaptation during practicum (Ngure, 2024) However, little research has been done specifically on the professional preparedness and lived experiences of counselling students as they are ready to enter the counselling field, especially those in their last year of study.

To gain a deeper understanding of this research, seven Year Four Counselling students participated in semi-structured interviews, lasting 30-60 minutes. Through thematic analysis, four core themes and multiple subthemes were identified, with four key themes central to the findings discussed here: (1) Professionalism, (2) Barriers to work readiness, (3) Work readiness and (4) Coping mechanism. The two subthemes professionalism are Subtheme 1: Professional capacities, Subtheme 2: Case readiness. The three subthemes for barriers to work readiness are Subtheme 1: Heavy academic workload, Subtheme 2: Poor understanding of theory, Subtheme 3: Application of theory. The four subthemes for work readiness are Subtheme 1: Knowledge, Subtheme 2: Practical knowledge, Subtheme 3: Internal factors, Subtheme 4: External factors. Lastly, there were four subthemes for coping mechanism which are Subtheme 1: Time management,

Subtheme 2: Emotional regulation, Subtheme 3: Social support and Subtheme 4: Personal activities.

In this chapter, I will discuss the study' key findings, examine its limitation and present recommendations for future research.

5.1 Key Findings

Research on the professional transition experiences of counselling trainees in Malaysia are limited, but what is known about more general subjects like career preparedness, counsellor education, and the psychological difficulties faced by students starting their careers is quite wide. Research has also looked at issues like the formation of a counselor's identity, the application of theory to practice, and the contribution of experiential learning to competence

development. The purpose of this study was to explore the lived experiences, perspectives, and perceived readiness levels of final-year trainee counsellors as they become ready for the demands of working in the counselling field. A thorough examination of each subject and subtheme that developed from the data analysis is provided in the section that follows, contextualized within the framework of important scholarly literature.

5.1.1 Theme 1: Professionalism

Beyond simply mastering academic material, final-year counselling students' professional development is a complex process. The development of a professional identity is a dynamic and ever-changing process that is influenced by a number of factors, such as one's own values, exposure to training, and practical experiences. Students start to assess their preparedness to move into professional counselling professions as their program draws to a close. Many students nonetheless express doubt about their capacity to use this knowledge successfully in actual clinical situations, despite the fact that the academic program offers a solid theoretical foundation through training in client simulations, ethical decision-making models, and counselling theories. This highlights the difficulty of integrating academic preparation with professional practice by showing a clear disconnect between theoretical knowledge and practical proficiency.

Final-year students frequently feel unprepared to handle the realities of client diversity and case complexity, even after being exposed to simulated learning settings and planned curriculum. Many say that although their academic degrees have given them a theoretical approach and a basic understanding of counselling ethics, there is still a critical need for additional structured chances to improve clinical judgment, communication confidence, and case-handling skills. When handling delicate or complex client concerns which are not always entirely reproducible in classroom settings these abilities are especially important. Integration experiences and fieldwork, when students encounter genuine client dynamics and start to create their own counselling approaches, have a substantial impact on professional identity development, according to Sacristan and Lalane (2022). This emphasizes how crucial it is to incorporate chances for practical learning into counselling education in order to facilitate students' easier transition from theory to practice.

In keeping with this viewpoint, Burke et al. (2024) contend that professionalism in counselling calls for the development of critical thinking, ethical reasoning, and reflective

practice in addition to academic brilliance. These elements were also evident in the testimonies of numerous student counselors who expressed a wish to have more experience with real-world casework so they could feel more capable and secure in their positions. Counselling education programs should therefore think about including more in-depth experiential elements that support these professional qualities. By doing thus, they not only aid in trainees' academic growth but also develop the critical traits of ethical and reflective professionals who are capable of handling challenging counselling contexts. Developing professionalism is ultimately a continuous process that requires both academic teaching and practical application, it is not a static accomplishment.

5.1.1.1 Subtheme 1: Professional capacities

It is imperative that final-year counselling students build their professional competence, which includes not just theoretical knowledge but also practical competencies, emotional intelligence, and personal dispositions. Despite the fact that university programs offer a solid foundation in ethics, counselling theories, and fundamental techniques, many students still feel unprepared for real-world practice, according to my personal observations and the experiences of peers in the same training stage. This issue is particularly visible when students move from classroom instruction to practicum or internship settings, where the demands of actual client interaction, case conceptualization, and cultural sensitivity become more apparent. Counselors-in-training (CITs) must constantly work, be supervised, and engage in reflective learning in order to build their competence and confidence, as Suen and Leung (2023) correctly point out. In this sense, the counselling field requires a higher degree of readiness than can usually be attained through classroom training alone.

The challenge of converting theoretical knowledge into practical application is a common problem for many final-year counselling students, including myself. Even if we believe we are intellectually prepared, there is still a gap when it comes to handling real counselling sessions that involve complicated issues, a variety of demographics, or emotionally charged client stories. Weyant-Cheeseman et al. (2024) have observed these phenomena, which is frequently referred to as the “shock of practice.” They point out that many students feel overwhelmed when faced with professional responsibilities since they were not exposed to real client interactions during pre-service training. This disparity is especially apparent in fields like

crisis intervention, trauma counselling, and working with clients who are underrepresented or at high risk. Furthermore, Jeong et al. (2025) stress that professional ability is genuinely created through reflective discourse, emotional self-awareness, and supervised clinical experience rather than just theoretical learning. Accordingly, rather than primarily depending on simulated or role-played interactions, many students stress the urgent need for more applied training, workshops, and mentorship opportunities that concentrate on real-life difficulties.

Additionally, the idea of professionalism in counselling encompasses more than just skill mastery, it also includes things like professional presentation, ethical behavior, and emotional control. Students frequently feel unprepared in areas like controlling their own emotional reactions, projecting confidence in professional situations, or managing high-pressure counselling scenarios, even though many counselling programs do place an emphasis on models of ethical behavior and general professionalism. According to Herland (2023), emotional competence is an important but frequently disregarded component of professional training, particularly for counselors in their early careers negotiating emotionally charged contexts. In a similar vein, Chinwuba and Olumide (2024) contend that while general training sometimes falls short in covering specialized competencies, such as managing crisis situations or addressing culturally sensitive topics, these competencies are crucial for effective counselor performance. Burke (2024) and Schirmer and Witteveen (2025) emphasize that building a strong counselor identity requires more than procedural knowledge; it also entails internalizing professional values, taking a self-assured and moral stance, and developing resilience. The experiences of the participants also support these ideas. These observations lend support to the idea that improving counselling students' professional potential requires a multifaceted training strategy that strikes a balance between academic instruction and practical, introspective, and emotionally charged practice.

5.1.1.2 Subtheme 2: Case readiness.

The results of this study indicate that insufficient practical exposure to real-world counselling practice, particularly in handling complicated and varied client situations, is one of the biggest shortcomings in contemporary counselling education programs. This issue, in my opinion, becomes more apparent when students go from theoretical instruction to practicum-based experiences. Many students, including myself, have seen that although colleges stress the value

of comprehending counselling theories, ethics, and fundamental procedures, these lessons remain abstract in the absence of opportunities to put them into practice in actual client interactions. The controlled, structured simulations that are frequently used in academic settings do not accurately capture the emotional depth or unpredictability of real counselling sessions. This problem is consistent with Francis and Robertson's (2023) developmental model of counselor competence, which found that because of the artificial nature of their training settings, new counselors often feel unprepared when faced with delicate or high-risk client cases.

When confronted with trauma cases, crisis situations, or clients from marginalized populations, survey participants consistently reported that, although feeling well-versed in theoretical frameworks, they found it difficult to convert this knowledge into effective decision-making. In my own academic career, I have seen a similar trend: we are rarely exposed to real-world counselling situations until the very end of our studies. Lack of early and regular client connection limits the growth of flexibility and confidence, two qualities necessary for successful counselling. This viewpoint is supported by Hoang et al. (2025), who contend that reflective case discussions, supervised real-time case simulations, and practical learning that simulates the workplace are all necessary components of counselling programs that go beyond textbook instruction. Counselling trainees may feel unprepared in the absence of these elements, both in terms of their technical proficiency and their ability to handle the emotional demands of practicing professional counselling.

Furthermore, the larger body of research emphasizes how crucial it is to incorporate practical learning into counselling programs in order to close the current knowledge gap between the classroom and clinical practice. According to Arifin et al. (2023), students are more likely to feel hesitant and self-conscious when they enter the workforce if they are not given organized opportunities for supervised practice and reflective feedback. This gap, in my opinion, reflects a structural problem in counselling education where training's theoretical depth is not matched by practical preparedness. Even though many programs try to give students a thorough education, they frequently fail to prepare us for the complex reality of dealing with people in need, moral quandaries, or emotional exhaustion. These results highlight the critical need for training structure change, as early and more genuine exposure to professional counselling dynamics can greatly improve trainee counselors' competence, resilience, and self-efficacy.

5.1.2 Theme 2: Barriers to work readiness

Counselling final-year students face a complex interplay of institutional, personal, and structural barriers as they move from academic life to professional practice. These difficulties appear both within and externally, based on my analysis and experience. Participants mentioned outside challenges such as a lack of employment options, irrational demands from possible employers, and fierce competition in the counselling job market. According to prior study, new counselling graduates face structural challenges. These systemic concerns are in line with those findings (Zin et al., 2024; Azzahra et al., 2020; Shankar et al., 2021; Sofat, 2021; Smith et al., 2023). Many trainees internally indicated emotions of professional discomfort and feelings of inadequacy, which are well-documented characteristics of the experience of a newly hired counselor (Shay, 2021; James, 2021; Cook et al., 2021). According to my observations, the combination of these internal and external expectations results in a high-pressure setting that could impair trainee counselors' confidence and preparedness for the industry.

Final-year students deal with additional academic demands that make their professional development even more challenging. Heavy practicum expectations, little exposure to real-world clinical settings, and challenges integrating theoretical knowledge with real-world application were among the issues mentioned by study participants. The literature has shown that many counselling students find it difficult to balance the demands of practicum, coursework, and professional preparation at the same time (Tremblay et al., 2021; Islam & Rabbi, 2024; Ngure, 2025; Waterhouse & Samra, 2025; Mokoena & Seeletse, 2024). These worries are in line with these broader trends. Particularly in the last year when expectations are at their highest, these overlapping pressures frequently result in emotional tiredness, decreased self-efficacy, and professional ambivalence (Vivolo et al., 2022; Mullen et al., 2021; Waddington, 2023). According to my experience, the difficulty is not just balancing a lot of responsibilities but also negotiating a classroom setting that, while its theoretical accuracy, might not adequately prepare students for the ever-changing reality of the counselling profession.

The psychological and emotional aspects of job preparation, which are sometimes disregarded in counselling education, are as important. Peer comparison, fear of failure, interview anxiety, and the weight of family expectations were among the issues raised by study participants, these concerns are consistent with research by Kim et al. (2022), Snekha (2024), Zhang et al. (2021), Belloni et al. (2022), and Rozman et al. (2025). The expectation that

students pursue “secure” or culturally acceptable careers that may not be in line with their personal goals worsens these psychosocial factors. This conflict has been extensively studied in research on career stress (Islam & Rabbi, 2024; Squires et al., 2022; Dominguez et al., 2022; McCafferte et al., 2024).

However, despite the well-known risks of burnout, trauma, and emotional exhaustion during practicum and early professional life, it was striking that many participants showed surprisingly little concern for their own mental health (Hoy & Rzeszutek, 2022; Backer & Gabriel, 2021; Bamforth et al., 2023). This, in my opinion, highlights a crucial weakness in counselling education: the undervaluation of emotional self-awareness, self-care, and resilience-building as fundamental skills. These results raise important questions regarding whether existing training programs effectively prepare students for the emotional demands of the counselling profession in addition to professional responsibilities.

5.1.2.1 Subtheme 1: Heavy academic workload.

Preparedness for the counselling profession was strongly impacted by the significant academic workload they faced during their last year of study. I found that the mix of practicum work, academics, and administrative responsibilities during this crucial time led to significant emotional and psychological stress. Although academic stress is a well-known incidence among college students, the counselling program is distinct due to the requirement to concurrently fulfil cognitive, emotional, and interpersonal requirements. Participants frequently mentioned feeling exhausted both emotionally and physically, and they identified a lack of time for reflection and self-care as major challenges to their ability to advance in their careers. results are consistent with those of Casares (2022), Graves et al. (2020), and Einav et al. (2024), who pointed out that counselling students frequently face the combined demands of field-based experiential learning and academic education.

During the practicum stage, when students must balance several responsibilities at once client preparation, supervision, recording sessions, and finishing assignments while also taking care of their own emotional health, I believe that academic pressure is at its worst. I know directly how this balancing act may undermine motivation and focus because I am a student in such a program. This workload often resulted in lower quality therapeutic involvement and decreased confidence in professional development, according to study participants. This is consistent with studies by Axelsson (2022) and Forsetlund et al. (2021), which demonstrate that

academic overload among aspiring counselors can seriously harm their emotional well-being and performance. Burnout was another common outcome of the overlap between fieldwork and academic work, particularly when assignment due dates were with stressful practicum sessions. This trend is supported by the findings of Muhammad et al. (2024) and Walker et al. (2022), which emphasize the possibility of emotional exhaustion among students throughout the internship and practicum phases.

Since students cited rigid curriculum scheduling and a lack of recuperation time between semesters as key sources of stress, institutional structures also seem to be contributing to the problem. Such structural limitations, in my opinion, restrict opportunities for relaxation and introspection, which are critical for long-term learning and individual development in counselling education. According to research by Brobbey (2021) and Minshew et al. (2023), inflexible program structures and unrealistic academic timelines reduce student engagement and make it more difficult for them to confidently transition into professional roles. These student experiences are indicative of larger systemic issues. As a result, it becomes clear that workload is a significant issue that impacts learning quality, emotional preparedness, and the development of one's professional identity in general. For counselling programs to develop resilient, well-prepared practitioners who can handle the demands of a diverse and emotionally complicated professional setting, it is essential that these institutional flaws be addressed.

5.1.2.2 Subtheme 2: Poor understanding of theory

Many participants acknowledged that, despite their ability to recall key counselling ideas presented in their academic courses, this knowledge appeared superficial and unrelated to real-world applications. The challenge, in my opinion, is not that theory is not included in the curriculum, rather, it is that theory and practice are not consistently and meaningfully integrated. The findings of Bradly and Becker (2021) and Gottschalk and Hopwood (2023), who observed that many counselling students find it difficult to develop clinical judgment without consistent supervision and practical experience, are supported by this discovery. Additionally, survey participants reported that many aspects of their education felt abstract and that they were unclear about the connections between different theoretical models and particular client problems, particularly those involving marginalized or diverse populations.

It also became clear that a large number of participants believed their academic education had not sufficiently equipped them to apply abstract ideas to the complex

requirements of actual clients. This shortcoming, in my opinion, results from a counselor education delivery framework that is heavy on information and prioritizes memorization over contextual application or critical thinking. Research by Chan and Lee (2021) and Fong and Abu (2023) criticized the overemphasis on theoretical instruction without comparable training in theory-to-practice integration, and several participants expressed uncertainty when selecting and customizing theoretical approaches during counselling sessions. In line with what participants expressed the need for theoretical instruction that goes beyond textbook examples and reflects real-world diversity in client backgrounds Kehl et al. (2024) highlighted the significance of incorporating culturally responsive theoretical models to enhance relevance and adaptability.

Furthermore, when asked to use these models on their own, many expressed confusion because they had few opportunities to interact with theory in supervised or simulated sessions. According to my analysis, students' confidence and readiness for the demands of the counselling profession are lowered when contextualized learning experiences are lacking. Yates (2025), who discovered that early-career professionals frequently feel unable to handle a variety of client concerns because they did not receive much exposure to theory during their training, supports this. Furthermore, students who received a more practice-based curriculum reinforced by surroundings rich in feedback showed significantly more skill and confidence in adjusting theoretical knowledge to customer demands, according to the study by Sharma et al. (2023). The results indicate that closing the gap between theory and practice is crucial, and that in order to guarantee that students enter the workforce with both theoretical understanding and practical proficiency, future training models need to incorporate more experiential learning, case-based applications, and supervised feedback mechanisms.

5.1.2.3 Subtheme 3: Application of theory

Despite being exposed to well-known frameworks like person-centered therapy, cognitive-behavioral therapy (CBT), and Gestalt therapy, many final-year counselling trainees only have a cursory understanding of theoretical models, according to this study's crucial findings. It was clear from the participants' answers that although they were able to remember and explain these models in academic settings, they lacked the confidence necessary to use them successfully during practicum. Limited experience learning and a lack of direction in applying theories to

intricate, real-world client demands are the causes of this gap. This discovery is corroborated by Pallikkuth et al. (2023), who stress the need of real-world fieldwork and systematic supervision in bridging the theory-practice gap. According to my findings, students appear to be unable to acquire the clinical intuition and decision-making skills necessary to choose and use appropriate models in dynamic client encounters because of this lack of practical experience.

When working with trauma survivors, people who have many psychosocial concerns, or clients who are dealing with identity-related difficulties, participants frequently indicated uncertainty about the process of matching theories to client situations. These results support Adam's (2024) argument that, in the absence of supported practical learning, inexperienced counselors frequently depend more on intuition than theory. I think that students are unprepared for complex counselling situations because they have little exposure to actual casework and little discussion of how theories relate to treatment planning. Due to their adaptability and relational character, several of the favored person-centered treatments, nonetheless, they acknowledged that they hesitant to employ more organized interventions, including cognitive behavioral therapy. This observation is in line with the findings of Sadusky et al. (2023), who discovered that even working professionals frequently find it difficult to employ theoretical models with confidence when assisting marginalized or underserved populations. This highlights the continued relevance of this difficulty in professional practice.

Furthermore, the research shows that in order to enable students to test and modify theoretical methods in secure, supervised settings, academic programs should include more collaborative and simulation-based learning environments. A number of participants pointed out that there were no chances to participate in group discussions or actual case simulations that illustrated theory-in-action. This educational constraint limits the capacity to customize therapies to the distinct cultural, emotional, and psychological profiles of clients and blocks the development of important counselling competences.

Study participants argued for more practice-oriented strategies that put flexibility and relevance first, which is in line with Beaudoin et al. (2024), who highlighted the need to modify counselling approaches for people with disabilities using techniques like stress reduction and coping skills training. Counselor education schools must, in my opinion, reconsider the way theory is taught, moving away from static content delivery and toward dynamic, integrative

approaches that enable students to make confident, well-informed clinical decisions in a variety of client scenarios.

5.1.3 Theme 3: Work readiness

In order to understand how counselor candidates view their shift from academic settings to professional practice, work readiness emerged as a key subject. According to the participants' reflections, academic achievement and technical skill mastery were not the only factors that contributed to work preparation. Rather, it was defined as a comprehensive concept that includes social reinforcement, theoretical foundation, emotional fortitude, and applied skills. The trainees expressed that in order to become professionally competent, they needed both external assistance, such as peer encouragement and supervision, and internal growth, such as developing confidence and ethical awareness. This multifaceted perspective is in line with Vahasantanen's (2022) assertion that the process of forming a professional identity entails combining relational experiences, values, and expertise.

Participants frequently mentioned that this growth was made possible by their counselling education. They progressively increased their proficiency in basic counselling techniques, theoretical knowledge, and ethical judgment through coursework, practicum experience, and reflective learning. This is supported by the findings of Nagy et al. (2023) and Al Shloul et al. (2024), which show that structured academic programs have a big impact on how emotionally and practically prepared counselors-in-training are. However, participants also stated that their sense of preparedness was frequently compromised by insufficient exposure to certain client populations particularly those with high-risk or complicated requirements. The majority acknowledged that their training brought them a great deal closer to professional competence in spite of these drawbacks, seeing their growth as continuous rather than limited.

The participants' descriptions of readiness, in my opinion, represent a process-oriented, developmental approach to professional development. Instead of being viewed as a static state, preparedness was viewed as a dynamic state developed with consistent work, encouragement, and introspection. Many participants defined their readiness as integrating their identity, values, and learning into a cohesive professional self, rather than just being able to complete tasks. This idea, which suggests that preparation should be assessed not only by academic success but also by the depth of ethical commitment and self-awareness established over time, is essential to

understanding how trainees view their position in the counselling field. In order to effectively promote the holistic development of professionals who are prepared for the workforce, counselor education programs should include a strong emphasis on reflective practice, relational learning, and real-world experience.

5.1.3.1 Subtheme 1: Knowledge of counselling

Theoretical understanding has been identified as a critical component in determining trainees' readiness for practical counselling practice. Participants frequently underlined that the context for comprehending client behavior and creating successful intervention techniques was provided by their academic education in fundamental subjects including multiculturalism, developmental psychology, and counselling theories. These courses provided a methodical approach to therapy, empowering students to make morally sound choices during sessions. According to Avasthi et al. (2022), foundational knowledge is essential for giving new counselors the conceptual skills they need to handle challenging client issues. According to my understanding of the participants' insights, theory served as an a filter through which to analyze client narratives and purposefully and clearly direct the therapy process rather than just providing static facts.

Furthermore, a number of participants reported that their knowledge of the larger social and psychological factors influencing client experiences had greatly increased as a result of being exposed to material about culture, identity, trauma, and mental health. In addition to textbooks, students were exposed to class discussions, assignments, and reflective tasks that pushed them to consider their roles in various counselling scenarios. This result is consistent with the findings of Womersley (2021), Bovey et al. (2025), and Downey and Crummy (2021), who emphasize the importance of cultural literacy and trauma-informed understanding in helping counselors build meaningful relationships with clients from diverse backgrounds. Despite the fact that academic knowledge frequently felt abstract or overly generalized, participants agreed that it set the stage for eventual practical integration, particularly when accompanied with contextualized learning activities and supervision.

Essentially, knowledge was viewed as a dynamic beginning point on the path to professional competence rather than as a finished result. According to the participants, their theoretical foundation gave them the language, frameworks for reasoning, and self-assurance they needed to approach counselling situations in the actual world with intention. Their

knowledge of important psychological concepts and counselling models provided them a sense of direction even when faced with unexpected or emotionally taxing client circumstances. Therefore, the importance of knowledge in counselling education should be acknowledged not just for its informational value but also for its capacity to foster in inexperienced practitioners a sense of confidence and clinical judgment.

This is in line with the overarching educational objective of producing professionals who are introspective and flexible and who can apply concepts they have learned in a variety of therapeutic contexts with cultural sensitivity and flexibility.

5.1.3.2 Subtheme 2: Counselling practical skills

One important and transformational factor in forming the professional identities of the trainee counselors in this study was the development of actual counselling abilities. Although academic knowledge offered a necessary theoretical foundation, participants stressed that they started internalizing and applying what they had learned in the classroom through practical experience, especially during practicum placements, role-playing exercises, and simulated sessions. They were able to practice important skills including goal-setting, active listening, empathy, questioning strategies, and session pacing in a controlled and encouraging context thanks to these experiential learning opportunities (Hall & Montgomery, 2023). Many saw a significant change during the practicum phase, going from feeling like students to feeling like licensed counselors. Trainees reported noticeable improvements in their capacity to oversee session flow, adjust to client needs, and carry out suitable interventions when they worked closely with actual clients in actual settings.

Trainees observed a variety of complicated client behaviors during these field encounters, including as resistance, emotional discomfort, and ambiguity regarding client goals. These circumstances forced them to use their education in emotional control, flexible communication, and ethical thinking. A number of participants reported feeling more comfortable modifying their counselling approaches to fit the personality of their clients, the cultural setting, and the dynamics of the sessions. This supports the findings of Cedeno and Torrico (2024) and Sutton (2021), who argue that interactive counselling exercises and fieldwork improve interpersonal sensitivity as well as technical competencies. The chance to evaluate their work and get supervisory comments was also appreciated by the participants, as it enabled them to pinpoint their areas of strength and growth. Some participants, however,

indicated that they needed greater exposure to a wider range of client backgrounds, especially those from other socioeconomic and ethnic groups, and that more inclusive practicum opportunities would have further enhanced their preparedness.

In the end, developing practical skills involved more than just learning methods; it also involved closing the gap between theoretical understanding and person-centered, responsive practice. Participants emphasized how they progressively gained the capacity to think critically during sessions, uphold ethical standards, and sensitively address a variety of client needs through continuous supervision, reflective journaling, and peer conversations. According to Venstista and Brown (2023), Rif'atullah and Ciptaningrum (2024), and Haleem et al. (2022), experiential learning in counselling education fosters both professional competence and personal development. These findings are consistent with their research. A significant turning point in the participants' path to actual job preparedness was reached when their abstract understanding of counselling was converted into a lived, relational, and self-assured professional practice by means of practical training.

5.1.3.3 Subtheme 3: Internal factors

Counselor trainees' professional development was found to be influenced by internal psychological elements as self-awareness, emotional resilience, inner drive, and personal beliefs. Many participants in this study stressed that a strong feeling of personal meaning and purpose was at the heart of their dedication to the counselling profession. They explained how intrinsic motivation served as a sustaining factor during the demanding training process and was fueled by empathy, a desire to assist others, and prior personal tragedy. These results are consistent with those of Crego et al. (2022), who emphasize the value of internal motivation and value alignment in fostering career advancement. Trainees described how their ability to empathize with clients from a variety of backgrounds was enhanced by earlier life events, such as conquering adversity or pursuing personal healing. These encounters reinforced their professional dedication in addition to reinforcing their personal values, such as empathy and genuineness.

Reflective ability and emotional self-control were often mentioned as essential internal abilities that developed by practical participation and continuous personal growth. During client sessions, participants talked about how they learnt to control challenging emotional reactions like grief, discomfort, or performance anxiety. Through peer review, reflective journaling, and

supervision, this emotional resilience was frequently developed gradually. They were eventually able to make better decisions, manage stress more skilfully, and stay in the moment with their clients thanks to these skills. According to research by Shubayr and Dailah (2025), Mitsea et al. (2023), and Ketelaars et al. (2024), emotional control and internal awareness are abilities acquired from intentional practice and experience rather than being innate characteristics. Some participants regarded the process of overcoming such internal hurdles as a turning point in their journey toward professional maturity, even when they recognized early feelings of inadequacy or imposter syndrome.

In the end, these internal elements had two functions: they were innovative forces that promoted moral, reliable, and genuine practice as well as protective barriers against the emotional demands of the counselling profession. Trainees felt that their professional identities and personal beliefs were becoming more and more linked as they received more clinical exposure. They were able to maintain limits without sacrificing empathy and make more sensible decisions because to this sense of congruence. In conclusion, it was believed that developing the mental strength and professional self-concept required to succeed in the helping profession required the integration of internal psychological resources. These components were essential to the trainees' developing sense of competence and long-term preparedness for the reality of counselling practice, not only supplementary aids.

5.1.3.4 Subtheme 4: External factors

The perception of counselor trainees' preparedness for professional practice was found to be significantly influenced by external support networks, specifically the roles of peers, family, instructors, and supervisors. Participants in this study repeatedly underlined the importance of supervisory support throughout practicum, which included structured direction, complemented feedback, and encouragement to consider clinical difficulties. Supervisors were seen as developmental partners who assisted in converting theoretical knowledge into skilful practice, in addition to being evaluators. In a similar vein, several students gave their instructors credit for strengthening their theoretical underpinnings and fostering their intellectual curiosity. By bridging the gap between abstract academic material and its application, the mentorship from lecturers promoted increased self-assurance and independence. These results are consistent with those of Dahri et al. (2024), who observed that trainees' views of readiness are greatly influenced by the engagement of educators and supervisors.

The peer support system, which participants characterized as a source of emotional comfort, inspiration, and mutual learning, was equally significant. During demanding academic and practicum periods, peer interactions offered a sense of friendship, especially when trainees were dealing with uncertainty or performance anxiety. Participants were able to overcome obstacles and jointly enjoy little victories through casual conversations, group study sessions, and introspection. This cooperative setting promoted a culture of empowerment and accountability for one another. These findings are consistent with earlier studies by Warsah et al. (2021), Parmar et al. (2025), McLeod (2024), and Haas et al. (2023), who all discovered that peer support has a major role in stress reduction, emotional regulation, and increased professional learning engagement.

Participants underlined the value of emotional support from family and close friends outside of the classroom. Encouragement from family members provided stability and certainty when the pressures of clinical and academic work were too much to handle. Trainees were able to persevere through lengthy study sessions, preserve mental balance, and stay rooted in their career goals because to this wider social support. The existence of external relationship networks supports the psychological safety and motivation required for long-term development, as highlighted by Scaramelli et al. (2024). All things considered, the experiences of the participants confirm that counselor preparation is a relational process rather than an isolated one, and that building strong relationships in the academic, clinical, and personal domains is essential to developing resilience and professional readiness.

5.1.4 Theme 4: Coping mechanisms

Understanding how counselor trainees handle the emotional intensity and practical demands of their professional development requires an understanding of coping mechanisms. Often considered the most demanding part of counselor education, the practicum phase requires dealing with a number of obstacles, such as difficult client situations, academic commitments, and personal duties. Coping mechanisms are crucial for preserving psychological stability during this time, as well as for encouraging regular participation in therapy procedures and academic requirements. According to Molynux (2021), coping is a proactive strategy for maintaining emotional clarity and functionality under stress, especially in emotionally taxing occupations like counselling.

In counselor education, a variety of coping mechanisms, from self-regulation and introspective practices to time management and organizational abilities, have been linked to enhanced academic achievement and emotional resilience. The creation of these procedures promotes long-term career sustainability and ongoing professional development. Effective coping improves short-term well-being as well as deeper therapeutic involvement and ethical responsiveness in real-world counselling settings, according to Toubassi et al. (2022) and Schubert et al. (2023). Consistent use of these techniques increases the likelihood that trainees will avoid burnout, retain emotional stability throughout challenging sessions, and continue to be therapeutically present even when faced with complex or emotionally charged client presentations.

Therefore, the best way to conceptualize coping is as an integral part of the process of developing a counselor's identity. Coping is a fundamental professional skill that supports self-care, emotional literacy, and ethical behavior rather than providing short-term relief from clinical or academic challenges. It makes it easier for resilience to be internalized, which enables aspiring counselors to enter the field with enduring routines and the ability to handle high-pressure scenarios. Coping methods serve two purposes in this context: they are protective in preserving mental health and they are generative in developing professionals who are morally grounded, flexible, and reflective and ready for the complicated realities of mental health practice.

5.1.4.1 Subtheme 1: Time management

A key coping mechanism for helping counselor candidates balance the conflicting demands of practicum and academic study is effective time management. Time management strategies, including using planners, digital calendars, and work prioritizing tools, have been demonstrated to dramatically lower emotional tiredness while improving organizational clarity and productivity within the controlled intensity of counselor education (Adade et al., 2025). In addition to reducing the chance of burnout, this time management technique promotes emotional control and work effectiveness under duress, particularly during periods of high academic and clinical demand. According to research by Shahrzadi et al. (2024), Yadav et al. (2024), and Young et al. (2024), efficient time management enhances decision-making, boosts academic achievement, and strengthens coping mechanisms for stress.

Additionally, time management helps trainees feel more stable and in control, which enables them to remain emotionally and cognitively composed in the face of challenging clinical situations and academic deadlines. Time management is a professional skill that is directly applicable to future counselling practice and is not just a skill for students. Counselors working in professional settings are required to handle client caseloads, follow documentation guidelines, and perform a variety of administrative and managerial tasks. According to Lynn et al. (2023), the discipline developed through academic time management training gives aspiring counselors the organizational abilities they need to succeed in clinical settings.

In this sense, time management is more than just a short-term fix for academic stress, it is a fundamental ability needed for long-term, moral, and excellent professional functioning. Counselor trainees' short-term academic experience and long-term workforce readiness are greatly influenced by this talent, which fosters long-term flexibility, self-discipline, and resilience. Therefore, time management provides lasting benefit throughout the counselor's career path by bridging the educational and professional realms.

5.1.4.2 Subtheme 2: Emotional regulation

Counselor candidates can handle the psychological impact of client encounters while protecting their own mental health by using emotional regulation, which is acknowledged as a crucial internal coping mechanism. Trainees frequently experience emotionally charged situations during practicum and clinical placements, which can leave them feeling distressed, anxious, or powerless. Retaining therapeutic presence and calm requires the ability to control these emotions using techniques such as cognitive reframing, reflective journaling, mindfulness exercises, and professional supervision (Crego et al., 2022). The development of emotional regulation skills helps trainees recognize and manage their emotions without being overwhelmed, which creates a stable and encouraging environment for client care. Counselors must maintain mental balance in order to provide consistent, compassionate, and moral therapy services, according to Kim et al. (2024).

By improving interpersonal communication, decreasing sensitivity to burnout, and encouraging resilience under pressure, emotional regulation enhances broader professional functioning outside of the current therapeutic environment. It has been discovered that emotional self-awareness and regulation enhance counselors' reactions to supervisory input, boost their flexibility, and promote more positive relationships at work (Lane & Smith, 2021).

Even when faced with personal or client-related difficulties, emerging practitioners can remain focused and objective because to these emotional qualities. Additionally, developing emotional intelligence, especially self-regulation, protects against vicarious trauma and compassion fatigue, two prevalent hazards in the counselling field (Ikart, 2023).

In summary, emotional control is crucial for maintaining long-term professional well-being as well as for handling the current demands of counselling practice. It ensures moral and efficient practice by developing the ability to tolerate clients' suffering without internalizing it. Emotional regulation is a fundamental psychological resource that supports a counselor's professional preparedness and personal development, highlighting its importance in counselor education and training programs.

5.1.4.3 Subtheme 3: Social support

In order to help counselor trainees deal with the psychological and practical demands that come with their training, social support is an essential protective aspect. Peers, teachers, supervisors, friends, and family are examples of emotionally sensitive and encouraging people who can greatly reduce the negative effects of stress, encourage reflective practice, and maintain motivation throughout the growth process (Daldorph & Hill, 2022). Peer support, in particular, gives trainees a sense of mutual validation and shared experience, which promotes a supportive environment and group resilience. Through informal sharing of coping mechanisms and affirmations of progress, this community dynamic not only lessens feelings of loneliness but also strengthens the development of a professional identity. Social networks among trainees provide a psychologically safe environment where concern can be communicated and productively addressed, according to Kupferberg and Hasler (2023).

Supervisors and educators are also crucial because they provide both practical advice and emotional support, particularly when dealing with morally difficult situations or client discomfort. These connections offer mentorship that improves trainees' critical thinking skills, boosts their confidence in clinical judgment, and sets an example for professional behavior (Aryuwat et al., 2024). Outside of institutional settings, the empathy, stability, and encouragement provided by close friends and family members can assist reduce emotional exhaustion. Even in times of emotional exhaustion or self-doubt, these outside resources help the trainees keep their psychological balance and a sense of purpose.

When combined, these many tiers of social support promote professional confidence and emotional resilience, two qualities that are critical to successful counselor development. According to Baria and Gomez (2022), having supportive interpersonal interactions improves the training experience overall and gives aspiring counselors the relational skills they need to succeed in challenging job settings. As a result, social support not only maintains wellbeing throughout training but also lays the groundwork for long-term career success.

5.1.4.4 Subtheme 4: Personal activities

The psychological resilience and general well-being of counselor candidates bargaining the rigorous demands of practicum and academic training are supported by personal activities, which have become an important but sometimes disregarded coping strategy. These activities encompass many kinds of pursuits, including time spent with loved ones, physical activity, religious or spiritual activities, and leisure activities. These activities are proactive, deliberate methods for self-care and emotional refreshment rather than passive ways to unwind (Aren & Pisal, 2022). Through these exercises, trainees were able to regenerate temporarily disengage from clinical duties, and resume their positions with enhanced emotional control and concentration. Reflection, perspective-taking, and emotional clarity are crucial in emotionally draining work contexts, and creative outlets such as journaling, music, drawing, or even taking nature walks offered these chances (Bocolli et al., 2024; Takiguchi et al., 2022).

Crucially, these exercises promoted a greater feeling of self-awareness, personal values, and career purpose in addition to providing psychological respite. This is consistent with research showing that meaningful personal routines improve work-life balance and boost motivation to continue working in helping professions for an extended period of time (Duncan & Pond, 2024). Furthermore, during these times of isolation, some trainees gained personal insights or coping mechanisms that subsequently influenced their therapeutic approach. According to Monroe et al. (2021), these experiences might even help a counselor's identity develop, which would improve their compassion and authenticity in therapeutic situations. Thus, in addition to official supervision and training, the reflective quality of personal time serves as a parallel developing space.

In essence, personal activities were intentional self-care behaviors that enhanced the trainees' capacity to work effectively and sustainably in a demanding professional setting, rather than just being a way to unwind (Duncan & Pond, 2024; Monroe et al., 2021; Knudsen

et al., 2024). These exercises improved trainees' emotional resilience, promoted the formation of coping mechanisms that last a lifetime, and provided a safeguard against burnout in the workplace. This made personal activities an essential part of counselor preparation, confirming that counselor education programs must clearly recognize and incorporate health practices that put the human experience of the job first.

5.4 Recommendations for Future Research

In light of the information gathered from this study, a number of possibilities for further investigation are suggested in order to further expand our understanding of trainee counselors' readiness for the workforce. Initially, a wider range of public and private higher education institutions in Malaysia could provide Year Four trainee counselors to the participant population for future research. A more comprehensive and representative picture of trainee counselors' experiences may be captured by researchers by taking into account a variety of institutional backgrounds, programs, and regional variations. This larger sample size would enable comparisons between various academic environments and might indicate curriculum or structural elements that affect professional growth and preparedness for the workforce.

Secondly, it is highly recommended to use a longitudinal research design. Future research should look into following participants from their practicum through their internship and into their early employment phase, even though this study concentrated on trainees during their practicum phase. Such a method would offer important insights into how the professional identity, coping strategies, and preparedness perceptions of trainee counselors change over time. Finding out whether the strategies developed during practicum are maintained and successful in actual work environments would also be benefited by longitudinal research.

Incorporating mixed-method approaches into future research could improve its depth and richness. Qualitative interviews or focus groups could be utilized alongside quantitative data such as questionnaires that measure stress levels, job preparedness, or self-efficacy in order to better understand trainees' real-world experiences. This would provide a more comprehensive knowledge of the variables affecting readiness and reentry into the workforce. In order to give a multidimensional overview of trainees' strengths and difficulties, future study might also take into account incorporating the viewpoints of several participants, such as academic lecturers, internship supervisors, or even clients. Reflective journals and

supervisor assessments may be useful secondary data sources that supplement interview results and increase the reliability of the findings.

The creation and validation of a Counselor Readiness Competency Scale tailored to the Malaysian setting is another issue worth investigating. The study's themes: knowledge, practical skills, internal readiness, external support, and coping mechanisms could serve as the foundation for such a tool, which would be used to evaluate counseling students' readiness at different phases of their education. This instrument could be used as a foundation for academic programs to track and assist students' growth in addition to serve as a research tool.

Lastly, future research might look at how trainee counselors' preparedness and coping mechanisms are affected by new applications of technology, including online supervision, virtual counseling platforms, and remote learning. It is crucial to evaluate the impact of digital technologies on skill development and emotional readiness as they are increasingly incorporated into counseling education. Future research can build on the results of this study by addressing these recommendations, which will help future counselors better prepare for the complexities and pressures of the working world, improve student support networks, and increase the efficacy of counselor training programs.

5.6 Conclusion

This qualitative study explored the real-life experiences of University Malaysia Sarawak (UNIMAS) Year Four trainee counselors as they prepared for a future in the field of professional counseling. Based on the Social Cognitive Career Theory (SCCT) and Donald Super's Career Development Theory, the study found to understand how final-year students viewed their preparedness for the workforce, the challenges that they faced, the variables that affected their readiness, and the coping mechanisms they used to get through this crucial phase of their professional development.

The study encompassed semi-structured interviews with seven individuals and thematic analysis to identify four key themes: Coping Mechanisms, Work Readiness, Professionalism, and Barriers to Work Readiness. Fourteen subthemes in all provided additional support for these themes.

The participants' views of their professional identities, abilities, and case readiness were emphasized by the first theme, professionalism. Some trainees reported issues in their capacity to manage particular client cases, particularly those involving mental health or special needs clients, while others expressed confidence in their theoretical understanding and exposure.

The second theme, Barriers to Work Readiness, focused on the practical and academic challenges that participants encountered, including a lack of exposure to varied clients, a hard workload, and difficulties applying theory into practice. Their perceived readiness was impacted by these obstacles, which frequently resulted in feelings of burnout and emotional tiredness.

The third theme, Work Readiness, showed a more positive perspective, with participants acknowledging improvements in their knowledge, practical skills, internal qualities (like motivation and resilience), and the value of peer support, family support, and supervision. Together, these elements boosted feelings of self-assurance and readiness for the workforce.

The final theme, Coping Mechanisms, examined the methods individuals utilized to deal with the pressures and stress of their academic and practical lives. These included maintaining mental health through social support, emotional control, effective time management, and personal activities.

Overall, the results indicate that despite final-year trainee counselors are actively forming their professional identities and possess fundamental information, there are still gaps

in their exposure to challenging counseling issues, practical application, and emotional preparedness. In order to better prepare aspiring counselors for the reality of the field, this study highlights the necessity for counseling programs to provide more focused experiential learning, training in mental health resilience, and support systems.

REFERENCE

- Abdullah, Q., Humaidi, N., & Shahrom, M. (2020). Industry revolution 4.0: The readiness of graduates of higher education institutions for fulfilling job demands. *Romanian Journal of Information Technology and Automatic Control*, 30(2), 15-26.
- Adade, J. R., Antwi-danso, S., Amos, P., & Antwi, T. (2025). Training via Sandwich Education: How Stressed is the Counsellor Trainee? *E-Kafkas Eğitim Araştırmaları Dergisi*, 12(1), 36–50. <https://doi.org/10.30900/kafkasegt.1416226>
- Adams, T. (2024). Scaffolding in Education: A Guide for Teachers. The Hub | High Speed Training. <https://www.highspeedtraining.co.uk/hub/scaffolding-in-education/>
- Al Shloul, T., Mazhar, T., Abbas, Q., Iqbal, M., Ghadi, Y. Y., Shahzad, T., Malik, F., & Hamam, H. (2024). Role of activity-based learning and ChatGPT on students' performance in education. *Computers and Education. Artificial Intelligence*, 6, 100219–100219. <https://doi.org/10.1016/j.caeai.2024.100219>
- Alaa Alsqour, & Nayfeh Shobaki. (2024). THE EFFECTIVENESS OF SUPER'S THEORY-BASED CAREER GROUP COUNSELING IN DEVELOPING SELF-CONCEPT AND CAREER DECISION-MAKING AMONG A SAMPLE OF GIFTED STUDENTS IN
- Alele, F., & Malau-Aduli, B. (2023). 4.4 Sample Size and Sampling Techniques. <https://jcu.pressbooks.pub/intro-res-methods-health/chapter/4-4-sample-size-and->
- Alfes, K., Argyro Avgoustaki, Beauregard, A., Almudena Cañibano, & Maral Muratbekova-Touron. (2023). *The future of work: what does it actually mean for employees?* World Economic Forum. <https://www.weforum.org/stories/2023/05/the-future-of-work-what-it-means-for-employees-and-how-they-can-benefit-from-it/>
- Alnajjar, H. A., & Aly, E. (2024). Exploring the effectiveness of the Career Guidance and Counseling Program on the perceived readiness for the job market: a lived experience among nursing students. *Frontiers in Public Health*, 12.
- AND DEVELOPMENT DURING INTERNSHIP. *International Journal of Education Psychology and Counseling*, 9(54), 581–592. <https://doi.org/10.35631/ijepc.954044>
- Arab, F., & Saeedi, M. (2024). The impact of mentorship program on the level of anxiety and pre-internship exam scores among Iranian senior nursing students. *BMC Nursing*, 23(1). <https://doi.org/10.1186/s12912-024-01835-x>
- Aren, M., & Pisal, W. (2022). Exploration of self-care practices from coping strategies perspective among trainee counsellors. *Education and Social Sciences Review*, 3(1), 29. <https://doi.org/10.29210/07essr167700>
- Arifin, S., Zakaria, N. S., Marzuki, W., Ghazali, N. M., & Nor. (2023). The Impact of Supervision Process toward Counselling Competencies among Malaysian Trainee Counsellors. *IAFOR Journal of Education*, 11(3), 94–111. <https://doi.org/10.22492/ije.11.3.05>
- Aryuwat, P., Holmgren, J., Asp, M., Radabutr, M., & Lövenmark, A. (2024). Experiences of nursing students regarding challenges and support for resilience during clinical education: A qualitative study. *Nursing Reports*, 14(3), 1604–1620. <https://doi.org/10.3390/nursrep14030120>
- Avasthi, A., Grover, S., & Nischal, A. (2022). Ethical and legal issues in psychotherapy. *Indian Journal of Psychiatry*, 64(7), 47–61. https://doi.org/10.4103/indianjpsychiatry.indianjpsychiatry_50_21

- Axelsson, S., Kihlberg, S., Davis, P. A., & Nyström, M. (2023). Psychotherapy students' experiences of supervisee-centred supervision based on deliberate practice, feedback-informed treatment and self-compassion. *Counselling and Psychotherapy Research*, 24(2). <https://doi.org/10.1002/capr.12708>
- Ayob, N. S. M., Hassan, S. A., & Nordin, M. H. M. (2021). A Local Approach Toward Multicultural Counseling in Malaysia. *International Journal of Human Resource Studies*, 11(4S), 287. <https://doi.org/10.5296/ijhrs.v11i4s.19254>
- Azzahra, A., Savandha, S. D., Mahendra, R., & Kevin, N. H. (2024). The Impact of High Job Qualification Standards on Unemployment Rates Among Fresh Graduates in Indonesia. *Journal Transnational Universal Studies*, 2(4), 244–255. <https://doi.org/10.58631/jtus.v2i4.109>
- Baker, C., & Gabriel, L. (2021). Exploring How Therapists Engage in self-care in Times of Personal Distress. *British Journal of Guidance & Counselling*, 49(3), 435–444. <https://doi.org/10.1080/03069885.2021.1885010>
- Balan, S., Zainudin, Z. N., & Jalil, H. A. (2021). Understanding and Readiness in Facing IR 4.0 Future Skills Transformation among UPM Trainee Counsellors. *Asian Social Science*, 17(11), 69. <https://doi.org/10.5539/ass.v17n11p69>
- Bamforth, K., Rae, P., Maben, J., Lloyd, H., & Pearce, S. (2023). Perceptions of Healthcare Professionals' Psychological Wellbeing at Work and the Link to Patients' Experiences of care: a Scoping Review. *International Journal of Nursing Studies Advances*, 5(5), 100148–100148. <https://doi.org/10.1016/j.ijnsa.2023.100148>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175–1184. <https://doi.org/10.1037/0003-066X.44.9.1175>
- Baria, K., & Gomez, D. (2022). Influence of social support to student learning and development. *International Journal of Research Studies in Education*, 11(2). <https://doi.org/10.5861/ijrse.2022.112>
- Barracough, S. (2023). On becoming a counsellor: a posthuman reconfiguring of identity formation for counsellors-in-training. *British Journal of Guidance & Counselling*, 1(17), 1–17. <https://doi.org/10.1080/03069885.2023.2172550>
- Beaudoin, E. S., Blackburn, S., Hove, I. E., & Sladeczek, I. E. (2024). Interventions Targeting Anxiety in Individuals with Learning Disabilities: A Scoping Review. *Learning Disabilities Research and Practice*. <https://doi.org/10.1177/09388982241295772>
- Bekele, W. B., & Ago, F. Y. (2022). Sample Size for Interview in Qualitative Research in Social Sciences: a Guide to Novice Researchers. *Research in Educational Policy and Management*, 4(1), 42–50. <https://doi.org/10.46303/repam.2022.3>
- Belloni, M., Carrino, L., & Meschi, E. (2022). The impact of working conditions on mental health: novel evidence from the UK. *Labour Economics*, 76, 102176. ScienceDirect. <https://doi.org/10.1016/j.labeco.2022.102176>
- Bhandari, P. (2020). Data Collection | A Step-by-Step Guide with Methods and Examples. Scribbr.

<https://www.scribbr.com/methodology/data-collection/>

- Bhandari, P. (2020). Population vs sample: what's the difference? Scribbr. <https://www.scribbr.com/methodology/population-vs-sample/>
- Boccoli, G., Tims, M., Gastaldi, L., & Corso, M. (2024). The psychological experience of flexibility in the workplace: How psychological job control and boundary control profiles relate to the wellbeing of flexible workers. *Journal of Vocational Behavior*, 155, 104059. <https://doi.org/10.1016/j.jvb.2024.104059>
- Bovey, M., Hosny, N., Dutray, F., & Heim, E. (2025). Trauma-related cultural concepts of distress: A systematic review of qualitative literature from the Middle East and North Africa, and Sub-Saharan Africa. *SSM - Mental Health*, 7, 100402. <https://doi.org/10.1016/j.ssmmh.2025.100402>
- Bradley, W. J., & Becker, K. D. (2021). Clinical Supervision of Mental Health services: a Systematic Review of Supervision Characteristics and Practices Associated with Formative and Restorative Outcomes. *The Clinical Supervisor*, 40(1), 1–24. <https://doi.org/10.1080/07325223.2021.1904312>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research; A practical guide for beginners*. SAGE.
- Brobbey, E. (2021). The impact of stress on the academic performance of students in the University of Cape Coast, School of Business. *Academia Open*
- Burke, H. K., Sample, P. L., Bundy, A. C., & Lane, S. J. (2024). Defining Reasoning, Reflective Practice, and Evidence-Based Practice in Occupational Therapy Education: A Delphi Study. *Journal of Occupational Therapy Education*, 8(1). <https://doi.org/10.26681/jote.2024.080107>
- Calonia, J. T., Pagente, D. P., Jane, D., Capio, R. T., Tembrevilla, A. P., Guzman, C. A., & Jay, Careers New Zealand. (2012). *Donald Super Development self-concept*. <https://www.careers.govt.nz/assets/pages/docs/career-theory- model-super.pdf>
- Casares, M. (2022). Self-Efficacy and Caseload as Predictors of School Counselor Self-Efficacy and Caseload as Predictors of School Counselor Burnout. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=14524&context=dissertations>
- Cedeno, R., & Torrico, T. J. (2024). Adlerian therapy. National Library of Medicine; StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK599518/>
- Chan, C., & Lee, K. (2021). Reflection literacy: A multilevel perspective on the challenges of using reflections in higher education through a comprehensive literature review. *Educational Research Review*, 32(100376), 100376. <https://doi.org/10.1016/j.edurev.2020.100376>
- Chawla, T., & Wood, J. (2021). Thematic analysis - an overview. Sciencedirect.com. <https://www.sciencedirect.com/topics/social-sciences/thematic-analysis>
- Che Amat, M. A., Sulong Affandi, A. A., & Farina, N. (2023). Relationship Between Resilience And Coping Strategies Towards Stress Among Postgraduate Counsellor Trainees In

- Pandemic Covid-19 Era. *Journal of Public Administration and Governance*, 12(4S), 157. <https://doi.org/10.5296/jpag.v12i4s.20811>
- Chinwuba, M., & Olumide, O. (2024). Counselling skills for effective counselling in schools. *Journal of Innovation Management*, 1, 208–215.
- Clarke, V., & Braun, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. constructivist-grounded-theory-analysis/docview/3112314728/se-2
- Cook, R. M., Fye, H. J., Jones, J., & Baltrinic, E. R. (2021). Self-Reported Symptoms of Burnout in Novice Professional Counselors: A Content Analysis. *The Professional Counselor*, 11(1), 31–45. <https://doi.org/10.15241/rmc.11.1.31>
- Crego, A., Yela, J. R., Riesco-Matías, P., Gómez-Martínez, M.-Á., & Vicente-Arruebarrena, A. (2022). The Benefits of Self-Compassion in Mental Health Professionals: A Systematic Review of Empirical Research. *Psychology Research and Behavior Management*, 15(1), 2599–2620. <https://doi.org/10.2147/PRBM.S359382>
- Crosley, J. (2021). *What Is Thematic Analysis? Simple Definition + Examples*. Grad Coach. <https://gradcoach.com/what-is-thematic-analysis/>
- Dagang, M., Zirwatul, R., Ibrahim, A., Abu Bakar, A., Nazilah, S., Ali, M., Husain, Z., & Mat, R. (2020). Counsellor's Resilience as a Moderator in the Relationship between Emotional Intelligence and Self-Efficacy among Trainee Counsellors. *International Journal of Innovation, Creativity and Change*, 13, 2020.
- Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Noman, H. A., Alblehai, F., Kamin, Y. B., Soomro, R. B., Shutaleva, A., & Al-Adwan, A. S. (2024). Investigating the Motivating Factors That Influence the Adoption of Blended Learning for Teachers' Professional Development. *Heliyon*, e34900–e34900. <https://doi.org/10.1016/j.heliyon.2024.e34900>
- Daldorph, A., & Hill, S. (2022). The perceived impact of counselling training on students' personal relationships. *Counselling and Psychotherapy Research*, 24(1). <https://doi.org/10.1002/capr.12587>
- Damyanov, M. (2023). *What Is Data Saturation In Qualitative Research*. Dovetail.com. <https://dovetail.com/research/data-saturation/>
- Delve. (2020). *How to do thematic analysis*. Delve. <https://delvetool.com/blog/thematicanalysis>
- Downey, C., & Crummy, A. (2021). The Impact of Childhood Trauma on Children's Wellbeing and Adult Behavior. *European Journal of Trauma & Dissociation*, 6(1), 1–8. <https://doi.org/10.1016/j.ejtd.2021.100237>
- Duncan, S., & Pond, R. (2024). Effective burnout prevention strategies for counsellors and other therapists: a systematic review and meta-synthesis of qualitative studies. *Counselling Psychology Quarterly*, 1–30. <https://doi.org/10.1080/09515070.2024.2394767>
- Dursun, B. (2023). A Qualitative Research Technique: Interview. *Journal of Interdisciplinary Educational Research*, 7(14), 100–113. <https://doi.org/10.57135/jier>
- Einav, M., Confino, D., Geva, N., & Margalit, M. (2024). Teachers' Burnout – The Role of Social Support, Gratitude, Hope, Entitlement and Loneliness. *International Journal of Applied Positive Psychology*, 9. <https://doi.org/10.1007/s41042-024-00154-5>
- Ekici, G. (2024). *The Relationship Between Mindfulness and Counseling Self-Efficacy Among Counselor Trainees: Mediating Roles of Self-Compassion and Anxiety* (Order No. 31653726). Available from ProQuest Dissertations & Theses Global. (3122677477).

<https://www.proquest.com/dissertations-theses/relationship-between-mindfulness-counseling-self/docview/3122677477/se-2>

- Emerson, E., Fortune, N., Llewellyn, G., & Stancliffe, R. (2020). Loneliness, Social Support, Social Isolation and Wellbeing among Working Age Adults with and without Disability: Cross sectional study. *Disability and Health Journal*, 14(1).
<https://doi.org/10.1016/j.dhjo.2020.100965>
- Fong, W. K., & Abu. (2023). Developing Creative and Critical Thinking Skills via Counseling Approaches. *Developing Creative and Critical Thinking Skills via Counseling Approaches*, 14(05), 1014–1021. <https://doi.org/10.4236/ce.2023.145064>
- Foreman, T., Tangen, J., Fickling, M., & Wester, K. (2020). The Impact of Trauma Exposure: Vicarious Traumatization and Posttraumatic Growth among Counselor Trainees. *Journal of Counselor Practice*, 11(2). <https://doi.org/10.22229/tio1122020>
- Forsetlund, L., O'Brien, M. A., Forsén, L., Mwai, L., Reinart, L. M., Okwen, M. P., Horsley, T., & Rose, C. J. (2021). Continuing education meetings and workshops: effects on
- Gottschalk, B., & Hopwood, N. (2023). Working with Knowledge in Clinical Supervision: A Qualitative Study. *Vocations and Learning*, 16. <https://doi.org/10.1007/s12186-023-09332-z>
- Graves, J., Joyce, C., & Hegazi, I. (2022). From Empathy to Compassion Fatigue: A Narrative Review of Implications in Healthcare. *Empathy - Advanced Research and Applications [Working Title]*. <https://doi.org/10.5772/intechopen.107399>
- Haas, J. P., Waqar, L., Upsher, R., Foster, J., Byrom, N., & Oates, J. (2023). A systematic review of peer support interventions for student mental health and well-being in higher education. *BJPsych Open*, 10(1). <https://doi.org/10.1192/bjo.2023.603>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the Role of Digital Technologies in education: a Review. *Sustainable Operations and Computers*, 3(1), 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hall, E. R., & Montgomery, P. (2023). Communication skills training for improving the communicative abilities of student social workers: A systematic review. *Campbell Systematic Reviews*, 19(1). Wiley. <https://doi.org/10.1002/cl2.1309>
- Harris, T. R. (2024). *Exploring Job Demands and Challenges that Directly Impact Increased Stress in School Counselors as a Result of Performing Non-Counseling Related Duties: A Qualitative Case Study* (Order No. 31485235). Available from ProQuest Dissertations & Theses Global. (3101084069). <https://www.proquest.com/dissertations-theses/exploring-job-demands-challenges-that-directly/docview/3101084069/se-2>
- Harun, M. M., Marzuki, W., Ismail, A., & Kamaruddin, M. S. (2023). Relationship between multicultural experiences and multicultural counseling competencies among Malaysian counselor trainees. *International Journal of Advanced and Applied Sciences*, 10(10), 189–
- Heath, C. (2023). *Semi-Structured interview: Explanation, examples, & how to*. Dovetail. <https://dovetail.com/research/semi-structured-interview/>
<https://www.scribbr.com/methodology/purposive-sampling/>
- Herland, M. D. (2021). Emotional intelligence as a part of critical reflection in social work practice and research. *Qualitative Social Work*, 21(4), 662–678. <https://doi.org/10.1177/14733250211024734>

- Hoang, A., Hepburn, S.-J., Morawska, A., & Sanders, M. R. (2025). The effect of self-reflection on the outcomes of online clinical skills training: a comparative study. *Advances in Health Sciences Education*. <https://doi.org/10.1007/s10459-025-10425-8>
- Hoy, A. V., & Rzeszutek, M. (2022). Burnout and Psychological Wellbeing Among Psychotherapists: A Systematic Review. *Frontiers in Psychology*, 13(1). <https://doi.org/10.3389/fpsyg.2022.928191>.
- Hughes, D. C. (2024). *A Critical-Constructivist Grounded Theory Analysis of Elementary School Counselors, Career Counseling and STEM-Focused Interventions for African American K-5 Students* (Order No. 31693960). Available from ProQuest Dissertations & Theses Global. (3112314728). <https://www.proquest.com/dissertations-theses/critical->
- Islam, S., & Rabbi, F. (2024). Exploring the Sources of Academic Stress and Adopted Coping Mechanisms among University Students. *International Journal on Studies in Education*, 6(2), 255–271. <https://doi.org/10.46328/ijonse.203>
- James, H. B. (2021). Exploring Mental Health Professionals Described Experiences of Burnout and Coping Strategy Uses (Order No. 28721325). Available from ProQuest Dissertations & Theses Global; Publicly Available Content Database. (2572540531). <https://www.proquest.com/dissertations-theses/exploring-mental-health-professionals-described/docview/2572540531/se-2>
- Jeong, D., Lee, H., Yang, H., Park, J. C., & Lee, S. M. (2025). AI Integration in Counseling Training: Aiding Counselors-in-Training in Self-Efficacy Enhancement and Anxiety Reduction. *Journal of Counseling & Development*. <https://doi.org/10.1002/jcad.12560>
- John, Antwi-Danso, S., Amos, P. M., Paul, & Antwi, T. (2024). Relationships among counselor trainees emotional intelligence, stress and empathy. *Journal of Pedagogical Sociology and Psychoogy*. <https://doi.org/10.33902/jpsp.202426287>
- JORDAN. *International Journal of Education and Practice*, 12(3), 557–573. <https://www.researchgate.net/publication/372914558> THE EFFECTIVENESS OF SUPER
- Kara, H. (2023). Primary data collection: conventional methods. *Research and Evaluation for Busy Students and Practitioners*, 135–154. <https://doi.org/10.51952/9781447366263.ch009>
- Kehl, J., Ott, P. K., Schachner, M., & Civitillo, S. (2024). Culturally responsive teaching in question: A multiple case study examining the complexity and interplay of teacher practices, beliefs, and microaggressions in Germany. *Teaching and Teacher Education*, 152, 104772–104772. <https://doi.org/10.1016/j.tate.2024.104772>
- Ketelaars, E., Gaudin, C., Flandin, S., & Poizat, G. (2024). Resilience training for critical situation management. An umbrella and a systematic literature review. *Safety Science*, 170, 106311. <https://doi.org/10.1016/j.ssci.2023.106311>
- Kim, J. H., Chun, J., Kim, J., Ju, H.-J., Kim, B. J., Jeong, J., & Lee, D. H. (2024). Emotion regulation from a virtue perspective. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-023-01490-y>
- Kim, J., Oh, J., & Rajaguru, V. (2022). Job-Seeking Anxiety and Job Preparation Behavior of Undergraduate Students. *Healthcare*, 10(2), 288. <https://doi.org/10.3390/healthcare10020288>
- Knudsen, R. K., Skovbjerg, S., Pedersen, E. L., Nielsen, C. L., Storkholm, M. H., & Timmermann,

- C. (2024). Factors affecting implementation of mindfulness in hospital settings: A qualitative meta-synthesis of healthcare professionals' experiences. *International Journal of Nursing Studies Advances*, 6, 100192. <https://doi.org/10.1016/j.ijnsa.2024.100192>
- Kupferberg, A., & Hasler, G. (2023). The social cost of depression: Investigating the impact of impaired social emotion regulation, social cognition, and interpersonal behavior on social functioning. *Journal of Affective Disorders Reports*, 14. <https://doi.org/10.1016/j.jadr.2023.100631>
- Labrague, L. J. (2021). Psychological resilience, coping behaviours, and social support among healthcare workers during the COVID-19 pandemic: A systematic review of quantitative studies. *Journal of Nursing Management*, 29(7), 1893–1905. <https://doi.org/10.1111/jonm.13336>
- Lane, R. D., & Smith, R. (2021). Levels of Emotional Awareness: Theory and Measurement of a Socio-Emotional Skill. *Journal of Intelligence*, 9(3), 42. <https://doi.org/10.3390/jintelligence9030042>
- Lembaga Kaunselor. Lembaga Kaunselor. (2011). Kod etika kaunselor lembaga kaunselor
- Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, 120. <https://doi.org/10.1016/j.jvb.2020.103448>
- Low, S. P., Gao, S., & Ng, E. W. L. (2021). Future-ready project and facility management graduates in Singapore for industry 4.0: Transforming mindsets and competencies. *Engineering, Construction and Architectural Management*, 28(1), 270–290. <https://doi.org/10.1108/ECAM-08-2018-0322>
- Luke, Ormsby, G., Fergusson, L., & McIlveen, P. (2023). Is this work? Revisiting the definition Lynn, T. G., Rosati, P., Conway, E., & Werff, L. van der . (2023). The Future of Work. In *Palgrave studies in digital business & enabling technologies*. <https://doi.org/10.1007/978-3-031-31494-0>
- Magaldi D. & Berler M. (2020) Semi-structured Interviews. In: Zeigler-Hill V., Shackelford T.K. (Eds.) *Encyclopedia of Personality and Individual Differences*. Springer, Cham. https://doi.org/10.1007/978-3-319-24612-3_857
- Malau-Aduli, B. S., Jones, K., Alele, F., Adu, M. D., Drovandi, A., Knott, G., Young, L., & Jo, C. (2022). Readiness to enter the workforce: perceptions of health professions students at a regional Australian university. *BMC Medical Education*, 22(1). <https://doi.org/10.1186/s12909-022-03120-4>
- Malay Mail. (2020). Higher Education Ministry: Malaysian graduates' employability down to Malaysia (pp. 53–58).
- Malik, H., & Annabi, C. A. (2022). The impact of mindfulness practice on physician burnout: A scoping review. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.956651>
- Marciniak, J., Johnston, C. S., Steiner, R. S., & Hirschi, A. (2020). Career Preparedness Among Adolescents: A Review of Key Components and Directions for Future Research. *Journal of Career Development*, 49 (1), 089484532094395.
- Mashuri, S., Sarib, M., Rasak, A., Alhabsyi, F., & Ruslin, R. (2022). Semi-structured Interview: a Methodological Reflection on the Development of a Qualitative Research Instrument in

- Educational Studies Ruslin. *IOSR Journal of Research & Method in Education*, 12(1), 22–
- McCafferty, H., Tomlinson, M., & Kirby, S. (2024). “You have to work ten times harder”: first-in-family students, employability and capital development. *Journal of Education and Work*, 1–16. <https://doi.org/10.1080/13639080.2024.2383561>
- Means, J. Y. (2024). *Career Development and Current Work Experiences of New Licensed Counselors Working in Private Practice Settings* (Order No. 31237975). Available from ProQuest Dissertations & Theses Global. (3047968665). <https://www.proquest.com/dissertations-theses/career-development-current-work-experiences-new/docview/3047968665/se-2>
- Ministry of Human Resources Malaysia. (2020). PenjanaKerjaya & MYFutureJobs.
- Minshew, L. M., Bensky, H. P., & Zeeman, J. M. (2023). There’s no time for no stress! Exploring the relationship between pharmacy student stress and time use. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04266-5>
- Mitsea, E., Drigas, A., & Skianis, C. (2023). Digitally Assisted Mindfulness in Training Self-Regulation Skills for Sustainable Mental Health: A Systematic Review. *ProQuest*, 13(12), 1008. <https://doi.org/10.3390/bs13121008>
- Mokoena, O. P., & Seeletse, S. M. (2024). The alignment between internship tasks and academic qualifications. *International Journal of Academe and Industry Research*, 5(3), 1–21. <https://doi.org/10.53378/ijair.353077>
- Molyneux, T. (2021). Preparing teachers for emotional labour: The missing piece in teacher education. *Journal of Teaching and Learning*, 15(1), 39–56. <https://doi.org/10.22329/jtl.v15i1.6333>
- Monroe, C., Loresto, F., Horton-Deutsch, S., Kleiner, C., Eron, K., Varney, R., & Grimm, S. (2021). The value of intentional self-care practices: The effects of mindfulness on improving job satisfaction, teamwork, and workplace environments. *Archives of Psychiatric Nursing*, 35(2), 189–194. <https://doi.org/10.1016/j.apnu.2020.10.003>
- Montano, V. E., & Sobrejuanite, G. C. (2024). Exploring the Crystallization, Specification, and Implementation Stage in Early Career Development of Legal Management Graduates Through Gaussian Mix Model (GMM). *International Journal of Research and Innovation in Social Science*, VIII(IX), 3522–3538. <https://doi.org/10.47772/ijriss.2024.8090294>
- Muhammad, S., Yusof, H. M., & Ain, N. (2024). Burnout, coping strategies, and psychological well-being among counsellors-in-training (CITS): A study in higher education institutions. *Jurnal Pendidikan Bitara UPSI*, 17, 58–71. <https://doi.org/10.37134/bitara.vol17.sp3.6.2024>
- Mullen, P. R., Chae, N., Backer, A., & Niles, J. (2021). School Counselor Burnout, Job Stress, and Job Satisfaction by Student Caseload. *NASSP Bulletin*, 105(1), 25–42. <https://doi.org/10.1177/0192636521999828>
- Mullen, P. R., Uwamahoro, O., Blount, A. J., & Lambie, G. W. (2021). Development of Counseling Students’ Self-Efficacy During Preparation and Training – The Professional Counselor. <https://tpcjournal.nbcc.org/Development-of-Counseling-Students-Self-Efficacy-During-Preparation-And-Training/>. <https://tpcjournal.nbcc.org/development-of-counseling-students-self-efficacy-during-preparation-and-training/>
- Mutmainah, N., Arumsari, C., & IstiaTMadah, feida N. (2020). EFEKTIVITAS LAYANAN

INFORMASI KARIER MENGGUNAKAN TEORI DONALD. E. SUPER UNTUK MENINGKATKAN KESIAPAN KERJA SISWA. *QUANTA: Jurnal Kajian Bimbingan Dan Kaunseling Dalam Pendidikan*, 4(3), 114–125. <https://doi.org/10.22460/q.v4i3p114-125.1983>

- Naeem, M., Ozuem, W., Howell, K. E., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22(1), 1–18. Sagepub. <https://doi.org/10.1177/16094069231205789>
- Nair, B., Otaki, F., Nair, A. F., & Ho, S. B. (2023). Medical students' perception of resilience and of an innovative curriculum-based resilience skills building course: A participant-focused qualitative analysis. *PLOS ONE*, 18(3), e0280417. <https://doi.org/10.1371/journal.pone.0280417>
- Ngure, Dr. L. N. (2024). Exploring the relationship between practicum challenges and stress levels among bachelor of education with guidance and counselling students in Kenyan Universities. *World Journal of Advanced Research and Reviews*, 24(3), 2611–2619. <https://doi.org/10.30574/wjarr.2024.24.3.3699>
- Ngure, L. N. (2025). Exploring the Challenges Faced by Bachelor of Education with Guidance and Counselling Students during Practicum. *International Journal of Research and Innovation in Social Science*, VIII(XVII), 87–98. <https://doi.org/10.47772/ijriss.2024.817psy0009>
- Nikolopoulou, K. (2022a). *What is purposive sampling? / definition & examples*. Scribbr.
- of work in the 21st century. *Journal of Work-Applied Management*, 15 (2). <https://doi.org/10.1108/jwam-04-2023-0035>
- Oranga, J., & Matere, A. (2023). Qualitative Research: Essence, Types and Advantages. *Open Access Library Journal*, 10 (12), 1–9. <https://doi.org/10.4236/oalib.1111001>
- orientation, job satisfaction and psychological well-being of mental health practitioners in Malaysia. *Psychology, Health & Medicine*, 1, 1–11. <https://doi.org/10.1080/13548506.2020.1804599>
- P. Paul Heppner. (1990). *Pioneers in Counseling & Development: Personal and Professional Perspectives*. *Pioneers in Counseling & Development Personal and Professional Perspectives*. <https://files.eric.ed.gov/fulltext/ED341881.pdf#page=25>
- Pallikkuth, R., Kumar, P., Dictus, C. T., & Bunders, J. (2023). Design and Evaluation of Peer Supervision for Community Mental Health Workers: A Task-Shifting Strategy in Low-Resource Settings. *Community Mental Health Journal*, 60(1). <https://doi.org/10.1007/s10597-023-01161-7>
- Park, M. S.-A., Goto, N., Kennedy, A., Raj, S., Dutson, A., Park, L., & Sovet, L. (2020). Positive Parmar, J. S., Thapa, P., Micheal, S., Dune, T., Lim, D., Alford, S., Mistry, S. K., & Arora, A. (2025). The Impact of a Peer Support Program on the Social and Emotional Wellbeing of Postgraduate Health Students During COVID-19: A Qualitative Study. *Education Sciences*, 15(3), 273. <https://doi.org/10.3390/educsci15030273>
- Paviotti, G. 2020. Self-perceived employability and implications for learning design: An exploratory case study. *Education Sciences and Society*, 10, 170-193.

<https://doi.org/10.3280/ESS2-2019OA8671>.

QS Quacquarelli Symonds Limited. (2019). 2019 Global Skills Gap Report.

Rahmat, A. M., Mohd Adnan, A. H., & Mohtar, N. M. (2019). *Industry 4.0 Skillsets and "Career Readiness": Can Malaysian University Students Face the Future of*

Ricks, D., & Brannon, G. E. (2023). "It's real. It's a thing:" Mental health counselors' listening exhaustion during COVID-19. *Qualitative Research in Medicine & Healthcare*, 7(2). <https://doi.org/10.4081/qrmh.2023.11261>

Rif'attullah, Moh., & Ciptaningrum, D. S. (2024). Exploring Pre-Service Teacher Professional Learning on Their Preparedness for Teaching Practicum. *Formosa Journal of Sustainable Research*, 3(8), 1779–1798. <https://doi.org/10.55927/fjsr.v3i8.10969>

Robinson, B. (2024). 6 Obstacles 2024 Gen Z Graduates Face In The Job Market. *Forbes*. <https://www.forbes.com/sites/bryanrobinson/2024/06/06/6-obstacles-2024-gen-z-graduates-face-in-the-job-market/>

Rožman, M., Vrečko, I., & Tominc, P. (2025). Psychological Factors Impacting Academic Performance Among Business Studies' Students. *Education Sciences*, 15(2), 121–121. <https://doi.org/10.3390/educsci15020121>

Sacristan, D., & Lalane, M. (2022). Field Instruction: A Relational Model to Promote A Positive Professional Identity for Social Work Students. *Journal of Teaching in Social Work*, 42(4), 303–315. <https://doi.org/10.1080/08841233.2022.2103228>

Sadusky, A., Yared, H., Patrick, P., & Berger, E. (2023). A systematic review of client's perspectives on the cultural and racial awareness and responsiveness of mental health practitioners. *Culture & Psychology*, 30(3), 1354067X2311566. <https://doi.org/10.1177/1354067x231156600>

SAKİ, V., & Şahin, M. (2021). Examining the Experiences of Counselor Trainees towards Practices in Individual Counseling Practicum Course. *International Journal of Psychology and Educational*, 8(1), 110–123. <https://doi.org/10.17220/ijpes.2021.8.1.298>

Samardzic, M., Doekhie, K. D., & Wijngaarden, J. D. H. (2020). Interventions to improve team effectiveness within health care: A systematic review of the past decade. *Human Resources for Health*, 18(2), 1–42. <https://doi.org/10.1186/s12960-019-0411-3sampling-techniques/>

Savitsky, D. K. (2024). *Eating Disorder Mental Health Literacy (ED-MHL): Assessing Attitudes, Skills, and Knowledge of Counselor Trainees Working With Individuals Living With Eating Disorders* (Order No. 31359014). Available from ProQuest Dissertations & Theses Global. (3073868885). <https://www.proquest.com/dissertations-theses/eating-disorder-mental-health-literacy-ed-mhl/docview/3073868885/se-2>

Scaramelli, E., Bonfitto, G. R., Roletto, A., Bombelli, L., Fasulo, S. V., & Catania, D. (2024). A tutor training framework for radiographers: Basic concepts to effectively train future generations of professionals. *Radiography*, 30, 96–103. <https://doi.org/10.1016/j.radi.2024.10.023>

Scepanovic, S. (2019). The Fourth Industrial Revolution and Education. *2019 8th Mediterranean Conference on Embedded Computing (MECO)*. <https://doi.org/10.1109/meco.2019.8760114>

- Schirmer, J., & Witteveen, K. (2025). Professional Practice. Pressbooks.pub; The University of Queensland. <https://uq.pressbooks.pub/practice-counselling-psychotherapy/chapter/professional-practice/>
- Schubert, S., Buus, N., Monrouxe, L. V., & Hunt, C. (2023). The development of professional identity in clinical psychologists: A scoping review. *Medical Education*, 57(7). <https://doi.org/10.1111/medu.15082>
- Shahrzadi, L., Mansouri, A., Alavi, M., & Shabani, A. (2024). Causes, consequences, and strategies to deal with information overload: A scoping review. *International Journal of Information Management Data Insights*, 4(2). <https://doi.org/10.1016/j.jjime.2024.100261>
- Shankar, J., Li, L., & Tan, S. (2021). Work Experiences and Challenges to Employment Sustainability for People With Mental Illness in Supported Employment Programs. *SAGE Open*, 11(3), 215824402110335. <https://doi.org/10.1177/21582440211033558>
- Sharma, S.K., Shiv Kumar Mudgal, Gaur, R, Chaturvedi, J., Satyaveer Rulaniya, & Sharma, P. (2024). Navigating Sample Size Estimation for Qualitative Research. *Journal of Medical Evidence*, 5(2), 133-139. https://doi.org/10.4103/jme.jme_59_24
- Shay, J. J. (2021). Terrified of Group Therapy: Investigating Obstacles to Entering or Leading Groups. *American Journal of Psychotherapy*, 74(2), 71–75. <https://doi.org/10.1176/appi.psychotherapy.20200033>
- Shubayr, N., & Dailah, H. (2025). Assessment of emotional intelligence, self-efficacy, and perceived stress among nursing students in clinical practice: a cross-sectional study. *BMC Nursing*, 24(1). <https://doi.org/10.1186/s12912-025-03109-6>
- Silva, S., Silva, C., & Soares, G. 2021. Great Expectations. Handbook of Research on Human Capital and People Management in the Tourism Industry. <https://doi.org/10.4018/978-1-7998-4318-4.CH005>.
- Simkus, J. (2023). Snowball Sampling: Definition, Method and Examples – Simply Psychology.
- Simkus, J. (2023b). *What is a Pilot Study?* SimplyPsychology. <https://www.simplypsychology.org/pilot-studies.html>
- SINGAPORE. https://www.academia.edu/45423990/PRACTICUM_RELATED_CHALLENGES_FACED_BY_TRAINEE_COUNSELLORS_IN_SINGAPORE
- Smith, T. J., Hugh, C., & Fontechia, S. (2023). Unemployment and Underemployment of People with Disabilities: An Untapped Resource within the Global Economy. IntechOpen EBooks. <https://doi.org/10.5772/intechopen.1003706>
- Snekha , Ms. R. (2024). Perceived Factors of Job Search Anxiety among Postgraduate Final Year Students – A Qualitative Study. *International Journal for Research in Applied Science and Engineering Technology*, 12(12), 3013–3025. <https://doi.org/10.22214/ijraset.2024.59550>
- Sofat, S. (2021). Barriers of International Graduates seeking Employment after graduation: A Systematic Review. <https://openrepository.aut.ac.nz/server/api/core/bitstreams/10b4a9a0-8b32-4fab-af45-16332a29917a/content>
- Soh, C. (2019). PRACTICUM-RELATED CHALLENGES FACED BY TRAINEE-COUNSELLORS IN
- Squires, V., Walker, K., & Spurr, S. (2022). Understanding self perceptions of wellbeing and resilience of preservice teachers. *Teaching and Teacher Education*, 118(118), 103828.

<https://doi.org/10.1016/j.tate.2022.103828>

- Subhi, N., Omar, F. N., & Mohamad, M. S. (2021). Stress and Coping Strategies of Trainee Counsellors during COVID-19 Movement Control Order. *International Journal of Academic Research in Business and Social Sciences*, 11(6). <https://doi.org/10.6007/ijarbss/v11-i6/10226>
- Suen, Y., & Leung. (2023). How Supervisors Describe the Development of Competence in How Supervisors Describe the Development of Competence in Trainee School Counselors Trainee School Counselors.
- Super, D. E. (1957). *The psychology of careers*. New York: Harper & Row.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks, *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). Jossey-Bass.
- Sutton, J. (2021). Defining the Counseling Process and Its Stages. PositivePsychology.com. <http://positivepsychology.com/counseling-process/>
- Takiguchi, Y., Matsui, M., Kikutani, M., & Ebina, K. (2022). The relationship between leisure activities and mental health: The impact of resilience and COVID-19. *Applied Psychology: Health and Well-Being*, 15(1). <https://doi.org/10.1111/aphw.12394>
- Toubassi, D., Schenker, C., Roberts, M., & Forte, M. (2022). Professional Identity Formation: Linking Meaning to Well-being. *Advances in Health Sciences Education*, 28(1). <https://doi.org/10.1007/s10459-022-10146-2>
- Tremblay, M. L., Sanzone, L., Aubé, T., & Paquet, M. (2021). Sources of stress and coping strategies among undergraduate nursing students across all years. *Canadian Journal of Nursing Research*, 54(3), 261–271. <https://doi.org/10.1177/084456212111028076>
- Truven, M (2019). *Social Cognitive Career Theory (SCCT)*. Marcr. <https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/social-cognitive-career-theory-scct/>
- Truyens, M. (2019). *Social COgnitive Career Theory (SCCT)*. Marcr. <https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/social-cognitive-career-theory-scct/>
- Um, B., & Seon, Y. (2024). Counseling trainees' academic burnout, meaningful work, and career choice satisfaction: A resilience framework. *The Career Development Quarterly*, 72(1), 18-31. <https://doi.org/10.1002/cdq.12341>
- Vähäsantanen, K. (2022). Professional Identity in Changing Workplaces: Why It Matters, When It Becomes Emotionally Imbued, and How to Support Its Agentic Negotiations. *Professional Identity in Changing Workplaces: Why It Matters, When It Becomes Emotionally Imbued, and How to Support Its Agentic Negotiations*, 29–46. https://doi.org/10.1007/978-3-030-89582-2_2
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565–100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- Vivolo, M., Owen, J., & Fisher, P. (2022). Psychological therapists' experiences of burnout: A qualitative systematic review and meta-synthesis. *Mental Health & Prevention*, 33(1), 200253. <https://doi.org/10.1016/j.mhp.2022.200253>

- Waddington, A. F. (2023). The Contribution of Self-Efficacy and Counselor Biases Effects on Clinical Reasoning in New Counselors. Scholar Commons. https://scholarcommons.sc.edu/etd/7668?utm_source=scholarcommons.sc.edu%2Fetd%2F7668&utm_medium=PDF&utm_campaign=PDFCoverPages
- Walker, D. M., Teles Oliveira, J., & Hendricks, L. (2022). The Lived Experiences of Clinical Mental Health Counseling Internship Students Providing Home-Based Therapy. *International Journal for the Advancement of Counselling*. <https://doi.org/10.1007/s10447-022-09464-2>
- Walkowska, A., Przymuszała, P., Stępak, P. M., Nowosadko, M., & Baum, E. (2023). Enhancing cross-cultural competence of medical and healthcare students with the use of simulated patients—a systematic review. *International Journal of Environmental Research and Public Health*, 20(3). <https://doi.org/10.3390/ijerph20032505>
- Wampold, B. E., & Owen, J. (2021). Therapist effects: History, methods, magnitude, and characteristics of effective therapists. In M. Barkham, W. Lutz & L. G. Castonguay, Bergin and Garfield's handbook of psychotherapy and behavior change (pp. 301–330). Wiley
- Wan, Razak, S., San, S., Nor, S., Abdullah, A., & Saidi, N. (2024). EXPLORING THE EDUCATIONAL IMPACT: A STUDY ON ACCOUNTING STUDENTS' LEARNING
- Warsah, I., Morganna, R., Uyun, M., Hamengkubuwono, H., & Afandi, M. (2021). The Impact of Collaborative Learning on Learners' Critical Thinking Skills. *International Journal of Instruction*, 14(2), 443–460. <https://doi.org/10.29333/iji.2021.14225a>
- Waterhouse, P., & Samra, R. (2025). University Students' Coping Strategies to Manage Stress: A Scoping Review. *Educational Review*, 1–41. <https://doi.org/10.1080/00131911.2024.2438888>
- Weyant-Cheeseman, M. E., Abrams, M. P., Toselli, N., & Castiglioni, A. (2024). Understanding learners' experiences across three major transitions in undergraduate medical education. *BMC Medical Education*, 24, 748. <https://doi.org/10.1186/s12909-024-05422-1>
- Womersley, G. T. (2021). Culturally Informed Manifestations of Trauma. *Trauma and Resilience among Displaced Populations*, 113–146. https://doi.org/10.1007/978-3-030-67712-1_5
- Work? Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3511166
- Ravikiran, A. S. (2021). *Population vs Sample: Definitions, and Differences*. Simplilearn.com. <https://www.simplilearn.com/tutorials/machine-learning-tutorial/population-vs-sample>
- Www.simplypsychology.org. <https://www.simplypsychology.org/snowball-sampling.html>
- Xu, J., Jo, H., Noorbhai, L., Patel, A., & Li, A. (2022). Virtual mindfulness interventions to promote well-being in adults: A mixed-methods systematic review. *Journal of Affective Disorders*, 300, 571–585. <https://doi.org/10.1016/j.jad.2022.01.027>
- Yaakob, F. N. F., Johari, K. S. K., Yazid, N. S., Zulkarnain, A. I., & Alias, N. F. A. (2022). Perceptions on Trainee Counselors of Emotional Intelligence. *International Journal of Academic Research In Business and Social Sciences*, 12(6). <https://doi.org/10.6007/ijarbss/v12-i6/14206>
- Yadav, D. (2022). Criteria for good qualitative research: A comprehensive review. *The Asia-*

- Yates, J. (2025). Career development theories in practice: a thematic analysis of practitioner perceptions of the benefits of theoretically informed practice. *International Journal for Educational and Vocational Guidance*. <https://doi.org/10.1007/s10775-025-09726-6>
- Ying, N. J., Hassan, S. A., & Aziz, D. A. (2021). A Counselor's Cultural Identity: Implications from A Multicultural Counseling Perspective in Malaysia. *Asian Social Science*, 17(11),
- Young, A. N., Bourke, A., Foley, S., & Blasi, Z. D. (2024). Effects of time management interventions on mental health and wellbeing factors: A protocol for a systematic review. *PLOS ONE*, 19(3), e0288887–e0288887. <https://doi.org/10.1371/journal.pone.0288887>
- Zhang, I. Y., Powell, D. M., & Bonaccio, S. (2021). The role of fear of negative evaluation in interview anxiety and social-evaluative workplace anxiety. *International Journal of Selection and Assessment*, 30(2). <https://doi.org/10.1111/ijsa.12365>
- Zin, M. A. A., Palanivelu, P. A., Arbain, N., & Mat Nazri, N. N. S. (2024). FACULTY ENTREPRENEURSHIP AND BUSINESS i FACTORS INFLUENCING UNEMPLOYMENT FOR FRESH GRADUATES AFTER COVID-19 IN KELANTAN MUHAMAD ANIQ ARIFIN BIN MOHD ZIN PREMLA A/P PALANIVELU NORAZILA BINTI ARBAIN NURUL NADIA SYAHIRAH BINTI MAT NAZRI DEGREE OF ENTREPRENEURSHIP (COMMERCE) WITH HONORS. <http://discol.umk.edu.my/14051/1/SAK13.pdf>
- Zola, N., Yusuf, A. M., & Firman, F. (2022). Konsep social cognitive career theory. *JRTI (Jurnal RIset Tindakan Indonesia)*, 7(1), 24–28. <https://jurnal.iicet.org/index.php/jrti/article/view/1454/909>¹²

Borang Persetujuan Termaklum

Terima Kasih di atas kesudian dalam menjadi sebahagian ahli untuk kami temu bual bersama.

Tujuan saya menjalankan kajian ini yang bertajuk "The experience of Year Four Trainee Counselors in Preparing for the World of Work" bagi tugas Projek Tahun Akhir adalah untuk meneroka persepsi, cabaran, faktor yang mempengaruhi, serta strategi daya tindak kaunselor pelatih tahun empat dalam membuat persediaan menghadapi dunia pekerjaan. Kajian ini akan dijalankan menggunakan kaedah Kualitatif. Hasil kajian ini akan membantu saya sebagai penyelidik mengetahui dengan lebih mendalam berkaitan dengan persediaan kaunselor pelatih tahun empat dalam membuat persediaan menghadapi dunia pekerjaan sekaligus dapat memberi inspirasi kepada kaunselor pelatih yang ingin bergraduan nanti.

Sila Baca Sebelum Melanjutkan Ke Soalan Yang Seterusnya.

- Saya faham bahawa walaupun saya bersetuju untuk mengambil bahagian daripada temubual, saya boleh menarik diri pada bila-bila masa atau enggan menjawab sebarang soalan tanpa sebab.
- Saya faham bahawa saya boleh menarik balik kebenaran untuk menggunakan data daripada temu duga saya dalam masa dua minggu selepas temu duga, yang mana bahan tersebut akan dipadamkan.
- Saya telah menerangkan tujuan dan sifat kajian secara bertulis kepada saya dan saya berpeluang untuk bertanyakan soalan tentang kajian tersebut.
- Saya faham bahawa penyertaan temuduga ini akan melibatkan kerahsiaan yang akan dipersetujui oleh kedua pihak.
- Saya faham bahawa saya tidak akan mendapat manfaat secara langsung daripada menyertai penyelidikan ini.
- Saya bersetuju wawancara saya dirakam audio dan video.
- Saya faham bahawa semua maklumat yang saya berikan untuk kajian ini akan dirahsiakan.
- Saya faham bahawa dalam mana-mana laporan hasil penyelidikan ini identiti saya akan kekal tanpa nama. Ini akan dilakukan dengan menukar nama saya dan menyamarkan sebarang butiran wawancara saya yang mungkin mendedahkan identiti saya atau identiti orang yang saya bicarakan.

- Saya faham bahawa petikan menyamar daripada temu bual saya boleh dipetik dalam pembentangan dan hasil laporan dari kajian ini.
- Saya faham bahawa jika saya memaklumkan penyelidik bahawa diri saya atau orang lain berisiko mengalami bahaya, mereka mungkin perlu melaporkan perkara ini kepada pihak berkuasa yang berkaitan - mereka akan membincangkan perkara ini dengan saya terlebih dahulu tetapi mungkin dikehendaki melaporkan dengan atau tanpa kebenaran saya.
- Saya faham bahawa borang persetujuan yang ditandatangani dan rakaman audio asal akan disimpan dalam laporan yang akan kami sediakan, dan data ini hanya akan diakses oleh penyelia kami bagi tujuan menyelia hasil kajian dapatan kami.
- Saya faham bahawa transkrip temu bual saya di mana semua maklumat pengenaltastian telah dialih keluar akan disimpan untuk digunakan sehingga tamatnya tempoh masa kajian.
- Saya faham bahawa di bawah kebebasan pengesahan maklumat saya berhak untuk mengakses maklumat yang saya berikan pada bila-bila masa semasa ia berada dalam simpanan seperti yang dinyatakan di atas.
- Saya faham bahawa saya bebas untuk menghubungi mana-mana orang yang terlibat dalam penyelidikan untuk mendapatkan penjelasan dan maklumat lanjut.

Tanggungjawab Penyelidik Terhadap Responden:

- Memastikan maklumat yang diberikan oleh responden kekal sulit dan tidak disebarluaskan tanpa kebenaran.
- Memberikan penjelasan lengkap mengenai tujuan kajian dan mendapatkan persetujuan responden secara sukarela.
- Menghormati hak responden untuk menarik diri daripada kajian pada bila-bila masa tanpa sebarang penalti.
- Menyediakan maklumat yang jelas tentang proses kajian, termasuk tempoh masa, objektif, dan jenis soalan yang akan ditanya.
- Mengelakkan sebarang bentuk soalan atau situasi yang boleh menyebabkan ketidakselesaan atau tekanan kepada responden.
- Melaporkan data yang diperolehi secara jujur tanpa sebarang manipulasi.
- Mengelakkan sebarang bentuk diskriminasi atau eksploitasi terhadap responden sepanjang kajian.

Setelah anda menulis nama penuh di bawah, ianya akan membuktikan bahawa anda bersetuju dengan pernyataan di atas.

**PERSETUJUAN UNTUK MENGAMBIL BAHAGIAN DALAM
PENYELIDIKAN**

Sila Tuliskan Nama Penuh Anda Di Bawah

(Nurul Sabrina binti Bohari)

TT/BB/TAHUN, HARI/MASA

(12/2/2025, Rabu, 11.20 pagi)

Transkrip Responden 6

Pengkaji	1.Selamat pagi kepada saudari. Terima kasih menjadi salah satu responden untuk kajian 2.saya. Seperti yang sudah disedia maklum, tujuan saya menjalankan kajian ini yang 3.bertajuk The Experience of Year Four Training Counselor in Preparing for the World 4.of Work bagi tugas projek tahun akhir adalah untuk meneroka persepsi, cabaran, 5.faktor yang mempengaruhi, serta strategi daya tindak kaunselor pelatih dalam membuat 6.persediaan menghadapi dunia pekerjaan. Untuk makluman saudari, segala data yang 7.dikumpulkan dalam sesi interview ini akan disimpan bagi tujuan penyelidikan sahaja 8.dan akan dilupuskan setelah tamatnya kajian. Jadi untuk hasil kajian ini akan membantu 9.saya sebagai penyelidik mengetahui dengan lebih mendalam berkaitan dengan 10.persediaan Kaunselor pelatih tahun empat dalam membuat persediaan menghadapi 11.dunia pekerjaan sekaligus dapat memberi inspirasi kepada kaunselor pelatih yang 12.ingin bergraduan nanti. Setakat ini ada apa-apa soalan?
Responden 1	13.Tak ada soalan.
Pengkaji	14.Okey, sebelum kita mulakan, saya perkenalkan diri saya terlebih dahulu. Nama saya 15.Nur Umairah binti Nasri, merupakan pelajar kaunseling tahun tiga. Boleh perkenalkan 16.diri?
Responden 1	17.Helo, (Responden 6). (Responden 6). Pelajar tahun empat 18.kaunseling dan semester depan akan menjalani internship.
Pengkaji	19.Okey, boleh kita mulakan dengan temuduga kita?
Responden 1	20.Boleh.
Pengkaji	21.Okey, saya akan beralih kepada soalan yang pertama untuk objektif yang pertama. 22.Pertama, sejauh manakah anda berasa yakin untuk memasuki dunia kerja sebenar 23.dalam bidang kaunseling? Sejauh manakah anda berasa yakin untuk memasuki dunia 24.kerja sebenar dalam bidang kaunseling?

Responden 1	25.Okey. Setakat ini, saya secara keseluruhannya berasa yakin dengan ilmu yang telah 26.saya pelajari. Kemahiran yang telah dilatih kepada saya untuk menghadapi dunia 27.kerja sebenar sebagai seorang kaunselor kerana kita dah sedia maklum. Kita dah
	28.diajar dengan pelbagai teori dan teknik-teknik khususnya dalam kursus teori dan 29.kursus kemahiran akses penolong dan saya juga ada sedikit pengalaman dalam 30.bidang pengucapan awam dan sebagainya. Jadi hal itu membantu saya untuk 31.berkomunikasi dengan lebih baik dan jelas.
Pengkaji	32.Ada apa-apa lagi yang anda mahu tambah?
Responden 1	33.Dari segi keyakinan lain, mungkin saya boleh lihat kepada kemudahan untuk 34.mendapatkan akses. Kita bukan sahaja dapat berkomunikasi secara face-to-face 35.dengan pesyarah, kita juga boleh kontak pesyarah melalui WhatsApp dan 36.sebagainya. Jadi mungkin terdapat kekurangan ataupun kekeliruan, maka saya 37.masih boleh merujuk kepada pesyarah walaupun mungkin selepas ini saya jauh 38.daripada UNIMAS. Saya masih stick dengan keyakinan bahawa saya mampu 39.menghadapi dunia kerja sebenar sebagai seorang kaunselor.
Pengkaji	40.Kita balik dengan soalan seterusnya. Apakah pendapat anda mengenai definisi dunia
	41.pekerjaan?
Responden 1	42.Apa yang saya lihat dalam dunia pekerjaan adalah semua orang hanya datang untuk 43.mendapatkan gaji mereka dan membuat kerja setel balik. Jadi berdasarkan orang yang 44.sudah bekerja, saya secara peribadi telah mempersiapkan diri bahawa saya hanya 45.perlu fokus kepada kemahiran dan kecekapan saya sendiri. Contoh dalam konteks 46.menjadi kaunselor, dari masa sekarang saya perlu mempersiapkan diri untuk 47.melengkapkan diri dengan kemahiran, ilmu, teori-teori, khususnya kes-kes terbaru 48.yang berkaitan dengan kesihatan mental, berkaitan dengan bidang kaunseling kerana 49.itu yang akan dibatkan secara terus kepada bidang pekerjaan saya nanti. Jadi apa yang 50.saya lihat, saya hanya perlu fokus kepada bidang kerja saya sahaja dan mungkin 51.contohnya itu yang saya melihat pendapat definisi saya tentang dunia kerja maksudnya 52.fokus kepada peningkatan kemahiran pembangunan diri sendiri sahaja sebab just pergi 53.kerja, buat kerja sendiri, fokus komited and kita tidak menjejaskan fungsi kerja orang 54.lain, kita membantu mengikut peranan kita untuk settle.

Pengkaji	55.Kita balik kepada soalan yang seterusnya, apakah bidang yang anda rasa paling 56.kurang bersedia dan mengapa?
Responden 1	57.Maksudnya in terms of kaunseling?

Pengkaji	58.Yes, kan bidang dalam kaunseling ada banyak cabang kan?
Responden 1	59.Okay, bidang yang paling rasa kurang bersedia, saya rasa bidang mungkin berkaitan 60.dengan psikiatri.
Pengkaji	61.Psikiatri? Psikiatri. Which is dalam bidang mental health ke?
Responden 1	61.Yes, bidang mental health sebab mereka datang dengan penyakit yang berkaitan 62.dengan dalam minda kan, kita tak nampak, kita memang sedar itu satu penyakit 63.tetapi saya kalau dia berikan klien dengan isu kesihatan mental, saya takut untuk 64.dapat itu tersebut kerana satu saya tak nampak benda itu, yang kedua kalau kita 65.bincang dengan klien biasa, kita boleh bantu mereka untuk rationalize fikiran dan 66.sebagainya tapi takde isu sebab mereka ada asas pemikiran yang okay tetapi kalau 67.isu kesihatan mental, asas pemikiran itu dah ada masalah dalam diri mereka sendiri, 68.so sukar lah untuk kita nak rationalize mereka itu macam itu. Dan mungkin satu lagi 69.yang saya rasa kurang bersedia adalah berkaitan dengan counseling berkaitan trauma.
Pengkaji	70.Trauma?
Responden 1	71.Ya, sebab bagi saya, jujur eh, macam hampir lah ya, tak ada diajarkan secara khusus 72.berkaitan dengan counseling trauma. Kalau kesihatan mental ada kan, itu ada 73.diajarkan secara khusus psikologi, bilazim apa semua, kita belajar dengan DSM 5 74.dan sebagainya tapi kalau trauma tidak diajarkan secara khusus, so itu pun saya 75.takut sebab bayangkan mangsa bencana dan sebagainya, so how can I help them? 76.Macam mana saya nak bertindak dalam situasi tersebut? Kalau contoh kita gunakan 77.teori REBT, so macam mana saya nak rationalize sebab orang baru menghadapi 78.musibah, macam itulah. So, itu yang kerisauan untuk yang kurang bersedia lah.
Pengkaji	79.So, macam yang awak cakap tadi, bidang yang awak kurang bersedia adalah lebih 80.kepada bahagian mental health. So, pernah ada pengalaman menghadapi klien yang 81.ada isu tersebut ke?

Responden 1	82. Sepanjang kelompok, kira-kira tak ada tapi individu ada seorang, dia bukan diagnose 83. tapi dia pernah menceritakan dia ada fikiran untuk overdose. Jadi, masa itu saya pun 84. macam dah takutlah, sudah aku habis. Kalau apa-apa jadi, mestilah saya yang kena 85. lah. Kalau tak dipersalahkan, mesti akan terlibat dengan benda tersebut. So, masa itu 86. saya hanya, dia tak terfikir masa dekat rumah. So, klien itu lokal, so dia selalu balik.
	87. So, saya macam bertukar sedikit sebab masih ada kawalan lah. So, dia selalu balik 88. kan. So, risiko itu berkurang. So, yang saya hanya mampu buat adalah constantly 89. contact the client. Bukan hanya masa semalam dan sebagainya. Dan saya sentiasa 90. ingatkan klien untuk call me anytime kalau dia terfikir betul-betul nak buat dan 91. sebagainya. Takutlah sebab kita tak duduk dengan klien. So, kalau dah diorang fikir 92. nak buat, diorang kisah apa kan. So, itu dalam kawalan diri diorang sendiri. So, saya 93. sangat takut dengan situasi tersebut.
Pengkaji	94. Okay, ada apa-apa yang awak nak tambah lagi sebelum kita beralih kepada soalan 95. yang seterusnya?
Responden 1	96. .Kalau berkaitan dengan kesihatan mental tadi, kalau boleh lah kan Aish. Saya kalau 97. .dapat tak berjumpa dengan klien kesihatan mental, lebih baiklah. Mungkin dalam 98. .contoh saya nak menjalani internship, mungkin jumpa 2 orang pun cukup ataupun 1 99. orang pun cukup lah. Yang lain saya, maksudnya betapa tidak bersedia saya masih 100. lagi macam memilih klien itu tapi that's what happen lah.
Pengkaji	101. So, bagi pendapat awak sendiri, bidang apa yang awak lebih macam ada kekuatan 102. dalam bidang itu?
Responden 1	103. Okay, yang saya confident nak bawa adalah bidang kaunseling remaja.
Pengkaji	104. Dekat sekolah? Kaunseling remaja.
Responden 1	105. Yes, dekat sekolah dan saya pun intern di BPD. So, insyaAllah klien-kliennya pun 106. dalam kelangan pelajar.
Pengkaji	107. Faham. Okay, kita balik kepada soalan yang seterusnya. Okay, apakah jangkaan anda 108. mengenai realiti bekerja sebagai kaunselor professional?

Responden 1	109.Okay, realiti bekerja. Pelajar kaunseling dah banyak terdedah dengan webinar 110.dengan alumni. Sejak saya first lagi, hampir setiap semester ada dengan alumni lah 111.macam-macam. Alumni yang dah lama, alumni yang baru dan sebagainya. Jadi, apa 112.yang saya dapat lihat, yang saya bayangkan berdasarkan pengalaman-pengalaman 113.tersebut, setiap hari akan ada sesi. Setiap hari akan ada sesi. Kalau pelajar kaunseling 114.kan kadang-kadang, kalau saya sendiri sebelum ini, semester-semester sebelum ini, 115.atu semester saya hanya cari dua klien, tiga klien macam-macam. Bila dah hujung 116.semester, sesi dah settle. Bila hujung-hujung itu dah tak ada apa-apalah, settle. Bilik
-------------	---

	117.pun dah penuh dan sebagainya, saya tak nak buat sesi dan sebagainya. Kita hanya 118.ada macam masa tertentu saja buat sesi. Siang depan, saya buat sikit-sikit dah. Tapi 119..realiti bekerja sebagai kaunselor, sesi itu setiap hari. Jadi macam cikgu lah, cikgu 120.tiap hari mengajar. Jadi kaunselor tiap hari ada sesi. Dan realiti bekerja yang saya 121.lihat, kita expect the unexpected lah. So klien datang dari pelbagai latar belakang, so 122.kita tak boleh expect apa-apa pun dari klien. Macam contoh, oh mungkin aku akan 123.dapat klien Melayu saja. So itu tidak akan berlaku. So mungkin datang dari latar 124.belakang berbeza, agama, bangsa dan sebagainya. Mungkin latar belakang umur pun 125.berbeza. So itu yang agak menyeramkan sedikit sebab bila kita handle pelbagai 126.orang, so secara tidak langsung of course kita kena sediakan diri dengan pelbagai 127.ilmu juga. So itu pun menjadi salah satu cabaran lah untuk saya.
Pengkaji	128. So macam yang kita tahu, seorang kaunselor pun merupakan manusia biasa kan? So 129.contohnya macam yang awak dah beritahu tadi, setiap hari seorang kaunselor akan 130.ada sesi. So contohnya macam kalau kita sebagai seorang manusia biasa pun ada 131.burn out kan? So macam mana?

Responden 1	132.Okay. Kalau saya personally, saya akan pergi ke sesi kaunseling juga. Walaupun 133.mungkin kawan-kawan saya ada jadi kaunselor nanti juga insya Allah tapi personally 134.memang tak akan pergi jumpa kawan lah untuk benda itu. Sebab kita kan ada macam 135.kalau saya, kita cerita semua benda dengan kawan tetapi kalau isu kaunseling macam 136.mungkin kita akan cari the real kaunselor kalau isu itu lebih serious dan sebagainya 137.but kita tak tahu masa depan kan? Kawan-kawan pun kaunselor juga dah ambil 138.kaunseling juga kan? So I don't know. Tapi saya personally saya akan, saya open 139.untuk datang ke sesi terapi sebab kalau semasa di universiti pun saya selalu datang 140.pergi ke sesi-sesi dengan senior. So I learn a lot from them di segi teknik dan saya 141. pun ada tempat untuk meluah dengan selamat. So saya suka environment tersebutlah.
Pengkaji	142.Okay ada apa-apa lagi yang awak nak tambah mengenai reality bekerja sebagai 143. seorang kaunselor?
Responden 1	144.Umm reality? Itu sahaja kot.
Pengkaji	145.Okay kita beralih kepada soalan yang seterusnya untuk objektif 2 soalan yang 146.pertama. Apakah cabaran utama yang anda halapi semasa persiapan untuk amalan

	147.profesional? Boleh anda jelaskan secara terperinci?
Responden 1	148.Okay cabaran utama bagi saya adalah mencari klien. Tapi masalah utama yang paling 149.umumnya topik yang adalah berkaitan memenuhi jam kredit tersebutlah. Okay 150.memenuhi jam kredit. 252 settle Alhamdulillah tetapi yang saya hadapi nanti adalah 151.double 252 504. Jadi itu cabaran utama yang saya hadapi untuk persiapan amalan 152.profesional itulah. Sebab 504 kita nak cari klien dan manusia. Rakyat masih lagi ada 153.stigma untuk kenapa nak jumpa kaunselor? Ya aku boleh settle lah masalah ni. Tak 154.boleh. Pandailah aku fikir macam tu. So they are reluctant to join the counselling 155.session kan. So itu cabaran untuk mencari manusia. Kadang-kadang saya terfikir aku 156.lebih rela mencari 5400 dalam masa mungkin satu semester tu kan daripada mencari 157.504 jam untuk internship tu lah. Saya rasa susah sebab kita mengendalikan manusia. 158. Tapi itu kan reality yang kita akan hadapi selepas ini. So kena terima lah. Tapi bagi 159. saya sangat sukar, sangat susah untuk kutip the hours lah. So kita deal with human. 160. So kita tak dapat kawal manusia.

Pengkaji	161. So dari segi masa sajakah yang menjadi salah satu cabaran bagi awak? Sebab saya 162. rasa masa agak terhad kan. Nak mencari 500 itu terfikirilah bila nak buat sesi, bila 163. nak buat program, bila nak join program, bila nak buat report, bila nak prepare for 164. the session. So benda-benda yang berkisarkan kepada untuk mencukupkan 504 itu 165. bagi saya sangat mencabar.
Responden 1	166. Yes. So itu bukan kerja depan laptop bagi saya. Takkan kita dapat berhubung dengan 167. manusia. So kalau kita kerja depan laptop, awak nak buat-buat, awak tak nak buat, 168. awak nak rehat, tutup laptop, settle. Itu within yourself. Tapi kita nak 500 itu tolak 169. dokumentasilah untuk report kan. So tapi kebanyakannya sesi besermuka, bimbingan 170. dan sebagainya melibatkan manusia. So itu yang saya rasa sukar sebab bagaimana 171. kita nak orang attend kita punya program, bagaimana kita nak attract orang datang 172. untuk join sesion kita dan sebagainya. So benda itu yang sukar. So macam contoh 173. klien cancel dan sebagainya. So dah tangguh lagi satu minggu, tangguh lagi satu hari. 174. So benda itu sukar. Walaupun kita dah ada planning nak siapkan sekian-sekian tapi 175. at the end of the day kita kena tunggu juga rentak klien itu macam mana. So 176. cabaranlah. Deal with human.
Pengkaji	177. Okay. Ada apa-apa lagi yang nak tambah sebelum kita balik kepada soalan yang

	178. seterusnya?
Responden 1	179. Tak ada.
Pengkaji	180. Okay. Kita balik kepada soalan seterusnya. Yang kedua, adakah anda menghadapi 181. sebarang jurang antara latihan akademik dan tutupan dunia kaunseling sebenar?

Responden 1	182. Okay. Bagi saya, ya ada. In terms of yang saya lihat sekarang satu aspeklah. Sebab 183. teori yang kita belajar, ini in terms of teori lah satu aspek sahaja. In terms of teori 184. kaunseling, kita belajar teori yang lebih kepada teori yang, bukan teori post-modern. 185. Bukan teori baru. Bukan teori yang digunakan dalam dunia sekarang. Teori yang 186. lama. So tak ada masalah. Okay. Dapat di-apply. Teori itu masih relevant dan 187. sebagainya. Tetapi, berdasarkan interview-interview senior dan sebagainya, dan 188. teori dunia-dunia sekarang yang saya baca, lebih banyak kepada post-modern teori. 189. Teori yang latest. So, dia tak didendahkan dengan perkara tersebut. Memang kita 190. boleh belajar sendiri. So itu, saya fahamlah itu realiti dunia universiti kan. Tetapi, 191. kita tak diajarkan secara khususnya dalam kelas. Assignment kita pun berasaskan 192. teori-teori yang lama. So, bagi saya ada sedikit kurang. Sebab nanti kita keluar, kita 193. tak apply directly teori-teori yang lama. So, bagi saya macam agak ada gap lah di 194. situ. So, itu yang saya pun macam okay. Oh, after this I need to learn about this latest- 195. latest teori dan sebagainya. Sebab benda itu tak ada masa kita belajar. So, itulah 196. sedikit gap yang saya nampak. Sebab masa interview pun senior ada cerita, 197. kebanyakan dia macam tanya tentang teori latest dan dia prefer kalau dia tanya, apa 198. teori yang you prefer? So, dia expect kita akan jawab teori-teori yang latest. Which 199. kita tak dipertahankan pun secara meluas dalam kelas tentang Facebook. Itulah yang 200. gap yang saya dah tahulah.
Pengkaji	201. Okay. Kita beralih kepada soalan yang seterusnya. Bagaimanakah faktor peribadi 202. mempengaruhi persiapan anda?
Responden 1	203. Faktor peribadi. Persiapan. Faktor peribadi. Keyakinan diri. Okay. Saya tengok yang 204. dalam contoh soalan ini kan. Impulse keyakinan diri. Tadi dah jawablah. Settle. 205. Kesihatan mental insya Allah tak ada isu. Alhamdulillah. Saya masih yang kita gelar 206. sebagai resilience. Alhamdulillah. Masih ada. So, apa-apa masalah, it's okay. Bring 207. it on. Kita settlekan satu-satu. Okay. Dan saya yakin saya boleh lalukan lima ratus 208. empat ni walaupun dua lima dua pun macam dah nak gila kan tapi double lima ratus

	209.empat. Tapi insya Allah saya yakin sebab saya stay dekat rumah. Okay. That's my 210.biggest support system. So, itu yang membuatkan saya lebih yakin walaupun saya 211.takut dengan lima ratus empat ni. Kalau tu dalam kepala sentiasa memikirkan lima 212.ratus ini, dia tak akan pernah tenang. Tetapi saya yakin dapat dijalankan sebab saya 213.ada support sistem dan yang kedua saya memang orang sini and my parents is a 214.teacher. So, insya Allah saya dapatlah mencari student-student mereka untuk saya 215.cukupkan hours tersebut. Macam itulah in terms of. So, saya fokus adalah untuk 216.menghabiskan benda tu kan. So, basically my answer berpusing kepada how to 217.complete the five hundred four lah. Okay. In terms of insya Allah okay. Pengurusan 218.masa insya Allah pun okay sebab saya buat to-do list. Saya sentiasa buat list untuk 219.apa-apa yang saya buat. Okay. So, report ini bila buat contoh saya cakap malam ini, 220.malam esok, hujung minggu dan sebagainya. So, kalau saya adalah dilanggar kan 221.macam kita buat tangguh dan sebagainya. So, bila dah macam dah last saya nak 222.macam ada hari yang gap saya simpan untuk in case anything happen. So, hari itu 223.suka tak suka, nak tak nak, you need to siapkanlah sebab atas kesalahan sendiri yang 224.tak berdisiplin sebelum itu menyebabkan dia tertangguh. Anasib tanggung. So, di 225.hujung itu kena siapkan semua. So, benda itu still akan disiapkan dan tidaklah akan 226.tertangguh terlalu lama dan saya pun dah ada plan lah untuk macam tak nak lagi 227.tangguh terlalu lama untuk report-report session. So, adalah macam saya ni buat sesi 228.lah siang depan buat report Astaghfirullahalazim kantor ya dalam interview. So, 229.tentu terlalu lama report itu diperam. So, dah jadi tak best lah buat session dan saya 230.dah merasa mengumpulkan dokumen itu 252 itu kita tangguh. So, benda itu akan 231.jadi susah kat hujung. So, masa internship I learn from my mistake, saya tak nak 232.tangguh itu terlalu lama. Kalau boleh minggu ni ada session yang ini, hujung minggu 233.perlu settle semua. Macam itulah, in within one month saya akan tunjuk kepada 234.supervisor, okay this is what I write, okay tak doktor, okay tak kalau dia cakap ada 235.major correction dan sebagainya saya print untuk sedikit lah sebulan kan tak banyak 236.lagi kan dokumen semua. So, mungkin dia dah betulkan, okay saya dah tahu apa 237.yang dia nak. So, next month mungkin every week terus saya print. Saya tak print 238.every month, saya print every week. So, penyusunan itu akan lebih tersusun. So, 239.nanti sebulan, sebulan-sebulan saya tak dah susun sekaligus semua. So, 252 saya nak
--	--

	240. rasa macam mana penyusunan itu walaupun sikit tetapi still takes time. So, that's 241. what I learn. So, di segi persiapan basically saya dah banyak plan untuk macam mana 242. sesi itu berlaku, macam mana saya nak approach cikgu-cikgu counselling, macam 243. mana saya nak minta kebenaran. Itu dah cuma belum lagi dibuat dan saya belum lagi 244. buat in terms of bertulis perancangan. Dia cakap saya buat tulis kan. Okay so 245. basically just in my mind masih lagi dalam perancangan yang tak berlaku secara 246. bertulis tetapi insya Allah lah sebelum internship memang akan buat. So, basically 247. faktor peribadi saya telah untuk persiapan sebagai cikgu-cikgu counselling.
Pengkaji	248. Jadi, dari banyak-banyak faktor peribadi yang telah awak bagitahu, mana satu yang 249. paling berpengaruh dalam persiapan diri awak?
Responden 1	250. Okay, faktor peribadi mungkin dari segi perancangan. Planning, planning kan. Itu 251. yang paling mempengaruhi sebab saya perlu plan baru saya akan rasa ada guidance. 252. Kalau yes kita tak boleh, kan tadi expect the unexpected kan, anything can happen, 253. kita deal dengan human tetapi I still need planning baru saya ada panduan. So, saya 254. macam okay, aku kena buat cari dua puluh klien individu. So, saya tahu okay aku 255. dah ada satu klien so I need nineteen more. Saya tak nak mungkin satu klien itu ada 256. tujuh sesi, satu klien itu ada tiga sesi but I still need planning untuk panduan saya 257. untuk melengkapkan. So, in terms of planning yang paling berpengaruh.
Pengkaji	258. Okay, ada apa-apa lagi yang awak nak tambah?
Responden 1	259. Lain-lain insya Allah tak ada.
Pengkaji	260. Okay, kita balik kepada soalan seterusnya. Okay. Apakah kemahiran khusus yang 261. anda dapati paling sukar untuk diaplikasikan dalam situasi kaunseling sebenar?
Responden 1	262. Kemahiran khusus. Kemahiran ya. Kemahiran ni in terms of kemahiran yang meluas 263. ataupun in terms of the technique itself?
Pengkaji	264. Terpulang kepada awak. Macam mana kemahiran yang awak rasa sukar lah.
Responden 1	265. Okay, kalau cakap tak sukar, ada sukarnya. Saya fikir kemahiran. Kemahiran. 266. Kemahiran. Kemahiran. Sukar. Okay, bagi saya kemahiran yang, dia macam ni, saya 267. tak melihat kesukaran itu isu yang besar. Okay. Tapi nanti Umairah boleh jawab lah 268. untuk Umairah dapatkan jawapan untuk penulisan itu. Saya jawab dulu. Nanti

	269.Umairah ada idea, Umairah tanya balik lah. Okay. Saya tak rasa kesukaran itu 271.menjadi isu ataupun kesukaran itu jelas bagi saya kerana sampai sekarang saya masih 272.lagi ada coping saya sendiri dan coping sebagai kaunselor. Bila saya ada topeng 273.kaunselor, apa yang ada dalam buku-buku kaunseling, itulah topeng saya ada. Tapi 274.bila saya buka, minta maaf lah, tak adalah. Kemahiran positif itu 275.astaghfirullahal'adzim. Kemahiran itu tak adalah diamalkan. So, diri saya dengan 276.topik itu, dia tak akan sama. So, yang sukar itu tak ada sebab topik kaunseling itu dia 277.ikut je. Oh, kaunselor kena jadi macam ni, kaunselor kena jadi tak judgemental, 278.kaunselor kena jadi empathy, kaunselor kena jadi positif, kena jadi supportive. Okay, 279.so itu topik kaunseling saya ada. Oh, dia cakap tak judgemental, okay. Jadi kaunselor 280.kena jadi tak judgemental. So, itu topik-topik saya ada. Apa yang ada dalam 281.kaunseling, apa yang dia ajarkan dalam kaunseling, topik kaunseling ada. Tapi kalau 282.diri sendiri, astaghfirullahal'adzim, tak adalah benda itu. So, untuk saya cakap sukar, 283.mungkin dari segi untuk menukarkan topik itu, menukarkan topik itulah. So, kalau 284.pengalaman peribadi, contoh, bila saya di universiti, pergi kelas, that's my topik 285.sebab nak pergi sebagai pelajar kaunseling. Tapi dah bila balik ke bilik, dah bila balik 286.rumah, sudahlah. Selalu macam my family cakap kaunselor, tapi macam ni, macam 287.ni, taklah, aku kaunselor dekat universiti, aku bukan kaunselor dekat rumah. So, 288.mungkin cabarannya untuk mengaplikasikan kemahiran itu in my real life. Sebab 289.saya rasa kemahiran itu belum lagi diaplikasikan secara ikhlas, I think, macam tu. 290.Maksudnya kesukaran untuk aplikasikan benda itu ke dalam diri sendiri sahaja? 300.Dalam dunia sebenar, dunia sebenar.
Pengkaji	301. Okay. Maksudnya awak tak ada isu skill macam yang pernah saya dengar, like, ada 302.yang mengalami isu kurang dari segi listening skill ataupun questioning skill bila 303.membuat sesi?
Responden 1	304. Oh, kalau in terms of skills in kaunseling, alhamdulillah, tak ada isu. Kalau mungkin 305.berkaitan dengan semasa sesi itu, lebih kepada macam kadang-kadang kan buat sesi, 306.dia akan jadi tiba-tiba, out of the way, dia jadi lost. Okay, itu akan berlaku 307.terutamanya dalam sesi individu sebab kita one-to-one, so, dia macam, kita focusing, 308.kita dengar dan sebagainya tapi macam, tiba-tiba macam lost. So, macam, okay, itu 309.pernah berlaku beberapa kali tapi bukanlah setiap session tetapi at least seorang klien

	310. itu mesti pernah berlaku sekali. So, masa itu, kita cover sikit lah, pandai-pandai lah 311. ya. So, kalau ada catat, okay lagi tapi kalau kita tak catat, so, saya macam selalu tak 312. selesa nak catat sebab klien tengah eye contact dengan kita kan. So, saya prefer tak 313. catatlah. So, bila macam itu, dia cerita-cerita, saya pun macam kena cepat get back 314. dengan topiknyanya. Macam tu je, saya tak ada penyesuaian yang betul-betul spesifik 315. kan. So, bila dia cerita, oh jadi maksudnya, cuba cerita lebih lagi, macam tu lah. Atau 316. pun saya minta contoh, saya pun macam, oh, okay. So, macam itu, I retrieve balik 317. file tersebut. Oh, okay, okay. Dia macam mungkin lost connection, I don't know tapi 318. benda itu berlaku lah. So, kena pandai-pandai cover lah macam tu.
Pengkaji	319. So, bagi pendapat awak, kenapa benda itu boleh berlaku?
Responden 1	320. Okay, saya rasa mungkin sebab dia macam, apa ya, mungkin sebab macam kita kan 321. dah dengar show client contoh dah setengah jam. Kita dengar, dengar yang betul- 322. betul, dengar plus kita kena proses, how to respond to him, how to summarize, how 323. to reflect the content. So, benda itu jadi macam, kita fikir, dia cerita-cerita kita terima 324. tapi dalam tu kan dah proses. Macam mana aku nak reflect ni? Sebab masih belajar 325. kan, so kita tak spontan, kita bukan orang hebat nak spontan-spontan kan. Kepada tu 326. proses, so mungkin masa tu dia dah macam shut down sekejap sebab kita tengah 327. memproses maklumat yang banyak yang client cerita-cerita-cerita. So, dia macam 328. lost. Sebab kita kurang terfikir, kita dengar tapi dalam masa yang sama, kita tengah 329. memproses macam mana nak respond, macam mana nak respond. Dia sentiasa tak, 330. so mungkin jadi lost dekat situ lah.
Pengkaji	331. Okay, faham. So, ada apa-apa lagi yang awak nak tambah?
Responden 1	332. Tak ada.
Pengkaji	333. Okay, kita kembali kepada soalan yang seterusnya. Untuk objektif tiga, soalan yang 334. pertama. Apakah peranan latihan akademik dalam membentuk kesediaan anda untuk 335. kerja kaunseling?
Responden 1	336. Latihan akademik ni in terms of in class or in terms of practical?
Pengkaji	337. Dalam kelas.
Responden 1	338. Okay, satu memang in terms of knowledge lah. Pensyarah dah ajar kita dengan

	339. knowledge, in terms of slide, in terms of assignment. Dan kadang-kadang kita 340. diminta untuk interview the real people in real life situation. And untuk assignment 341. kan, so lepas tu kita pun didedahkan dengan case study. Selain interview real people, 342. kita ada case study, so how we can react, apa semualah. Kita apply ilmu itu dalam 343. case study lah. Case study dan kita interview betul-betul orang tersebut. Lepas tu, 344. bagi saya, latihan akademik juga salah satu faktor besarnya untuk membentuk 345. kesediaan ni adalah pensyarah itu sendiri. Okay, kita tengok keperibadian pensyarah, 346. kita tengok cara pensyarah mengendalikan kelasnya, cara pensyarah membawa diri 347. dia sebagai seorang kaunselor. So, itu pun membantu saya untuk bersedia dalam 348. bidang kerja kaunseling. So, how the lecturer, dia organise the assignment, macam 349. mana dia masuk dalam kelas, macam mana dia bercakap, macam mana dia bergaul 350. dengan pelajar, macam mana dia buat decision making. So, semua tu saya tengok 351. sebab saya prefer observe. So, that's what I do, I observe my lecturer macam tu. Aku 352. is observative. So, betul lah apa yang berlaku.
Pengkaji	353. Okay, kita berada kepada soalan yang seterusnya. Okay, bagaimanakah pengalaman 354. praktikal mempengaruhi kesediaan anda?
Responden 1	355. Okay, soalan ni ya. Pengalaman praktikal, okay. Mempengaruhi kesediaan anda. 356. Secara peribadi, pengalaman saya yang melekapkan dua-lima-dua ni, sangat 357. membantu untuk saya bersedia menghadapi dunia kerja. Tapi dalam situasi saya 358. sekarang, sangat membantu saya untuk menghadapi dunia internship selepas ini. Dan 359. apa, saya dah buat sesi kaunseling itu, so saya tahu, oh okay, this is salah satu 360. personality orang. Ini personality lain, okay. Kalau orang macam ni, macam mana 361. saya nak handle. Kalau orang macam ni, macam mana personality saya dengan dia 362. kan. So, ada yang client jenis tertutup, ada client jenis macam dia tunggu kita. Ada client yang jenis santai. So, saya pun kena flexible. So, dari situ saya belajar macam mana 363. saya nak menghadapi internship selepas ini yang lebih lagi terdedah kepada real life 364. situation, kepada community. So, saya, pengalaman untuk bersama dengan client, 365. sangat membantu saya untuk menghadapi internship selepas ini. Yang dengan 366. personality berbeza dengan kes berbeza. Dan yang kedua, pengalaman 367. mengendalikan program. Macam mana kita nak di, pihak-pihak di organisasi. So, 368. selepas ni kita akan buat juga program kan. So, macam mana nak buat surat, macam

	369. mana nak approach orang tersebut. Sebab mungkin orang macam ni dia prefer, puan 370. takkan budak yang dia berhubung pun dia nak perangai macam ni, macam ni. Kalau 371. yang pecarah, yang pihak yang mungkin berdisiplin sikit, dia pun nak prefer budak 372. yang lebih nerd skema. So, kita act macam apa yang dia nak lah. Supaya, at the end 373. of the day, kita hanya lengkapkan 500 tempat itu saja. So, kita kena follow, flexible 374. lah, be flexible. So, saya rasa itu kan pengalaman yang mempengaruhi kesediaan itu. 275. Be flexible sebab pengalaman daripada handle dan berjumpa dengan pelbagai client 376. dan pelbagai orang lah. Okay, mungkin lepas awak dah menjalankan praktikum yang 377. 252 tu, awak rasa kes apa yang memberi pengalaman yang bermakna dalam diri 378. awak dan mempengaruhi tahap kesediaan awak? Bagi saya satu, client ke sebelas. 379. Saya ada 12 client individu. Client ke sebelas, bermakna tak, tetapi saya paling ingat 380. sebab saya tak suka kes itu. Itu sesi yang paling lama lah. Tapi, Alhamdulillah salah 381. satu faktor jam saya cukup sebab sesi dia 7. Kalau 5, insyaAllah tak cukup. Tapi, apa 382. yang saya tak suka tentang kes tersebut, sebab kes itu kes couple, couple counseling. 383. Memang lah sebagai counselor kita didendahkan dengan untuk menerima semua kes 384. itu. Tetapi, saya personally tak suka handle kes counseling. So, bukan dalam kes itu 385. sahaja, dalam yang saya sendiri opine, pendapat saya sendiri tentang isu kes couple 386. kan dia ceritakan macam isu biasa dengan girlfriend dan sebagainya. Dia cakap dia 387. nak pergi, saya pun macam, okay. Nak pergi, pergilah. Saya macam tak fikir. Sebab 388. benda itu kan dalam kawalan dia sendiri. Tetapi, benda itu dia buat macam dia bukan 389. dalam kawalan dia. So, saya pun macam, lepas itu dia cakap straight, lepas itu dia 390. cakap dia nak pergi. Tetapi, dia sendiri tak pergi. Saya pun macam, dah itu kau nak 391. apa sebenarnya? So, okay. So, itu yang saya tak suka lah kes couple counseling. 392. Tetapi, again, saya tak boleh memilih kes. Saya tak boleh memilih kes. So, sekali 393. lagi, topeng counseling itu penting. Saya rasa kes couple-couple ni mungkin 394. disebabkan personality saya yang tak suka benda itu. Saya pun macam, malas aku. 395. Benda itu kan merumitkan. The relationship itu memerlukan komitmen. So, saya tak 396. suka benda-benda macam itu. So, benda itu susah menyusahkan. So, mungkin saya 397. dah terpengaruh dengan, saya tercampur topeng itu. So, itu yang menyukarkan saya 398. buat sesi masa itu. So, again, mungkin saya perlu balik kepada topeng itu. Kalau 399. adalah kes lagi selepas ini, sebab saya handle tajak sekolah. So, tak mustahil.
--	--

	400. Mungkin tajak sekolah mendengarkan isu couple dan sebagainya. So, saya kena 401. terima dan saya kena berbalik kembali kepada topeng counseling itu sendiri pula. 402. Begitu.
Pengkaji	403. Kita balik kepada soalan yang seterusnya. Apakah sistem sokongan yang memberi 404. impak besar kepada persiapan anda?
Responden 1	405. In sya Allah. Okay. Nombor satu, bagi saya keluarga. Sebab itu saya memilih untuk 406. tidak belajar terlalu jauh. Sebab saya tahu dunia belajar ini, kaunselor lagi, kaunselor 407. penanti, benda ini sangat sukar. Jadi, saya perlukan sistem sokongan itu sentiasa ada. 408. Jadi, I choose to study dekatlah. Itu keluarga satu. Yang kedua, bagi saya, pensyarah. 409. Okay. Pensyarah yang paling saya adore, ma sya Allah, Dr. Nor Mazlina, Dr. Maz. 410. Dia sangat memudahkan orang. Saya banyak sangat berurusan dengan dia dari 411. second year sampai hujung tahun ketiga. Belajar subjek. Selagi kelas itu ada diajar, 412. memang saya masuk kelas inilah. Lepas itu, FYP pun dengan Dr. So, dari situ saya 413. banyak dibantu oleh beliau sebenarnya. Dari segi, dia tak adalah bagi nasihat yang 414. direct kan ini ini. Tapi, apa yang dia mudahkan kerja saya itu, saya jadi rasa macam 415. lebih bersemangat dan lebih, okay I can do this, I can do this. Apa yang dia buat. 416. Personality dia sendiri, permulaan dia sendiri itu dan membantu saya untuk lebih, 417. okay I can do this. Macam itulah. Itu pensyarah dan rakan, Alhamdulillah, untuk 418. persiapan itu bagi saya macam, macam mana rakan membantu, mudah, just we want 419. to create on time, together. Itu sahaja. Tak nak tangguh-tangguh, matilah nak 420. tangguh-tangguh je ni. So, itu sahaja. Saya just simple, saya nak bayangkan create 421. on time bersama-sama. Itu sahaja. So, itu kan untuk mempengaruhi persiapan. So, 422. saya macam, apapun jadi, I need to settle this.
Pengkaji	423. So, biggest supporter awak adalah family?
Responden 1	424. Okay, the biggest, the biggest is, the biggest adalah, saya pilih eh, okay. Okay, the 425. biggest, okay, I cannot deny my family, tetapi personally saya rasa pensyarah, Dr. 426. Mask tadi. Okay, I need to do this, saya akan habiskan ni, I want to be like her. 427. Macam tu, sampai one time saya macam, hari tu kan, you know macam, bapak Razali 428. kan anak pencil, so Dr. Mask ada bagi ucapan depan kita orang. So, bapak pun ajar 429. saya macam korang, thank you bapak sebab ajar kita orang. So, she put herself, 430. despite of her title dan jawatan yang sangat banyak sekarang, yang tinggi, tetapi she

	431. put herself as a student masa itu. Say thank you to bapak, saya pun macam, okay, 432. why don't I, one day, berada dekat ucapan tu, dan dia yang mendengar ucapan. So, 433. saya macam, okay, apa yang dia buat, setelah, tak adalah banyak bercakap dengan 434. doktor, tetapi pembawaan, cara dia bawa diri dia itu pun dah sangat 435. menginspirasikan saya. So, I can say, my biggest support system in counselling, yang 436. saya paling banyak lihat dalam counselling adalah, my persyarah.
Pengkaji	437. Okay, kita balik kepada soalan seterusnya. Okay, bagaimanakah sifat peribadi 438. menyumbang kepada kesediaan anda?
Responden 1	439. Okay. Tadi dia sebut, saya ada sebut tentang resilience, kan. So, apa-apa yang 440. berlaku, saya akan hadap. Okay. So, itu apa yang akan berlaku insyaAllah dan apa 441. yang telah saya buat. So, apapun masalahnya, saya akan list down dulu, okay, apa 442. masalah sebenarnya. Oh, okay, klien tak cukup. Oh, okay, pihak sekolah ini belum 443. confirmkan. Okay, it's okay. So, saya akan complain. Oh, tak cukup. So, I need to 444. cari beberapa orang lagi. So, kalau sekolah postpone lagi, okay. Mungkin esok 9 445. pagi, saya akan call. So, semua itu ada penyusunan dan ada penyelesaian di sebelah. 446. Dan, in terms of daya tahan, saya mula-mula dia macam main-main, macam tagline 447. tersebut tetapi saya ada macam betul-betul tanamkan pemikiran itu which is kami 448. main-main masa dalam kelas, saya tak takut, okay. 449. Saya tak takut. So, bila kami dah selalu main apa-apa tentang excitement. So, benda 450. itu dah saya tidak langsung masuk ke dalam diri. Saya pun macam, oh, kita kena buat 451. ini-ini. Okay, saya tak takut. Kita nak intern. Okay, saya tak takut. So, benda itu 452. walaupun dia macam main tapi at the same time dia macam memberikan keyakinan 453. dalam saya, okay. Dan sifat peribadi yang diletakkan di sini juga kebolehsuaian. 454. Kebolehsuaian, berbalik lagi kepada topping, kalau diri saya sendiri, saya seorang 455. yang sangat-sangat-sangat-sangat lambat untuk beradaptasi di sesuatu tempat, okay. 456. Dalam dunia counselling itu sendiri, I think untuk saya betul-betul accept my friends, 457. macam, okay, this is my friend. Ini yang betul-betul kawan aku. Saya rasa tahun ke- 458. 3, okay. Tahun ke-3 second semester macam itu. So, sangat lambat. Lepas itu, tiba- 459. tiba dah year 4. Eh, habis dah. So, in terms of kebolehsuaian, sangat lambat tetapi 460. Alhamdulillah topping counselling itu ada. So, saya nak nampaklah beradaptasi itu 461. dengan baik tetapi insyaAllahlah semoga saya tidak tertukar topping. Itu sahaja. Tapi

	462.macam saya cakap tadi, apa yang dibintak oleh counselling, itu saya ada selagi 463.topping itu ada. Apa je yang counselling minta, benda itu ada dalam topping.
Pengkaji	464.So, semoga tidak tertukar dan semoga dapat dikekalkan. Itu sahaja. Okay, kita balik 465.kepada soalan yang seterusnya. Okay, bagaimanakah sumber institusi 466.mempengaruhi tahap kesediaan anda?
Responden 1	467. Okay, sumber institusi. Macam yang dalam contoh ini kan, modul. Kita orang dah 468. banyak, taklah banyak tapi satu, dua, berapa? Satu, dua, mungkin dalam tiga lah. 469. Tapi yang betul-betul dibuat ada dalam, eh empatlah empat, yang betul-betul dibuat 470. mungkin ada dalam dua atau tiga. Okay, macam contoh modul counselling dan 471. modul kerjaya. Benda itu memang kita buat dan kita betul-betul apply. So, bagi saya 472. sumber institusi itu dah, bukanlah lengkap tetapi banyak dan membantu saya untuk 473. bersedia untuk dunia internship selepas ini. So, contoh modul counselling tentang 474. something lah, emosi dan sebagainya. Mungkin kita tak apply whole activity tetapi 475. kalau kita buat aktiviti satu jam dengan pelajar, mungkin kita boleh ambil satu sub- 476. modul itu sahaja. So, bagi saya semua itu sangat membantu untuk saya menghadapi 477. dunia internship selepas ini. Macam saya cakap, saya belum buat detail list tentang 478. benda tersebut tetapi basically modul itu dah ada dalam simpanan dan it is already 479. compiled. So, bagi saya untuk sumber itu sangat membantu dan sangat berpengaruh. 480. Terutamanya modul lah. Dan mungkin satu lagi dari segi latihan, mungkin 481. kemahiran untuk kita deal dengan orang luar. So, kita setiap semester, kita mesti ada 482. assignment yang interview. Tak kiralah organisasi ataupun orang biasa, mesti ada 483. interview orang lain. So, bagi saya benda-benda tersebut sangat mempengaruhi tahap 484. kesediaan. So, macam mana kita nak, kemahiran itu ada, kita dah diajar dah 485. sebenarnya dari dulu kan macam mana nak tanya soalan, macam mana ini, ini, ini. 486. Bagi saya, latihan itu mempengaruhi tahap kesediaan adalah macam mana saya nak 487. prepare myself in terms of my feelings, maksudnya nervous. So, bagi saya latihan 488. itu mempengaruhi tahap kesediaan. Macam mana nak handle my nervousness 489. semasa berurusan dengan orang tersebut.
Pengkaji	490.Jadi, sumber institusi yang mempengaruhi tahap kesediaan anda adalah dari segi 491.modul praktikum dan latihan itu sendiri. Itu sahajakah?
Responden 1	492.Ya, betul. Sumber lain ya? Contoh lain ada tak ya. Sumber lain. Modul, latihan.

	493. Mungkin dari segi satu, dari segi cara buat kerja dalam kelaslah yang mempengaruhi 494. tahap kesediaan. Maksudnya, cara kita buat assignment, cara penulisan itu sendiri, 495. saya rasa itu pun mempengaruhi tahap kesediaan. So, maksudnya in terms of our 496. documentation, so benda itu akan di-apply dekat luar. Mungkin bukan directly, 497. bukan benda yang sama tetapi I learn how to do proper documentation selepas ini.
Pengkaji	498.Okay. Kita balik kepada soalan seterusnya.
Responden 1	499.Okay.
Pengkaji	500.Okay. Objektif yang keempat, soalan yang pertama, apakah strategi yang anda 501.gunakan untuk menguruskan tekanan dan beban semasa latihan?
Responden 1	502. Ooh. Okay. So, ini in terms of I, saya ceritakan apa yang telah saya buat dahulu. 503. Strategi untuk menguruskan tekanan. Apa? Okay, I stress, what did I do? Oh, okay. 504. Selalu yang menyebabkan tekanan adalah beban kerja itu sendiri. Okay, beban kerja 505. itu sendiri. So, macam yang saya sebut sebelum ini, apa yang saya buat, saya akan 506. buat list. Okay. Saya akan buat list. So, yang lain, bila saya buat list, saya buat kerja 507. itu. Bila dah siap, it's everyone. Oh, it's everyone. So, as simple as that, I don't go out 508. or anything, mungkin hari ini saya beli satu makanan, mungkin masa saya, saya beli 509. dua makanan, itu saja. Just as simple as that. Mungkin tak nampak pun sangat self- 510. reward itu berlaku, tetapi that's what I do lah. Sebab saya tak akan stop selagi benda 511. itu tak siap. Tak siap. So, bila dah siap, tak ada lah stres lagi kan. So, settle lah, 512. macam itu sahaja. Tetapi untuk uruskan tekanan selain daripada itu, mungkin I don't 513. go for jogging. Tak maaf sikit lah. Mungkin dengar lagu kot. Dengar lagu sambil 514. buat kerja, ataupun maybe kerja itu tiga kan, so I siapkan dua. So, mungkin one more 515. yang mungkin lebih banyak. So, okay, I stop for a while and I just rest and listen to 516. songs, macam itu. And main phone dan sebagainya, after sometimes, sebenarnya dah 517. siap dah. Okay, rest itu sebab ada masa lebih yang dah siap dua benda tadi. So, 518. macam malam baru buat kerja yang ketiga. So, I go for and sit, buat itu sajalah, 519. malam. So, and tak ada lah strategi khusus untuk kena keluar ini-ini. Sebab I need to 520. accept that belajar, belajar. Macam itu sahaja. Kena rationalise lah, rationalise yang 521. student dengan assignment. Benda itu memang dah berlaku. Kalau tak nak 522. assignment pun boleh belajar. Settle, settle, settle.

Pengkaji	523.So, adakah awak jenis yang siapkan kerja awal? Atau pun memilih untuk buat kerja 524.mengikut kepentingankah? Atau pun macam mana?
Responden 1	525.Awak maksudnya assignment?
Pengkaji	526.Hmm. Tak ada macam assignment ke ataupun macam awak sendiri yang 527.menjalankan jam practicum kan? So, mesti ada banyak kerja kan? So, macam mana 528.awak manage benda itu?
Responden 1	529.In terms of practicum, assignment. Assignment itu saya tak buat terlalu awal. 530. Walaupun ada persyarah yang dari minggu pertama dah ceritakan the details kan? 531. Dah bagi dokumen arahan itu semua. Tetapi saya pernah buat awal, hati suci dan 532. murni. Masa itu saya buat awal. Tetapi, dia tukar pula format. Saya pun macam, eh 533. ini. So, macam. Lepas itu saya tak nak buat awal yang terlalu awal. Paling awal saya 534. buat adalah one month before lah. Walaupun dia dah cerita dari week one. Tapi 535. benda itu dihantar week fourteen. Week sepuluh lah baru saya ajak kawan untuk 536. bincang. So, tapi kadang-kadang kalau busy dan sebagainya. Dan saya dah tahu 537. assignment itu kan walaupun saya tak buat lagi. Tapi saya dah baca dah arahannya. 538. So, okay. This is the simple one. So, mungkin saya buat two weeks before. Itu paling 539. singkat yang pernah saya buat lah. Two weeks before. So, mungkin masih awal juga 540. kot bagi orang lain. So, itulah. Two weeks before. Dan kalau in terms of practicum 541. pun, Alhamdulillah saya awal siapkan sebab Satu memang rezeki lah sebab kan kita 542. nak deal dengan human. So, kita tak dapat oh dia ni siap awal sebab hebat. Tak, 543. sebab saya rasa rezeki. So, daripada mana pun nak siapkan awal. Tapi kalau takde 544. client, macam mana nak buat? Macam mana nak siapkan? So, dan memang saya nak 545. siapkan awal. So, saya tak nak fikir lagi lah sebenarnya. Contoh sebab, lepas itu kan 546. title semua. So, just nak melupakan awal-awal itu. At least, adalah stop sekejap. 547. Barulah macam sambung balik lima tu sempat. So, saya dah habiskan bulan 12 lah 548. sebenarnya. Bulan awal. Counseling tu dah habislah bulan 12. Cuma just tak nak 549. post and anything. So, saya tak nak kawan lain rasa insecure. Itu sahaja. Cuma saya 550. nak siapkan, suka siapkan awal. Untuk benda yang dalam kawalan lah. Tapi kalau 551. assignment, saya serik sebab benda tu pernah ditukar. And I need to redo it. So, tak 552. nak lah macam tu.

Pengkaji	553.And apa lagi awak nak tambah?
Responden 1	554. Dan satu. Satu, yang siapkan kerja ikut kepentingan tadi, saya buat assignment ikut 555. tarikh lah, itu sahaja. Sebab kadang-kadang dia buat yang dia suka dulu, tak saya 556. buat ikut tarikh, itu sahaja. Sebab at the end of the day, kita nak elak itu daripada late 557. submission kan, so buat je lah ikut tarikh. Kalau tarikh tu sama pula, hari yang sama, 558. so saya akan buat gilir-gilir, saya akan buat ini separuh. So, berusaha buat lah. Saya 559. tak nak buat ini full terus, nanti yang ni dah tertinggal jauh. So, saya buat separuh- 560. separuh macam tu. Itu je lah kot.
Pengkaji	561.Okay, kita balik kepada soalan ni seterusnya. Bagaimanakah anda mendengar ni 562.perasaan tidak mencukupi atau keraguan diri ketika membuat persediaan untuk 563.amalan profesional?
Responden 1	564. Okay, perasaan ni, menangani ni perasaan. Kalau ikut on paper, insyaAllah dah 565. cukup kan. Pensyarah dah ajar dah, kalau setakat nak pergi intern lah, bukan nak 566. pergi kerja. Yang betul-betul. Maksudnya kalau setakat kan nak pergi intern, 567. insyaAllah cukup berdasarkan apa yang dia ajar dan sebagainya. Dan kita sendiri 568. pun kena lah cari ilmu teori-teori latest tadi kan. Kena cari sendiri, effort kita sendiri. 569. Cuma ni perasaan tidak mencukupi atau keraguan diri tu, itu tetap ada. Saya selalu 570. macam tu fikir, macam mana kalau klien ni macam ni, macam mana kalau aku tak 571. pandai handle, macam mana kalau cikgu ni tak nak aku buat sesi dia dekat sini dan 572. sebagainya. Tetapi, bagi saya, saya selalu macam ni, saya setkan daripada saya, kau 573. buat dulu, apa-apa jadi nanti kau fikir. Itu sahaja. So, maksudnya, I just plan approach 574. cikgu. Kalau cikgu cakap ini tak boleh, tak boleh, it's okay. I will figure out on other 575. method lah. So, saya buat sahaja dulu sebab kita tak akan tahu apa yang berlaku. 576. Tapi keraguan tu saya tak akan boleh deny, benda tu tak akan hilang. Saya sentiasa 577. akan meragukan, macam mana kalau aku tak pandai, macam mana, macam mana, 578. macam mana, macam mana tu sentiasa akan berlaku. But, I try to ignore it. So, saya 579. macam balik kepada tadi yang term saya tak takut. Alhamdulillah, saya tak takut. 580. Sebab, bagi saya yang sekarang, yang mendorong sebab saya nak habisnya. Saya nak 581. habis dan saya tahu benda tu adalah tahun ini. Itu sahaja. Kalau nak kira takut, saya 582. rasa sampai bila-bila saya tak boleh pergi intern sebab sentiasa takut. Saya macam, 583. oh tak ready lah, tak ready lah, tak ready lah, memang tak ready. Memang takut

	584.sebab saya nak deal dengan orang betul-betul dekat luar, nak deal dengan pihak yang 585.berpangkat dalam organisasi. Memang takut. Alhamdulillah, yang penting aku nak 586.habis. Itulah yang saya fikirkan lah, just nak habis on time.
Pengkaji	587.Okay, kita balik kepada soalnya seterusnya. Adakah terdapat sistem sokongan 588.tertentu yang membantu anda menghadapi cabaran?
Responden 1	589.Okay. Sistem sokongan. Bagi saya satu, kita akan tanya kawan lah kalau kita tak 590.tahu kan. Tetapi saya tak akan tanya satu pihak lah. Walaupun contoh kawan ni 591.ramailah, kawan kita satu grup. Saya tak akan tanya satu pihak sahaja. Mesti jawapan 592.sama je kan, satu pihak. So, saya akan tanya from the other groups. Okay, how you 593.do this? Mungkin at least saya ada lebih daripada satu pandangan. Dan kalau 594.selalunya juga, saya prefer untuk tanya persyarah itu sendiri. Kalau ada cabaran apa 595.semua itulah. Sebab saya rasa itu yang terpalang soailah untuk jawapan- 596.jawapannya. Dan untuk sistem sokongan macam Rakan Sebayar, saya akan share 597.dengan mereka apa yang saya rasa, apa yang saya hadapi. Tetapi selalunya, benda 598.itu dah settle baru saya akan cerita. Itu yang berlaku. Bukan masalah berlaku, tolong 599.mi macam ni tak. Selalunya, benda itu dah settle, dah settle baru saya cerita. Tahu 600.tak, hari itu kan, aku ini, ini, ini. Just to share what happened, just to share my 601.feelings. Itu sahaja. Sebab, selalunya kalau saya ada cabaran ataupun ada masalah, 602.ataupun ada benda yang saya tak suka, yang mencabarlah. Benda yang buat kita 603.tak selesa, saya tak akan cerita kepada masa itu. Sebab, benda itu lagi akan trigger 604.my feelings yang benda itu betul-betul mencabar, benda itu betul-betul susah. So, itu 605.yang berlaku. So, macam contoh marah sekalipun, saya tak akan cerita masa tengah 606.marah. So, nanti saya macam, oh saya betul-betul marah. Benda itu, oh kau marah 607.lah. So, dia makin membuatkan saya marah. So, dah settle pun baru saya akan 608.ceritakan. So, itu apa yang boleh saya cakap. Tetapi, in terms of sokongan itu, siapa 609.orang itu rakan Sebayar lah. Okay, rakan Sebayar. Kalau perkhidmatan kaunseling, 610.since coming year 4, we don't have senior kan masa itu. So, saya tak adalah dapatkan 611.perkhidmatan itu lagi. So, kalau nak betul-betul pergi for session yang berbayar, 612.taklah sampai ke situ sebab saya rasa saya tak adalah sampai nak perlu perkhidmatan 613.yang khusus itu. Cuma, kalau ada kaunselor pelatih, saya okay je nak share isu itu 614.dengan kaunselor pelatih sebab kita boleh share dengan selamat dan diorang pun at

	615.the same time boleh bagi reflection ataupun suggestion yang baik sebenarnya dengan 616.perkhidmatan. Tapi untuk masa sekarang, rakan sebaya lah sistem sokongan untuk 617.membantu cabaran. Cuma, yang dia menyokong itu, selepas itu baru saya dapatkan 618.sokongan bila dah habis. So, I don't know how it happen tapi itulah yang berlaku.
Pengkaji	619.Okay, kita balik kepada soalan seterusnya.
Responden 1	620.Okay.
Pengkaji	621.Apakah strategi yang anda gunakan untuk kekal teratur dalam mengimbangi tugas 622.akademik dan latihan praktikal?
Responden 1	623.Strategi yang anda gunakan? Oh, okay. Untuk kekal teratur. Berbalik kepada 624.jawapan tadi, saya akan buat list dan saya akan letak target. So, setiap semester kita 625. akan ada assignment. Kita akan ada dalam enam subjek. Satu subjek ada dalam tiga 626.assignment. Tiga assignment, ada 18. So, berbalik kepada ikut tarikh tadi. Oh, ini 627.bila nak hantar, ini bila nak hantar, ini bila nak hantar. So, selalunya awal-awal sem, 628.tak banyak lagi assignment yang dihantar. Lagi-lagi dah tahun ketiga, kebanyakan 629.dekat hujung. Ataupun sebelum midterm baru nak hantar dan sebagainya. So, 630.bagaimana saya nak mengimbangi dengan praktikam itu? Saya settlekan praktikam 631.itu dululah. Saya akan cepat-cepat cari klien di awal semester. Saya akan buat sesi. 632.So, bila sesi itu dah sesi keempat, sesi kelima, masa itu baru kita akan start hantar 633.assignment. Tapi sesi masa itu dah cool down, dah hujung-hujung, dah nak wrap up 634.session. So, dia akan di-organise untuk itulah. Habis assignment pun baru nak start 635.hantar. Masa itulah. Bukankah masa itu boleh lagi cari klien masa semester sebelum? 636.Sebelum. But, this semester pun banyak juga sebenarnya klien. Saya rasa saya ada 637.klien individu semester ini ada 6 klien. Padahal tadi kan 2 klien satu semester, 2 638.klien, 3 klien. Tapi semester ini pun double, triple daripada bilangan biasa. So, how 639.I handle the situation berbalik kepada yang tadi, saya dah cari awal So, itulah dia dah 640.settle dalam minggu ke 10 lah kiranya kan, minggu ke 10. So, saya dah cari awal 641.supaya nanti hujung-hujung dah busy assignment, saya dah tak ada sesi lagi dah. 642.Okay. Tapi ada lah yang kita ada assignment dan kita ada sesi. So, apa yang saya 643.buat masa itu, balik lagi buat list. So, maksudnya list itu memang ada bercampur. 644.Maksudnya, malam itu saya nak buat apa. So, contoh pagi itu saya ada, kan kita cari

	645. masa free untuk buat sesion. So, contoh hari Jumaat Jumaat saya free. So, pagi itu 646. saya buat sesion dengan klien ini, ini, ini. So, malam itu saya dah letakkan buat report 647. sesi lima klien tiga. Lepas itu, siapkan assignment satu. Draft or anything lah. So, 648. benda itu bercampur. Ada je dalam to-do list saya dia bercampur. Practical, muka 649. assignment, semua itu ada. Cuma saya, tapi lebih kepada kita kena ingatlah Oh, aku 650. ada sesion. Okay, tulis. Oh, aku buat ini lah. Oh, aku ada assignment. Yang dah 651. dibincang dengan kau. Okay, tulis. So, benda itu just mix up lah dalam assignment 652. dan practical. Siapkan sesion. Benda itu diselitkan lah. Diselitkan. Cuma kena pandai 653. cari masa kosong lah. Tapi macam mana kita nak seimbangkan dua-dua itu So, dia 654. macam pelajar lain kan focus assignment kan. Kita ada practical dan kita ada 655. assignment. So, dia macam double kan. Double. Macam mana saya seimbangkan, 656. macam mana saya seimbangkan selain saya buat list mungkin in terms of pengurusan 657. masa lah. Yes. Pengurusan masa. Maksudnya yes, assignment macam ni. Macam 658. mana saya seimbangkan selalunya saya dah letakkan hari biasa. Saya tak ingat 659. macam mana data balik ke? Hujung minggu. Hujung minggu buat sesi ke? Okay, 660. betul. Hari biasa, weekdays, Islam hingga Jumaat, saya lebih banyak fokus buat 661. assignment. Macam tu. So, weekend, saya hanya fokus buat report. Yes. So, itu apa 662. yang berlaku. Macam mana saya seimbangkan. So, apa-apa assignment semua kan, 663. benda tu dibuat semasa Isl hingga Jumaat dan masa enam klien tu kan ramai kan. So, 664. bila enam klien ada yang macam, pada satu masa tu saya ada dua ke tiga klien. So, 665. masa tu lah saya akan terpaksa macam perlu, kalau satu klien je settle, dah satu hari 666. tu tapi macam dia ramai sangat. So, I need to bawa dia ke hujung minggu. So, itu 667. apa yang berlaku. Hari biasa buat assignment, hujung minggu buat report costly. 668. Tapi biasalah ada pelanggaran sedikit. So, mungkin assignment dibawa juga ke 669. hujung minggu. Tapi it's better to do the report directly lah. Habis sesi, buat terus. 670. Itu lebih mudah. Tak tangguh dan laporan tu fresh. So, kita masih ingat isu tersebut. 671. Tapi selalunya saya akan buat hujung minggu lah. So, hari biasa saya nak fokus 672. siapkan assignment tu sendiri. Macam tu. That's what happens.
Pengkaji	673. Okay, kita berada kepada soalan seterusnya. Soalan terakhir. Bagaimanakah 674. gabungan strategi fizikal dan psikologi membantu dalam pengurusan tekanan jaga 675. panjang serta persiapan kejayaan secara keseluruhan?

Responden 1	676.Okay. Strategi fizikal ni apa maksudnya? Ada contoh?
Pengkaji	677.Contohnya macam yang pernah saya interview sebelum ni, ada yang macam 678.bersukan sebab dia nak lari daripada tekanan untuk buat assignment and also buat 679.report. Macam tu. Tak semestinya bersukan. Mungkin ada yang beritahu dia orang 680.just keluar daripada bilik berjalan-jalan. Macam tu je.
Responden 1	681. Okay. Strategi fizikal. Okay, I go with psikologi first lah. Okay. Pengurusan tekanan 682. jaga panjang. Okay. Pelajar dan sebagai pelajar kaunseling. Macam saya cakap tadi, 683. dia double tugasan. Assignment jalan macam pelajar lain tetapi kita perlu buat sesi 684. juga. Saya sama. Okay. Dalam persiapan kejayaan in terms of psikologi. Okay. Saya 685. berpegang kepada teori REBT. Okay. Rational punya part lah. So, itu apa yang saya 686. pegang. Maksudnya, saya sentiasa rationalisakan diri saya. Saya akan rasa tertekan. 687. I need to accept the feeling. I need to accept this situation yang itu tertekan. So, bagi 688. saya, kita adalah apa yang kita fikir. Saya sentiasa sebut benda tu. So, masalah itu 689. tetap akan berlaku. So, apa yang kita buat sebagai orang yang ada akal, just susun 690. lah. Macam saya cakap, saya buat list. So, saya just susun masalah tu. Macam mana 691. saya nak settlekan benda ni satu-satu? Yang mana lebih penting? Yang ini yang lebih 692. mendesak. Okay, kita settle ini dulu. Saya nomborkan. Itu saja. I rationalise myself 693. lah. Sebab manusia kalau tak ada tekanan, nak habis lah. Macam tu. Dunia lagi. So, 694. that's what happen. Lebih kepada rationalise myself in terms of psikologi. Kalau in 695. terms of strategy physical. Okay. Saya tak keluar. Okay. Saya tak keluar. Kalau dekat 696. UNIMAS, kalau saya tak balik rumah, sebulan-sebulan lah saya dekat UNIMAS. 697. Cumanya, senang. Tak adalah. Tak pernah. Maaf sikit. Tapi, saya rasa saya balik 698. rumah first. Itu apa saya buat. So, macam saya cakap, saya perlukan support system. 699. So, sebab saya belajar dekat kan. Itu apa yang berlaku. So, maksudnya, saya balik 700. semester ni, kita ada 14 minggu. Saya rasa saya balik mungkin 10 kali kot. Sepanjang 701. 14 minggu itu. So, saya just balik rumah. Duduk dekat rumah dengan family. 702. Assignment pun saya tak banyak. Sebab saya tahu dekat rumah tak fokus sangat kan. 703. So, balik rumah dengan family. Settle-settle-settle. Ahad tu balik lagi. So, kuat kerja 704. lagi. So, untuk kaitan fizikal dengan gabungan dengan psikologi ni, saya rasa saya 705. quality time lah eh. Quality time with family. And, in terms of psikologi tu, saya 706. rationalize myself. Itu je. So, Maira nak ada penjelasan lagi. Boleh tanyalah

Pengkaji	677.Setakat ni macam tak ada sebab dah jelas. Sebab saya tengok, saya dengar macam 678.awak jenis yang lebih kepada psikologi lah. Yang merupakan salah satu strategi 679.paling kuat dalam diri awak.
Responden 1	680.Betul.
Pengkaji	681.Okay, kita dah di penghujung untuk temuduga. Itu sahaja dan terima kasih sekali lagi 682.sebab sudi menjadi salah satu respondent untuk kajian saya.
Responden 1	683.Alhamdulillah. Okay, sama-sama. Thank you for choosing me as your respondent.
Pengkaji	684.Okay, thank you.

Yang Benar,

Pengesahan Responden 6