

## **Urdu translation and adaptation of Career Maturity Inventory-Attitude Scale for high school students of Pakistan**

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Present study was designed to translate and adapt career maturity Inventory-Attitude scale in Urdu language for high school students. As the scale was available in English language which is widely less understandable in Pakistani government schools so it was decided to translate the attitude scale in our national Language-Urdu. For this sake panel of experts was arranged in which included psychologists, English linguists' and language translators. Based on their recommendations and thorough literature review forward translation was done which leads to backward translation and pilot testing. Final scale was further standardized through statistical procedures. Findings showed that this scale to be good enough ( $r=.78$ ) to use on Pakistani sample and for this research. Now the Pakistani youth is better able to accurately respond on carrier maturity-attitude measure.

*Keywords:* Career Maturity Inventory-Attitude, Translation, Adaptation, High School Students

In any culture adolescents are viewed as their upcoming future. Especially in Pakistan where we have nearly 30% youth (aged between 15-29 years) which shows the largest population of youth ever noticed in our history of Pakistan as per National Human Development Report (NHDR) launched by United Nations Development Program (UNDP; APP, 2018). It is known that adolescent period is characterized by many biological changes which not only effect the bodily changes but also relate with their social and school adjustment. If not dealt appropriately these changes make them vulnerable to choose inappropriate educational and career paths. If assisted in a timely manner they can take mature career decisions at school and in future life (Bang, 2016).

Career maturity is generally one's ability to take career appropriate decisions. This decision-making skill is not limited to occupational choices but starts from the school where students have to make correct subject selections. Long back after industrial revolution and market competition, the need to have mature youth in respect of their careers was felt more than ever. This need was first addressed by Super (1990) who done extraordinary work in the field of career and occupational development. In early 1950's he specifically focused at career maturity and its links to different work and life related variables. From that time till today career maturity is extensively tested, extended, and improved. He emphasized that career maturity is the degree to which a person is capable of making personal career decisions independently without any external influences and it is his adaptability to take on the developmental tasks related to his age.

Super et al (1963) mentioned that career maturity has five dimensions which are planfulness, exploration, information gathering, decision making, and reality orientation. Further Crites (1971) introduced a career maturity model that consists of two dimensions including affective and cognitive. The cognitive dimension includes career decision-making skills, while the affective dimension includes attitudes toward career development. For him attitudes are

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dispositional response tendencies that are different from abilities and interests, whereas Healy, O'Shea, and Crook (1985) viewed attitudes as expectations that influence the interpretation of career events and affect the accomplishment of career development tasks. These attitudes can be assessed and are considered a valid index of an individual's career maturity (Levinson, et al., 2011).

When career maturity is viewed in relation to student's performance at school and in the work field then those students who has better career related maturity will show enhanced proficiency to cater the challenges appear with different stages of school and work life (Savickas, 1999). The students who have high level of career maturity are able to attain a successful and satisfying career because they are more knowledgeable about the decision-making process. They have the ability to consider and evaluate different career choices and can relate their present behavior to future goals. Highly career-oriented students are committed to make a career choice according to the demands of reality (Powell & Luzzo, 1998).

Literature also states that career maturity is effective to be utilized for indicating the extent of development and the degree achieved on the continuum of the professional progression commencing from exploration stage to decline. The amount of career maturity predicted through the ratio of professional maturity corresponds to a specific chronological age. It would indicate if the professional growth of a person reciprocates his age. It also embraces a fine knowledge of due requirements essential for making a career decision, together with the understanding whether the selected choice (career) is practical and consistent with the prevalent times (Super, et al., 1963). In a nutshell career maturity is the pinnacle of someone's career. There is probability of an individual possibly having numerous apex points or none at all (Alam, 2013). Similar kind of results found in A study done by Busacca and Taber (2002) which shows that high scoring partakers in CMIR attitudes have been found better equipped to make intelligent and fitting professional preferences. At the same time gender differences have proven females high on career maturity than males.

Regarding career maturity assessment numerous instruments are available like Career Development Inventory (Super, et al., 1990), the Adult Career Concerns Inventory, the Assessment of Career Decision Making (Buck & Daniels, 1985; Harren, 1979), the Career Beliefs Inventory (Krumboltz, 1994), and the Career Decision Scale (Osipow & Schweikert, 1981).

Among all, the Career Maturity Inventory (Crites, 1973) is most reliable and is widely in use. Previously it was named as Vocational Development Inventory which was developed in 1973 based on John Crites' 12 years of vocational development research. Further a revision was developed and published by Crites in 1978. In order to make the inventory more practicable for career related programs in particular and for the overall practice of career selection in general, Crites and Savickas revised it again. This attempt had proven to be more at the practical than academic one (Crites & Savickas, 1996). With the passage of time certain glitches have been pointed out by the users in 1978 edition of the CMI, like it takes long time duration to administer and not very helpful for high school students and for employed individuals. Its subscales were not suitable for giving right career suggestions to the participants. It has a limited response options in counseling interventions along with incomplete scoring options (Savickas, 1999). Further revised edition of CMI (1995) cater all the limitations of the prior version of the scale and make it suitable for larger group of the population.

This inventory was also used in different Asian cultures along with different variables which proved to be a great tool to measure career maturity in different age groups effectively. When used on Asian American students, Fukunaga (1999) argued that Asian students place more emphasis on the prestige and high-income level of any profession rather than best match with their personality. Hardin, et al (2006) also noted the cultural difference found between Asian and American students on the career maturity inventory and they found that both groups use different approaches to the career maturity process. Similarly, a study conducted on Indian adolescents Palit and Neogi (2015) found that parents' affection and security had significant contribution towards the career maturity of the adolescents.

Although literature shows the effectiveness of this inventory in different cultures but its translation and adaptation are required especially with the age group that has less formal education like adolescents. Previously we were bound to use this scale in just English form and to the well-educated participants only. As in Pakistan we had Urdu as a National language which is understandable to every adolescent or younger at even school level so the need is aroused to translate and adapt the career maturity inventory-attitude scale in Urdu. This endeavor will not only make the scale more effective but also accessible to every participant come in the measurement range of this inventory. According to Crites and Savickas (1996) CMI-R is appropriate to use in counseling sessions and in career development programs. This inventory is equally applicable to younger and older age groups as well as appropriate for both male and female genders. This career maturity inventory is highly reliable and valid measure (Busacca & Taber, 2002).

For this study our objective was to translate and adapt the revised Career Maturity Inventory-Attitude Scale for the sample of matric students. As Urdu is the national language and every student is comfortable to understand and respond in it, and English being foreign language is less understandable, therefore it was decided to translate the scale in Urdu, as well as cultural adaptations were done, where required, after taking feedback from the students and experts. Secondly our sample belongs to middle and lower middle class and enrolled in government schools therefore it was ensured to give them Urdu version of the scale in order to obtain their true responses.

### **Method**

The current study is based on the translation and adaptation of Career Maturity Inventory-Attitude Scale as per the indigenous culture.

### **Measures**

As per the objective of the current study Career Maturity Inventory –Revised (CMI-R) was used (Crites & Savickas, 1996). The inventory has 25 items for Attitude Scale (score range 1-25) and 25 items for competence scale (score range 1-25). In the present research only attitude scale was used. Items of modified edition have Likert scale ranging from *Agree* to *Disagree* response format. CMIR is suitable for high school students and for postsecondary adults. Its items are devoid of racial or gender partialities.

The attitude part of the inventory consist of decisiveness, involvement (extent to which individual is actively participating in the process of making a choice), independence (extent to which individual relies upon others in the choice of an occupation), orientation (extent to which

individual is task or pleasure-oriented in his attitudes toward work and the values he places upon work) and compromise and competence of the respondents in terms of self-appraisal, occupational information, goal selection, planning and problem solving (Crites, 1973).

The attitude scale studies respondents' attitudes toward decision making such as decisiveness, involvement, independence, orientation, and compromise (Busacca & Taber, 2002). It is based on 25 different statements whose scores range from 0 to 25, where 0 indicates no maturity and 25 shows full maturity in right career selection process. It is two-point rating scales that range from agree or disagree and marked as 0 or 1. One point is awarded to the answer that showed more career maturity (Powell & Luzzo, 1998). Higher scores on the scale show that respondents have highly developed attitudes toward career decisions.

Scores on the attitude scale can be interpreted as the respondents who scored above 20 are better equipped with career decision making skills while those who scored from 16-19 are taken as progressing at an ordinary rate whereas the participants who scored 15 and below are not ready to make career selection independently and need to be the part of career exploration programs.

### **Participants and Procedure**

Waters et al (2006) highly recommended backward translation method of test translation was used in this research. In order to start the procedure of translation and adaptation, first permission was taken from the school administration and sample was approached after their willingness to take part in the study. Further the procedure was done in these steps:

#### ***Formulation of the Expert Panel***

Six experts were contacted for translation and adaptation process, in which included Psychologists holding PhD in Psychology, English Linguists and professional language translators. Objective of this part of study was conveyed to them in detail and their consent was taken.

#### ***Step 1: Forward Translation***

In forward translation, the scale was given to the three trained and qualified translators who were proficient in Urdu and English language as well as have good experience regarding test development. Two of them were PhD Psychology students while the other was lecturer from English department. They translated the English version of career maturity inventory-attitude scale into the Urdu language.

#### ***Step 2: reconciliation of items***

Three Urdu translated versions of the scale were critically evaluated by the two Professors of Psychology whose feedback and suggestions were incorporated into the first draft. In order to make the final Urdu version of the scale, items that were recommended by the experts were chosen and incorporated that were based on conceptual and theoretical equivalence of the original scale.

#### ***Step3: Backward Translation***

In the backward translation Urdu translated scale was back translated in to English language without seeing the original English version of the scale. After back translation, this

draft was compared with the original scale and any mismatches, confusions or any other judgments were noted by the panel of psychologists and revisions were made where they were necessary. Few modifications and rephrasing were suggested by the experts that were done. This draft was again cross checked by language and subject specialists for any mistake and final draft was made for pilot testing.

### ***Step 5: Pilot Testing***

This step was planned to adapt the test. With the help of volunteered participants Pilot testing was done who completed the Urdu version of the career maturity inventory-attitude scale. Feedback was taken regarding items difficulty, language clarity and content of the items. Scales were reviewed again with the help of experts and psychometric properties were assessed.

For pilot testing of the draft, 150 matric students (80 girls and 70 boys) participated. This sample was randomly selected from diverse areas of Rawalpindi and Islamabad (Pakistan) and proper informed consent was taken. Permission was also taken from their schools. The sample's age range was from 13 to 19 years. After taking the consent participants were communicated about the purpose of study, their role and ensured for their confidentiality. Copies of translated versions of scale were distributed; their feedback was taken orally and noted at the paper on the spot regarding item difficulty or any other observation about the scale.

Based on participants recommendations, words like طلب was replaced with ضروریات in the item no 17 of the Urdu version of the scale. Similarly, کام was replaced with پیشہ in the item no 21 of the scale as it was more understandable to the participants. Remaining items were well understood by all the respondents. Participants also shared their personnel information which was required for the research. After completing the whole procedure, all of them were thanked for their participation and support.

## **Results and Discussion**

In order to check the reliability, final corrected version of the scale was administered on the sample of 300 (180 girls & 120 boys) high school students. All other descriptions of the sample were same as given above for the sample of pilot testing. After data collection, reliability coefficient was computed through SPSS and found to be good enough ( $r=.78$ ) to use on Pakistani sample and for this research. Moreover, Girls performed better ( $M = 16.76$ ;  $SD=4.44$ ) and had high career maturity than boys ( $M = 14$ ;  $SD=3.24$ ).

Along with industrial revolution and market competition, the need to have mature youth in respect of their careers was felt more than ever. At this age of 21<sup>st</sup> century youth should be smart and best fit with latest requirements of their professions. Especially Pakistani youth is required to be assessed on the latest parameters which ensure their level of career maturity and where they lie on these assessments, as the career maturity is an individual's capability to make well-informed career related decisions matching the requirements of prevailing times and readiness to confront career development tasks' (Savickas, 1999). One such effort is to translate and adapt the globally well-known and highly reliable and valid measure of career maturity inventory. Results of the Busacca and Taber (2002) also showed that the high scoring participants in CMIR attitude scale have been found better equipped to make intelligent and fitting professional preferences.

This study was planned to translate and adapt the career maturity inventory-attitude scale on the Pakistani sample. It was required to translate the scale into Urdu as it is the main and widely understood language of our country. Translation and adaptation was done in 5 steps where experts recommendations helped to review the each step and correct it where required.

Final Urdu translated and adapted scale was presented to the sample of students who read it thoroughly and gave their recommendations. Each suggestion was incorporated after expert's approval and final version was checked for its reliability estimate. Alpha reliability was calculated on the final version of the scale which is found to be satisfactory ( $r=.78$ ), as Plummer and Tanis (2015) also stated that the alpha reliability range from .58 to .97 is considered as satisfactory. Cronbach alpha is calculated in the study as a measure of internal consistency which states that how closely relates the set of items as a group, that make any test reliable. High reliability score on the Urdu translated and adapted version of career maturity inventory-attitude scale shows that the items in the scale are highly related and measures which it intends to measure over time.

### Conclusion

The purpose of this study was to adapt and translate the career maturity inventory-attitude scale on the sample of Pakistani adolescents. For this sake expert panel was formulated, forward and back ward translation was done and pilot testing was carried on the sample of 150 matric students. Through basic statistics, reliability testing and experts' recommendations final version of the scale was prepared. This adaptation and translation will be helpful for the accurate and reliable testing of career maturity inventory-attitude scale for Pakistani adolescents.

### Limitations and implication

This research has few limitations which should be in consideration for future studies. Sample should be taken from different cities of Pakistan which will make the study more generalizable to the population. This research lacks the validation part of the scale, convergent and divergent validity should be found out in the next researches. This study is very useful for research purpose and students can confidently use this scale in our indigenous settings. This scale will be helpful for organizations to measure career related attitudes of the new employees at the entry or promotion level.

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