

**PRACTICE AND CHALLENGES OF COUNSELLING TRAINING IN
ETHIOPIAN UNIVERSITIES**

by

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DECLARATION

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ACRONYMS

ACA- American Counselling Association

ACES-Association for Counsellor Education and Supervision

ANOVA- Analysis of Variance

APA- American Psychological Association

BPS- British Psychological Society

CACREP- Council for Accreditation of Counselling and Related Educational Programs

CASES- Counsellor Activity Self-Efficacy Scales

CCS-R- The Counsellor Competencies Scale-Revised

CEDEFOP- European Centre for the Development of Vocational Training

COSE-Counselling Self-Estimate

CSE- Counselling Self-efficacy

DBU- Debre Berhan University

DSM – Diagnostic Statistical Manual

ELGPN - European Lifelong Guidance Policy Network

FYA- Foundation for Young Australians

HPCSA-Health professions Council of South Africa

ICT- Information and Communication Technology

IDM- Integrated Developmental Model

IGC- Institute of Guidance Counsellor

ITC- International Test Commission

MOSHEE- Ministry of Science and Higher Education of Ethiopia

NICE- Network for Innovation in Career Guidance and Counselling in Europe

SPSS- Statistical Package for the Social Sciences

TK- Tukey Kramer

ABSTRACT

The purpose of this study was to examine practice and challenges of counselling training in Ethiopian public universities. A mixed methods descriptive survey research design involving mainly a quantitative approach was used to examine personal and environmental factors that challenged counselling training and competence. The participants were all 108 master's degree counselling psychology trainees (1st year = 60; 2nd year = 48; Male= 82 & Female= 26) of Addis Ababa, Dilla and Jimma Universities which were purposefully included in the study. Cohen-Palmer enneagram inventory, and Larson et al. counselling self-estimate inventory, Lambie et al. Counselling competence scale, and environmental challenge scale were used to test factors affect counselling training. In the study five hypotheses were formulated to test if (1) second year trainee counsellors demonstrated higher counselling self-efficacy than first year trainee counselors; (2) there was a significant correlation among trainee counsellors' personality, self-efficacy, counselling competence, and environmental challenges affecting their training; (3) there was a significant enneagram personality type variation among trainee counsellors in terms of their year of study level and gender; (4) there was a significant counselling self-efficacy difference among trainee counsellors in line with on university affiliation and gender; and (5) enneagram personality and counselling self-efficacy predicted trainee counsellors' counselling competence. The descriptive and inferential statistical analyses were used for the interpretation of the collected data. The results indicated statistically significant differences regarding counselling self-efficacy and enneagram personality type among trainee counsellors based on their year of study level, university affiliation, and gender respectively. The correlation result revealed that there was association among self-efficacy, environmental factors and counselling competence. The correlation findings are supported by the qualitative analysis of curriculum and practicum documents. Regression analysis of beta coefficient also indicated that counselling self- efficacy ($r^2 = .311$, $\beta = .538$, $P = 0.000$) had a significantly positive influence on counselling competence. Bandura © reciprocal determinism is used to make sense of the result. Based on the results, it was recommended that universities need to assess new trainee counsellors' enneagram personality type and counselling self-efficacy, and to exert efforts to help trainee counsellors overcome environmental challenges related to their counselling competence.

Keywords: Counselling practices, challenges, trainee counsellors, universities, Ethiopia

CHAPTER ONE INTRODUCTION

Helping profession is a line of work that helps people to get better in their physical, psychological, and religious well-being. Such profession includes medicine, nursing, psychotherapy, counselling psychology, social work, and other related education disciplines (Himelein, 1999). Counselling psychology is one of the academic programmes, which has been offered at the Masters of Arts degree level at Addis Ababa University, Jimma University, and Dilla University, Ethiopia, since 2006, 2014, and 2017, respectively. The programme aims to train new trainee counsellors in guidance and counselling psychology and to enable them to provide psychotherapy, career development, emotional and social support services in a various work settings. In light of this, the study intends to examine the practice and challenges of counselling training in Ethiopian public Universities. The chapter describes the study background, problem statement, research hypothesis, aims, significance, and scope, conceptual and operational definition of terms, and the organisation of the study.

1.1 Background

A trainee counsellor is a student who is practicing counselling to get practical knowledge in the field of counselling psychology during the training (Willey & Andrew, 2011; Cross & Watts, 2002). This practical knowledge is acquired as a result of interaction in the classroom or during placement in practicum and internship (Cross & Watts, 2002). Thus, trainee counsellors can acquire both basic science and practice of counselling psychology which they then apply in a various work settings (Eilström & Kock, 2008).

It has been noted that, as of the year 1945, the integration of counselling as a science and its practice appeared to be the concern of Division 17 of the American Psychological Association (APA) (Munley, Duncan, Mc Donnel & Sauer, 2004). Accordingly, APA gave a mandate to universities and colleges which are mentioned as responsible institutions to develop curriculum and deliver appropriate counselling training (Watkins, 1993).

The absence of a similar curriculum and training in counselling psychology is regarded as a major challenge across graduates of the world (Amundson, 2013). For example, Munley et al., (2004) stated that targets of emphasis on and training in counselling are the most key difference among the Westerners. It is further noted that in the United States of America the core emphasis was directed to vocation and psychometric while in the United Kingdom the emphasis was on psychotherapy.

On the other hand, countries in the Eastern part of the world, for example, China, and India accept and use counselling psychology based on their context (Duan et al., 2015; Duan et al., 2011). Therefore, it can be seen that there is an incongruity between the Western and Eastern world, and even between Western countries as stated above, in terms of emphasis on counselling psychology training. Evolutionary developments in counselling practice in some countries in the world are described below.

In the United States of America, the current practice in counselling psychology passed through various developments. For example, there were scholarly debates and arguments in different conferences, which contributed to fix the roles and responsibilities given to accredited counselling psychologists (Munley et al., 2004). Additional courses (with emphasis on counselling theories, multicultural concepts & research) and internship programmes were incorporated in counselling training as a result of scholarly discussions. Such development was intended to produce effective graduates in providing counselling services (Munley et al., 2004).

To trace the development in counselling psychology training in general and trainee preparation in counselling psychology in particular, Goodyear et al. (2016) conducted a survey research study focusing on six countries viz; the United States of America, the United Kingdom, South Korea, Canada, Australia & New Zealand. The findings indicate that trainee counsellor preparation for counselling career was similar in all the six countries; however, variations were observed in the countries in terms of their national policy and accreditation of counselling training. In this regard, details are provided.

Canada, for example, has its national policy of counselling education and the Regional States have the responsibility to issue regulations and directives pertinent to counselling training programmes (Bedi, Sinacore & Chirstiani, 2016). It is expressed that the Federal government does not have direct involvement in the counselling training programmes, but the Regional States have the authority in the development of counselling curriculum and standards of counselling training. In Canada, counsellor education is offered both at the Master and PhD levels. The M.A training is provided through a course-based qualification, or both a course and research-based qualification. Internship and practicum programmes are identified as required by the courses. This helps trainee counsellors develop practical skills to be effective counselling psychologists and educators with regard to delivering counselling services using face-to-face and online counselling modalities.

Furthermore, the counselling training programme in Canada is made accessible to trainees through online and traditional classroom-based modalities, and the number of graduates from online counsellor education is more than the traditional classroom-based training (Young, 2013; Lalande, 2004). It is also indicated that there is a problem with the Canadian counselling training programme in that it is challenged by the inadequacy of face-to-face trained counsellors (Young, 2013; Lalande, 2004).

The United Kingdom (UK), like Canada and the United States of America, has a similar historical development in counselling psychology training (Nielson & Nicolas, 2016). However, there is a different policy in counselling training in UK that authority is vested in the British Psychological Society (BPS) to accredit the counselling programme at the national level. Since 1909, the Society has had national responsibility for the development, promotion, and application of counselling throughout the UK. This authoritative duty is enforced at the national level to benefit the public and promote the efficiency and usefulness of its members by maintaining a high standard of professional education and knowledge of counselling (Nielson & Nicolas, 2016).

The professional practice of counselling psychology in South Africa was challenged by many factors and the accreditation was by the Health Professions Council of South Africa (HPCSA). These factors were sociocultural and mental health care context, inadequate mental health care service and limited employment opportunities for counselling psychologists (Bantijes, Kagee & Young, 2016); difficulty to speak the indigenous language (de la Ray & Ipsier, 2004; Watson & Fouche, 2007); lack of professional identity (Young, 2013); and reflective practice capabilities believed to be an important method for professional development (Knoetz & McCulloch, 2017).

When it comes to the historical development of counselling psychology in Ethiopia, counselling training has been offered as part of a course in educational institutions since the 1960s (Yusuf, 1987). It was first given to trainee psychologists and teacher educators at the then Emperor Haile Selassie 1st University, which is currently known as Addis Ababa University. The course specifically aimed at training and producing psychologists who could provide students at comprehensive and secondary schools, and at vocational and technical institutes with counselling and guidance services regarding their educational, career, social and personal well-being.

A number of studies were conducted on Ethiopian schools and institutes to evaluate psychologists' practice and effectiveness in guidance and counselling services. For example, Seleshi (2000), Yusuf (1995, 1987 & 1975), Haregewoin and Yusuf (1994), and Yusuf and Bradley (1983) found in their respective studies that psychologists assigned as guidance counsellors at secondary schools more involved in administrative duties than in guidance and counselling services. All the aforementioned researchers reported that those assigned counsellors lacked specialty in counselling psychology and thus they were challenged by skills needed to solve personal, social, and educational problems of students. Likewise, recent studies conducted on some selected high schools (Amare, 2004 & Baker, 2002), and technical and vocational institutes (Getahun, 2010; Ali, 2007; Dejene, 2007 & Kindu, 2007) indicated that even though those assigned counsellors attempted to provide services to students, the counselling services were limited and were not offered based on scientific

assessment and procedures. The limitation of counselling service was attributed to counsellors' lack of speciality and practice in counselling psychology.

Accordingly, in recent years, three Ethiopian public universities, namely Addis Ababa (2006) Jimma (2014), and Dilla (2017) have launched an M.A degree programme in guidance and counselling intending to address assigned counsellors' lack of specialty in counselling psychology, as applied to in various work settings. The present study thus focused on the practice and challenges of counselling training in Ethiopian public universities.

1.2 Problem Statements

Practice in counselling is one of the mechanisms used by educators to help trainee counsellors develop competencies and skills required for the provision of counselling services in various work environments (Maughan, Coyle, McGowan & Wroe, 2016). It involves major aspects such as theoretical knowledge and skills, practice competence, assessment competence, and ethical and legal competence (Maughan et al., 2016; Career Industry Council of Australia [CICA], 2006); and it aims to address vocational, educational, personal and social issues of clients (Rourke & Michael, 2015). It is also pointed out that practice in counselling should consider competencies, namely counselling disposition, counselling behaviour, counselling skills, and therapeutic conditions as its integral components because these aspects could make it easy to assess the practice of counselling comprehensively (Swank & Lambie, 2012).

While there is great emphasis on competencies proposed as indispensable and comprehensive for better practice in counselling toward improving trainee counsellors counselling competencies (Eilström & Kock, 2008), there are personal and environmental factors (considered in the present study) that influence counselling training. Counselling self-efficacy and personality are the personal factors which are believed to determine trainee counsellors' effectiveness in counselling training (Larson et al., 1992). Some research studies revealed that counselling self-efficacy was one of the determinant factors of trainee counsel-

lors' counselling competence (Ramo, Prochaska, & Myers, 2010; Sharpe et al., 2008; Tang et al., 2004).

Though, there is insufficient research conducted to investigate whether trainee counsellors' counselling competence was influenced by their counselling self-efficacy as measured by Larson et al.'s (1992) Counselling Self-estimate Inventory (Marzuki, Jaafar, Mohamed, Bakar & Tarmizi, 2009). In the abstract section of their paper, Marzuki et al (2009) described counselling self-efficacy and counsellor performance as significantly correlated, that the counselling self-efficacy was a significant predictor towards counsellor performance. Moreover, despite COSE being an important instrument in evaluating counsellors' training effectiveness and competencies. (Yuen, Chan, Lau, Lam & Shek, 2004), except the works of Marzuki et al (2009) who investigated the influence of counselling self-efficacy (as measured by COSE) on trainee counsellors performance, there is no study carried out that examines the influence of counselling self-efficacy (as measured by COSE) on university trainee counsellors' competence in general and in the Ethiopian context in particular.

Personality is another personal factor determining trainee counsellors' counselling competence and training (Ackrman & Hilsentroth, 2001-2003). Many research studies traced various typologies of personality, indicating that Big Five personality, including Holland typology, was a decisive factor for trainee counsellors' competence (Baker, Zee, Lewig & Dollard, 2006; Hobfoll, 2002; Hills & Norvel, 1991; Watson & Pennebaker, 1989; Onoyase & Onoyase, 2009).

In examining the influence of Enneagram personality on counselling competence, empirical research works were carefully scrutinized. First, the available research results conducted on Enneagram personality are explored. In the body of literature, it is observed that there was an investigation on the effect of Enneagram on psychological wellbeing and unconditional self-acceptance (Godin, 2010), personality, and work-related outcome (Sutton, Allinson & Williams, 2013). Moreover, research was also done on advancing ego devel-

opment in adulthood through enneagram system of personality (Daniels, Saracino, Fraley, Christian & Parado, 2018), therapeutic alliance (Choucroun, 2012; Tapp & Engebretson, 2010), and couple and family communication (Matise, 2018). Second, a critical assessment was made on the mentioned and unmentioned lists of research works and articles to know whether there is empirical evidence on the influence and relationship between enneagram personality (as measured by Palmer, 1988) and counselling competence. However, while Enneagram is one of the typologies of personality which is considered as very important to provide a clear and comprehensive understanding of human competence (Palmer, 1988), it has not yet been used in a study, as far as the researcher's knowledge is concerned, to predict a trainee counsellors' counselling competence.

Another issue which is worth considering as a determinant of trainee counsellors' effectiveness in counselling training is an environmental factor which comprises curriculum, facilities, resources, internship, and practicum (CACREP, 2015; CACREP, 2001). Therefore, a combination of these factors is crucial in trainee counsellors' training process to bring about desirable training outcomes. This is a common practice in the Ethiopian context where universities (specifically those included in the study) educate and train entrant trainee counsellors to enable them to keep the well-being and emotional stability of citizens. To this end, for example, Addis Ababa University has opened the Counselling Programme under the school of Psychology and has so far produced more than one hundred professionals with an M.A Degree in Guidance and Counselling Psychology.

However, despite the programme launch, there is still a gap in the curriculum for Guidance and Counselling Psychology, as confirmed through document analysis procedure, that it does not specify a body that is to accredit or license prospective trainee counsellors (Addis Ababa University School of Psychology curriculum, 2015, Dila University Counselling Psychology curriculum, 2013, & Jimma University counselling curriculum, 2017). In these indicated curriculum documents, even though there is a space indicating graduate requirements and degree awarding procedures, nothing is written on it that shows how and who will accredit trainee counsellors. Despite this, empirical evidence depicted that there is an

accrediting organization that accredits counsellors, such as CACREP in the UK (Godfrey, 2020).

Similarly, the researcher recently participated and shared experience with colleagues in a discussion involving counselling psychology lecturers from different Ethiopian universities that the counselling psychology lecturers themselves had a lack of confidence in their counselling knowledge and skills. Participants of the discussion emphasized that such problems happened because the training of trainee counsellors is mostly limited to a classroom based teaching and learning and there is a lack of adequate internship and practicum supervision of trainee counsellors. Evidently, the effectiveness of the counselling training programme in terms of producing counsellors with required competencies and skills has not been evaluated to date.

Therefore, in the light of the forgoing description of the practice in counselling vis-à-vis counsellors' competence, self-efficacy, personality, and environmental factors and of research gaps in prior studies reviewed, the study investigated practice and challenges of counselling training in Ethiopian public universities. For this purpose, hypotheses were formulated.

1.3 Hypothesis

A hypothesis is a tentative answer to a research question (Tabachnick & Fidell, 2013). It is important to shape and focus on the purpose of the study, and prediction about the expected relationship among the variables (Cresswell, 2014). Hypotheses are numeric estimates of population values based on data collected from samples. In the testing of hypotheses, investigators employ statistical procedures to make inferences about the population from a study sample (Cresswell, 2014, Tabachnick & Fidell, 2013).

The use of variables in a study's hypotheses is normally restricted to three fundamental approaches (Cresswell, 2014). First, the investigator may compare groups on independent variables to see their effect on the dependent variable. Second, the investigator may relate

one or more independent variables to one or more dependent variables. Third, the researcher may describe responses to the independent, mediating, and outcome variables.

In a study, if a hypothesis is used there is a convention that the hypothesis is written into two forms, the null hypothesis and the alternate hypothesis (Cresswell, 2014). A null hypothesis represents the traditional approach: it predicts that in the general population, no relationship or no significant difference exists between groups on a variable. On the other hand, alternative hypotheses predict as there are relationships or significant differences between the groups on a studied variable.

Thus, based on these logic and theoretical assumptions the study had five hypotheses (H) formulated. The alternate hypotheses formulated for the study were stated below.

H1: Second year trainee counsellors demonstrate higher counselling efficacy than first year trainee counsellors.

H2: There is a significant correlation among trainee counsellors' enneagram personality type, counselling self-efficacy, counselling competence, and environmental challenges affecting their counselling training.

H3: There is a statistically significant enneagram personality type variation among trainee counsellors in terms of their year of study level and gender.

H4: There is a statistical significant counselling self-efficacy difference among trainee counsellors based on their university affiliation and gender.

H5: Trainee counsellors' enneagram personality type and counselling self-efficacy significantly predict their counselling competence.

1.4 Aim of the study

The aim of this research was to examine practice and challenges of counselling training in Ethiopian universities. The study addressed the theoretical and empirical purposes below.

1.4.1 Theoretical Aims

- To understand how counselling training and its implementation is conceptualized by previous researchers.
- To examine whether counselling curriculum is international or developed based on the national context.

1.4.2 Empirical aims

The general empirical aim of the study was to examine practices and challenges of counselling training in Ethiopian public universities.

1.4.3 Specific objectives of the study

The specific objectives of the study were to:

- Assess first and second year trainee counsellors' counselling self-efficacy.
- Determine the association among enneagram personality type, counselling self-efficacy, counselling competence, and environmental challenges affecting their counselling training.
- Examine if there is a statistically significant Enneagram personality type variation among trainee counsellors in terms of their year of study level and gender.
- Determine if there is a statistically significant counselling self-efficacy difference among trainee counsellors based on their university affiliation and gender.
- Test if trainee counsellors' enneagram personality type and counselling self-efficacy significantly predict their counselling competence.

1.5 Significance of the study

The present study has both theoretical and practical importance. The study investigated how enneagram personality, counselling self-efficacy and environmental factors interact each other as determinant of counselling competence, and how these determinants in combination (as displayed using a model developed based on Bandura's notion of reciprocal determinism) influence counselling competence (see pages 14-18). This investigation thus may contribute to the body of knowledge of counselling psychology in terms of a better understanding of the role of counselling competence, counselling self-efficacy, and enneagram personality in training prospective counsellors.

It would be of interest to the Ministry of Science and Higher Education of Ethiopia (MoSHE) to initiate universities offering counselling training to design a comprehensive counselling curriculum. This means that the findings shed light on the need to design a curriculum comprising procedures for assessing new entrants' attributes towards joining counselling programme, for accrediting prospective counsellors, and for implementing trainee counsellors' practicum and internship properly.

The research may inspire universities offering counselling training to measure counselling self-efficacy and enneagram personality of entrants to select competent candidates who have the potential to develop counselling competence in the course of the training. Finally, the study is hoped to open an avenue for future studies in terms of investigating practice in counselling training using a conceptual research framework developed based on Bandura's Reciprocal Determination Model.

1.6 Delineations and Limitations of the study

In this section the scope and potent limitations of the study are briefly described.

1.6.1 Delineations

The scope of the present study was delimited in theme and place. Thematically, the study was confined to dealing with the practice and challenges of trainee counsellors' counselling

training. It involved all Master's Degree level trainee counsellors in Ethiopian universities, namely Addis Ababa, Jimma and Dilla universities. All these three universities are the only higher education institutions offering counselling programme in Ethiopia and were purposefully selected and included in the study.

The study included trainee counsellors' enneagram personality, counselling self-efficacy, and environmental factors (counselling instructional process, facilities and resources, counselling practicum and internship, and the existing counselling curriculum) as independent variables which were supposed to influence counselling competence as a dependent variable.

1.6.2 Limitations

Provided that the study has a number of important insights for practice and future research, it has, however, certain limitations. One of the limitations of the study was that it involved only trainee counsellors and that data were collected from these participants. To get comprehensive information on the practice of counselling training, data should have been collected from counselling supervisors, instructors, and graduates.

Another limitation was that the study should have included observation and interview data from trainee counsellors to get their opinions and experiences about the training programme being carried out. This could help the researcher know trainee counsellors' feelings and propensity towards the programme, practicum, and internship.

The third potential limitation was attributed to the availability of adequate empirical evidence in the study area. It was very challenging to get literature on the relationship between counselling self-efficacy (as measured by Larson et al) and counselling competence, enneagram personality (as measured by Palmer), and counselling competence. Moreover, research works on environmental factors (instructional process, facilities, curriculums & internship) as a determinant of counselling competence were inadequate. Hence, a significant study could be conducted on this proposed issue.

1.7 Operational definition of terms

Concepts and terms used in this study are defined as :

1.7.1 Practice

In this study, practice refers to trainee counsellors' sustained engagement in theoretical and practical counselling training.

1.7.2 Counselling

In this research counselling is defined as a process involving two or more individuals, one seeking help and the other professionally trained person giving the former psychological services related to personal, social, educational, and vocational issues.

1.7.3 Counselling training

Counselling training in this study is referred to the Master's Degree level training programme being offered at universities in Ethiopia.

1.7.4 Challenge

Personal attributes (enneagram personality & counselling self-efficacy) and environmental factors (curriculum, instructional process, resource & facilities, practicum & internship) are both supposed to affect the practice of training counsellors in counselling psychology.

1.7.5 Trainee counsellors

Trainee counsellors are students who are studying counselling psychology at the Master's Degree level at universities in Ethiopia and have become prepared to give counselling services.

1.7.6 Internship

It is a practical learning mechanism in which trainee counsellors work independently with a client in a real work environment under the supervision of site personnel.

1.7.7 Practicum

Practicum is a practical learning mechanism that trainee counsellors are assigned in an organization to gain practical experience in counselling under the supervision of a course instructor.

1.8 Organization of the thesis

This study consists of six chapters. The background of the study, problem statement, the objective of the study, research hypotheses, the significance of the study, the scope of the study, the definition of terms, and the organization of the study are covered in the first chapter.

The second chapter provides the review of a theoretical and conceptual framework of the study, and the third chapter presents empirical literature on practice and challenges of counselling training. The fourth chapter focuses on the description of research methods, design, population and sample, instruments, piloting of instruments, and data analysis methods of the study. The fifth chapter deals with the presentation, analysis of data, and summary, and the final chapter provides discussions, conclusions, and recommendations of the study.

1.9 Summary

Literature and empirical studies on the development, practice, and challenges of counselling training at the international level in general, and Ethiopian higher education in particular, were highlighted. Explanations and discussions were also made on personal factors (enneagram personality & counselling self-efficacy) and environmental issues (curriculum, instructional process, resources & facilities, internship & practicum) that highlight and hy-

pothesize how both aforementioned variables could potentially affect counselling training. To this end, the chapter stated the research problem and hypotheses.

CHAPTER TWO THEORETICAL BACKGROUND

2.1 Introduction

Theories are a set of assumptions that are grounded to explain, predict, understand and broaden the existing knowledge within crucial premises. It is illustrated using a theoretical framework which is important to explain why a research problem is worth understanding and how it can be investigated. In this study, both conceptual and theoretical frameworks are used and explained in detail below.

2.2 Conceptual framework

A conceptual framework is a research structure used to depict and explain how the research could be understood and investigated (Loganbill, Hardy & Delworth, 1982). The study consists of both independent and dependant variables. Counselling self-efficacy, enneagram personality, and environmental factors/situational variables were included as predictors or independent variables. Counselling competence was included in the study as the dependent variable. Accordingly, the conceptual framework for this study is anchored on Bandura's reciprocal determinism model (1978), as this model is found suitable to explain the independent and dependant variables included in the study.

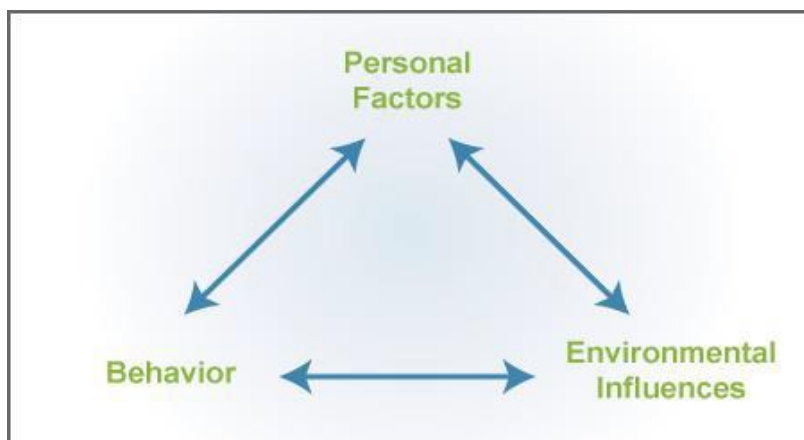


Figure 2.1. Bandura's Reciprocal Determinism (Adapted from Bandura, 1978)

In the conceptual research framework, it is hypothesized if there is an association between the independent variables and the dependent variable and if the independent variables are a predictor for the dependant variable. In Bandura’s reciprocal determinism model personal variables, situational or environmental variables, and behaviour constantly interact and influence each other. The general conceptual research of the framework of the study is displayed in *Figure 2.2* below.

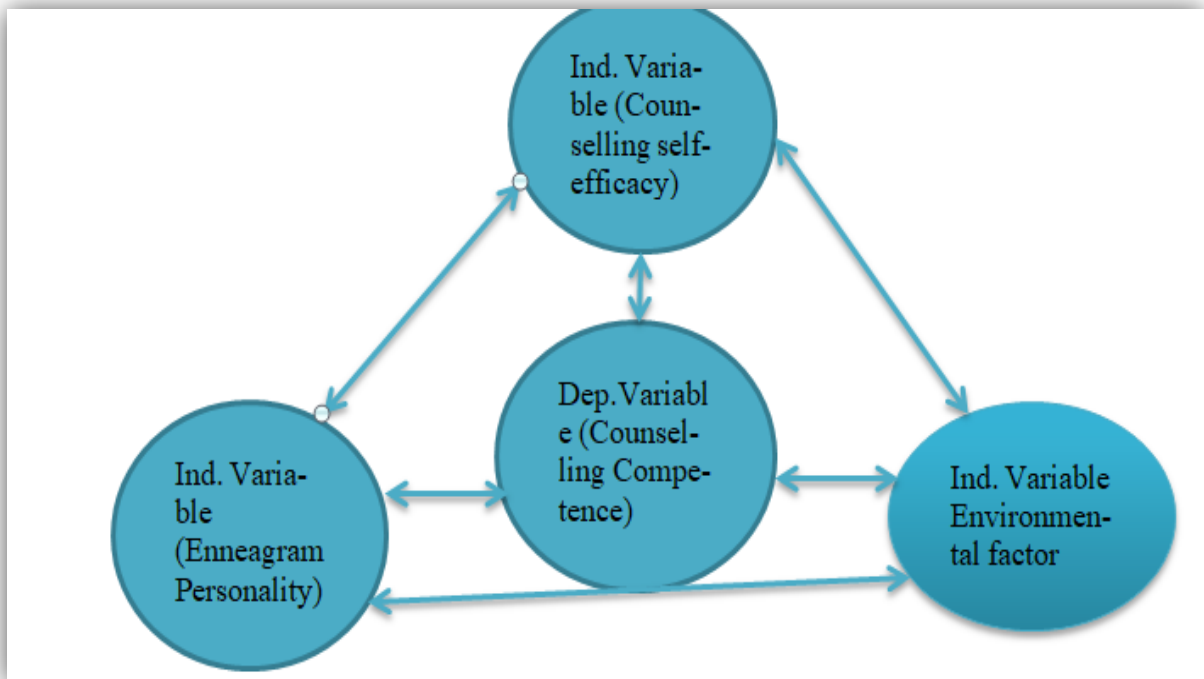


Figure 2.2. The general conceptual research framework of the study

Based on the general conceptual research framework depicted above in *Figure 2.1*, the researcher designed the research framework containing details of the independent and dependent variables included in the study as portrayed in *Figure 2.2* below.

Counselling self-efficacy, enneagram personality, and environmental factors are independent variables for this study. Each of these independent variables has factors or indicators. Enneagram personality is a personal factor that consists of nine indicator variables as re-

former, helper, achiever, individualist, investigator, loyalist, enthusiast, challenger & peacemaker. Counselling self-efficacy is another personal factor which is used as a predictor variable that has five indicator variables (micro-skill, counselling process, dealing with difficult client behaviour, cultural competence & values). In addition, instructional processes, facilities, and internships are environmental factors that challenge counselling training or counselling competence.

Counselling competence as the outcome variable has three indicator variables (counselling skills & therapeutic conditions, counseling dispositions & counselling behavior).

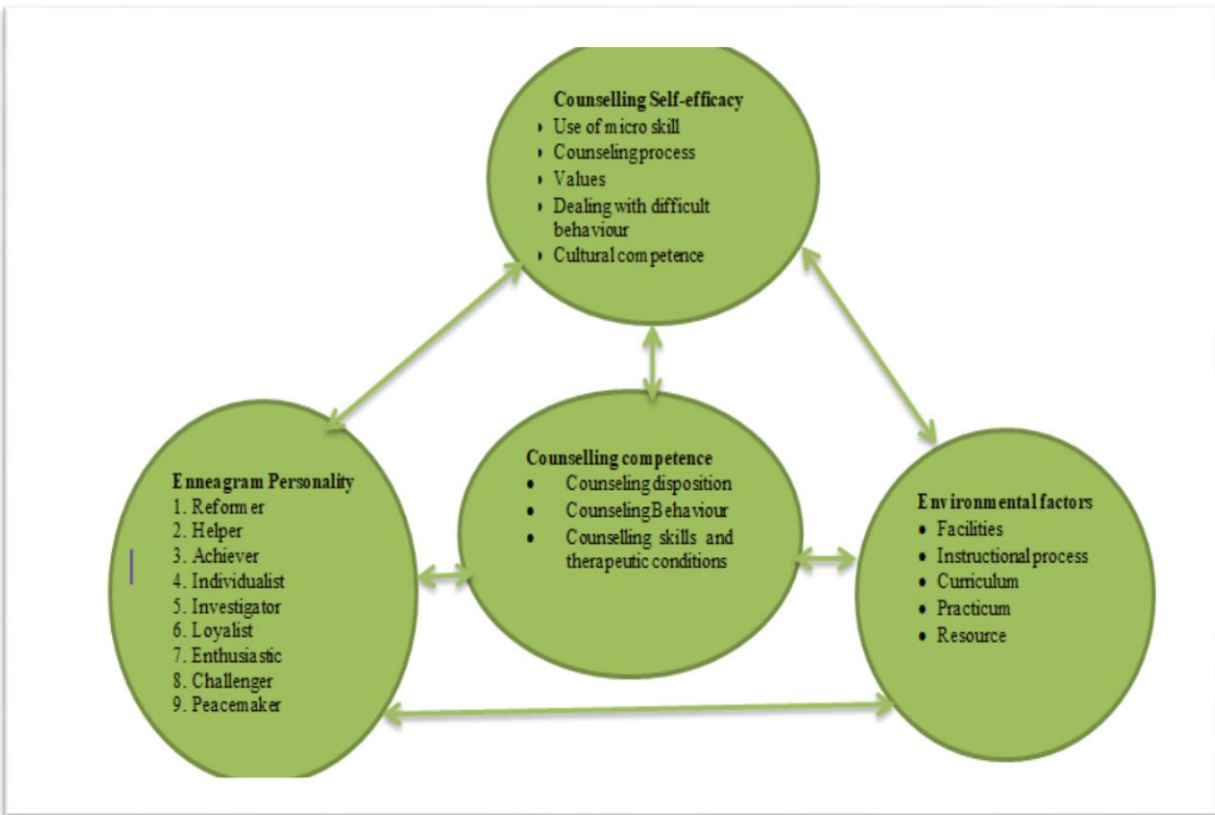


Figure 2.3. The detailed conceptual research framework of the study

As can be seen in the schematic diagram above in Figure 2.3, counselling competence which is to do with skills, knowledge, and abilities necessary to practice counselling, or to work with clients (Swank & Lambie, 2012) is the dependent variable comprising counsel-

ling disposition, counselling behaviour, and counselling skills and therapeutic conditions. These three aspects of counselling competence in combination are included in the dependent variable because they are considered indispensable for assessing the practice of counselling comprehensively (Swank & Lambie, 2012).

Counselling self-efficacy is one of the independent variables included in the study, as illustrated in *Figure 2.3* above. Self-efficacy is an essential variable to investigate counselling competence of trainee counsellors, as Bandura (1986) proposed that self-efficacy allows us to understand one's judgments and capabilities to organize and execute courses of action required to attain performance. Counselling self-efficacy in this study, as shown in *Figure 2.3* above, consists of aspects, namely use of micro-skill, attending to the counselling process, dealing with difficult client behaviours, behaving in a culturally competent manner, and being aware of one's value. Such aspects are proposed based on Bandura's self-efficacy theory as important constructs to measure counselling self-efficacy systematically and comprehensively (Larson et al., 1992).

Enneagram personality is another independent variable incorporated in the study, as shown in *Figure 2.3* above. This is done because proponents of enneagram personality theory (Palmer, 1988; Wagner, 1981; Zinkle, 1974) stated enneagram personality as a profound and comprehensive system for exploring self and others, proposing that it enables us to understand an individual's patterns of thinking, feeling, behaving and underlying motivation. Therefore, enneagram personality is especially taken into account in the present study as there has been hitherto no research study conducted on it in relation to counselling competence. Enneagram personality variable includes sub constructs viz., Achiever, Challenger, Enthusiastic, Helper, Individualist, Investigator, Loyalist, Peacemaker and Reformer (Palmer, 1988).

A combination of environmental factors (curriculum, instructional process, resources, facilities, practicum & internship) is the other independent variable incorporated in the study, as Bandura proposed in his reciprocal determination model that environmental factors deter-

mine personal factors (counselling self-efficacy& enneagram personality) and behaviour (counselling competence in this study) and vice versa.

2.3 Theoretical Framework

Different approaches in the science of psychology explain human behaviour. Explanations of human behaviour have been outlined as far as a restricted arrangement of determinants, typically portrayed as working in a unidirectional way (Bandura, 1978). Supporters of environmental determinism study and hypothesized on how behaviour is constrained by situational factors. The environment becomes an autonomous determinant that automatically shapes, orchestrates, and controls behaviour. Those favoring personal determinism look for the cause of human behaviour as dispositional or internal sources in the form of instinct, drives, traits, and other motivational forces within the individual. Interactionists endeavor to suit both situational and dispositional factors but within an essentially unidirectional view of behavioural process (Bandura, 1978).

The present study investigates the practice and challenges of counselling training from the perspective of reciprocal determinism. More specifically, this study is based on Bandura's reciprocal determinism model and on several psychological theories for its theoretical framework which is fundamental to conceptualize the research problem under study. Social learning theory analyzes behaviour in terms of reciprocal determinism (Marsella & Pederson, 2004; Bandura, 1977). In the social learning view of interactions, which is analyzed as a process of reciprocal determinism; behaviour, internal personal factor, and environmental influences operate as interlocking all determinants of each other (Bandura, 1978). Detailed explanations are given below.

As discussed above, reciprocal determinism is the model developed by Bandura (1977) which states that an individual's behavior influences and is influenced by personal factors and the environment. This is to mean that the three factors (the individual behaviour, the personal factors & the environment) interact with each other and influence one another to determine behaviour. Bandura's social cognitive theory (1995) also posits that

an individual's self-efficacy central to behaviour is developed from a number of factors, including mastery experiences, social affirmation of mastery experiences, observation of other individuals' mastery experiences, and emotional arousal.

The aforementioned factors can be applied in the development of counselling self-efficacy which includes counsellors' experiences of mastery of counselling skills, modelling of counselling skills, and affective arousal (Larson & Daniels, 1998), and such factors are often practiced in counselling coursework before practicum and internship with real clients. According to Bandura (1977), an individual's self-efficacy is the most powerful predictor of behaviour change because it determines his or her initial decision to take action or engage in a given behaviour within a given environment.

Overall, the implications in Bandura's reciprocal determinism model and social cognitive theory is that the three factors included in the present study, namely the behaviour (counselling competence), the person (enneagram personality & self-efficacy) and the environment (curriculum, instructional process & practicum) interact with each other and influence one another.

The study is also anchored on various other models and theories for its theoretical framework. One of the models is a developmental model of counselling training (Littrel, Lee-Borden & Lorenz, 1979) which is to do with methods that assist to enlighten a counsellor preparation based on two assumptions (Stoltenberg, McNeill & Delworth, 1998). The first is that as one develops skills and competence as a counsellor, he/she will progress through a succession of stages, and the second states that each stage requires different supervision skills and techniques. Specifically, the Integrated Developmental Model (IDM), which was first proposed by Stoltenberg (1981) and Stoltenberg and Delworth (1987), and then refined by Stoltenberg, McNeill and Delworth (1998), identified four progressive stages, namely beginning, middle, ending and integrated through which supervision is done in the training process. These researchers likewise noticed that when a supervisor is given another challenge, he/she might return to a prior stage as the abilities are created to linger the chal-

lenge. Detailed descriptions of each stage, as for the aforementioned scholars, are provided below.

In the beginning stage, trainee counsellors are characterized by high motivation, anxiety, and fear of evaluation. This would happen to trainees because they are new and are at the entry-level. At the middle stage, trainees are supposed to experience fluctuated motivation and confidence, and they tend to link their mood with the success of the client. In the ending stage trainees are characterized by personal attributes such as resilience, stability of motivation, empathy, and independence, and autonomy. In the integrated stage supervisors provide trainees creative thinking and challenging tasks to help them develop motivation and self-efficacy.

Each of the previously mentioned four phases is outlined by three designs: self-other awareness, motivation, and autonomy. Self-other awareness refers to the level of awareness the supervisor has about the trainee's counselling skills and behaviours, as well as accepting the client's world. Motivation describes the interest and desire of trainees to take part in preparation, training, and development. Autonomy is the level of freedom that the supervisee exhibits in front of the client during counselling practice (Stoltenberg & McNeill, 1997).

Practice in the aforementioned succession of stages and supervision thereto for the development of trainee counsellors' skills, techniques, and autonomous performance appears to have roots in Vygotsky's notion of the zone of proximal development (ZPD) and scaffolding. This is defined as the difference between a learner's ability for independent problem-solving and potential problem-solving with the guidance of people or tools (Vygotsky, 1978). And, Vygotsky's idea of scaffolding is described as a bridge between what learners already know to what they don't know (Benson, 1997).

Therefore, Vygotsky's notions of ZPD and scaffolding is that trainee counsellors need to be assisted by professionals, including supervisors, in practicing counselling training through engaging in known to complex tasks to help them develop personal attributes such as resilience, stability of motivation, empathy, and independence and autonomous. Such development could ultimately enable trainees to have good counselling competence.

Another model which serves as a foundation for the theoretical framework of the study is Alexander Astin's Input-Environment-Output Model. This model place special emphasis on the understanding of trainee counsellors' qualities and characteristics upon their admission into an educational institution. Such attributes include demographic factors, prior academic achievement, previous and present learning environments, and instructional processes (Norwani, Yusof & Abdulah, 2009). The implication in this model is that understanding new trainee counsellor' qualities and characteristics are important for better preparation for practice in counselling training and to make the outcome of such training effective. For this, as in the model, there needs to be required input (personality & self-efficacy) supplemented by the environment (curriculum, instructional process, resources, facilities, practicum & internship) towards enabling trainees to develop counselling competence.

The study also has grounds on behaviourism on the assumptions that behaviour (self-competence in this study), interpersonal skills are the result of interaction with the environment via techniques derived from behavioural theories (classical, operant conditioning, observational learning & Thorndike trial and error) (Newman, 2010). Thus, it appears that behaviourism has implications for counselling training and development of counselling competence in such a way that associative learning, reinforcement, modeling, and trial and error approach to practicum and internship could contribute to improve trainees' self-efficacy and practice in counselling.

Cognitivism also provides the study a theoretical basis in that cognitivism views people as dynamic, insightful, and driven by internal mental states as they learn, structure, and store knowledge (Neisser, Piaget & Chomsky, cited in Clint, 1993). Hence, the implication in

cognitivism is that considering trainee counsellors as vibrant, perceptive and conscious to learn and understand could play a pivotal role in terms of enhancing the practice of counselling training, leading to producing competent counsellors (Butler, Chapman & Beck, 2006).

Another theory used as a theoretical framework in the study is the humanistic approach. Individual differences and unique qualities of humans such as empathy, compassion, warmth, and genuineness are central ideas to this approach (Rogers, 1995). This approach is described as individual centered in that everyone is responsible for his/her solution to a problem he or she encounters (Rogers, Patterson & Allport, cited in Cunningham, 1970). Thus, the humanistic approach, as applied to the present study, implies that trainee counsellors need to have the opportunity to explore and boost their individual qualities and problem-solving mechanisms in the course of counselling training so that they could become competent counsellors. This means trainee counsellors may develop the ability to recognize that differences and unique qualities among individuals could be used as an asset in providing effective counselling service.

System and existential approach is also used as a theoretical base for the study (Counseling Directory, 2014). A system is viewed as a structure that functions as a whole due to the interdependence of its parts and contributes greatly to shaping behaviour (Johnson & Ray, 2016). The system approach is often used by counsellors to deal with systems such as family, couples, and family of origin dynamics that value the interconnectedness of the human community (Bowen et al. cited in Johnson & Ray, 2016). The implication in the systems approach is that it is important to provide counselling training in which interconnectedness of the human community is considered paramount to enable trainee counsellors to understand interactions between parties and to give sound solutions thereto.

Finally, it is important to acknowledge the theories and models explained above as underlying the theoretical framework of the study can be used in an integrated manner to design a holistic counselling psychology curriculum to train counsellors. Besides, it is recommended

that training for counsellors include areas that help trainees develop knowledge of the Diagnostic Statistical Manual (DSM), psychopathology, and psychopharmacological treatments (American Psychiatric Association, 2000).

2.4 Summary

This chapter described the conceptual framework and the theoretical framework of the study in a way to illustrate the problem under investigation. The conceptual framework is anchored on Bandura's reciprocal determinism model, as this model is found suitable to explain the independent and dependant variables included in the study.

The study is also based on some psychological theories for its theoretical framework which is fundamental to conceptualize the research problem under study. These theories include developmental theories and IDM model, Alexander Astin's input-environmental-output model, behaviourism, cognitivism, humanistic and system approaches, and they are explained with possible implications for counselling training towards producing competent counsellors.

CHAPTER THREE

LITERATURE REVIEW: PRACTICE AND CHALLENGES OF COUNSELLING TRAINING

3.1 The scope of literature review and the strategy used for searching

The review of literature in this study has covered the most important aspects of counselling competence, counselling self-efficacy, environmental factors, and personality to familiarise the researcher with the existing knowledge in the problem of interest. In doing so a systematic approach to identify literature was conducted through Google Scholar and the University of South Africa (UNISA) library.

Though consultations of empirical evidence were large, the search for this literature was included and excluded by using the following criteria. The following search terms were used: *The practice and challenges of counselling training at Ethiopian Universities*. The inclusion criteria were

- Articles were restricted to the English language only.
- All pieces of literature were available until September 5, 2020.
- Studies that present the relationship between enneagram personality and counselling competence; counselling self-efficacy and counselling competence

The following exclusion criteria were also used:

- articles that were published other than the English language
- studies that were published after September 5, 2020
- studies that explain association and relationship other than counselling self-efficacy, personality, counselling competence, and environmental factors to counselling training

3.2 Overview on the practice of counselling training

Arguments were made on the determinants of behaviour by researchers (Bandura, 1978). The determinist approach proposed that all behaviours have a cause and are predictable. But the debate here was on whether the environment or the internal factors determine the

behaviour. Some approaches adopt a position to each side. These are environmental and internal determinist. Environmental determinism sees the cause of behaviour as being outside the person, and this assumption is supported by behaviourism and social learning theorists. On the other hand, internal determinism assumed that there are internal forces that are the determining factor which is advocated by supporters of nature (Marsella & Pederson, 2004).

There are also advocates of interactionist determinism believing that the interaction between environment and internal force determines behaviour (Bandura, 1978) within a uni-directional way. Still, advocates of interactionist ignore the influence of behaviour may have on the environment and the persons' internal force. This ignorance help scientists to open their eye towards another determinism called reciprocal determinism (Marsella & Pederson, 2004).

Reciprocal determinism is the model developed by Bandura (1977) which states that an individual's behavior influences and is influenced by personal factors and the environment. This is to means that the three factors (the individual behaviour, the personal factors, and the environment) interact with each other and influence one another to determine behaviour (Marsella & Pederson, 2004). Now, let's make an alignment of the model with the outcome and the predictors' variables.

The practice of counsellors' training is described as a process which involves both classroom instruction and practicum (as environmental determinants) to enable trainee counsellors to develop counselling competence, which is behaviour (Swank, 2014; Yuen et al., 2004). According to Swank (2014) and Yuen et al (2004), the classroom training is guided by an instructor with case discussion and organized activities on real-life experiences, and practicum is real learning in which trainee counsellors complete the necessary hours at the counselling center and/or at an accredited off-site agency through counselling service. Practicum, allows trainee counsellors to apply theories, skills and techniques learned into supervised practice through self-assessment, peer and instructor feedback (Bruns, 2020).

Thus, the classroom instructional process and practicum are integral components of counsellors' training practice, which help them develop competence in counselling. Thus, in this study, the practice of counselling training, which is, competence is considered to be the dependant variable while the instructional process, practicum, facilities, and curriculums are an environmental determinant to the dependant variable. In addition, self-efficacy and enneagram personality are believed to be internal determinants that predict counselling competence.

Therefore, the present chapter focuses on reviewing the practice of counselling training vis-à-vis counselling competence and challenges in counselling training (environmental & personal factors). The reviews on the variables were grounded on the reciprocal determinism model. Emphasis was given on discussing counselling competence as a dependant variable; and environmental factors, counselling self-efficacy, and personality as predictor variables. The chapter then concludes with a description of the research gaps identified, which the present study aims to fill in.

3.3 Counselling competence

Counselling competence is a skill and knowledge-oriented personal quality which are the requirements of a counsellor, and are a base for practicing counselling (Bruns, 2020). These skills can be used by counselling trainees, trainers, and supervisors while they are in a particular work setting, or with particular clients (Sarada, 2017). In this regard, personal and professional maturity is viewed as decisive and is characterized by continuous assessment of self and practice and that trainee counsellors become ready for their personal and career development (Sarada, 2017).

Counselling competence is a lifelong activity (Rodolfa, Eisman, Nelson, Rehm & Ritchie, 2005) that involves an ongoing dedication to the individual and expertise advancement process, and effective counselling practice in counselling relies upon the presence of emotions that represent openness to alternative approaches, an acceptance of difference, and desire to improve (Ridley, Mollen & Kelly, 2011; Lumadne & Duffey, 1999). Sarada

(2017) and Tyler and Walsh (1979) further note that trainee counsellors who have successfully acquired both theoretical and practical knowledge need to have competencies related to counselling theoretical knowledge and skill competency (theories and models, counselling relationship, personal and social context), psychological assessment, education and context practice, and legal and ethical competencies. Details of these competencies are provided in the sections below.

3.3.1 Theoretical knowledge and skills competency

Theoretical knowledge and skills competency are essential to counselling competence and involve such components as theories and models, counselling relationship, a personal and social context which also play a pivotal role in the advancement of counselling competence. It is noted that knowledge of counselling theories and models enable trainee counsellors to develop counselling skills, execute reflexive counselling practice and process, and help clients identify their unique qualities, strengths, skills, possibilities, resources and options related to personal, social, educational, and vocational concerns (Sarada, 2017; Maughan et al., 2016; Ridley, Mollen & Kelly, 2011; Tyler & Walsh, 1979).

The reflective practice and process of counselling are described as emphasising the close relationship between a counsellor and a client (Sarada, 2017). Such personal traits are essential to the success of counsellor in the counselling process in such a way that when there is an integration of accurate empathy, genuineness and unconditional positive regard to build up clients psychological protection (Maughan et al., 2016). It is pointed out that the choice of such strategies depends on professional judgment of the counsellor, the nature and problem of the client, and the client's specific needs and social context (Sue, Carter, Casas, Foud, Ivey, Jensen & Vazquez-Nuttal, 1998) in order to address personal issues, vocational and educational concerns. It has been explained that it is difficult to separate personal and vocational issues clearly as they are interdependent and influence one another. Moreover, it has been purported that the individual and the social context (Sue, Arredondo & Mc Davis, 1992) , the counselling process, and theoretical and pleased orientation to-

gether determine the kind of strategy to be used in counselling practice (Maughan et al., 2016). Thus, knowledge of counselling theories and models, counselling relationship, and understanding personal and social contexts are important aspects of counselling competence.

3.3.2 Assessment competency

Assessment competency is one of the components of counselling competence which is described as a cornerstone to the role of the guidance and counsellor in supporting the client in his or her identification and integration of personal characteristics, current values, strengths, and skills in the exploration of personal, educational or occupational goals (Maughan et al., 2016; Hays, 2008). Assessment is fundamental in counselling practice because a counsellor's effectiveness in his or her work depends mainly on collecting information about clients and their problems (Kerl, Garcia, Mc Cullough & Maxwell, 2002). The above-mentioned former authors also noted that testing, which is one of the assessment tools in counselling, is used as means to collect, analyze, interpret and report relevant information about a client to make decisions thereto.

In counselling, testing is also known to be an evaluative instrument and procedure in which clients' behaviour is assessed, evaluated, and then scored using a standardized process (American Educational Research Association/AERA/, American Psychological Association /APA/ & National Council /NC/ on Measurement in Education, Standards, 1999). Therefore, counsellors can make use of a test to get insights about clients and their problems during counselling practice (AERA, APA & NC, 2014). Testing should be used with other types of assessment tools such as interviews, questionnaires, and inventory to find reliable information regarding an individual's characteristics and problems (Maughan et al., 2016; Hatak & Neeraj, 2010).

The choice of assessment instruments (informal and informal) and procedure in counselling practice depends on the context of the counselling practice and the counsellors' judgment on clients' needs (Maughan et al., 2016). The use of assessment as a method in the counsel-

ling includes an appreciation of their weakness and a knowledge of validity and reliability (Tyler & Walsh, 1979). It is also noted that counsellors are required through training and ongoing continuous professional development to maintain their assessment competency (Hensley, Smith & Thompson, 2003); and hence, they are considered to adhere to the psychometric accrediting body's registered qualified test user guidelines and the code of Ethics (Tyler & Walsh, 1979).

It has been argued that test interpretation remains a challenge, thus requiring a great deal of expertise and experience so that an experienced counsellor can better interpret the test results (Maughan et al., 2016). Careful interpretation of tests involves a review of test results, how the client participated in the test, and the client's health, social and psychological history. In an institutional setting, test interpretation should occur on a personal premise; and in this regard, counsellors draw on their counselling competence preparation towards building up compassion and doing a 'hopeful asset search' to their abilities, aptitudes, and interests. Counsellors need to ask adolescent clients to explain whether the interpretation of test results presented to them has been clearly understood (Maughan et al., 2016).

Counsellors have the responsibility to ensure the protection of testing tools and also the safeguarding of client data (APA, 1996). Counsellors, specifically working in educational and other institutional settings, are encouraged to take obligation for formulating a policy document to the right and powerful use of psychometric resources to apply in the institution that they execute their professional work (Tyler & Walsh, 1979).

Counsellors are recommended to conform to the Institute of Guidance Counsellor (IGC) Code of Ethics (Maughan et al, 2016) while practicing counselling in compliance with the accrediting body's registered test user guidelines (Tyler & Walsh, 1979). The International Test Commission (ITC, 2001) rules revealed a skillful test user as one who uses tests appropriately, expertly, and ethically utilizes the tests, paying due significance to the privileges of those associated with the testing system, to the purposes behind the testing and, to the more extensive setting during which the testing happens. This outcome can be cultivat-

ed by guaranteeing the test clients have the obligatory abilities to hold out the testing system, and the information and comprehension of tests and test utilize that illuminate and support this interaction.

Each counsellor and especially the people who work with others in association should notice the complete protection and safeguarding of the test materials (APA, 1996). It can be difficult for counsellors who do not seem to be trained in psychometric testing to understand why the site of test materials, access, and test results is minimal (Maughan et al., 2016).

In this regard, APA notes that not only can the availability of test items to an unqualified individual render the test invalid for the potential usage of that individual, but it can also jeopardize the protection and fairness of the test for other people who might be exposed to test items and responses. The lack of functional causes very real harm to the general public—the loss of usable tests, and improper disclosure of test items may also damage those parties who have developed or have ownership of the test and result in a breach of contract claims against.

The policy must justify restricted access to such information in an organizational environment where test results have historically been included during the file storage system containing other information about an individual and where such file and storage system is open access to colleagues not trained in test usage (Maughan et al., 2016). The following section describes practice competence which is one aspect of counselling competence.

3.3.3 Practice competency

Practice competency is the exercise of a holistic counselling model (Bernard, 1997) and incorporates the evaluation of theoretical knowledge and skills assessment, counselling ethics, and therefore the role of the counsellor in the family, personal, social, educational, and vocational guidance and counselling practice (Maughan et al., 2016). Practice competency in the early vocational counselling was concerned with provision and promotion career de-

cisions (Savickas & Mark, 2008) while it is currently aimed at personal/social, educational, and vocational counselling practice (Hearne & Galvin, 2014).

The design and delivery of counselling services about personal/social issues are value considering because trainee counsellors used their values to counselling practice as a result of what they have learned through contexts, which include cultural beliefs, values, and their world views (Network for Innovation in Career Guidance and Counselling in Europe [NICE], 2012). As both clients and counsellors have a professional relationship with their contexts, cultural backgrounds, and personal values in contact within the professional relationship, counsellors must develop high levels of personal competence (European Centre for the Development of Vocational Training [CEDEFOP], 2009).

It is important to note that personal issues cannot be isolated from career concerns because both are inextricably connected in that counsellors promote a mechanism facilitate a process which can help clients to build a sense of the current situation they are facing and to work towards ways to appreciate personal improvement (NICE, 2012). Personal/social counselling help clients deal with personal, social, and academic problems and help clients figure out how to cope with the current demands of life. In addition, personal/social counselling encourages the prevention and recovery of emotional distress, since it supports and aims to help clients conduct emotionally and socially safe lifestyles.

Personal problems could discuss personal issues such as suicide, self-harm, family crisis, relationship difficulties, harassment, loneliness, and sadness, lack of employment, health concerns, stress, anger, anxiety, drug addiction, and mental illness (Maughan et al., 2016). The techniques that can be applied include individual, group counselling, seminars and workshops, and internal and external referral procedures in the treatment of such problems (Maughan et al., 2016).

Another aspect of practice competency is that the educational guidance counselling process which involves the role of the counsellor in establishing a positive relationship with the client, in supporting client self-efficacy, and in promoting client responsibility towards mak-

ing problem-solving decisions progressively (Maughan et al., 2016). The counsellor's job in a relationship involves understanding, explanation, summing up, giving feedback and extra data, testing misinterpretations, and supporting clients' awareness. It's expressed that in light of the fact that the client considers and arranges movement pathway choices, the counsellor helps the client in creating instructive or preparing plans suitable to life stage and temporary necessities (Rourke and Michael, 2015).

Today, educational guidance and counselling are critical because of growing access to global working environments, including job development through digital channels, the emergence of diversified education and training systems, and emerging interest in education and training in options for education and training beyond national borders, the escalating speed of the evolving nature of work, the need to rebuild careers via multiple roots of progression, and therefore the need for retraining and lifelong learning (Maughan et al., 2016). Such changes create opportunities, or uncertainty of choice, and therefore this may be difficult for the client to make a decision. Moreover, it's noted that these changes enable the educational component of the counselling process to target the acquisition of essential adaptable abilities and work skills, including personal qualities of versatility and resilience, and to put an expanding accentuation on the improvement of critical thinking capacities to the client (OECD, 2010).

Vocational counselling is another aspect of practice competency which integrates the client's qualities (values, attitudes & beliefs), in addition to relevant environmental and social factors. Also, when clients are unaware of these qualities, counsellors help clients to be tuned into and understand these personal manifestations as a forerunner to making valid choices (Rourke & Michael, 2015). It's also mentioned that good counsellor supports the client in exploring alternatives, and, when changing life or work setting, to reevaluate themselves and their part in the public eye (OECD, 2010).

The practice of counselling acknowledges that vocational improvement happens all through the life span and every life span is portrayed by its formative tasks, values, needs, and in-

terests, and a personal difference in the capacity to spot and interpret data (Rourke and Michael, 2015). In this regard, the European Lifelong Guidance Policy Network ([ELGPN], 2015) states as follows:

There are ... individual differences in an individual pupil's capacity to identify, source, and interpret information concerning themselves and future learning and work opportunities, family and societal expectations, and to make choices. There are...differences in the pace of development of young people's intellectual, emotional, social and career decision-making maturity.... (ELGPN, 2015, p.30)

Vocational development is connected to individual differences in personal characteristics and career identity formation. It's asserted that personal self-concept about him or her plays a significant role in career development, career choice, and in the career adjustment process (Rourke & Michael, 2015). Practice in vocational counselling also takes into consideration all the problems that reinforce the decision of an individual, and when counsellors deal with the foregoing issues, they must be able to remain hospitable consideration to incorporate the underlying (economic, political & social) assumptions to assist and create a more comprehensive perspective (Rourke & Michael, 2015).

In the perception of vocational development, there is a fundamental change in the realization of a career as created through a sequence of lifelong progress than chosen (Rourke & Michael, 2015; Foundation for Young Australians [FYA], 2015). For the individual, vocational development can be a continuous process with several judgments intertwined with personal progress that's described as, 'enmeshed in the complexity of roles and life changes, and it's also regarded as a good way to help clients to learn throughout their life and successful in their employment (Rourke & Michael, 2015).

Experiential learning in vocational or career development preparation allows trainee counsellors to strengthen expertise and stamina in life-building, deliberate learners, make informed career choices, progress, and advance in the career (Council of Atlantic Ministers

of Education and Training, 2015). Overall, it is important to note that in vocational counselling, counsellors employ the fundamental competencies of theoretical knowledge and skills, and assessment in vocational counselling in particular and counselling in general.

3.3.4 Legal and Ethical Competence

Another core competence in counselling practice is legal and ethical competence. It is pointed out that a profession is considered legal and ethical and is accepted by the community as having expertise and abilities when it requires a qualified, well-trained, and disciplined group of individuals who are responsible for adhering to ethical standards. By adhering to legal, ethical and professional competence in their practice, counsellors may also display honesty (The American Counselling Association/ACA/, 2016 & 2014; British Association for Counselling & Psychotherapy, 2010; CACREP, 2009; CICA, 2006).

The American Counselling Association [ACA] (2016) identifies nine codes of ethics that counsellors need to develop and apply in counselling practice. These include: (1) the counselling relationship focuses on morale rules that centre on the counselling relationship such as client welfare, informed consent, and managing multiple relationships; (2) confidentiality and privacy is concerned with ethical guidelines that focus on the importance of trust, boundaries, and confidential interactions; (3) professional responsibility deals with the use of right strategy on respecting the practice of counselling; (4) relationships, that emphasises on building working relationships with people within and outside of the counselling; (5) evaluation, assessment, and interpretation focus on how to ethically use formal and informal assessments to guide treatment plans and intervention selection; (6) supervision, training, and teaching deal with how to develop relationships with supervisees, students, and trainees in ways that support ethical boundaries in a learning environment; (7) research and publication is to do with how to fairly carry out on human; (8) distance counselling, technology, and social media focus the moral use technology and social media within counselling; and (9) resolution of ethical issues concerned with addressing ethics and standards with other counsellors.

To conclude, competent counsellors are expected to have and show competencies in: (a) theoretical knowledge and skills, (b) assessment, (c) professional and ethical attitudes, and (d) practice. All these four competencies are independent of each other and crucial in counselling development and practice.

3.4 Challenges of counselling training

In this section, a review of literature on the challenges of counselling training with relevant empirical evidence is provided. As mentioned in the section presenting the research conceptual framework, challenges of counselling training are broadly classified into two categories. These include environmental and personal factors and are explained in detail below.

3.4.1 Environmental factors

Environmental factors are defined as external factors that influence the practice of counselling training. In practicing counselling, the search for professional identity is important in the development of counselling psychologists (Leung, 1999). In Ethiopia counselling is practiced by a range of mental health and educational professionals, including social workers, psychologists, and teachers, and formal training of counsellors at the Master of Arts degree level was started in 2006. Before 2006 counselling psychology was seen as an additional training course in social work, psychology, and education. Starting from 2006, there have been improvements in counselling training in Ethiopian universities. Some universities were offering training qualifications in counselling psychology. Notably, during the 2006 -2017 academic year, Addis Ababa University, Jimma University, and Dilla University are offering Master's degree level training in guidance and counselling.

Training in counselling is both a challenge and an opportunity for the counselling profession to grow. There are some studies conducted on the professional challenges of counselling training and practice, and three major environmental challenges interfering in the counselling training are provided. These are resources/facilities, curriculum, and practicum.

Facilities and resources

Facilities and resources are any assets which are important for trainee counsellors in the course of counselling training and are one of the factors that influence the practice of counselling training (Bernard & Goodyear, 2004; Marsella & Pederson, 2004). Intensive experiential learning and close supervision are often used in counselling training, a trainee-to-trainer ratio is often seen as a required requirement for the training, and a 10:1 ratio is proposed (Council for Accreditation of Counselling and Related Educational Programs [CACREP], 2001). A balance between quality of training and quantity of trainee counsellors are a challenge to counselling training in such a way that instructors or trainers attain the quality of instruction within the suggested class size, and when trainee counsellors are exposed to different facilities and resources such as access to the internet, computer and qualified trainers ((Marsella & Pederson, 2004; CACREP, 2001).

Counselling curriculum

Counselling curriculum is another challenge that could influence counselling training. When the counselling profession matures, to ensure that they learn the requisite theories and skills, the profession needs to evaluate its stance on whether there should be a collection of key training components that trainees should be exposed to in the training process. This is not to say that various training organisation should establish and implement a uniform training programme (CACREP, 2001).

Multidimensional training programmes in counselling for particular populations or symptomatic treatment is important to enhance both impact and social relevance of counselling professionals. However, there remains doubt of a core curriculum focusing on theories, practice, and research (CACREP, 2001). Accordingly, CACREP (2001) stipulates that only accredited programmes offer a core curriculum, encompassing professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research, and program evaluation.

There should be supervised practicum and internship including size and qualifications of faculty members heading the delivery of the program (CACREP, 2001). The author does posit that a similar system is adopted for the counselling profession to meet specific training standards to ensure coverage of core materials/experience in terms of theory, skills, practice, and supervision.

Counselling practicum

Counselling practicum is another external factor that is supposed to influence practice counselling training. The Education and Technical Training Committee and Board of Counsellor of Malaysia [ETTCBC] (2003) describe the practice of counselling as the supervised clinical experience of trainee counsellors to improve and broaden their basic counselling skills and to bring their theoretical professional knowledge into practice.

In this regard, Marsella & Pedersen (2004) explained that counsellors' ability in practicing counselling psychology service is highly influenced by their earlier training and the curriculum already designed. The practice of the practicum will depend on time allotted in the curriculum, trainees 'knowledge, skill, and ability, and supervisor's commitment to supervision and evaluation (Freeman & Mc Henry, 1996). Practice-oriented training is a means to develop counselling competence and is given to trainee counsellors during practicum (Sturm-Mexic, 2005). The courses taken during practicum could provide relevant, practical counselling and training experiences in settings that provide counselling services (Mansor & Yusof, 2013).

Practicum courses should be designed to provide counselling trainees with professional experiences to enhance knowledge, skills, and dispositions in the counselling program. Practicing counselling is major learning outcome in counselling and trainees are expected to demonstrate their competencies at the highest caliber (Marsella & Pedersen, 2004). Counselling practicum is a vital part of counsellor training through experiential learning where trainees learn how to reflect and analyze their concrete experience gained in practicum to form and expand their configuration of meaning which they could further validate through

action and experimentation (Kolb, 1984). The main aim of this process of experiential learning is to transform thinking and action of themselves as a counsellor so that they could effectively affect the thinking and action of their clients. In other words, counselling practicum gives trainee counsellors an opportunity for change and growth both personally and professionally (Mansor & Yusof, 2013).

ETTCBC (2003) describes counselling practicum as a method to integrate counselling competencies to help trainee counsellors to evaluate their ability and knowledge, case conceptualization, negotiating skills, rapport development skills, how they deal with their psychological challenges during their professional development. Developmental growth occurs when an individual has a situation that provides sufficient cognitive imbalance (Kohlberg, 1981) provided that such an individual has the appropriate prerequisites and resources to negotiate the experience effectively. Counselling practicum should be a living environment that offers appropriate imbalance where the potential for personal and professional development is provided to trainee counsellors (Borders, 1998). These lived experiences are invaluable analytical evidence that could be researched and evaluated to provide a deeper understanding of the subjective experiences encountered during practicum and internship by trainee counsellors to establish more productive supervisors and supervisees' contact.

However, studies on the developmental growth of the counsellors were less favourable compared to studies on the application of theories. This implies that those counsellors who are trained to apply theories of counselling are successful than those trainees who are helped for their personal development. These entailed that trainees engaged in practicum develop a live experience and will assist clients based on it. For them, knowledge on how to apply theories of counselling is not important to execute their skills.

Supporting this argument, Orlinsky and Ronnestad (2005) believed that the effectiveness of any therapeutic technique depends on trainee counsellors' personal and professional development. This is rather surprising since researchers have shown that the difference in outcome across methods was smaller compared to the outcome among counsellors or thera-

pists within methods (Ronnestad & Skovholt, 2003). This means that the counsellor is more important than the method that he or she uses. Therefore, understanding the counsellor personal and developmental growth is significant for counsellor education and training. The first step in the understanding of counsellors' developmental growth is to examine the feelings and experiences of trainees (Melchert et al, 1996). However, literature that focus on the developmental process as experienced by trainees proved lacking practice (Grafanaki, 2010; Luke & Kiweewa, 2010).

The practicum is an essential part of preparing trainees for clinical practice (Kemer & Borders, 2017; Bernard & Goodyear, 2004). It provides a solid clinical implication that trainees use the information gained in the classroom to understand their clients and develop their competencies in assessment, psychotherapy, and other related fields. As a result, the practicum serves the theoretical and practical parts of the training in a clinically specialized manner. The hands-on training also allows counsellors to familiarize themselves with the joint effort and authoritative conference in the clinical setting (Kemer & Borders, 2017). For some trainee counselors, the internship will be their first entry into the clinical field (SturmMexic, 2005).

Accordingly, the practicum experience should be viewed as a deeply personalized learning experience tied to the training requirements of the trainee (SturmMexic, 2005). The general objectives of the practicum are to create the capacity to conceptualize symptoms and their cases through practical application.

Practicum is made out of shifted experiences, which are controlled by the specific needs, openings, mission, and objectives of the practicum site. Another factor identified related to practicum is an internship. It is a second-year clinical arrangement where trainees center around their specific spaces of interest and specialization. They select it dependent on what settings and population in which they need to get progressed preparation. Most trainees select an internship position that most intently lines up with their professional advantages.

The essential objective of this training is to get experience learning and rehearsing different psychotherapeutic methods with individuals, groups, and families (Sturm-Mexic, 2005).

An internship is expected to encourage trainee counsellors to learn further developed assessment and counselling skills (Bernard and Goodyear, 2004). During their internship, trainees are guided and encouraged to foster their way of life as an expert in their profession. As in-terns keep on fostering their expert abilities, freedoms to play out their work in a more independent limit are profoundly energized. The internship year can be a period for both individual and expert improvement in the field area of mental health counselling.

Council for Accreditation of Counselling and Related Education Programs (CACREP, 2015) delineates the significance of academic information as a sign of achievement in trainee counsellors counselling competence. But the programme did not offer insight into the extent of appraisal for practice-oriented courses (practicum & internship). Counsellor training programs also prefer to create specific evaluation methods to meet the demands of their programme. These tools of competencies measurement may not be clearly defined. Consequently, competency areas which can be included in trainee counsellors' appraisal sheets vary from one program to another (CACREP, 2015).

In counselling training programmes which are recognized by CACREP, trainee counsellors are expected to take two kinds of field experience, one semester of practicum, and another two semesters of internship (CACREP, 2015). Throughout these field experiences, trainee counsellors were expected to develop counselling competence, and receive supervision from instructors and or site supervisors (Kemer, Borders & Yel, 2017). Two central and interdependent elements of these supervision sessions are feedback and evaluation. Daily written and verbal inputs on the success of trainee counsellors, act as a guarantee for the advancement of basic counselling skills (Fitch, Gillam & Baltimore, 2004). As a result, to make sure counsellors preparation in counselling psychology, evaluation is a critical responsibility of supervisors while supervising trainee counsellors during practicum and internship (Borders, 2014 & 2009; Borders & Brown, 2005; Bradley & Fiorini, 1999).

Association for Counsellor Education and Supervision [ACES], 2011) entails those interested in the clinical training and the continued supervision of postgraduate counsellors. This is a regulatory division to advance counsellor education and supervision to improve the provision of counselling services in all settings of society. In particular, the faculty and programme of the CACREP program with more formalized gatekeeping procedures (i.e., structured assessment procedures) were reported as more productive methods to recognise defects and make solutions (Gaubatz & Vera, 2002). Evaluation is also important for the academic and professional commitment of trainee counsellors (Bradley & Fiorini, 1999). Thus, the researcher emphasizes general explanations of counsellors competence to strengthen and reorganise the assessment of trainee counsellors (Shepherd, Britton & Kress, 2008).

3.4.2 Personal challenges to counselling training

In the previous sections of chapter three, counselling competence and environmental factors that challenge counselling training and trainee counsellors' competence were discussed. In the same way, in this section personal factors that affect counselling training and trainee counsellors' counselling competence are discussed. Different personal challenges affect the counselling training. Based on the literature review, only counselling self-efficacy and personality factors are reviewed by the research gap and hypotheses identified by this thesis.

Counselling self-efficacy

Self-efficacy is feelings that persons have about their ability to execute performance and learned skills (Tang et al., 2004). In counselling psychology and this study, self-efficacy can be understood as trainee counsellors' thinking about their competence to successfully help clients (Larson et al., 1992). Therefore, self-efficacy is an important construct to select counsellors for counselling training (Beutler, Merchado & Neufeldt, 1994).

Counsellor training is versatile and involves supporting trainee counsellors' to develop clinical knowledge, skills, and competence as well as helping trainee counsellors to develop counsellor' self-efficacy in their training. Despite researches being carried out on the self-efficacy of counsellor at various work settings (e.g., Larson & Daniels, 1998), it is very little of them was conducted on trainee counsellor.

Trainees and beginner counsellors usually develop anxiety during their first interaction with their clients. Larson and Daniels (1998) and McCarthy (2014) have anticipated various methods to assist them better executing their abilities during counselling sessions. One of the methods was increasing trainee counsellors' self-efficacy by delivering practical training. This is a recommendation which is supported by an investigation conducted by (Bandura, 1956; Bowman & Roberts, 1979). Anxiety plays a significant influence on the trainee counsellors' competence during counseling sessions (Bandura, 1956; Bowman & Roberts, 1979). The results of these studies forwarded that counsellors with high levels of self-efficacy lead to more positive counselling competence and lower anxiety.

There are different theories which explain how individuals develop self-efficacy. Bandura's Social Cognitive Theory (1995) was one of them. This theory assumed that an individual's self-efficacy is developed from some factors, including experiences of mastery, social affirmation of mastery experiences, observation of other individuals' mastery experiences, and emotional arousal.

In counselling psychology, the development of counselling self-efficacy depends on counsellors' experiences in the mastery of counselling skills, model of counselling skills, and emotional stimulation (Larson & Daniels, 1998). These can be developed by practicing counselling courses in the classroom before practical experiences with the actual clients (Larson & Daniels, 1998). This in turn helps trainee counsellors to improve their counselling self-efficacy and competence. Beginning practicum trainee counsellors had significantly lower scores of self-efficacy than practicing trainees (Larson et al, 1992).

Furthermore, an individual's belief in his/her self-efficacy is the most influential predictor of behavior change (Bandura, 1977). Trainee counselors' initial decisions to engage in a given behavior such as counselling a client to verify their counselling-efficacy. Thus, trainee counsellors' counselling-efficacy belief before counselling practicum is a vital variable to assess and cultivate their competence in counselling practice.

Again self-efficacy was described as beliefs one has about his/her ability to use the learned skill (Tang et al., 2004). Trainee counsellors' self-efficacy developed through both foundational coursework and practical training in the form of practicum and internship (CACREP, 2016). Contrary to Bandura (1977), practical training through practicum, internship, and case conceptualization is believed to be the most important strategies for the development of counsellors counselling self-efficacy (Kozina, Grabovari, De Stefano & Drapeau, 2010). For instance, Tang et al (2004), CACREP (2016) believed that those who are involved in coursework and scientific endorsement had superior self-efficacy.

However, contrary to these findings, Mullen et al (2015) discovered that trainee counselors' self-efficacy increased before their practical experience. A longitudinal study on this issue by administering the counsellor self-efficacy scale (Melchert, Hays, Wiljanen, & Kolocek, 1996) was conducted to the same group of students (i.e., new-student, students at practicum, and internship stage) over three years (2008-2011) and the result showed self-efficacy levels of pre-practice counselling students may provide an important window into how effective they will eventually work with clients (Mullen et al., 2015).

Literature was consulted to examine whether trainee counsellors' counselling self-efficacy had an influence on the counselling competence or not. McCarthy (2014) found that higher levels of counselling-efficacy decreased critical self-evaluation that negatively impacted counselling sessions. Further, the indicated research showed that students' self-efficacy regarding counselling, micro-skills, and self-efficacy for working with difficult client behaviours were positively predicted competence (Heppner et al. 1998).

As discussed earlier trainee counsellors' self-efficacy helps them to perform their role of counsellor. Practicing with real clients and applying counselling skills during counselling practicum promotes their counselling efficacy. This counselling practice provides opportunities for trainees to gain skills and experience for future work. As a result, considering the above discussions, it can be noted that the counselling practicum which involves achieving the necessary tasks of a trainee counsellor is under question. However, being able to perform the counselling role needed will lead to their self-efficacy and support their development as a counsellor (Heppner et al. 1998).

In this regard, research that was done qualitatively in Malaysia was also used to see whether there is variability in findings. The results show that self-efficacy development among trainee counsellors includes acceptance of tasks and responsibilities, openness to new experiences, and rational expectations of the situation. During the counselling practice, the development of the trainee counselors is not a smooth process; their perceived self-efficacy is continuously enhanced. Playing the position of counsellor and participating in counselling practice provides to test their skill as a counsellor, encouraging their self-efficacy and affecting their progress as counsellors (MatMin, 2012).

Mullen et al (2014) conducted a study on counselling-efficacy of a trained counsellor in training and coursework, new student orientation, clinical practicum orientation, final internship group supervision meeting and found out that students' experience in their preparation program resulted in higher levels of self-efficacy.

However, the relationship between CSE and the level of training is not clear. In most cases, the CSE was stronger for those with at least some counselling experience than for those without (Tang et al., 2004; Melchert et al., 1996).

The training and education obtained have been reported to be significant predictors of CSE levels (Larson & Daniels, 1998; Melchert et al., 1996), recent studies do not support the existence of such predictive relationships (Tang et al., 2004) suggesting that a counselor received additional training beyond the master's level, the impact of experience on CSE

becoming rather small (Larson, Cardwell & Majors, 1996; Melchert et al., 1996; Sutton & Fall, 1995). This implies that as the level of training for trainee counsellors increases the negative influence of counselling efficacy on their counselling practice becomes least.

There was much research conducted on self-efficacy using CSE as an instrument, but findings were almost negligible on counselling self-efficacy via Counselling Self-Estimate Inventory (COSE). It was in Malaysia, where a study was conducted (Marzuki et al., 2009) to determine the counselling self-efficacy of trainee counsellor using counselling self-Estimate inventory. The findings suggested that the self-efficacy of trainee counsellors is important to be successful in a counselling training. attention should be given to the education and supervision of counsellors to ensure the production of proficient counsellors.

Trainee counsellors' personality

Trainee counsellors' personality was the second personal factor which supposed to influence counselling training and trainee counsellors' counselling competence (Wampold, 2000). Personality traits are personal characteristics that identify who the individual is (Bartman & Brown, 2005). They are consistent with human behaviour, temperament, and human emotion. On the other hand, skills are competencies that help individuals to perform activities. Usually, skills are special abilities that are gained through training and experience. These competencies include critical thinking, negotiation, outdoor, presentation, or technological skills (Marlett, 2008).

The building of successful counsellors involves four elements: These are skills, values, interests, and personality traits (Onoyase & Onoyase, 2009). Therefore, personalities are an important construct for the development of counselling competence (Ackrman & Hilsenroth, 2003). As counsellor the author's personal experience helped him to identify different personality traits which are the characteristic features of successful people. Thus, it is unquestionable to note personality as a powerful personal factor that affects counselling training (Wampold, 2000).

Different theorists found out that a counsellor has different personality qualities. For example, John Holland Theory of career choice confirmed that social personality type is congruent for occupation counselling (Onoyase & Onoyase, 2009). About the Big Five Personality (Bakker et al., 2006; Hobfoll, 2002; Hills & Norvel, 1991; Watson & Pennebaker, 1989) research findings indicated that people with high extraversion and low neuroticism are fitting in the human service area like counselling.

Knowing one's personality is central during field selection like department choice; many trainees are still ignorant of skills and personality types that fit their career. Probably, that was why most trainees took renowned careers that are mismatched with their personality types and become failed in their performance. This ignorance can be due to the absence of counsellors at colleges and training institutes (Onoyase & Onoyase, 2009).

Ackerman and Hilsenroth (2003) studied the relationship between therapist personality and psychotherapy working alliance. They performed this study by analyzing the correlation between personality characteristics and rating of the working alliance made by clients and psychotherapy trainees on the Five-Factor Model (McCrae & Costa, 1997). Higher Neuroticism trainee ratings were correlated with better alliance client ratings, but with negative alliance trainee ratings. Higher scores on trainee Openness were associated with lower alliance client ratings and higher trainee Agreeableness scores with lower alliance trainee ratings. Thus, the findings indicate that average rather than low Neuroticism and average rather than high Openness encourage the alliance's better client perceptions.

As discussed previously, research studies were done redundantly on the influence of trait theories on trainees' competence. On the other hand, the research studies on the influence of enneagram type on counselling psychology are few. Godin (2010), Matice (2007), Cohn (2007), Kale and De (2006), Kamineni (2005), Brown and Bartram (2005), Newgent, Parr, Newman, and Higgins (2004), Newgent, Parr, and Newman (2002), Kale and Shirvastava (2001), Newgent (2001), Wagner and Walker (1983) and Wagner (1981) were some of them, and all of these studies conducted had not collected data from trainee counsellors.

For example, Cohen (2007) advocated that the enneagram has practical implications for psychological assessment while Matice (2007) promotes the enneagram as a tool in counselling relationships. Godin (2010) studied the influence of enneagram on psychological wellbeing unconditional self-acceptance. Kale and Shirvastava (2001), Kale and De (2006), and Kamineni (2005) discuss how enneagram help to recruit and select; train and develop; appraise performance, increase motivation, and others. Regarding gender difference on enneagram personality, no noticeable difference was observed (Godin, 2010) using Riso-Hudson Enneagram Type Indicator, Version 2.5 as an instrument. Nevertheless, no study was conducted to see if enneagram personality (Cohen Palmer enneagram inventory) could predict trainee counsellors' counselling competence in which the present study emphasized.

3.5 Summary

There was debate among psychologists on whether environment or personal dispositions predict human behaviour. Today, most psychologists turn their face towards the interactionist. In the interactionist view, behaviour (counselling competence in this study) is influenced unidirectionally by the environment and personal factors. But, this view did not adequately explain the present study. Then, the present research inclined to the other view called reciprocal determinism. Using empirical evidence, the chapter discussed how determinants of internal personal factors (personality & self-efficacy) and environmental (factors) predict behaviour (counselling competence) and influence one another.

Counselling competence, developed when the counselling training is practiced oriented. In this chapter, theoretical knowledge and skill, practice, assessment, and ethical competency to counselling were discussed. Moreover, personality, counselling self-efficacy, and environmental factors are also examined. In the discussion of this literature, Lambie et al counselling competence (counselling skills and therapeutic conditions, counselling behaviour & counselling disposition) were considered as behaviour while Cohn Palmer enneagram personality and Larson et al counselling self-efficacy were taken as personal; and facilities,

instructional process, curriculum, and internship were as environmental factors. And the discussions of the review of literature were based on the identified model, formulated hypotheses, and the variables of the study. However, as these variables are areas of the gap in the scientific community accessing adequate literature was a real challenge faced in the study.

CHAPTER FOUR RESEARCH METHODS

4.1 Introduction

A research approach is essential to develop a body of knowledge using research methodology. Researchers used research paradigms ranging from positivism to constructivism as a beholder of multiple social constructions. It is more common to use positivism as a research paradigm in psychology. This research project, acknowledging the methodological difficulty, overlaps the boundary between the tradition of positivist and constructivist research. Positivists used to comply with the logical empirical inferences criteria, while the constructivists triangulated insightful evidence with observation and interviews.

In this chapter, the purpose of the study and hypotheses, the research design, population and sample, sample size, instruments, and demographic information is provided. Then, the psychometric reliability of the instruments is described, and lastly, study procedures and the data collection process are presented, which are followed by a discussion of the proposed analyses and ethics of the study.

4.2 Purpose of the study and hypotheses

The present study aims to investigate the practice and challenges of counselling training in Ethiopian Universities. The research objectives (as set out in chapter 1) were explored with the following hypotheses:

H1: Second year trainee counsellors demonstrate higher counselling efficacy than first year trainee counsellors.

H2: There is a significant correlation among trainee counsellors' enneagram personality type, counselling self-efficacy, counselling competence, and environmental challenges affecting their counselling training.

H3: There is a statistically significant enneagram personality type variation among trainee counsellors in terms of their year of study level and gender.

H4: There is a statistically significant counselling self-efficacy difference among trainee counsellors based on their university affiliation and gender.

H5: Trainee counsellors' enneagram personality type and counselling self-efficacy significantly predict their counselling competence.

4.3 Research design

A mixed method descriptive survey is used to investigate the practice and challenges of counselling training offered in Ethiopian universities, and quantitative data and documents were collected at one point in time from the studied Universities. Thus, mixed research is helpful when quantitative data was collected from the research respondents and qualitative data from document analysis.

4.4 Population and samples

The target population of this study was counselling psychology Master of Arts degree level trainees of Ethiopian public universities. In fact, as of 2016, only four universities, namely Addis Ababa, Dilla, Wollo, and Jimma universities, offer training in counselling psychology at the Master of Arts level. Wollo University was used for the pilot study while the three universities (Addis Ababa, Dilla, and Jimma) were used for the main study. The universities mentioned above have been selected on purpose. These universities were chosen for two reasons. The first basis is that only these universities offer Master of Arts programs in counselling psychology. The second reason is the small number of students taking courses at these universities. Therefore, these universities were made to increase the number of respondents and to obtain valid data for quantitative methods. Besides this, universities were selected for a large number of samples and comparison purposes. Comparisons were made

to see if there was a statistically significant difference between trainee counsellors with the status of their counselling efficacy and competence at the studied universities.

One hundred fifteen (115) trainee counsellors were selected as a sample from the studied universities. In these universities, only 115 trainee counsellors study at the designated level of study. Among these study participants, seven (7) respondents did not complete the questionnaire. Therefore, to analyze this thesis, the responses of one hundred eight (108) trainee counsellors' responses were calculated.

4.5 Variables of the study

The study consisted of both independent and dependent variables. The counselling self-efficacy, enneagram personality, and environmental factors were included as predictors. Under Counselling Self-efficacy Inventory (COSE), there were five indicator variables (micro-skill, counselling process, and dealing with difficult client behaviour, cultural competence & values). From Larson et al.'s (1992) counselling Self-efficacy scale, 37 items were used as indicator variables (12 for micro-skill, 10 for counselling process, 7 for dealing with difficult client behaviour, 4 for cultural competence & 4 for values).

Enneagram personality was also another independent or predictor variable included in this study. Under enneagram personality, there were nine indicator variables (reformer, helper, achiever, individualist, investigator, loyalist, enthusiast, challenger & peacemaker). From the Cohen-Palmer Enneagram Inventory (Palmer, 1988), 108 items were used as an indicator variable (12 for reformer, 12 for helper, 12 for achiever, 12 for the individualist, 12 for the investigator, 12 for loyalist, 12 for the enthusiast, 12 for challenger & 12 for peacemaker).

Environmental factors were considered to be the third independent variable included in this study (instructional process, facilities & internship). For this variable, 19 items were used as indicators variables (7 for facilities, 8 for instructional process, & 4 for internship).

Counselling competence was included in the study as the outcome or dependent variable. Under counselling competence variable, there were three indicator variables (counselling skills & therapeutic conditions, counseling dispositions & counselling behavior). From the Lambie et al (2015) scale, 33 items were used as indicators counselling competence (12 for counselling skills & therapeutic conditions, 11 for counseling dispositions & 10 for counselling behavior).

4.6 Instruments

Standardized and constructed data collection instruments were used to collect data. Enneagram personality inventory, counselling self-efficacy, and counselling competence measure were adapted from the existing literature. The reliability and validity of the instruments were checked as it was stated below. The instrument that measures environmental factors obstructing the practice of counselling training, demographic questionnaire, and document analysis checklist was prepared by the present researcher.

4.6.1 Demographic questionnaire

A background questionnaire was used to understand the demographic characteristics of the study participants, such as age, university affiliation, year of study, and gender. The demographic questionnaire (university affiliation, year of study & gender) was used to check whether there were statistical differences on the independent variables (enneagram personality & counselling self-efficacy) among the trainee counsellors.

4.6.2 Counsellor competence scale

The Counsellor Competencies Scale-Revised (CCS-R) assesses trainee counsellors' counselling skills and abilities. The CCS-R offers direct input to trainee counsellors on their demonstrated ability to apply counselling skills and promote therapeutic situations, and their counselling dispositions and behaviours, providing practical areas for improvement

and supporting their advancement as successful and ethical licensed counsellors (Lambie et al., 2015).

A counsellor competence scale (CCS) was developed to assess and evaluate trainee counsellors counselling capabilities. This instrument was first developed by University of Central Florida by the counsellor education faculty (Lambie & Ascher, 2016; Swank & Lambie, 2012; Swank et al., 2012). They developed the instrument after examining different instruments and understanding that the existing instruments only assess counselling skills ignoring other areas of counselling competence (Eriksen & McAuliffe, 2003; Moyers et al., 2005; Urbani Smith, Maddux, Smaby, Torres-Rivera & Crews, 2002). They added other areas of counselling competence (counselling disposition & counselling behaviours) to fill such gaps and assess trainee counsellors counselling competence comprehensively (Lambie & Ascher, 2016; Swank & Lambie, 2012; Swank et al., 2012).

The CCS items were constructed after reviewing literature in the area of counselling psychology and consulting counsellors to check whether the instrument has content validity. Efforts were also made to align the items in the instrument with CACREP (2009) Standards and the ACA (2005) Code of Ethics. The CCS was grounded in a three-factor model with 32 items, namely, counselling skills, counselling dispositions, and counselling behaviours. The CCS enclosed five response categories within a rubric format used to rate the level of counselling competence: harmful, below expectations, near expectations, meets expectations, and exceeds expectations (Swank & Lambie, 2012; Swank et al., 2012).

In this thesis, the 32-item counselling competency scale (revised version) developed by Lambie et al. (2015) was used to evaluate the dependent variable (eg. : posture, client distance, tone of voice, speaking rate, use of silence, etc. including practice within the competency framework; attendance at all course meetings and clinical practice activities willingly with their participation and promptness...). This tool, Lambie et al.'s Counseling Competency Scale, was adopted and adapted from Lambie et al (2015) and Ramirez (2018).

4.6.3 Self-efficacy measure

In the psychological literature, social cognitive theory and its underlying structure, self-efficacy, have gained a great deal of attention (Judge, Jackson, Shaw, Scott, & Rich, 2007), and is described as views of a person about his or her ability to achieve the necessary performance level (Bandura, 1994) and plays an important role in the initiation and maintenance of human behaviour (Iannelli, 2000). Studies have inspected the role self-efficacy plays in action related domains, viz; career selection (Branch & Lichtenberg, 1987; Zeldin, Britner, & Pajares, 2008), improvements in health-behaviour (Ramo, Prochaska, & Myers, 2010; Sharpe et al., 2008) and career success (Judge et al., 2007; Stajkovic & Luthans, 1998).

The CSE construct entails trainees' beliefs about his or her ability to effectively counsel a client shortly (Larson & Daniels, 1998). Mixed results have been obtained from analysis of the construct and effect of CSE across some mental health practitioners, including counselling trainees; M.A level counsellors, psychologists, school counsellors, and students from similar careers. Small to moderate associations with CSE suggests social desirability, personality, aptitude, and achievement (Larson et al., 1992) and counsellor age (Watson, 2012). The CSE is also influenced by external factors like work environment, supervisor characteristics, and level of quality of supervision (Larson & Daniels, 1998).

In this study, the instrument used to measure counselling self-efficacy was the Counselling Self-Estimate Inventory (COSE), developed by Larson et al. (1992). This instrument is used to examine the convergent validity of the new Counsellor Activity Self-Efficacy Scales (CASES). The instrument examines counselling five self-efficacy components: (a) micro skills; (b) the counselling process; (c) dealing with difficult clients ; (d) culturally competent behaviour ; and (e) awareness of one's values. There were 53 items in the initial version of the COSE which were eventually reduced to 37 items, covering both positive and negative statements about personal capabilities as a counsellor. Participants will react by specifying their degree of agreement with each declaration on a 6-point scale, ranging from strongly disagree (1) to strongly agree (6). By adding responses and dividing by the number of items on each scale, scale scores will be determined. A cumulative COSE score

will also be determined by summing the responses to all items and dividing by 37. Negatively worded items would be scored in a reverse. The highest score demonstrated greater self-efficacy in counselling.

COSE was used to measure the self-efficacy (independent variable) of the research participants regarding their counselling skills. To clarify the study participants, the 6-point scale of 37 COSE items was modified and reduced to a 5-point scale (e.g. when I use responses such as emotional reflection, active listening, clarification, exploration, I am confident that I will be concise and to the point; I can impose value to the client during the interview; when I start closing a session, I make sure it doesn't happen in a way that's not abrupt or abrupt and I'll end the session on time... etc). The scales were ranging from strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5). The instrument COSE was taken and adapted from Li (2016) and Seay (2015).

4.6.4 Enneagram personality inventory

The Enneagram Personality measure was adapted to see whether there was a statistically significant difference between trainee counsellors' professional competence and self-efficacy. Attempting to assess the enneagram personality type of respondents three enneagram instruments (Palmer, 1988; Wagner, 1981; Zinkle, 1974) were found in the literature. The inventories developed by Wagner (1981), Palmer (1988), and Zinkle (1974) classify people according to enneagram typology. These instruments were chosen based on published data regarding reliability and validity (Palmer, 1988; Wagner & Walker, 1983; Zinkle, 1974). Below is the detail of each Enneagram inventory.

Wagner inventory: Jerome Wagner's enneagram inventory (1981) has 135 items. It consists of statements concerning personal attributes and motivations to which subjects respond in a dichotomized fashion: either "Yes (the item characterizes me)" or "No (the statement does not characterize me)" (Sharp, 1994). There are 15 of these stimulus statements, which constitute a separate scale for each of the nine types. The sum of the "yes" responses yields the raw score for that scale, and the scale with the highest raw score de-

termines the type assigned. A jury of experts on the Enneagram system and theory selected the items for inclusion in the inventory. Wagner and Walker (1983) reported their efforts to compare their Enneagram inventory with the Myers-Briggs Type Indicator (1962) and the Millon-Illinois Self-Report Scale (1977). Two-thirds of the original sample responded to a follow-up survey. Between 79 and 100 percent of respondents for each type rated themselves as the same type that they had initially judged themselves to be. Using a more efficient measure of type stability and, thus, reliability, Cohen's kappa coefficient was computed for each of the nine types, and yielded coefficients between .76 and 1.00.

Zinkle inventory: a total of 225 items comprises the Zinkle (1974) inventory, which has 25 items to sample each of the nine Enneagram types. Unlike the other inventories, 19 scale items are "false-keyed," meaning that these items are indicative of type qualities if denied. Therefore, these items are added to the total if answered appropriately. Each scale samples the cognitive, affective, and behavioural domains with items concerning likes, dislikes, feelings, motivations, and actions. A jury of experts decided which items to include originally in the instrument.

Cohen-Palmer inventory: the Cohen-Palmer Enneagram Inventory (Palmer, 1988) has 108 statements focusing on behavioural patterns (e.g. I may look and act busy, but inside I'm spaced out on details of the room, old memories, or unfinished business; in a confrontation, I want the other person to oppose me strongly; I avoid putting time and money into extravagance; I prefer to reduce my needs to a few simple objects... etc), with a total of 12 items per each type-scale. Subjects must respond either that the statement is "like me" or "not like me." Cohen and Palmer propose that the scale with the most "like me" responses indicates the subject's type.

Therefore, in this study, the Cohen Palmer Enneagram inventory (Palmer, 1988) was selected with an emphasis on behavioral tendencies and recent publications compared to other Enneagram inventory. This tool is used to assess the personality (independent variable) of trainee counsellors as predictors of counselling competence /dependent variable. This

instrument had psychometric properties of Cronbach alpha 0.71 and was adapted from Sharp (1994).

4.6.5 Counselling training challenge scale

Five levels counselling challenge scale on instruction process, practicum, resource, and facilities needed as perceived by counselling trainees were constructed to see the kind and the level of the challenges. The scale was developed by the present researcher after reviewing literature and empirical research regarding contemporary challenges that trainee counselors were facing during their study. The scale was 19 items (e.g the student-teacher ratio is fair; books in our library are recently published; I have guidelines for our internship/practicum program ... etc) five Likert scales that are supposed to measure challenges of counselling training while trainees were at Universities.

After its development, it was reviewed and edited by counselling psychology instructors, language professionals, and advisor (supervisor). Two redundant items were reduced and for all items language editions were taken. Feedbacks given by those professionals were incorporated in it and was piloted. The scales ranged from strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5). This scale was used to measure the environmental factors that were considered as predictors of the dependent variable (counselling competence).

4.6.6 Checklist for curriculum and practicum documents

Counselling curriculum and practicum assessment checklists were developed after exploring counselling professional organizations (APA, CACREP & ACA) and reviewing existing research documents on counselling psychology curriculum and practicum. The developed checklist has been provided to counselling psychology instructors of Debre Berhan University, and supervisor of this thesis to check the content validity and modification has made to the previous checklist. This instrument was used to support the quantitative data on hypothesis two and see if there was a significant correlation among trainee counsellors'

enneagram personality type, counselling self-efficacy, counselling competence, and environmental challenges affecting their counselling training. The following questions were used during document analysis. These were:

1. Did counselling Psychology curriculum promote the identity of counselling training?
2. Did the curriculums address diversity, social and multicultural issues?
3. Were core courses in the counselling competence included in the curriculum of the study university?
4. Was the time allotted in the curriculum adequate for the internship?
5. Did the trainee use enough time, write the report properly, and assess using a defined criterion?

4.7 Validity and reliability

As a prerequisite to the actual study, a pilot test was carried out on fifteen (15) trainee counsellors to ensure the clarity of the instruction, questions, and scale items and evaluate the validity and reliability of the instruments. Participants of the pilot study were selected from Wollo University and later excluded from the final study. Participants of the pilot study took on average from 25- 30 minutes to complete and return the questionnaire. The researcher checked the validity and reliability of the instruments in two ways.

First, educational measurement and counselling psychology experts, and the supervisor of this thesis commented on standardized measurements (enneagram, counselling self-efficacy & counselling competence scale) and newly developed instruments (counselling challenge scale & document analysis checklist). Experts were asked to criticize the tools and suggest changes to the instruments' clarity, wording, appearance, ease of use, appropriateness of the content, and the standard of direction and objective measurement criteria. Based on experts' opinions, the instruments (items on the counselling challenge scale & document analysis checklist) were reviewed and ready for pilot testing. The instructions were revised and clarified based on the oral and written feedback received.

Second, for the internal consistency of the standard measuring instruments such as enneagram personality, counselling self-efficacy, and competence scale (Cronbach's alpha) reliability was computed using SPSS V-20. Details of each measuring instruments' reliability result are described below in table 4.1.

Table 4.1 *Theoretical and Practical Reliability Coefficients of the Adapted and Developed Instruments*

S/N	Instrument	Reliability	Present reliability	Authors
1	The Cohen-Palmer enneagram inventory (Palmer, 1988)	0.71	0.660	Palmer, 1988
2	Counselling, Self-estimate inventory (COSE)	0.93	0.89	Larson et al., 1992
3	Counselling competence scale	0.927	0.961	Lambie et al, 2015
4	Counselling challenge scale	-	0.930	Present researcher

The following basic findings of the pilot study had direct implications for the actual study. As seen in table 4.1 above the reliability of the measuring scale was Cronbach's alpha's coefficients of 0.66, almost approximate 0.7 and above which was deemed acceptable. In addition to the pilot study, teachers from the Debre Berhan University psychology and English language department read the instruments to see if there are vague items, instructions, and items that may elicit differences in meaning based on culture. A little amendment was made on the structure, instruction, and some wordings.

4.8 Procedures of data collection

The final versions of the questionnaires were administered and documents were collected from December 12, 2018, to January 2019 by the researcher and three well-trained data collectors assigned from the studied universities. The data collectors have been trained by the researcher of this study on how to and what to communicate and interact with respondents before, during, and after administration of the questionnaire. The aim of the study and its confidentiality had been explained to the participants. Participating trainee counsellors were informed that they were allowed to exempt themselves from the study if they were

not interested. The participants were volunteered to participate in the study even though seven (7) of them were unable to complete the questionnaire.

The questionnaires (background, enneagram personality, counselling self-efficacy & counselling competence) were administered to participants in their classrooms. Prior to their classes, communications have been made and permissions were obtained from programme coordinators and class instructors to use the last 30 minutes from their respective sessions. Accordingly, respondents have completed and returned the questionnaires on the spot for confidentiality.

Immediately after completing the quantitative data collection phase, the researcher began to collect the qualitative data collection procedure. For this purpose, document analysis (counselling curriculum & practicum) was used as a method of obtaining qualitative data. From the three studied universities practicum evaluation criteria, sample practicum document, and counselling psychology curriculum were collected concurrently in the day where questionnaires were filled. Following the completion of the data collection, analysis has been performed.

4.9 Data analysis methods

In this study, a mixed method of data analysis mainly quantitative (convergence) methods were used. The statistical analysis was performed by using the Statistical Package for Social Sciences (SPSS) Version 20. Details of data analysis methods are described in 4.9.1, 4.9.2, and 4.9.3 below.

4.9.1 Quantitative approach

The quantitative strategy chosen for this research was descriptive survey research which determines and reports the way things are, collecting numerical data for hypotheses testing to generate answers about the subject of research. The purpose of this descriptive approach for this particular study was to integrate the quantitative data to gain a broader perspective

of the issues about Master level counselling trainees. Thus, in this research, numeric data were collected using a questionnaire to provide a quantitative description of personal and environmental factors hindering the practice of counselling and the competence of trainee counsellors in the targeted universities.

Accordingly, once the data collection was completed through the quantitative research approach, the Statistical Package for the Social Sciences (SPSS) version 20 (2015) for the Windows program is used. Descriptive and inferential statistical analyses are performed according to the nature of the variables and proposed questions.

Therefore, to analyze the data different statistical techniques such as percentages, correlation, independent t-test, analysis of variance, and regression analysis were recommended and computed (Agresti, 2007; Landies & Koch, 1977).

4.9.1.1 Regression analysis

Multiple regression analysis is a technique used to predict the unknown value of one variable from the known value of two or more variables, also known as a prediction. Hence, multiple regressions were conducted to the effect of the independent variables such as trainee counsellors' Self-efficacy, enneagram personality types and environmental challenge to counselling training had to influence on the dependant variable (counselling competence). After looking at the overall influence, further analyses were done to check whether themes of the independent variable influence the themes of the dependent variable.

4.9.1.2 Student/ independent t-test

The independent t-test also called the two-sample t-tests or student's t-test is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups. Unrelated groups, also known as unpaired or independent groups, are grouped, where the instances (e.g. participants) of each group are different. Typically, researchers have studied inter-individual differences, which means that when

comparing two groups, an individual from one group cannot be a member of the other, and vice versa. An example would be the gender that an individual should be classified as either male or female - not both.

Thus, an independent t-test was implemented to determine probable whether there are differences between trainee counsellors and counselling training practice about the dependent and independent variables. This was to see the nature of the difference from the point of University realities, gender issues, and study level.

4.9.1.3 One-way ANOVA

The one-way analysis of variance (ANOVA) was used to determine whether there were any statistically significant differences between the means of three or more independent (unrelated) groups. This was done by reading a brief introduction to the one-way ANOVA, including the assumptions of the test and when we should use this test. At this point, it is important to realize that one-way ANOVA is the full test statistic and cannot tell us which particular groups are significantly and statistically different from each other, only a few at least two groups are like that. To determine which particular group is different from each other, we need to use a post hoc test. For example, universities were compared on the influence of the independent variables such as counselling self-efficacy, enneagram personality on the dependant variable (counselling competence).

Therefore, one-way ANOVA was computed to see whether trainees' enneagram nine personality types and trainees' universities had a variation on their counselling competence or not. After an overall significant F, Tukey Kramer (TK) is used to identify pairs of means that differ one from another. If significantly high enough, it suggests that there is indeed a difference among the three or more means. In other words, it denotes that the independent variable (enneagram personality & counselling self-efficacy) has some influence on the dependent variable (counselling competence) or outcome factor.

4.9.1.4 Correlation analysis

Correlation analyses were used to the associations among enneagram personality, counselling self-efficacy, counselling competence, and environmental challenges to counselling training. Pearson correlation is also used to test the reliability of the instrument.

4.9.2 Qualitative approach

The qualitative research approach seeks to delve into the research framework to gain a deep understanding of how things are and how participants in the context perceive them. Qualitative research must undertake sustained, in-depth and contextual research to uncover more subtle and less public personal insights (Creswell & Clark, 2007). The researcher explored one sample practicum and curriculum documents (from each studied university) and analyzed the content thematically (Hays & Singh, 2012; Krippendorff, 2012; Hsieh & Shannon, 2005; Neuedorf, 2002; McLeod & Balamoutsou, 2000; Insch, Moore & Murphy, 1997) using the stated checklist in supporting the quantitative findings of hypothesis 2.

4.9.3 Mixed methods

Mixed methods research is comparatively a recent approach that has become recognized in the past two decades. Such research methods connect or combine both qualitative and quantitative research data to provide a more thorough understanding of a research problem. It involves philosophical assumptions and the linking of both approaches in a study (Creswell, 2014; Creswell & Clark, 2007). In this research, the mixed method design was utilized to generate quantitative and qualitative data concurrently/triangulation from trainee counsellors regarding the practice and challenges of counselling training at the studied universities on hypothesis 2. Hypothesis two (2) was concerned to see if there was a significant correlation among trainee counsellors' enneagram personality type, counselling efficacy, counselling competence, and environmental challenges of counselling training. In addition, this hypothesis was substantiated by qualitative data collected through document analysis emphasizing counselling training, curriculum, and internship.

In mixed methods research, data analysis comprises the analysis of both qualitative and quantitative data using qualitative and quantitative methods respectively. The researcher draws inferences from the data to look for meaning and to reach conclusions based on evidence and reasoning after simplifying the complexity of collecting data (Neuman, 2006). Therefore, the researcher used the convergent triangulation design, which involved conducting a separate initial data analysis of both quantitative and qualitative data and comparing the findings from both sets of data during the interpretation and discussion stage. In mixed research, triangulation is a procedure in which qualitative and quantitative data are collected separately and analysis is done within the same time frame, equal priority and data sets merged during analysis or interpretation (Cresswell, 2014).

4.10 Ethical consideration

In psychological research where an individual's behaviour was under investigation, the use of ethical consideration is essential, and ethical practice necessitate from both the study institutions and the individual research participants (Clark & Creswell, 2015). The American Psychological Association (2002) identified fidelity and responsibility, integrity, nonmaleficence and beneficence, justice, and respect for the dignity of the research participants as important ethical principles and code of conduct that researchers take into account while conducting research. The University of South Africa (UNISA) Research Ethics Committee also approved the development of a research protocol highlighting research design, methodology, and explanatory confidentiality, voluntary participation procedures for ensuring, anonymity, details of the study's purpose, and objectives of the study. Thus, based on the above principles the following ethical considerations were important during the current study.

4.10.1. Informed consent

Informed consent was taken from research participants in written form. All students and program coordinators were debriefed to be a participant in this study and they were voluntary. As a result, data was collected from first year and second year students who were vol-

unteered to take part. In this regard, Clark and Creswell (2015) suggested researchers to get permission to collect data from concerned bodies. Based on this principle, the researcher obtained ethical clearance from the University of South Africa (UNISA) Research Ethics Committee (see appendix A); a cooperative letter from Debre Berhan University, department of psychology; and permission from studied Universities (appendix B) namely Wollo University, Dilla University, Addis Ababa University, and Jimma University. Since the age of these research participants was above the age of 18, there was no need to obtain written consent from their parents.

4.10.2 Confidentiality

The privacy and confidentiality of research participants' responses were kept throughout the research process. Anonymity is the strategy used to secure participants' responses secure (Polit & Beck, 2012). Thus, the researcher used anonymous questionnaires during data collection. No identity of any respondent was connected to the questionnaire he or she completed. In addition, for the document analysis part, the cover page of the sample practicum case reports was detached to keep the case report of individual trainees confidential.

4.10.3 Non maleficence and beneficence

In this study nonmaleficence and beneficence were into consideration, and research participants were protected from any kind of discomfort. Clark and Creswell (2015) advised that a researcher must be protective of his or her research participants from physical, emotional, economic, and social discomforts. They point out that respondents should leave the study in a state that is no worse than when the study began. In this study, emotional discomfort associated with answering environmental challenges to counselling training can be taken as temporary discomfort. To reduce this discomfort the data collector collected the completed questionnaire and made mix all together so that they become confident that their responses are kept in private.

Beneficence is another imperative ethics of this study. The principle behind beneficence is sharing the outcomes of the research to those who contribute to the scientific research (Ar-nason & Schroeder, 2013). Thus, the final copy of this thesis will be distributed to the studied Universities where the study was conducted.

4.11 Summary

This chapter has explained the major points about the research methodology and strategies employed in this study. A mixed methods descriptive survey research design was used to study the practice and challenges of counselling training at Dilla, Addis Ababa, and Jimma University counselling psychology Masters of Arts Degree trainees. One hundred fifteen (115) students are taken as a respondent in the present study. But only one hundred eight (108) students completed the instruments while seven respondents were failed to complete the questionnaires.

Well-validated and reliable instruments (the Cohen-Palmer Enneagram Inventory, Larson et al Counselling, Self-Estimate Inventory, Lambie et al, counselling Competence scale & Counselling Challenge Scale) were used to collect data from the research participants.

The method of analysis was both qualitative (thematic) and quantitative (percentage, mean, independent t-test, correlation, one-way ANOVA & multiple regression) analysis methods were employed to make the finding significant. During and after data collection ethical consideration was taken into account and permits have been obtained from the respective head, department of psychology of the studied Universities.

The preceding chapters and this chapter have emphasized explaining the background of the research, the theoretical basis, and previous empirical findings related to the research, hypotheses, and methodology. The following two chapters (Chapter 5 and Chapter 6) will present the results of the study and discuss each of the research hypotheses respectively.

CHAPTER FIVE RESULTS

This chapter provides the results of the study. It starts with an introduction, and then presents findings on the demography of trainee counsellors, on trainee counsellors' counselling self-efficacy, on the correlation of variables included in the study (environmental challenge, enneagram personality, counselling self-efficacy, and competence), on trainee counsellors' enneagram personality type difference, and predictors of trainee counsellors' counselling competence. The chapter finally summarises the findings.

5.1 Introduction

In this chapter, the data collected from trainee counsellors were organized, analyzed, and presented. In processing the survey data used in the study, the collected questionnaires responses were coded using the Statistical Package for Social Science (SPSS version 20.0). To analyze the collected data, different statistical techniques (percentages, Pearson correlation coefficient, independent sample t-test, one-way ANOVA & multiple regressions) were utilized. In the study, the statistical test levels $\alpha = .05$ and 0.01 were referred for decision. The collected data were classified mainly as quantitative (data that were collected through questionnaires) and qualitative (data that were obtained from practicum and curriculum document analysis) to support the quantitative investigation. The chapter comprises two sections. The first and second sections present the findings and summary of the study, respectively.

5.2 Research findings

In this section, the findings of the statistical analysis of hypotheses were described in four steps. First, based on the hypothesis formulated each of the variables included was examined. Second, components of each variable at each hypothesis were assessed. Third, the actual effect size of each significant value was calculated and determined. Finally, conclusions and summaries were made for each hypothesis.

The result chapter has six sections. The first section described the demographic characteristics of respondents (hereinafter trainee counsellors). In the second section, counselling self-efficacy difference in terms of trainee counsellors' year of study level was discussed. The third section presented a correlational matrix containing predictors of counselling competence. The fourth section dealt with examining enneagram personality differences based on trainee counsellors' gender and year of study level. In the fifth section, trainee counsellors' counselling self-efficacy differences on gender and University affiliation were examined. The final section dealt with whether trainee counsellors' enneagram personality type and counselling self-efficacy predicted their counselling competence.

5.2.1 Demographic characteristics of the respondents

Frequency tables were designed for respondents' (trainee counsellors) gender, university affiliation, age, work experience, and year of study level. A total of 108 [M= 82 (75.93%) & F= 26 (24.07%)] counselling psychology trainees [43 (39.81%) from Addis Ababa University; 44 (40.74%) from Dilla University & 21 (19.44%) from Jimma University] participated in the study. Concerning study respondents' year of study level, the majority (n = 60; 55.56%) were first-year trainee counsellors and the remaining (n = 48; 44.44%) were second-year trainee counsellors. Regarding trainee counsellors' work experience, the majority (n = 72; 66.67%) of trainee counsellors have 4-7 years experience after completing their Bachelor of Arts degree. Hence, it seems that the larger proportions of the trainee counsellors were not well experienced according to the guidelines of the current education policy career structure. Concerning trainee counsellors age level (n = 27; 25%) were 18-25 (n = 65; 60.19%) were 26-33 and (n = 16; 14.81%) were 34-41 years old. From this, we can understand that the majority of trainee counsellors involved in the study were aged between 26 and 33.

The detailed information of trainee counsellors included in the study is illustrated in Table 5.1 below.

Table 5.1 *Background Information of the Respondents*

Characteristics		Male		Female		Total	
		N	%	N	%	N	%
University affiliation	Addis Ababa	29	26.86	14	12.96	43	39.82
	Dilla	37	34.26	7	6.48	44	40.74
	Jimma	16	14.81	5	4.63	21	19.44
	Total	82	75.93	26	24.07	108	100
Year of study level	First year	45	41.67	15	13.89	60	55.56
	Second year	37	35.26	11	10.19	48	44.44
	Total	82	75.93	26	24.07	108	100
Age	18-25	10	9.26	17	15.74	27	25
	26-33	57	52.78	8	7.40	65	60.19
	34- 41	15	13.89	1	0.93	16	14.81
	Total	82	75.93	26	24.07	108	100
Experience	<= 3	4	3.70	8	7.41	12	11.11
	4-7	59	54.63	13	12.04	72	66.67
	8-11	14	12.96	5	4.63	19	17.59
	12-15	5	4.62	-	-	5	4.62
	Total	82	75.93	26	24.07	108	100

In the following sections, the questionnaire data collected from the participants were analyzed following the five hypotheses formulated in the study.

5.2.2 Trainee counsellors' counselling self-efficacy

One of the objectives of this study was to assess trainee counsellors' level of self-efficacy. Inconsistent with this research objective, the following hypothesis was formulated to examine if:

H1: Second year trainee counsellors demonstrate higher counselling efficacy than first year trainee counsellors.

The independent t-test analysis yielded a statistically significant difference between year one and year two trainee counsellors ($t = -4.124$, $df = 106$, $SE = 3.745$, $P = 0.00$) on counselling self-efficacy (see Table below 5.2). The mean difference showed that year two trainee counsellors had better counselling self-efficacy than year one trainee counsellors.

Table 5.2 Trainee Counsellors' Comparison in their Self-efficacy by Year of Study level

Years of study level	N	Mean	SD	Mean difference	df	T	SE	Sig.
1st	60	116.7000	19.53641	-15.4458	106	-4.124	3.745	0.00
2nd	48	132.1458	19.17999					

*P < 0.05

Having checked the theoretical difference, actual or practical difference assessment was done to see the practical differences of the two groups using a formula (Pallant, 2016 p 267);

$$\text{Eta score (n)} = \frac{(t)^2}{(t)^2 + (N_1 + N_2 - 1)} = \frac{(-4.124)^2}{(-4.124)^2 + (60 + 48 - 2)} = \frac{17.007376}{17.007376 + (106)} = 0.138$$

The guideline (Cohn, 1988, pp 284-287; Pallant, 2016, p 267) for interpreting this eta (n) value are; 0.01 = Small size; 0.06 = medium effect & 0.14 = large effect. Therefore, the effect size is 0.138 which is approximately large and expressed as 13.8 % of the variance in counselling self-efficacy is explained by trainee counsellors' year of study level.

Components of counselling self-efficacy (COSE)

Moreover, the trainee counsellors' counselling self-efficacy scale had five components (the use of micro skill, attending to the counselling process, and dealing with difficult clients' behaviour, behaving in a culturally competent manner & being aware of one's value). The findings for each of the counselling self-efficacy components are shown below in Table 5.3 on the next page.

Table 5.3 Trainee Counsellors' Comparison in their Self-efficacy themes by Year level

Themes	Year of study Level	N	Mean	Std. dev.	M. diff.	Df	T	Sig.
Micro-Skill	1st	60	43.38	8.45345	8.47	106	-5.511	0.00
	2nd	48	51.85	7.23758				
Counselling Process	1st	60	26.75	7.21492	2.83	106	-1.965	0.052
	2nd	48	29.58	7.72626				
Dealing with difficult client behaviour	1st	60	22.28	4.29462	0.74	106	-0.845	0.40
	2nd	48	23.02	4.76463				
Cultural competence	1st	60	13.67	3.22420	0.11	106	0.176	0.861
	2nd	48	13.56	2.85021				
Value	1st	60	10.62	2.51835	3.51	106	-6.859	0.00
	2nd	48	14.13	2.78770				

*P < 0.05

An independent t-test was used to see if there was a significant difference between first and second year trainee counsellors to their counselling self-efficacy belief (use of micro-skill, attending to the counselling process, dealing with difficult client behaviours, behaving in a culturally competent manner & being aware of one's value). The result indicated that there were statistically significant differences in to use of micro-skills ($t = -5.511$, $P < 0.05$) and being aware of one's value ($t = -6.859$, $P < 0.05$) between year one and two trainee counsellors. But other components of counselling self-efficacy, particularly, dealing with difficult client behaviour ($t = -0.845$, $P > 0.05$), behaving in a culturally competent manner ($t = 0.176$, $P > 0.05$) and attending to the counselling process ($t = -1.965$, $P > 0.05$) failed to yield a statistically significant difference between year one and two trainee counsellors.

The effect size was calculated to know the practical difference observed in these significant components of counselling self-efficacy (use of micro-skills & being aware of one's value) using the previous eta square formula. The result of the eta square (η^2) revealed 0.223 for use of micro-skill and 0.307 for being aware of one's value, and these effect sizes indicated that both components of counselling self-efficacy had a large effect size. Therefore, the effect size is 0.223 for use of micro-skill and 0.307 for being aware of one's value which is

approximately large and expressed as a percentage of 22.3% of the variance in the use of micro-skill and 30.7% of the difference being aware of one's value components of Counselling Self-efficacy (COSE) is explained by trainee counsellors' year of study level.

Summary for H1

H1 examined if second-year trainee counsellors demonstrate higher counselling efficacy than first year trainee counsellors. The analysis for hypothesis one revealed that second year trainee counsellors demonstrated significantly higher counsellor self-efficacy scores as compared to those first-year trainee counsellors. The result of the eta square (η^2) result revealed that the effect size of the statistically significant variation is large or strong for counselling self-efficacy in general, and use of micro-skill, attending to the counselling process, and being aware of one's value components of counselling self-efficacy in particular.

Conclusion

The analysis on the year of study level difference on counselling self-efficacy indicated that second year trainee counsellors had better counselling self-efficacy than first year trainee counsellors. The mean difference also informed that second year trainee counsellors were better at being aware of one's values, use of micro-skill and attending to the counselling process components of counselling self-efficacy than first year trainee counsellors. Therefore, hypothesis H1 was accepted.

5.2.3 Factors affecting trainee counsellors' counselling competence

Under this section factors that interfere in trainee counsellors' counselling competence were investigated. Classroom instructional process, instructional facilities, internship practice, trainee counsellors' enneagram personality, trainee counsellors counselling self-efficacy were tested to see if they have a significant association. The hypothesis for this was stated below.

H2: There was a significant correlation among among trainee counsellors' enneagram personality type, counselling efficacy, counselling competence, and environmental challenges of counselling training.

Table 5.4 *Correlation among Trainee Counsellors' Personality, Self-efficacy, Counselling Competence, and Challenges faced*

	Mean	SD	Instruc- struc- tional pro- cess	Facili- ties	Intern- ship	Per- sonali- ty	Self- efficacy
Competence	123.306	24.333	.475**	.391**	.272**	-.019	.457**
Predictors: In- structional process	26.472	7.137	1	.669**	.567**	.177	.135
Facilities	22.018	7.871		1	.108**	.127	-.029
Internship	13.648	4.377			1	.040	.023
Personality	55.796	8.417				1	-.100
Self-efficacy	124.870	24.333					1

*significant at .05

**significant at .01

A correlation coefficient is a standardized measure of the observed effect, which is a commonly used measure of the size of an effect and the value of +/-0.1 as a small effect, +/-0.3 as a medium effect, and +/-0.5 is a large effect (Field, 2013 p 340).

In terms of the relationship between the dependant and independent variables, as it is observed in the above Table 5.4, except enneagram personality, the rest of the independent variables (instructional process, facilities, internship & counselling self-efficacy) were significantly related with the dependent variable (counselling competence) at α .05 and 0.01. The correlation matrix indicates strong correlation between instructional process and facilities ($r = 0.669$, $P = 0.000$), instructional process and internship ($r = 0.567$, $P = 0.000$); medium correlation between instructional process and counselling competence ($r = 0.475$, $P = 0.000$), counselling competence and facilities ($r = 0.391$, $P = 0.000$) and internship and facilities ($r = 0.108$, $P = 0.000$); and small or weak relationship between counselling compe-

tence and internship ($r = 0.272$, $P = 0.004$). Those modest and weak relationship variables may lack practical significance.

On the other hand, the correlation coefficient did not show significant relationship between instructional process and enneagram personality ($r = 0.177$, $P = 0.067$), instructional process and counselling self-efficacy ($r = 0.135$, $P = 0.162$), facilities and enneagram personality ($r = 0.127$, $P = 0.189$), facilities and counselling self-efficacy ($r = -0.029$, $P = 0.762$), internship and enneagram personality ($r = 0.040$, $P = 0.682$), internship and counselling self-efficacy ($r = 0.023$, $P = 0.812$), and counselling competence and enneagram personality ($r = -0.100$, $P = 0.849$).

To confirm whether these strong correlations can cause multicollinearity problems, the tolerance values were calculated. It occurs when the independent variables have higher inter-correlations and skewing results in a regression analysis. As it is presented in Table 5.5 below in some cases the tolerance value is greater than $0.829(1-R^2)$ and in some not. This implies that there were problems of multicollinearity for some variables such as instructional process, facilities, and internship. However, counselling self-efficacy and enneagram personality did not have a problem of multicollinearity. Subsequently, multiple regressions were calculated by combining these highly correlated independent variables (instructional process, facilities, and internship) and forming a common variable called environmental or external variable (see Table 5.6).

Table 5.5 *Multiple Regressions Analysis for Self-Efficacy, Instructional Process, Facilities, Internship and Personality in Predicting Counselling Competence*

Labels	Beta	T	Sig.	Tolerance	R	R ²	Adjusted R ²
(Constant)	29.134	1.591	0.115		0.643 ^a	0.413	0.385
Predictor variables	0.495	5.389	0.000	0.937			
1. Self-efficacy							
2. Instructional process	0.862	2.100	0.038	0.395			
3. Facilities	0.699	2.182	0.031	0.539			
4. Internship	0.225	0.437	0.663	0.665			
5. Personality	-0.149	-0.660	0.511	0.955			
Dependent Variable: counselling competence Predictors: Counsellor self-efficacy, instructional process, facilities, internship, and personality							

As explained earlier, to avoid the above multicollinearity problem, the three highly correlated variables namely instructional processes, facilities, and internship were merged to form a common variable called environmental/external challenge or predictors to counselling Competence (see Table 5.6).

Table 5.6 *Multiple Regressions Analysis for Counselling Self-efficacy, Environmental Challenge and Personality in Predicting Counselling Competence*

Labels	Beta	T	Sig.	Tolerance	R	R ²	Adjusted R ²
(Constant)	18.975	1.131	0.261		0.682	0.465	0.449
Predictor variables	0.580	6.791	0.000	0.992			
1. Self-efficacy							
2. Environmental challenge	0.666	6.52	0.000	0.973			
3. Personality	-0.170	-0.811	0.419	0.974			
Dependent variable: counselling competence							

After the fusion of these variables, in all cases, the tolerance value is greater than 0.784 (1-R²). This showed that problems of multicollinearity were adjusted and as a result, the mul-

multiple regressions were calculated for counselling self-efficacy, environmental challenge and enneagram personality.

The multiple correlation coefficients (R) are 0.682 and the adjusted R² is 0.465. This entails that 46.5% of the variance in counselling competence was explained or predicted by the combination of environmental and self-efficacy factors. The beta weight shows environmental challenges and trainee counsellors' counselling self-efficacy was found to be the contributing factor to predict counselling competence.

Moreover, to see the magnitude of these influences an effect size was calculated using the formula (Cohen et al, 2003 p.95; Tabachnick & Fidell, 2012 p.159);

$$f^2 = \frac{R^2}{1 - R^2}$$

The result of effect size (f²) demonstrated that counselling self-efficacy and environmental factor predicts counselling competence strongly (0.869). This implies that trainee counsellors counselling self-efficacy and environmental factors had a large effect size on their counselling competence.

The qualitative result on environmental factors to counselling competence

Counselling psychology training programs help trainee counsellors develop an identity in counselling psychology. Such an identity is influenced by training and education geared towards job readiness; values that advocate diversity and social justice; specialized in counselling psychology; enhanced health, happiness; and a science-based approach, in which trainee counsellors are encouraged to integrate science into practice.

Document analyses on counselling psychology curriculum and internship were conducted to examine whether the above factors and quantitative results were supported. In this regard, among the environmental or external factors that possibly affect the competence of

trainee counsellors; only internship and curriculum documents of counselling psychology of the studied Universities were reviewed.

Counselling curriculums

To check whether the counselling psychology curriculums foster effective counselling competence or not, the following document analysis checklist was used. These were: the identity of the training, addressing multiculturalism, core courses, adequacy of time allotted for the internship, and assessment mechanisms.

Did counselling Psychology curriculum promote the identity of counselling training? The aim of this question in the checklist was to identify whether or not work-role preparation involves trainee counsellors in performing remedial, preventive, and developmental activities. The reviewed counselling psychology curriculums of Addis Ababa University, Dilla University, and Jimma University did not differ in most cases in this regard. However, unlike others, the emphasis of Dilla University counselling program was mainly on prevention and internship. The studied universities did not have a special curriculum, rather rationale, the objective of the curriculum told that the curriculum is integrated. Thus, the curriculum lacks an identity of training, and graduates of counselling psychology were prepared to involve in remedial, preventive, and developmental activities. Therefore, in all cases, the curriculum was unable to portray the identity of the counselling training.

The second question in the checklist was to uncover whether the curriculum attended to diversity, social and multicultural issues. The assessment in the studied universities proved that values that advocate for diversity and social justice advocacy are encouraged in counselling psychology training programmes. The third question in the counselling curriculum evaluation checklist was to check whether core courses in the counselling competence were included in the curriculum of the study university. According to different counselling associations such as ACA, CACREP, the core courses that were expected to be contained in the curriculum were related to theories and models of counselling; personal and social development; vocational/career counselling; assessment in counselling; and professionalism,

internship, and research. The courses reviewed in the studied universities' counselling psychology curriculum documents do not deviate from these standards. The courses seemed that it was adapted from associations namely ACA and CACREP. However, the result from the document analysis showed that all courses across the studied universities were not similar.

Is the curriculum allotted adequacy of time internship? This question endeavoured to understand whether there was allotted time that may help trainees to develop their practice competence. There were variations in the allotment of time for internship curriculums of these universities; Addis Ababa University has 290hrs assigned for practicum and internship; Dilla University 48hrs and Jimma University 64 hrs allocated for internship.

Internships

Randomly one practicum report document of trainee counsellors was collected from the studied Universities and reviewed against the following checklists. Did the trainee use enough time, write the report properly, and assess using a defined criterion. Practicum report document gathered from Jimma and Dilla Universities disclosed that they spent less time; reports were fragmented but assessed through criteria. The practicum report document from Addis Ababa suggested that trainees were engaged in a semester based on the given time in the curriculum. The trainee wrote the report properly and assessed based on the stated measure.

Mixing results

As discussed above in the quantitative and qualitative results in hypothesis 2, there was a correlation among counselling self-efficacy, environmental factors (instructional process, facilities, internship, curriculums), and counselling competence. The counselling curriculum and internship documents of the qualitative result revealed a similar result. It is noted that counselling training will be determined by environmental factors such as curriculum and internship indicating that course identity, adequacy of time brought the quality of the

counselling training or counselling competence. The courses in the curriculum were designed based on ACA, CACREP, and there were internships in counselling in all of the studied universities despite some differences in the course and time allocations for the instruction. The quantitative analysis also revealed instructional process, internship, and facilities as environmental factors do correlate with the counselling competence and self-efficacy of trainee counsellors.

In the curriculum, it was also identified that the curriculum lacks professional identity and the counselling training is general but there is the incorporation of multicultural courses as there is diversity in Ethiopia. This showed that the counselling provided in the studied universities could not bring counselling professional identity. Therefore, counselling curriculum as environmental factor influences the counselling competence of trainee counsellors.

Summary for H2

H2 was to examine if there were a significant correlation among trainee counsellors' enneagram personality, counselling self-efficacy, counselling self-competence, and environmental challenges of counselling training. The outcome of the analyses found there was a significant correlation among environmental challenges to counselling training, counselling self-efficacy and counselling competence, and however, enneagram personality types did not correlate with these variables. The quantitative (self-efficacy & environmental factors) results and qualitative results on the environmental challenge to counselling competence also supported this hypothesis.

Conclusion

The analysis of the finding revealed that there were correlations among environmental factors, counselling self-efficacy and counselling competence. The qualitative findings on curriculums as environmental factors may encourage departments to develop counselling curriculum that enhances the professional identity of trainee counsellors.

Enneagram personality types were unable to have an association with these variables, and thus, H2 is partially accepted.

5.2.4 Trainee counsellors' enneagram personality

H3: This hypothesis was to see if there would be significant variation among trainee counsellors in the enneagram nine personality types based on gender and study level. The result for this hypothesis is discussed below in Table 5.7.

Table 5.7 *Trainee counsellors' Enneagram Personality type by Mean*

Personality type	Number	Mean	SD
Reformer	108	5.639	2.084
Helper	108	6.463	1.726
Achiever	108	6.463	2.020
Individualist	108	6.398	1.942
Investigator	108	6.426	1.977
Loyalist	108	6.269	1.457
Enthusiastic	108	6.796	1.966
Challenger	108	5.370	1.998
Peacemaker	108	5.972	1.567

Mean was used to see the dominant personality type that trainee counsellors have and the result of this finding is stated in the table above. The result in the above table portrayed that respondents agreed on all personality types presented in Table 5.7 as the kind of personality types trainee counsellors have. However, the mean had shown that enthusiastic (mean = 6.796, SD = 1.966), helper (mean = 6.463, SD = 1.726), achiever (mean = 6.463, SD = 2.020), and investigator (mean = 6.426, SD = 1.977) respectively were found to be the most dominant enneagram personality type that trainee counsellors had.

The remaining enneagram personality types which was considered in the study; reformer (mean = 5.639, SD = 2.084), individualist (mean = 6.398, SD = 1.942), loyalist (mean = 6.269, SD = 1.457), challenger (mean = 5.370, SD = 1.998), and peacemaker (mean = 5.972, SD = 1.567) are the least prevailing enneagram personality type of a trainee counsellors. The mean difference informed that trainee counsellors had a resemblance on helper

and achiever enneagram personality types. The mean also told that the majority of trainee counsellors were enthusiastic, helper, achiever, investigator, individualist, and loyalist in their enneagram personality type.

Table 5.8 *Trainee Counsellors' Comparison in their Personality types by Year of Study level*

Types	Year of study level	N	Mean	Std. dev.	M. diff.	Df	T	Sig.
Reformer	1st	60	5.6667	1.81020	0.6250	106	.154	.878
	2nd	48	5.6042	2.40336				
Helper	1st	60	6.4833	1.82721	0.04583	106	.136	.892
	2nd	48	6.4375	1.60989				
Achiever	1st	60	6.5500	1.89938	0.19583	106	.499	.69
	2nd	48	6.3542	2.17813				
Individualist	1st	60	6.6167	1.88744	0.49167	106	1.311	.193
	2nd	48	6.1250	1.99601				
Investigator	1st	60	6.9500	1.98661	1.17917	106	*3.21	.002
	2nd	48	5.7708	1.77739				
Loyalist	1st	60	6.2333	1.43050	-0.07917	106	-.279	.781
	2nd	48	6.3125	1.50398				
Enthusiastic	1st	60	6.7833	2.23297	-0.02917	106	-.076	.939
	2nd	48	6.8125	1.59329				
Challenger	1st	60	5.5667	2.07786	0.44167	106	1.14	.256
	2nd	48	5.1250	1.88640				
Peacemaker	1st	60	6.2833	1.49680	0.70000	106	*2.35	.020
	2nd	48	5.5833	1.58226				

*P < 0.05

Independent t-test was conducted to examine the statistical difference between first and second year trainee counsellors on their enneagram personality types. It was found that on scores of reformer (t = 0.154, df = 106, P > 0.05), helper (t = 0.136, df = 106, P > 0.05), achiever (t = 0.499, df = 106, P > 0.05), individualist (t = 1.311, df = 106, P > 0.05), loyalist (t = -0.279, df = 106, P > 0.05), enthusiastic (t = -0.076, df = 106, P > 0.05) and challenger (t = 1.14, df = 106, P > 0.05) did not have difference between first and second year trainee counsellors. Trainee counsellors had a statistically significant difference on investi-

gator ($t = 3.21$, $df = 106$, $P < 0.05$) and peacemaker ($t = 2.35$, $df = 106$, $P < 0.05$) enneagram personality based on their year of study level.

Based on the above table, it can be concluded that trainee counsellors with investigator and peacemaker personality types had theoretical statistical significant differences based on their study level. It is important to check whether this theoretical significance had practical variation. Hence eta square (η^2) was conducted and the result yielded an effect size result of 0.088 for Investigator, 0.0495 for Peacemaker based on trainee counsellors' year of study level. According to Cohn's measurement, the effect size of the peacemaker personality type which is 0.0495 is small while the effect size of investigator personality i.e.0.088 is medium. This indicates that 4.95% of peacemaker personality types and 8.8% of the investigator personality type variation in enneagram personality type were explained by trainee counsellors' year of study level.

Table 5.9 Trainee Counsellors' Comparison in Their Personality Types by Gender

Types	Sex	N	Mean	Std. dev.	M. diff.	Df	T	Sig.
Reformer	Male	82	5.4512	2.17251	-.77955	106	-1.676	0.097
	Female	26	6.2308	1.68066				
Helper	Male	82	6.3293	1.55599	-.55535	106	-1.436	.154
	Female	26	6.8846	2.16013				
Achiever	Male	82	6.3293	2.06113	-.55535	106	-1.224	.224
	Female	26	6.8846	1.86176				
Individualist	Male	82	6.1707	1.81764	-.94465	106	*-2.199	0.030
	Female	26	7.1154	2.17857				
Investigator	Male	82	6.1585	1.84237	-1.11069	106	*-2.559	0.012
	Female	26	7.2692	2.18280				
Loyalist	Male	82	6.2683	1.44058	-.00094	106	-.003	.998
	Female	26	6.2692	1.53773				
Enthusiastic	Male	82	6.6463	1.95235	-.62289	106	-1.414	.160
	Female	26	7.2692	1.97094				
Challenger	Male	82	5.3780	2.14096	.03189	106	.071	.944
	Female	26	5.3462	1.49512				
Peacemaker	Male	82	5.9268	1.71975	-.18856	106	-.533	.595
	Female	26	6.1154	.95192				

* $P < 0.05$

Independent t-test were employed to check whether there were a statistical significance difference on personality types based on gender; and the analysis appeared to be significant only for individualist ($t = -2.199$, $df = 106$, $P < 0.05$) and investigators ($t = -2.559$, $df = 106$, $P < 0.05$) enneagram personality types. The remaining personality types (reformer, achiever, loyalist, enthusiastic, challenger & peacemaker) were unable to yield significant differences between male and female trainee counsellors. After checking the theoretical significant difference practical differences were also calculated using the eta (η) formula to notice the effect size of the difference.

The outcome of the analysis indicated that the magnitude of the difference both for Individualist (0.0436), investigator (0.0582) enneagram personality types was small, and only 4.36 and 5.82% of respective variations were explained by trainee counsellors' gender.

Summary for H3

The third hypothesis was to see if there were significant variations among trainee counsellors in the enneagram personality types based on gender and year of study level. The analysis for the hypothesis found that enthusiastic (Mean = 6.796, SD = 1.966), helper (Mean = 6.463, SD = 1.726) and achiever (Mean = 6.463, SD = 2.020) were dominant enneagram personality types that trainee counsellors had. Independent t-tests enclosed that trainee counsellors had a statistical significance difference only on investigator ($t = 3.21$, $df = 106$, $P < 0.05$) and peacemaker ($t = 2.35$, $df = 106$, $P < 0.05$) by study level, and on individualist ($t = -2.199$, $df = 106$, $P < 0.05$), and investigator ($t = -2.559$, $df = 106$, $P < 0.05$) enneagram personality types based on gender. The result of practical difference for the reported study level and gender difference were medium and small correspondingly.

Conclusion

Based on the above analysis, it can be concluded that the majority of trainee counsellors were enthusiasts in their personality type, had year level difference on investigator and peacemaker. Likewise, gender differences were observed on investigator and individualist

enneagram personality types. Thus, **H3** which posits that there was significant variation among trainee counsellors (gender and years of study level) in the enneagram personality types is **partially accepted**.

5.2.5 Predictors of trainee counsellors counselling self-efficacy

In this part, components of counselling self-efficacy were analyzed using trainee counsellors' gender year level and university affiliation as predictors to trainee counsellors' counselling self-efficacy.

H4: this hypothesis examined if there were a statistical significant difference between trainees' counsellors on their counselling self-efficacy because of gender and university affiliation. To test this hypothesis independent t-test and one way ANOVA were computed.

Gender and self-efficacy

Table 5.10 *Gender and Self- efficacy*

Sex of Respondents	N	Mean	Std. Deviation	t-value	p-value
Male	82	126.4024	21.8365	1.678	0.098
Female	26	120.0385	14.9304		

As disclosed above, independent sample t-test was computed to see whether there was a statistically significant difference among male and female trainee counsellors with regard to counselling self-efficacy. The result revealed that there was no statistically significant difference between male and female trainee counsellors regarding counselling self-efficacy ($t = 1.678$, $df = 106$, $p > .05$). Further analysis was made on the five themes of counselling self- efficacy to see if the trainee counsellors had variation on the components of counselling self-efficacy as indicated below in Table 5.11.

Gender and components of counselling self-efficacy

Table 5.11 *Trainee Counsellors' Self-efficacy Themes by Gender*

Themes	Sex	N	Mean	Std. dev.	M. diff.	Df	T	Sig.
Micro-skill	Male	82	47.2805	9.52096	.54972	106	.271	.78
	Female	26	46.7308	7.05157				
Counselling process	Male	82	28.8780	7.49385	3.60882	106	*2.161	.033
	Female	26	25.2692	7.16970				
Dealing with client difficult behaviour	Male	82	22.8537	4.73005	1.00750	106	.994	.322
	Female	26	21.8462	3.67361				
Cultural competence	Male	82	13.7683	3.22911	.61445	106	.894	.373
	Female	26	13.1538	2.39487				
Value	Male	82	12.4634	2.89825	1.19418	106	1.694	.093
	Female	26	11.2692	3.79007				

*P < 0.05

An independent t-test was also used to see whether there was a statistical significant difference between male and female trainee counsellors with respect to components of counselling self-efficacy. The result indicates that there was a statistically significant difference on the attending to the counselling process ($t = 2.161$, $df = 106$, $P < 0.05$) between male and female trainee counsellors.

On the other counselling self-efficacy components, namely use of micro-skill ($t = .271$, $df = 106$, $P > 0.05$), dealing with difficult client behaviour ($t = .994$, $df = 106$, $P > 0.05$), behaving in a culturally competent manner ($t = .894$, $df = 106$, $P > 0.05$) and being aware of one's value ($t = 1.501$, $df = 106$, $P > 0.05$) did not bring noticeable variations between male and female trainee counsellors (see table 5.11 above).

Even though attending to the counselling process components of counselling self-efficacy have theoretical statistical gender difference, the result of the eta square (η^2) which is 0.042 showed attending to the counselling process as having small size practical difference between male and female trainee counsellors. The magnitude of the difference is 4.2% of the

variance in attending to the counselling process component of counselling self-efficacy was explained by gender.

Universities and trainee counsellors' self-efficacy

One-way ANOVA was carried out to investigate the statistical significant difference among trainee counsellors of the studied universities with respect to their counselling self-efficacy. Table 5.12 below presents the result of one way-ANOVA.

Table 5.12 *Summary of one Way-ANOVA*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3226.384	2	1613.192	3.944	.022
Within Groups	42944.162	105	408.992		
Total	46170.546	107			

*P < 0.05

In order to examine whether trainee counsellors had statistically significant counselling self-efficacy difference based on their university affiliation, one-way ANOVA was computed. The analysis of one-way ANOVA revealed a statistically significant difference ($F(2,107) = 3.944, P < 0.05$) among Addis Ababa, Dilla and Jimma Universities trainee counsellors in terms of their counselling self-efficacy. The result of statistical analysis supports the affore mentioned stated hypothesis. More analysis was made to see whether trainee counsellors of the studied Universities had statistical significant difference on components of counselling self-efficacy as indicated below in Tables 5.13 & 5.14.

Universities and components of counselling self-efficacy

Table 5.13 Summary of one way ANOVA on Themes of Self-efficacy

Themes of self-efficacy	Source	SS	Df	MS	F	Sig
Micro-skill	Between groups	341.988	2	170.994	2.176	.119
	Within groups	8249.641	105	78.568		
	Total	8591.630	107			
Counselling process	Between groups	621.989	2	310.994	*5.971	.003
	Within groups	5469.002	105	52.086		
	Total	6090.991	107			
Dealing with difficult client behaviour	Between groups	134.430	2	67.215	*3.468	.035
	Within groups	2035.236	105	19.383		
	Total	2169.667	107			
Cultural competence	Between groups	91.596	2	45.798	*5.320	.006
	Within groups	903.839	105	8.608		
	Total	995.435	107			
Value	Between groups	1.685	2	.845	.083	.920
	Within groups	1065.972	105	10.152		
	Total	1067.657	107			

*P < 0.05 SS=sum of square, M = mean square, df =degree of freedom

As designated above, similar one-way ANOVA was conducted to observe whether there was a statistical significance counselling self-efficacy difference among trainee counsellors of the studied universities in terms of COSE component. The results obtained statistically significant differences among university trainee counsellors on attending to the counselling process ($F(2,107) = 5.971, P < 0.05$); dealing with difficult behaviour ($F(2,107) = 3.468, P < 0.05$) and behaving in culturally competent manner ($F(2,107) = 5.320, P < 0.05$).

However, the remaining two components of counselling self-efficacy, namely the use of micro-skill ($F(2,107) = 2.176, P > 0.05$) and being aware of one's value ($F(2,107) = .083, P > 0.05$) failed to show significant variation among trainee counsellor. After an overall significant F, Tukey Kramer (TK) is used to identify pair of means that differ one from another.

Table 5.14 *Tukey Kramer Comparisons of Means of Trainee Counsellors' Self-efficacy by Universities*

Themes of self-efficacy	Universities	(J) Universities		
		Dilla	Jimma	Addis Ababa
Counselling process	Addis Ababa	-1.146	*5.343	-
	Dilla	-	*6.489	1.146
	Jimma	*-6.489	-	*-5.343
Dealing with difficult behaviuor	Addis Ababa	-.686	2.362	-
	Dilla	-	*3.049	.686
	Jimma	*-3.049	-	-2.362
Cultural competence	Addis Ababa	.530	*2.516	-
	Dilla	-	*1.986	-.530
	Jimma	*-1.986	-	*-2.516
Total self-efficacy	Addis Ababa	1.867	*14.591	-
	Dilla	-	12.724	-1.867
	Jimma	-12.724	-	*-14.591

*P < 0.05, the mean difference is significant at the 0.05 level

The results of post hoc multiple comparisons in table 5.14 revealed a statistical significance difference ($P < 0.05$) among trainee counsellors of the studied Universities on the three components of counselling self-efficacy. Accordingly, trainee counsellors in Jimma University differed from trainee counsellors in Dilla and Addis Ababa Universities on attending to the counselling process; yet, there was no statistically significant difference between trainee counsellors in Addis Ababa and Dilla Universities on attending the counselling process. Regarding dealing with difficult client behaviour, trainee counsellors in Jimma University have statistically differed from trainee counsellors in Dila University; but trainee counsellors in Addis Ababa University had no statistical difference from trainee counsellors in Jimma and Dila Universities in this component of COSE.

Moreover, as seen from table 5.14, trainee counsellors in Jimma University have variations on behaving in a culturally competent manner component of COSE from trainee counsellors in Addis Ababa and Dila universities. In all of the post hoc multiple comparisons, trainee counsellors in Jimma University have a statistically significant difference from trainee counsellors in Addis Ababa and Dila Universities on attending to the counselling

process, dealing with difficult client behaviour and behaving in a culturally competent manner component of COSE. However, trainee counsellors in Addis Ababa University have no statistical significance difference with trainee counsellors in Dila University on attending the counselling process, dealing with difficult client behaviour, and behaving in a culturally competent manner.

In addition, once the theoretical statistical significant difference was observed, the actual difference in mean score was calculated using a formula (Tabachnick & Fidell, 2013, p.258);

$$\text{Eta score (n}^2\text{)} = \frac{\text{Sum of Square between Groups}}{\text{Total Sum of Square}}$$

The calculated result of eta (n) squared for counselling self-efficacy is 0.07. Moreover, the eta results for counselling self-efficacy components (attending to the counselling process, dealing with difficult clients' behaviour & behaving in a culturally competent manner respectively are 0.1, 0.06 & 0.09). The resulting eta squared value for counselling self-efficacy was 0.07, which is Cohen's (1988, pp 284-287) classified as a medium effect size. Cohen classified 0.01 as small, 0.06 as a medium effect, and 0.14 as a large effect. Consequently, for the counselling self-efficacy (0.0699) and on each component of counselling self-efficacy (attending the counselling process, dealing with difficult clients' behaviour & behaving in a culturally competent manner) the eta result also portrayed that they had a medium effect size.

Summary for H4

The fourth hypothesis was to test whether there would be a statistically significant COSE difference among trainee counsellors because of university affiliation and gender. One-way ANOVA revealed that trainee counsellors in Addis Ababa University had a statistically significant difference from trainee counsellors in Dila and Jimma universities on attending to the process self-efficacy; trainee counsellors in Jimma university from trainee counsel-

lors in Dila university on dealing with difficult client behaviour. Trainee counsellors in Jimma University differed from trainee counsellors in Addis Ababa and Dila Universities on attending the counselling process, dealing with difficult client behaviour and behaving in a culturally competent manner. The effect size for the counselling self-efficacy and its components was medium. Independent t-tests revealed that there was a statistically significant gender difference in attending to the counselling process components of COSE.

Conclusion

Based on the finding it can be concluded there was gender difference on attending to the counselling process and university affiliation difference on attending to the counselling process, dealing with clients' difficult behaviour, and behaving in a culturally competent manner component of COSE. As a result, hypothesis 4 that states there is a statistically significant difference among trainee counsellors on COSE because of university affiliation and gender is **accepted**.

5.2.6 Predictors of trainee counsellors counselling self-competence

H5: This was the final hypothesis and predicted that trainee counsellors' enneagram personality and self-efficacy significantly predict their counselling-competence. Linear regression was used to investigate the influence of enneagram personality type and counselling self-efficacy on trainee counsellors' counselling competence. This was employed to identify whether these variables predicted counselling competence. The existence of a linear relationship between the independent variables (predictors) and the dependent variable was checked. To determine the multicollinearity of the independent variables, a correlational matrix was used and it is presented in Table 5.15 below.

The Durbin-Watson statistic has a value in the range of 0 and 4. An estimation of 2.0 implies that there is no autocorrelation distinguished in the sample whereas values from 0 to less than 2 show positive autocorrelation and values from 2 to 4 demonstrate negative autocorrelation. As a rule of thumb, a "good fit" model is predicted by a minimum variance of

60% in the dependent variable, which makes the model seek a good fit by having a large adjusted R-squared value. more than 60%. The Durbin-Watson test which calculates the autocorrelation of the residuals from the regression analysis shows that the acceptable range for DurbinWatson is in the range of 1.52.5 (Hateka, 2010).

For the statistically significant variables Cohen’s effect size (f^2) were calculated using a formula (Cohenet’al, 2003 p.95; Tabanchick & Fidell, 2012 p.159);

$$f2 = \frac{R2}{1 - R2}$$

Using this formula, if the calculated value obtained is 0.02, 0.15, and 0.35, interpreted as the independent variable having small, medium and large effect size on the dependant variable respectively.

Table 5.15 *Model Summary of Enneagram Personality and Self-efficacy on Counselling Competence*

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.457 ^a	.209	.194	21.84398
a. Predictors: (Constant), enneagram personality, self-efficacy				

In order to examine the overall influence of enneagram personality and counselling self-efficacy on counselling competence, regression analyses were computed. Accordingly, Table 5.15 above revealed that the R square value is 0.209 which explains that the model as a whole explains 20.9% of the variance. This means that 79.1% of the variation cannot be explained by counselling self-efficacy and enneagram personality types.

Therefore, there must be other variables that have an influence. The adjusted R-squared is 0.194, which shows that the model is not a good one because the value is less than 0.60. Durbin-Watson values show no autocorrelation among respondents. Further analysis was performed on the coefficients where the alpha value range of 0.05, 0.001, or 0.01 was used to explain the significance of the variable.

Table 5.16 *Trainee Counsellors' Personality, Self-efficacy and counselling Competence*

Model	Unstandardized coefficients		Standard-izedcoeff	T	Sig.
	B	Std. error	Beta		
1 (Constant)	52.435	19.928		2.631	.010
Self-efficacy	.538	.102	.459	5.265	.000
Enneagram personality	.079	.252	.027	.312	.755

Dependent Variable: counselling competence

Effect of self-efficacy and enneagram personality on counselling competence (N = 108)

To find out how well counselling self-efficacy and enneagram personality contributes, the coefficients table above refers. The table summarizes the results, scanning the Sig. column, only a counselling self-efficacy makes a unique statistically significant contribution (less than = 0.05). The beta coefficient value is 0.538 with a significant value of 0.050 which is higher than 0.01 indicate that counselling self-efficacy has a positive significant impact on trainee counsellors' counselling competence. This indicates that as trainee counsellors' counselling self-efficacy increases their counselling competence will also increase.

In other words, the variable counselling self-efficacy is a statistically significant predictor of counselling competence. The regression coefficient (0.538) portrayed that counselling self-efficacy increases counselling competence by 0.538. As displayed in the figure, this value is statistically significant (P = 0.000). The analysis yielded that counselling self-efficacy had ($f^2 = 0.264$) medium size effect with counselling competence.

The other independent variable (enneagram personality) tested indicated that the coefficient table with Beta 0.079 and Sig. 0.755 was unable to demonstrate an overall influence on the dependant variable (counselling competence). After the overall influence of counselling self-efficacy and enneagram personality types assessed, the influence of the specific components of the independent variables[themes of counselling self-efficacy (dealing with difficult client behaviour, being aware of one's value, attending to the counselling process, use of micro-skills & behaving in a culturally competent manner) and Enneagram person-

ality types (reformer, helper, achiever, individualist, investigator, challenger, enthusiastic, peacemaker & loyal)] on the components of the dependent variable i.e. counselling competence (counselling skill and therapeutic condition, counselling disposition, and counselling behaviour competence) was tested.

Components of counselling self-efficacy and counselling competence

As discussed earlier the influence of components of counselling self-efficacy on counselling competencies is described in the following table.

Table 5.17 *Model Summary of Trainee Counsellors Self-efficacy and counselling Competence*

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.558 ^a	.311	.276	20.68004
a. Predictors: (Constant), Micro-skill, Value, Cultural competence, Dealing with client difficult behaviour, Counselling process				

Table 5.17 shows the multiple correlation coefficient ($R = 0.558$) and squared multiple correlation ($R^2 = 0.311$) shows that the five components of counselling self-efficacy together explain 31.1% of the variance in trainee counsellors' counselling competence. The adjusted fit R square (R^2) is 0.276, which indicates that the model is not a good one because the value is less than 0.60. Durbin-Watson values show no autocorrelation among respondents. Additional analysis was performed on coefficients where alpha value ranges of 0.05, 0.001, or 0.01 were used to explain significant variations in the variable.

Table 5.18 *Trainee Counsellors' Self-efficacy (components) and counselling Competence*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.46	13.509		3.809	.000
Value	-.022	.723	-.003	-.030	.976
Cultural Competence	3.283	.899	.411	3.653	.000
Dealing with client's difficult behaviour	.800	.625	.148	1.280	.204
Counselling process	.117	.395	.036	.296	.768
Micro-skill	.128	.271	.047	.473	.637

a. Dependent Variable: Counselling competence

Effect of themes of counselling self-efficacy on counselling competence (N = 108)

As shown in the above table, behaving in a culturally competent manner component of counselling self-efficacy's beta coefficient value is 3.283 with a significant value of 0.00. Therefore, behaving in a culturally competent manner is found to have a positive significant impact on trainee counsellors' counselling competence. This finding signifies that behaving in a culturally competent manner produces a positive influence on trainee counsellors' counselling competence. i.e. an increase in behaving in a culturally competent manner increases counselling competence by 3.283.

Self-efficacy on counselling value with a beta coefficient value is -0.022 with a significant value of 0.976 is higher than 0.01 & 0.05. This means being aware of one's value components of counselling self-efficacy was unsuccessful to have any significant impact on trainee counsellors' self-competence. The components, dealing with difficult clients' behaviour of counselling self-efficacy has a beta coefficient value 0.800, and a significant value of 0.204 which is higher than 0.01 & 0.05. This indicates that trainee counsellors' counselling self-efficacy on dealing with clients' difficult behaviour was unable to have any significant impact on their counselling competence.

Self-efficacy on attending to the counselling process with beta coefficient value is 0.117, a significant value of 0.768 which is higher than 0.01 & 0.05. Thus, counselling self-efficacy belief on attending to the counselling process failed to yield any significant influence on trainee counsellors' counselling self-competence. Regarding counselling self-efficacy on the use of micro-skill the analysis told that the use of micro-skills had a beta of 0.128 with a significant value of 0.637 which is higher than 0.01 & 0.05. As a result, this component of counselling self-efficacy was also unsuccessful to reveal any significant impact on trainee counsellors' counselling competence.

Therefore, it can be said that trainee counsellors' self-efficacy on being aware of one's value, dealing with clients' difficult behaviour, attending to the counselling process, and the use of micro-skill did not have any statistically significant impact on their counselling self-competence. It was only behaving in a culturally competent manner component of counselling self-efficacy that tends to influence their counselling competence positively. Thus analysis of effect size also suggests that components of counsellor self-efficacy had a large effect size ($f^2 = 0.451$) in predicting counselling competence.

Components of counselling self-efficacy and components of counselling competence

A regression analysis was also made to examine whether components of trainee counsellors' self-efficacy (use of micro-skill, being aware of one's value, behaving in a culturally competent manner, dealing with clients' difficult behaviour & attending to the counselling process) impact the components of counselling competence (counselling skills and therapeutic condition, counselling disposition and counselling behaviour).

Trainee counsellors' self-efficacy; and counselling skills and therapeutic condition

Table 5.19 *Model Summary of Trainee Counsellors Self-efficacy and Counselling Skills and Therapeutic Condition Competence*

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.519 ^a	.270	.234	8.88448
a. Predictors: (Constant), Micro-skill, Value, Cultural competence, Dealing with client difficult behaviour, Counselling process				

From the above Table 5.19, a multiple regression analysis (R = 0.519) R square value (R² = 0.270) indicates that 23.4% of the dependent variables can be predicted by independent variables. The adjusted R square is 0.234 which shows that model is not a good fit model as the value is less than 0.60. The Durbin-Watson value shows no autocorrelation among the respondents for this study. Further analysis was performed on the coefficients where the alpha value range of 0.05, 0.001, or 0.01 was used to interpret the significance of the variable.

Table 5.20 *Trainee Counsellors' Self-efficacy and Counselling Skills and Therapeutic Condition Competence*

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Err	Beta		
1	(Constant)	23.588	5.804		4.064	.000
	Value	-.084	.311	-.026	-.269	.788
	Cultural competence	1.254	.386	.377	3.249	.002
	Dealing with client's difficult behaviour	.265	.269	.117	.986	.327
	Counselling process	.229	.170	.170	1.347	.181
	Micro-skill	-.165	.116	-.146	-1.42	.158

a. Dependent Variable: counselling skills and therapeutic condition competence

Effects of themes of counselling self-efficacy on counselling skills and therapeutic condition competence (N = 108)

About the influence of components of trainee counsellors' self-efficacy on the themes of dependant variable, counselling competence (counselling skills & therapeutic condition

counselling competence), only behaving in a culturally competent manner counselling self-efficacy beta coefficient value is 1.254 with a significant value of 0.002 which is higher than 0.01 was found to have a positive significant impact on trainee counsellors' counselling competence. This finding indicated that behaving in a culturally competent manner produces a positive influence on trainee counsellors' counselling competence. i.e. increase in behaving in a culturally competent manner increases counselling competence by 1.254.

But other themes of counselling self-efficacy such as being aware of one's value with beta coefficient value-0.026 and a significant value of 0.788; dealing with client's difficult behaviour with beta coefficient value 0.117 and a significant value of 0.327; attending to the counselling process with a beta coefficient value 0.170 and significant value of 0.181 and use of micro-skills with beta coefficient value-0.146 and a significant value of 0.158 failed to yield significant influence on counselling skills and therapeutic conditions related counselling self-competence. Regarding the effect size of components of counsellors self-efficacy, the analysis yielded that behaving in a culturally competent manner had a large effect size ($f^2 = 0.369$) in predicting counselling skills and therapeutic condition competence.

Trainee counsellors' self-efficacy; and counselling disposition competence

Table 5.21 *Model Summary of Trainee Counsellors' Self-efficacy and counselling Disposition counselling Competence*

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.570 ^a	.324	.291	7.33638
a. Predictors: (Constant), Micro-skill, Value, Cultural competence, dealing with client difficult behaviour, counselling process				

According to the above table, the R-squared value is 0.324, indicating that 29.1% of the dependent variables can be predicted by the independent variables. The remaining 79.1% of variance would not be explained by this factor. The adjusted R-squared is 0.291, which indicates that the model is not a good one because the value is less than 0.60. Durbin-

Watson values show no autocorrelation among respondents selected for this study as the value is in the range of 1.52.5. Further analysis is performed on the coefficients where the alpha value range of 0.05, 0.001 or 0.01 is used to interpret the significance of the variable.

Table 5.22 *Trainee Counsellors' Self-efficacy and Counselling Disposition Competence*

Model	Unstandardized coefficients		Stand coefficient	T	Sig.
	B	Std. Err	Beta		
1 (Constant)	14.958	4.792		3.121	.002
Value	.044	.256	.016	.171	.864
Cultural competence	1.132	.319	.396	3.552	.001
Dealing with client's difficult behaviour	.245	.222	.127	1.107	.271
Counselling process	.094	.140	.082	.674	.502
Micro-skill	.056	.096	.057	.578	.564

a. Dependent Variable: counselling disposition competence

Effects of themes of counselling self-efficacy on counselling disposition competence (N = 108)

With regard to the influence of trainee counsellors' counselling self-efficacy on the components of dependant variable counselling competence; specifically on counselling disposition competence, only behaving in a culturally competent manner counselling self-efficacy was significant with a beta coefficient value is 1.132 with a significant value of 0.001 which is higher than 0.01. Hence, behaving in a culturally competent manner is found to have a positive significant influence on trainee counsellors' counselling disposition competence. This finding indicates that behaving in a culturally competent manner produces a positive influence on trainee counsellors' counselling disposition competence. i.e. an increase in cultural competence increases counselling disposition competence.

However, other components of counselling self-efficacy such as being aware of one's value with beta coefficient value .044 and a significant value of 0.864; dealing with client's difficult behaviour with beta coefficient value 0.245 and a significant value of 0.271; attending to the counselling process with a beta coefficient value 0.094 and significant value of

0.502 and use of micro-skills with beta coefficient value 0.056 and a significant value of 0.564 failed to capitulate significant influence on counselling disposition competence. The effect size for the significant value indicated that behaving in a culturally competent manner theme of Counsellors self-efficacy ($f^2 = 0.484$) had a large size effect on counselling disposition competence.

Trainee counsellors' self-efficacy and counselling behaviour competence

Table 5.23 *Model Summary Trainee Counsellors' Self-efficacy; and counselling Behaviour Competence*

Model Summary				
Model	R	R square	Adjusted R square	Std. err of the estimate
1	.472 ^a	.223	.185	7.83437
a. Predictors: (Constant), micro skill, value, cultural competence, dealing with difficult behaviour, counselling process				

According to Table 5.23 above, the R-squared value is 0.472, indicating that 18.5% of the dependent variables can be predicted by the independent variables. The adjusted R-squared is 0.223, which indicates that the model is not a good one because the value is less than 0.60. Durbin-Watson values show no autocorrelation among respondents selected for this study as the value is in the range of 1.52.5. Additional analysis was also performed on coefficients where the alpha value range of 0.05, 0.001, or 0.01 was used to explain the significance of the variable.

Table 5.24 *Trainee Counsellors' Self-efficacy and counselling Behaviour Competence*

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.911	5.118		2.523	.013
Value	.018	.274	.007	.066	.947
Counselling process	-.206	.150	-.179	-1.378	.171
Dealing with difficult behaviour	.290	.237	.150	1.224	.224
Cultural competence	.896	.340	.315	2.632	.010
Micro skill	.238	.103	.246	2.318	.022

a. Dependent Variable: counselling behaviour.

Effect of themes of counselling self-efficacy on counselling behaviour competence (N = 108)

With regard to the influence of trainee counsellors' counselling self-efficacy on the components of dependant variable counselling competence; specifically counselling behaviour; only behaving in a culturally competent and use micro-skill counselling self-efficacy was significant with a respective beta coefficient value 0.896 and .238; with a significant value of 0.01 and 0.022. Hence, behaving in a culturally competent manner and using micro-skill is found to have a statistically significant impact on trainee counsellors' counselling behaviour competence. This finding indicates that behaving in a culturally competent manner and use of micro-skill produces a positive influence on trainee counsellors' counselling behaviour competence. i.e. an increase in behaving in a culturally competent manner and using micro-skill increases counselling behaviour competence.

But other components of counselling self-efficacy such as being aware of one's value with beta coefficient value .018 and a significant value of 0.947; dealing with client's difficult behaviour with beta coefficient value 0.290 and a significant value of 0.224; attending to the counselling process with a beta coefficient value -0.206 and significant value of 0.171 were ineffective to give statistical significant influence on counselling behaviour compe-

tence. Behaving in a culturally competent manner and use of micro-skills effect size components of counsellors self-efficacy had a medium influence on counselling behaviour competence ($f^2 = 0.287$).

Conclusion

As a result, based on the analysis it can be concluded that it was behaving in a culturally competent manner and the use of micro-skill components of counselling self-efficacy significantly predicted themes of counselling competence.

Trainee counsellors' personality and their counselling competence

In this section, like that of counselling self-efficacy belief, the general influences of trainee counsellors' enneagram personality on their counselling competence were investigated. After seeing the overall influence of this independent variable on the dependant variable i.e. counselling competence; an examination was made on the impact of the components of enneagram personality on the themes of counselling competence.

Table 5.25 *Influence Trainee Counsellors' Enneagram Personality types on their Counselling Competence*

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.019 ^a	.000	-.009	24.44307
a. Predictors: (Constant), enneagram personality				

As noted above, an assessment was to verify whether the trainees's Enneagram personality types had an overall effect on the trainees's counselling competence; and the finding admits that Value 0.019a, Rsquare value is 0.000, indicating that 0.9% of dependent variables can be predicted by independent variables. 99.1% of the variance cannot be explained by their personality types. The adjusted R-squared is 0.009, which indicates that the model is not a good one because the value is less than 0.60. Further analysis was performed on coeffi-

cients where alpha value ranges of 0.05, 0.001 or 0.01 were used to interpret the significance of the variable.

Table 5.26 *Trainee Counsellors' Personality types and counselling Competence*

		B	St. err	Beta		
1	(Constant)	126.296	15.839		7.974	.000
	Enneagram personality types	-.054	.281	-.019	-.191	.849

a. Dependent Variable: Counselling competence

Effects of enneagram personality on counselling competence (N = 108)

Results of statistical analysis indicated that the relationship between enneagram personality and counselling competencies was not statistically significant with a beta coefficient value of -0.054 and a significant value of 0.849. Further analyses were made to see whether themes enneagram personality types had if any possible influence on the themes of counselling competence and the finding were discussed in the following:

The Influence personality types on counselling skills and therapeutic condition

As it has been discussed before on the influence of counselling self-efficacy and counselling competence, there are three components of counselling competence. The first component of counselling competence was counselling skills and therapeutic conditions. For this theme, an assessment was made and the finding portrayed as some of the types of the independent variable (enneagram personality types) influences trainees counselling skills and therapeutic conditions of trainee counsellors.

Table 5.27 *Model Summary on the Influence of Personality types on Trainee Counsellors' Counselling Skills and Therapeutic Conditions*

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.509 ^a	.259	.191	9.13215

a. Predictors: (Constant), peacemaker, individualist, loyalist, enthusiastic, challenger, investigator, reformer, achiever, helper

As indicated above in Table 5.27 the dependant variable (personality types) revealed that R-value 0.509^a, R-square value is 0.259, indicating that 19.1% of the dependent variables can be predicted by independent variables. The adjusted R square is 0.191 which shows that model is not a good fit model because the value is less than 0.60. Moreover, additional analysis was needed to the influence of personality subtypes on the subthemes of this independent variable. The result of this analysis is described below.

Table 5.28 *Trainee Counsellors' Personality types and Counselling Skills and Therapeutic Conditions*

Model		Unstandardized coefficient.		Standardized coefficient.	T	Sig.
		B	Std. Err	Beta		
1	(Constant)	39.423	6.531		6.036	.000
	Reformer	-.022	.478	-.005	-.046	.963
	Helper	-1.365	.633	-.232	-2.155	.034
	Achiever	.967	.524	.192	1.845	.068
	Individualist	.993	.513	.190	1.937	.056
	Investigator	-.664	.483	-.129	-1.375	.172
	Loyalist	.038	.654	.005	.058	.954
	Enthusiastic	.372	.510	.072	.729	.468
	Challenger	-1.463	.486	-.288	-3.010	.003
	Peacemaker	1.763	.648	.272	2.721	.008

a. Dependent Variable: Counselling skill and therapeutic conditions

Effects of enneagram personality on counselling skills and therapeutic condition competence (N = 108)

Concerning the influence of components of enneagram personality types on the counselling skills and therapeutic conditions component of counselling competence, a coefficient analysis was done. The coefficient analyses showed that helper and challenger personality types with respective beta -1.365, -1.463 and significant value 0.034, 0.003 influenced trainee counsellors counselling skills and therapeutic conditions. This implies that as the trainee counsellors had more helper and challenger personality types the more the trainees would have better counselling skills and therapeutic conditions. Peacemaker personality

type had also a significant positive influence on the trainee counsellors counselling skills and therapeutic conditions with beta 0.272 and a significance value of 0.008.

Other personality types such reformer (Beta = -0.022 & Sig= 0.963), achiever (Beta = 0.967& Sig = 0.068), individualist (Beta = 0.993& Sig = 0.056), investigator (Beta = -0.664& Sig = 0.172), loyalist (Beta = 0.038 & Sig. = 0.954) and enthusiasts (Beta = 0.372& Sig. =0.468) were unable to explain its influence on trainees counselling skills and therapeutic conditions. The analysis for this variable proved that helper, challenger and peacemaker components of counsellors’ enneagram personality had large effect size ($f^2 = 0.349$) on counselling skills and therapeutic condition competence.

Therefore, from this, it can be inferred that helper, challenger, and peacemaker as personality types that influence trainee counsellors’ counselling competence with respect to counselling skills and therapeutic conditions component whereas reformer, achiever, individualist, investigator, loyalist, and enthusiasts failed to do so.

The influence personality types on counselling behaviour

The second component of counselling competence was counselling behaviour. A regression analysis was also conducted to understand whether this dependent variable was influenced by enneagram personality types. The result of this finding is illustrated below in the following two subsequent tables.

Table 5.29 *The Influence of Personality types on counselling Behaviour*

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.544 ^a	.296	.231	7.60988
a. Predictors: (Constant), peacemaker, individualist, loyalist, enthusiastic, challenger, investigator, reformer, achiever, helper				

Regarding the influence of components of enneagram personality types on trainee counsellors counselling behaviour competence, Table 5.29 above, shows Rvalue 0.544a, R square value is 0.296, indicating that 23.1% of dependent variables can be predicted by independ-

ent variables. The fit R-squared is 0.231, which indicates that the model is not a good one because the value is less than 0.60. Moreover, ancillary analysis was needed to see the influence of enneagram personality types on the components of this independent variable. The result of this analysis is described below.

Table 5.30 *Trainee Counsellors' Personality Types and Counselling Behaviour*

Model		Unstandardized Coefficients		Stand Coef-	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.613	5.442		6.727	.000
	Reformer	.074	.398	.018	.186	.852
	Helper	-2.064	.528	-.411	-3.911	.000
	Achiever	1.943	.437	.452	4.450	.000
	Individualist	-.397	.427	-.089	-.929	.355
	Investigator	-.125	.402	-.028	-.309	.758
	Loyalist	.844	.545	.142	1.548	.125
	Enthusiastic	-.123	.425	-.028	-.289	.774
	Challenger	-.694	.405	-.160	-1.713	.090
	Peacemaker	.618	.540	.112	1.143	.256

a. Dependent Variable: counselling behaviour
Effects of enneagram personality on counselling behaviour competence (N = 108)

About the influence of the independent variable .i.e. enneagram personality types on the dependent variable counselling competence components i.e. counselling behaviour; beta analysis was made. The beta coefficient in the above table indicated that helper (Beta= -2.064 & Sig = 0.000) and achiever (Beta =1.943 & Sig = 0.000) had also a significant positive influence on the trainee counsellors counselling behaviour respectively.

On the other hand, other personality types such as reformer (Beta = 0.074 & Sig = 0.852), individualist (Beta = -0.397& Sig = 0.355), investigator (Beta = -0.125 & Sig = 0.758), loyalist (Beta = 0.844 & Sig = 0.125), enthusiastic (Beta = -0.123& Sig = 0.774), challenger (Beta = -0.694 & Sig = 0.090) and peacemaker (Beta = 0. 618& Sig = 0.256) were failed to influence counselling behaviour. The scrutiny for effect size of thus variable informed that, helper & achiever components of counsellors enneagram personality had large effect size on counselling behaviour competence ($f^2 = 0.420$). Hence, it can be concluded that,

unlike other enneagram personality types mentioned above, only helper and achiever had influence on counselling behaviour.

The influence personality types on counselling disposition

Counselling disposition was the third component of counselling competence. Scrutiny was also done to check whether this component of counselling competence was influenced by the enneagram personality type. In the data analyzed for this component some of the enneagram personality types were demonstrated as having significant influence.

Table 5.31 *The Influence of Personality Types on Counselling Disposition*

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.609 ^a	.371	.313	7.22315
a. Predictors: (Constant), peacemaker, individualist, loyalist, enthusiastic, challenger, investigator, reformer, achiever, helper				

Regression analysis of trainee counsellors about the influence of enneagram personality types on counselling disposition was performed. The finding disclosed that R-value was 0.609, the Rsquare value is 0.371, indicating that 31.3% of the dependent variables can be predicted by the independent variables. The fit R square is 0.313, which indicates that the model is not a good one because the value is less than 0.60. Likewise, supplementary analysis was conducted to examine the influence of personality subtypes on the components of this independent variable. The result of this analysis was described below.

Table 5.32 *Trainee Counsellors' Personality Types and Counselling Disposition*

Model		Unstandardized coefficients		Stand. coefficients	T	Sig.
		B	Std. error	Beta		
1	(Constant)	40.856	5.166		7.909	.000
	Reformer	-.703	.378	-.168	-1.858	.066
	Helper	-1.373	.501	-.272	-2.739	.007
	Achiever	2.190	.414	.508	5.283	.000
	Individualist	-.014	.406	-.003	-.035	.973
	Investigator	.315	.382	.072	.826	.411
	Loyalist	-.133	.517	-.022	-.258	.797
	Enthusiastic	.135	.404	.030	.334	.739
	Challenger	-1.021	.385	-.234	-2.654	.009
	Peacemaker	.506	.513	.091	.987	.326

a. Dependent Variable: counselling disposition

Effects of enneagram personality on counselling disposition competence (N = 108)

As shown in the above table; helper (Beta = -1.373 & Sig = 0.007), achiever (Beta = 2.190 & Sig = 0.000), and challenger (Beta = -1.021 & Sig = 0.009) were significantly influencing counselling disposition. On the contrary, reformer (Beta = -0.703 & Sig = 0.066), individualist (Beta = -0.014 & Sig = 0.973), investigator (Beta = 0.315 & Sig = 0.411), loyalist (Beta = -0.133 & Sig = 0.797), enthusiastic (Beta = 0.135 & Sig = 0.739) and peacemaker (Beta = 0.506 & Sig = 0.326) enneagram personality types were incapable to exhibit significant influence on counselling disposition. The investigation for effect size portrayed that helper, achiever and challenger themes of counsellors enneagram personality had large effect size on counselling disposition ($f^2 = 0.589$).

Summary for H5

Regression analysis was used to test hypothesis five. Hypothesis 5 stated that trainee counsellors' enneagram personality and counselling self-efficacy significantly predicted their counselling-competence. On the influence of components of enneagram personality types on the components of counselling competence (counselling skills & therapeutic condition, counselling disposition, and counselling behaviour) and only helper, challenger, and

peacemaker enneagram personality type predicted counselling skills and therapeutic condition; helper and achiever enneagram personality types influenced counselling behaviour while helper, challenger, and achiever positively predicted counselling disposition.

With respect to the prediction of trainee counsellors' self-efficacy to counselling competence, behaving in a culturally competent manner component of trainee counsellors' self-efficacy positively predicts counselling skill and therapeutic condition, counselling disposition, and counselling behaviour. The use of micro-skill counselling self-efficacy also influences counselling behaviour component counselling competence. Other components of counselling self-efficacy (attending to the counselling process, being aware of value & dealing with client difficult behaviour) were not successful to explain its influence on components of counselling competence.

Conclusion

Based on the analyses on the influence of components of enneagram personality types on components of counselling competence; helper, achiever, challenger, and peacemaker personality types were found to be significant predictors. Behaving in a culturally competent manner and use of micro-skills components COSE also significantly predict counselling competence. Hence, H5 which affirms trainee counsellors' enneagram personality and self-efficacy significantly predict their counselling competence is partially accepted.

5.3 Summary

The general purpose of this study was to examine practices and challenges of the counselling training offered in Ethiopian public universities. To investigate this study, five hypotheses were formulated. Independent t-test, correlation, one-way ANOVA, and multiple regressions were used to test these hypotheses. The first hypothesis was tested by using the mean, SD, and independent t-test. The hypothesis was to test if there was counselling self-efficacy difference based on trainee counsellors' year of study level. The result demon-

strated that second year trainee counsellors had better counselling efficacy than first year trainee counsellors, specifically on the use of micro-skill and being aware of one's value.

The second hypothesis examined if there were a significant correlation among trainee counsellors' enneagram personality, counselling self-efficacy, environmental challenges, and counselling competence. Results showed as enneagram personality had no statistical correlation with counselling self-efficacy, environmental challenge, and counselling competence, however, significant correlations were observed among counselling self-efficacy, environmental challenge, and counselling competence. The third hypothesis concerned with testing whether there were significant variations among trainee counsellors (year of study levels & gender) in the Enneagram nine personality types. Results portrayed statistically significant difference among trainee counsellors only on investigator ($t = 3.21$, $df = 106$, $P < 0.05$) and peacemaker personality types ($t = 2.35$, $df = 106$, $P < 0.05$) by their year of study level, and only on individualist ($t = -2.199$, $df = 106$, $P < 0.05$) and investigators ($t = -2.559$, $df = 106$, $P < 0.05$) by their gender.

The fourth hypothesis was to investigate whether there was a statistically significant difference between trainee counsellors on their counselling self-efficacy (COSE) due to gender and their affiliation to the university. Results of the independent t-test disclosed that gender difference was observed only on counselling process components of counselling self-efficacy and year of study levels difference on counselling micro-skill and value components of counselling self-efficacy. Results of one-way ANOVA revealed that trainee counsellors in Addis Ababa University statistically differed from trainee counsellors in Dilla and Jimma universities on attending to the counselling process, and trainee counsellors in Jimma University differed from trainee counsellors in Dilla University on dealing with difficult client behaviour. Trainee counsellors in Jimma University differed from trainee counsellors in Addis Ababa and Dilla Universities on attending to the counselling process, dealing with difficult client behaviour, and behaving in a culturally competent manner.

The fifth hypothesis investigated whether enneagram personality and counselling self-efficacy predicted trainee counsellors' counselling competence. To test this hypothesis regression analyses were performed and results indicated that enneagram personality and counselling self-efficacy significantly influence counselling competence.

CHAPTER SIX

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this study was to examine the practice and challenges of counselling training focusing specifically in public universities in Ethiopia. This chapter provides discussions, conclusions, and recommendations based on the findings presented in the previous chapter.

6.2 Discussions

The previous chapter described the results of statistical procedures performed on the data collected from participants involved in the study. This section of the present chapter reviews the findings of the study based on those hypotheses formulated and investigated. Possible reasons were also given to explain why the hypotheses were accepted or rejected. The section finally presents the implications of the findings. After the overall discussions of the hypotheses from the heading 6.2.1- 6.2.5, discussions on the theoretical aims of the study continued. And these discussions were made based on the available empirical studies conducted by previous researchers.

6.2.1 Trainee counsellors' counselling self-efficacy

At first, it was hypothesized in the study that second year trainee counsellors demonstrated significantly higher counselling self-efficacy scores than first year trainee counsellors. The results indicated that the former had higher counselling self-efficacy than the latter in three components of counselling self-efficacy (the use of micro-skill, being aware of one's value & attending the counselling process).

Therefore, hypothesis one was accepted, and the finding is corroborated by the results of previous research studies (McCarthy, 2014; Kozina et al., 2010; Larson & Daniels, 1998; Larson et al, 1992; Melchert et al, 1996) which reported that trainees developed a better

self-efficacy because of the practicum in which they gained practical experience in counselling (CACREP, 2001). The justification that could be made for accepting hypothesis one is that practicum courses are always scheduled and offered at universities during the second semester of year one so this may contribute to the difference in counselling self-efficacy between first- and - second-year trainee counsellors. As second-year trainee counsellors were senior to first-year trainee counsellors in terms of staying at university setting environment and learning experiences and as the former had greater self-efficacy than the latter, the finding could be justified in the light of Bandura's cognitive theory (1995) and Bandura's reciprocal determinism model. These two perspectives posit that an individual's self-efficacy is developed from mastery experiences, social affirmation of mastery experiences, and observation of other individuals' mastery experiences.

6.2.2 The correlation among the predictor variables

The second hypothesis was to examine if there was a significant correlation among trainee counsellors' enneagram personality type, counselling self-efficacy, counselling competence, and environmental challenges affecting their counselling training. Findings showed enneagram personality did not correlate with counselling self-efficacy, counselling competence, and environmental factors of counselling training. However, a significant correlation was observed among counselling self-efficacy, counselling competence, and environmental factors of counselling training. The qualitative result on the analysis of counselling curriculum and internship as environmental factors have association and influence with the counselling competence and self-efficacy. Therefore, because of the mixed results found, this hypothesis was partially accepted. Although no study was found to date reporting that enneagram personality correlated with counselling self-efficacy, counselling competence, and environmental challenge, the present study, however, found no correlation between enneagram personality and those aforementioned variables.

On the other hand, previous studies conducted on other types of personality, other than enneagram, indicated that there was a correlation between personality and counselling com-

petence (Onoyase & Onoyase, 2009; Bakker et al, 2006; Hobfoll, 2002; Ackerman & Hilsenroth, 2001, 2003; Hills & Norvel, 1991; Watson & Pennebaker, 1989; Costa & McCrae, 1997). As reported hereinabove, the study also showed that trainee counsellors' counselling competence significantly correlated with trainee counsellors' counselling self-efficacy and environmental challenges (curriculum, instructional process, facilities & internship). The finding was supported by earlier studies (Mansor & Yusof, 2013; CACREP, 2001; Kohlberg, 1981) which reported practicum and resources were significantly correlated with trainee counsellors' counselling competence and self-efficacy, stating that practicum helps trainee counsellors develop practical experiences in counselling (MatMin, 2012; Kozina et al., 2010; Fitch, Gillam, & Baltimore, 2004; Borders, 1998). Likewise, Larson and Daniels, 1998; Melchert et al. (1996) found that instructors' support, the amount of practicum, and internship obtained were significant predictors of counselling self-efficacy.

The results of the present thesis, as seen in the light of Bandura's reciprocal determinism model point to the idea that, except enneagram personality, the behaviour (counselling competence), the person (counselling self-efficacy), and the environment (curriculum, resource, instructional process & practicum) relate each other. Similarly, Alexander Astin's Input-Environment-Output Model asserts that the input (self-efficacy) and the environment (curriculum, instructional process, facilities, practicum & internship) greatly influence the output (counselling competence).

Overall, the findings from hypothesis two showed that, except enneagram personality, counselling self-efficacy, environment, and counselling competence interacted with each other as they were significantly correlated with one another. This implies that counselling self-efficacy and environment play a crucial role in developing counselling competence.

6.2.3 Predictors of enneagram personality

The third hypothesis was to test whether there was a statistically significant difference in Enneagram personality type between trainee counsellors in terms of year of level and gender. The findings showed there was a significant difference between first- and - second-

year trainee counsellors on investigator and peacemaker personality, an individualist and investigator by their gender. However, there are no significant differences in terms of year of study level enneagram personality descriptors (reformer, helper, achiever, individualist, loyalist, enthusiastic & challenger), and in terms of gender descriptors (reformer, helper, achiever, loyalist, enthusiastic, challenger & peacemaker). This indicates that there were no differences between trainee counsellors based on their year of study level and gender with respect to the majority of enneagram personality types mentioned above.

Generally, the findings of hypothesis three highlighted that the trainee counsellors were almost similar in their enneagram personality type, and this might be considered as a missing construct as seen in the light of the humanistic approach. This approach is described as individual-centered in that everyone needs to develop unique personal qualities that could be used as an asset in identifying and using the environment as effectively and properly as possible (Rogers, Patterson & Allport, cited in Cunningham, 1970).

6.2.4 Predictors of counselling self-efficacy

The fourth hypothesis investigated if there was a statistically significant counselling self-efficacy difference among trainee counsellors based on their gender and university affiliation. In this regard, mixed results were observed in that there was a statistically significant difference between male and female trainee counsellors with respect to attending the counselling process (one component of counselling self-efficacy). However, there was no noticeable variation between male and female trainee counsellors concerning use of micro-skills, dealing with difficult client behaviour, behaving in a culturally competent manner and being aware of one's value (components of counselling self-efficacy). Concerning gender vis-à-vis counselling self-efficacy, previous studies reported mixed results. For example, Lam, Tracz and Lucey (2012) found that there was no gender difference in counselling self-efficacy among trainee counsellors; however, Boyer et al. (2009) reported that there was a statistically significant difference between male and female trainee counsellors on counselling self-efficacy.

The findings from one-way ANOVA revealed that there was a statistically significant difference among trainee counsellors based on their university affiliation, specifically on the above-mentioned components of counselling self-efficacy. Accordingly, trainee counsellors in Addis Ababa University significantly differed from trainee counsellors in Dila and Jimma Universities on attending the counselling process. Trainee counsellors in Jimma University significantly differed from trainee counsellors in Dila University on dealing with difficult client behaviour. Trainee counsellors in Jimma University significantly differed from Addis Ababa and Dila Universities on counselling self-efficacy components (attending counselling process, dealing with difficult client behaviour & behaving in a culturally competent manner).

Overall, the finding of hypothesis four indicated that trainee counsellors in Addis Ababa University had better counselling self-efficacy than trainee counsellors in Jimma and Dilla Universities. This implies that there are differences among the universities in counselling training practice (leading to the development of counselling self-efficacy), which could be attributed to such differences among the universities as an instructional process, facilities and resources, and year of programme launch. As Addis Ababa University was established much earlier than the other universities, it has been viewed as a renowned academic institution having long-serving and well-experienced instructors with a great accumulation of knowledge and skills. This view is highlighted in Bandura's social cognitive theory in such a way that trainee counsellors had strong self-belief that Addis Ababa University provided quality counselling training and that it had instructs who could be a model for them.

6.2.5 Enneagram personality and counselling self-efficacy as predictors of counselling competence

The fifth hypothesis was to examine if trainee counsellors' enneagram personality type and counselling self-efficacy significantly predicted their counselling competence. The results from the regression analysis indicated that four components of enneagram personality types (helper, achiever, challenger & peacemaker) predicted trainee counsellors counselling

competence, whereas other enneagram personality types (loyalist, investigator, individualist, enthusiastic & reformer) did not do so. The results also revealed that three components of counselling self-efficacy (behaving in a culturally competent manner, use of micro-skills & being aware of one's value) significantly predicted counselling competence. Two components of counselling self-efficacy (attending the counselling process & dealing with difficult client behaviour) did not do so, however.

As discussed in the aforementioned paragraph, the contradicting results about enneagram personality in hypothesis five are supported by the findings of previous studies (Onoyase & Onoyase, 2009; Marlett, 2008; Bakker et al., 2006; Hobfoll, 2002; Wampold, 2000, Hills & Norvel, 1991; Watson & Pennebaker, 1989) conducted on the influence of personality (other than enneagram type) on counselling competence. Yet, the present study found enneagram personality as a significant predictor of counselling competence. Again, the mixed results concerning counselling self-efficacy in hypothesis five are supported by the findings of previous studies (McCarthy ,2014; Tarmizi, 2011; Marzuki et al.,2009; Urbani et al., 2002; Larson & Daniels, 1998; Beutler et al., 1994; Bowman & Roberts, 1979; Bandura, 1977; Bandura, 1956) conducted on the influence of counselling self-efficacy on counselling competence. Despite this, however, a study (McCarthy, 2014) found that higher levels of counselling efficacy decreased critical self-evaluation which in turn negatively impacted counselling sessions and competence.

Overall, the statistically significant results found in hypothesis five point to Bandura's reciprocal determinism model which states that an individual's behavior (counselling competence in this case) influences and are influenced by the personal factor (enneagram personality and counselling self-efficacy in this case). The findings generally imply that for counselling training to be effective and successful, trainee counsellors need to have better counselling self-efficacy and some themes of enneagram personality (helper, achiever, challenger & peacemaker).

In the following two consecutive headings (6.2.6 & 6.2.7), the theoretical aims of the present study are discussed. As indicated in chapter one the study had two theoretical aims. These aims are:

- understand how counselling training and its implementation is conceptualized by previous researchers
- examine whether counselling curriculum is an international one or developed based on the national context

Therefore, these theoretical aims are discussed below using previous research work as empirical evidence.

6.2.6 Counselling training and its conceptualization

This section is concerned with the discussions of counselling training as conceptualized by empirical evidence. Counselling training is a method of skill development through instructions (classroom & practicum/internship) which requires process and practice (Barlleta & Vecchione, 2004; Cross & Watts, 2002). As discussed in the background of this thesis there are variations among countries in the preparation of and certification of counsellors. In Western countries like US, UK, the emphasis was vocation and psychotherapy respectively and training was given to trainee counsellors by considering the Western culture (Munley et al., 2014) conversely the Eastern world such as China and India used counselling psychology based on their context (Duan et al., 2015; Duan et al., 2011). The study in African Americans, Hispanics, and Asian Americans displayed low satisfaction with the counsellor due to lack of culturally responsive counselling (Meyer & Zane, 2013). From this, it can be inferred that there is a difference in countries about the emphasis of the training and considering cultures (Castillo, Brossart, Reyes, Conoley & Phoummarath, 2007).

Likewise, the studied Universities' counselling curriculum document in Ethiopia also revealed that there is the in-school instructional process and the out-school practice in the form of practicum and internship. Despite the lack of training identity and accreditation

unlike that of Canada, US, and UK Universities that trainee counsellor, Ethiopian counsellor training Universities (Addis Ababa, Dilla & Jimma) entertain multicultural concepts.

It is not as such debatable and areas of difference among the scholars that counselling training and competence of trainee counsellors are interrelated; and training are drive to competencies development (Swank, 2014; Yuen et al., 2004). Though there are indicated differences, through training, trainee counsellors are expected to develop competencies in the area of theoretical knowledge and skills (Sarada, 2017; Maughan et al., 2016; Tyler & Walsh, 1979), practice (Rourke & Michael, 2015; Hearne & Galvin, 2014; NICE, 2012; CEDEFOP, 2009; Savickas & Mark, 2008), assessment (Maughan et al., 2016; American Educational Research Association, 1999) and ethics of counselling (ACA, 2016; CICA, 2006) to successfully execute their responsibilities.

Therefore, nowadays counselling training is conceptualized as emphasis-oriented (though training in Ethiopia is generally lacking identity), competence based and culture-sensitive.

6.2.7 The debate on the counselling curriculum

There are debates on counselling curriculum for the counselling training. One of the debatable issues was its focus on whether it could be child-centered or subject matter-centered (Mc Guinness, 1993); and the other is whether it could be internationalized or developed based on local context (Marsella & Perderson, 2004). The emphasis in this study was to see the impact when it was internationalized and developed considering the national context of a country.

Supporting internationalization, there was an effort made by Australia, the US, UK, Canada, South Korea, and New Zealand to make counselling curriculum internationalized, however, the difference observed among these countries in terms of national policy accreditation (Bedi, Sinacore & Chirstiani, 2016; Nielson & Nicolas, 2016).

On the other hand, Eastern countries like China, India (Duan et al., 2015; Duan et al., 2011), South Africa (Bantjes et al, 2016), and even Ethiopia (as seen in the curriculums of the studied universities) seems to support that counselling curriculum developed based on the national context. Supporting this argument, a study conducted on African Americans, Hispanic, and Asian Americans revealed low satisfaction with the counselling service as the practice for the service provider was based on Western culture (Meyer & Zane, 2013). This showed that internationalizing the counselling curriculum could not benefit Eastern countries.

From the real practice and observation, it seems difficult to make counselling curriculum internationalize as there was a difference in their service, national policy, and accreditation among the advocates.

Implications of the study

This study provides implications for practice and future research in counselling training. The findings of the study have implications for implementing Bandura's reciprocal determinism model as a conceptual framework in the practice of counselling training in counselling psychology, including in other fields of study. The findings also have pedagogical implications for counselling training in such a way that they provide counselling instructors the awareness to focus on identifying personal characteristics and environmental factors to enhance the delivery of counselling training. Conceptualizing the counselling training and curriculum are also another practical implication of the present study.

6.3 Conclusions

The study focused on the practice and challenges of counselling training in Ethiopian public universities. In this study, five hypotheses were formulated to test if (1) second-year trainee counsellors demonstrated higher counselling self-efficacy than first-year trainee counsellors; (2) there was a significant correlation between trainee counsellors' personality, self-efficacy, counselling competence, and environmental challenges affecting their train-

ing; (3) there was a significant enneagram personality type variation among trainee counsellors in terms of their year of study level and gender; (4) there was a significant counselling self-efficacy difference among trainee counsellors based on their gender and university affiliation; and (5) enneagram personality and counselling self-efficacy predicted trainee counsellors' counselling competence. The hypotheses were analyzed and discussed in the light of the literature and previous empirical studies reviewed, and the following conclusions were made about the findings of the study.

The results of the study indicated that first- and- second year trainee counsellors had a statistically significant difference in counselling self-efficacy. This means that second year trainee counsellors scored higher results than first-year trainee counsellors on components of counselling self-efficacy (the use of micro-skill, being aware of one's value & attending the counselling process). It can be thus concluded that as trainee counsellors' year of study level increases, their counselling self-efficacy also increases. This quality of second year trainee counsellors might be attributed to their adaptation to the university environment as senior to first year trainee counsellors.

Another finding of the study was that there was, except enneagram personality, a strong correlation among environment challenge, counselling self-efficacy, and counselling competence. Therefore, such correlations indicated the variables interacted with each other and were influenced by one another. In addition, qualitative results from document analysis revealed that internship and practical learning appeared inadequate and that the counselling training being offered was general, as well as had a lack of special focus areas. Hence, it can be concluded that the interaction between good counselling self-efficacy with enriched training environment could facilitate trainee counsellors counselling competence.

In the study, it was also found that differences were observed on certain components of enneagram personality based on trainee counsellors' year of study level and gender. It was disclosed that trainee counsellors differed on investigator and peacemaker enneagram types by year of study level and individualist and investigator enneagram type based gender.

Even though the actual differences on these respective components of enneagram personality were medium and small, it can be concluded that trainee counsellors had difference on enneagram personality.

The study found out trainee counsellors differed on attending to the counselling process component of counselling self-efficacy based on their gender, and on attending the counselling process, dealing with difficult client behaviour, and behaving in culturally competent manner components of counselling self-efficacy based on their university affiliation. From this finding, it can be concluded that differences in gender and university affiliation contributed to the difference in the aforementioned components of counselling self-efficacy.

Finally, the study showed that enneagram personality and counselling self-efficacy influenced counselling competence. It was found out that enneagram personality components (helper, challenger, peacemaker & achiever) predicted counselling competence. Likewise, behaving in a culturally competent manner and the use of micro-skill components counselling self-efficacy predicted counsellors' counselling competence. Thus, it is noted that enneagram personality and counselling self-efficacy positively influenced trainee counsellors' counselling competence.

6.4 Recommendations

Based on the findings and conclusions made, the contributions to the existing body of knowledge and recommendations for future practice and research were forwarded as follows:

The study investigated how enneagram personality, counselling self-efficacy, and environmental factors interact with each other as determinants of counselling competence, and how these determinants in combination (as displayed using a model developed based on Bandura's notion of reciprocal determinism) influence counselling competence. This investigation thus may contribute to the body of knowledge of counselling psychology in terms

of a better understanding of the role of counselling competence, counselling self-efficacy, and enneagram personality in counselling training practice. Moreover, as the findings indicated, the conceptual research framework developed based on Bandura's reciprocal determinism model can also be applied, based on future studies, in counselling training practice.

Another contribution of the study is that the use of a combination of theoretical perspectives and models as a theoretical foundation to investigate practice and challenges of counselling training shade light on counselling training practice. Thus, the findings point to the field of counselling psychology in terms of the need to consider various perspectives in an integrated manner to make counselling curriculum and training as comprehensive and effective as possible.

The findings implied that universities, particularly counselling departments, providing counselling training should take into account enneagram personality, counselling self-efficacy, and environmental challenges when they screen out and admit entrant trainees, as these variables are considered vital in the selection and placement of trainee counselors (Beutler, Merchado & Neufeldt, 1994). Moreover, it was also recommended that university counselling instructors provide entrant trainee counsellors the psychological assistance to help them develop counselling self-efficacy and enneagram personality and engage effectively in the counselling training.

The Ethiopian Ministry of Science and Higher Education (MoSHE) needs to initiate universities to reconsider the counselling curriculum in terms of uniformity of the curriculum across universities in the country, in terms of designating a body responsible for accreditation and licensing of trainee counsellors at the end of the training, and under regular follow up and implementation supervision of practicum/internship.

Further studies are necessary to validate the use of the conceptual model employed in this study in training counsellors and in investigating the practice and challenges of counselling training. Further studies should also include an in-depth qualitative investigation into the

practice and challenges of counselling training to better substantiate quantitative findings with instructors' and trainee counsellors' views, opinions, and suggestions.

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Appendices

Appendix A
Ethical Clearance from UNISA, Higher Degree Committee of the Department of Psychology in the College of Human Science

Ref. No: PERC-16086



Ethical Clearance for M/D students: Research on human participants

The Ethics Committee of the Department of Psychology at Unisa has evaluated this research proposal for a Higher Degree in Psychology in light of appropriate ethical requirements, with special reference to the requirements of the Code of Conduct for Psychologists of the HPCSA and the Unisa Policy on Research Ethics.

Student Name: Getahun Sahilie Wolde **Student no.:** 55762859

Supervisor: Dr. Rossano Wells **Affiliation:** Directorate Counselling and Career Development, Unisa

Title of project:

Practice and Challenges of Counselling Training in Ethiopian Universities

The application was approved by the departmental Ethics Committee on the understanding that –

- Clearance will be obtained from the universities from which the participants are to be drawn, and all conditions and procedures regarding access to students for research purposes that may be required by these institutions are to be met.
- All ethical requirements regarding informed consent, the right to withdraw from the study, the protection of participants' privacy and confidentiality of the information will be explained to the research participants and signed consent forms will be obtained from them;
- Information which may be reasonably expected to be confidential will not be used to identify potential participants. Invitations to participate in the study can be made available, but the participants will have to indicate their willingness to participate by volunteering to do so;
- Any recordings and transcripts must be secured to ensure anonymity.

Signed:

A handwritten signature in black ink, appearing to read "P Kruger".

Prof P Kruger
[For the Ethics Committee]
[Department of Psychology, Unisa]

Date: 2 December 2016

Appendix B

Letter of Support for Cooperation in Accessing Data

03 November 2018

Addis Ababa University

Addis Ababa

Dilla University

Dilla

Jimma University

Jimma

Wollo University

Dessie

Subject: Letter of Recommendation for Data Collection

Dear Sir/Madam,

Debre Berhan University, department of psychology extends warm greeting. By this letter, I want to certify that instructor from my department; Getahun Sahilie Woldie (identity number 55762859) is a PhD student in the department of Psychology at UNISA. Currently he is at the stage of data collection on his doctoral thesis entitled "practice and challenges of counselling training in Ethiopian Universities."

This is therefore, to kindly request your cooperation in providing the student access to data source from your university. I would like to thank you in advance for all the assistance that you would provide to the student.

Kind regards,


Tarekegn Desalegn Fenta (PhD)

Head, department psychology

Debre berhan University



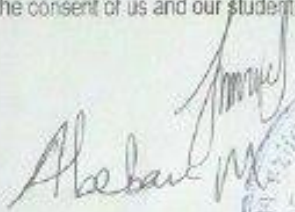



Date 10 January 2019

To: Whom It May Concern,

Mr. Getahun Sahilie Woldie who is a doctoral student at UNISA request us permission to collect data for his doctoral thesis entitled "Practice and Challenges of Counselling Training in Ethiopian Universities". This is to witness that **Getahun Sahilie Woldie** collected data from school of Psychology, Addis Ababa University, up on the consent of us and our students.

Best Regards,

Abelaw M.



Date 25 January 2019

Subject: Letter of Recommendation for Data Collection

To Whom It May Concern,

Mr. Getahun Sahille Woldie who is a doctoral student at UNISA request us permission to collect data for his doctoral thesis entitled "Practice and Challenges of Counseling Training in Ethiopian Universities", and he got permission.

Hence, this is to certify that **Getahun Sahille Woldie** collected data from department of Psychology, Jimma University, up on the consent of us and our students.

Best Regards,


Aschalew Terefe
Head, Department of
Psychology



Date 25 December 2018


Subject: Letter of Recommendation for Data Collection

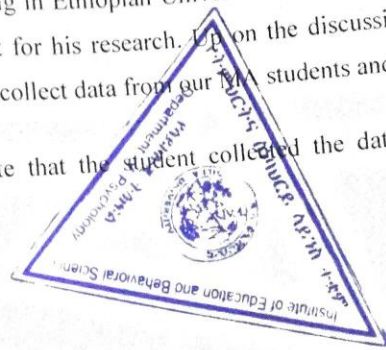
To Whom It May Concern,

A doctoral student Getahun Sahilie Woldie who is working his doctoral thesis on "Practice and Challenges of Counseling Training in Ethiopian Universities" requested us to get permission to collect data from our department for his research. Upon the discussion on the purpose of the research the student permitted to collect data from our MA students and the department.

Therefore, this is to corroborate that the student collected the data up on our consent and permission.

Sincerely,

For

Getahun Sahilie Woldie
Psychology Department Head



Appendix C

Supportive letter on the pilot study

5th November 2018

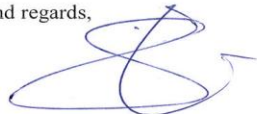
To Whom It May Concern

Subject: **Information on Pilot Study**

Dear Sir/Madam, I am writing this letter upon the request of **Getahun Sahilie Woldie** is carrying out his doctoral thesis entitled “Practice and Challenges of Counselling Training in Ethiopian Universities”.

Therefore, this is to confirm that up on the consent of the department and our students, the above mentioned doctoral student had collected data for his pilot study.

Kind regards,



Tsehaynew Getaneh

Head, department of Psychology

Wollo University



Appendix D
Informed Consent for Data Collection

Dear Students,

Thank you for your willingness to complete this questionnaire. This research is being conducted by a student of UNISA to comply with the requirements of the degree of doctor of psychology. This questionnaire is designed to collect data for a study that examines the practice and challenges of counselling training in Ethiopian Universities. There is no need of writing your name, ID, or any personal address. Your response is kept confidential so that nobody will identify you and your behaviour. The questionnaire has five sections. The first section is about your demographic characteristics. The second section is regarding your self-efficacy, the third section is about your personality type, the fourth is about the challenges you faced during training and the fifth is about your competence in your professional counselling. This is not a test, so there is no correct or wrong answer. Respond only to what you practice or believe. Please, check that you have completed all the questions genuinely. Those who are not willing to participate in the study are not forced to fill in the questionnaire.

Kind regards,



Getahun Sahilie Woldie

University of South Africa

Appendix E Statistician Memo

To: Getahun Sahilie Woldie

From: Humor Consultancy for Social Sciences

Date: September 2020

Subject: Suggestions on statistical analysis of your thesis

I saw the statistical analysis of your thesis entitled "Practice and challenges of counseling training in Ethiopian Universities" respective of each hypothesis. It has come to my attention that some statistical analysis needs reconsideration. For example, in the correlated variables, multicollinearity problems were seen. Further actions could also been given to the statistically significant results.

I believe that you will be benefited if you take the following suggestion into deliberation;

1. Combine themes (facilities, resource, instructional process & internship) to form one independent variables (as you have put in the conceptual framework) to avoid multicollinearity problem observed
2. For each statistically significant result actual difference must be calculated

Kind regards,


Shumye Molla (PhD (c))

Chief Executive Director



Appendix F
Letter on proofreading and language editing

ደብረ ብርሃን ዩኒቨርሲቲ
የጥናትና ምርምር ዳይሬክቶሬት



DEBRE BERHAN UNIVERSITY
Research Directorate

Ref.No ደ.ዩ.ጥ.ም.ዳ 26 /02/2020

Date 16/10/2020 ዓ.ም

To whom it may concern

Professional work experience

I am writing this letter to express that Dr. Betegiorgis Mamo, who is a lecturer in Department of English language and literature at Debre Berhan University, has been working as an editor of manuscripts published on the university Journal titled, "Birhan International Research Journal of Science and Humanities".

Sincerely,

Gezaiegn Degefe (Ph.D)
Director for Reserch Directorate



445

መልስ ሲጻፉልን የኛን ደብዳቤ ቁጥር ይጥቀሱ።

☎ +251-118904818

E-mail: dbudra@gmail.com

In replying, please quote our ref. no.

Fax +251-116812065

ደብረ-ብርሃን ዩኒቨርሲቲ

ግሥቲያ ሃይማኖት ስነ-ልቦና ኮሌጅ

የአንግሊዝኛ ቋንቋና ስነ ጽሁፍ ጉዞ ክፍል



DEBRE BERHAN UNIVERSITY

College of Social Science & Humanities

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Ref/No/ Eng/Dep/8/9/2020

Date Oct19/2020

TO WHOM IT MAY CONCERN

I hereby confirm that Dr. Betegiorgis Mamo, who is belonging to the English Department under Social Science and Humanities College, Debre Berhan University has proofread and edited the following doctoral thesis using the windows 'Tracking' System to reflect his comments and suggested correction the student for: Practice and Challenges of Counselling Training in Ethiopian Universities by GETAHUN SAHILIE WOLDIE, a thesis submitted in fulfillment of the requirements for the degree of PhD in Psychology in the College of Human Science at the UNIVERSITY OF SOUTH AFRICA.

Kind regards,

Getahun Melaku (PhD)

Head of English Department in Debre Berhan University

Email: getahunmlk233@gmail.com

+251 912 04 43 29



Appendix G
Demographic Questionnaire

Demographic Information

- Sex: A. Male B. Female
- Age: A. < 18 years B. 18-25 C. 26-33 D. 34-41 E. >= 42
- Experience: A. <=3 B. 4-7 C. 8-11 D. 12-15 E. >=16
- Year level: A. 1st B. 2nd
- University:_____

Appendix H Counselling Self-Efficacy Scale

For the following list of 37 statements that measure self-efficacy, please read each statement, and then indicate the extent to which you agree or disagree with that statement, using the following alternatives by circling your choice.

Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly Agree (5)

S/N	Items	1	2	3	4	5
1	When using the responses like the reflection of feeling, active listening, clarifying, probing, I am confident I will be concise and to the point.	1	2	3	4	5
2	I am likely to impose my values on the client during the interview.	1	2	3	4	5
3	When I initiate the end of a session I am positive it will be in a manner that is not abrupt or brusque and that I will end the session on time.	1	2	3	4	5
4	I am confident that I will respond appropriately to the client in view of what the client will express (e.g., my questions will be meaningful and not concerned with trivia and minutia).	1	2	3	4	5
5	I am certain that my interpretation and confrontation responses will be concise and to the point.	1	2	3	4	5
6	I am worried that the wording of my responses lacks reflection of feeling, clarification, and probing, and may be confusing and hard to understand.	1	2	3	4	5
7	I feel that I will not be able to respond to the client in a non-judgmental way to the client's values, beliefs, etc.	1	2	3	4	5
8	I feel I will respond to the client in an appropriate length of time (neither interrupting the client nor waiting too long to respond)	1	2	3	4	5
9	I am worried that the type of response I use at a particular time, i.e., a reflection of feeling, interpretation, etc., may not be the appropriate response.	1	2	3	4	5
10	I am sure the content of my responses, i.e., a reflection of feeling, clarification, and probing, will be consistent with and not discrepant from what	1	2	3	4	5

- the client is saying.
- 11 I feel confident that I will appear competent and earn the respect of my client. 1 2 3 4 5
 - 12 I am confident that my interpretation and confrontation responses will be effective in that they will be validated by the client's immediate response. 1 2 3 4 5
 - 13 I feel confident that I have resolved conflicts in my personal life so that they will not interfere with my counseling abilities. 1 2 3 4 5
 - 14 I feel that the content of my interpretation and confrontation responses will be consistent with and not discrepant from what the client is saying 1 2 3 4 5
 - 15 I feel that I have enough fundamental knowledge to do effective counseling. 1 2 3 4 5
 - 16 I may not be able to maintain the intensity and energy level needed to produce client confidence and active participation. 1 2 3 4 5
 - 17 I am confident that the wording of my interpretation and confrontation responses will be clear and easy to understand. 1 2 3 4 5
 - 18 I am sure that in a counseling relationship I will express myself in a way that is natural, without deliberating over every response or action. 1 2 3 4 5
 - 19 I am afraid that I may not understand and properly determine probable meanings of the client's nonverbal behaviors. 1 2 3 4 5
 - 20 I am confident that I will know when to use open or closed-ended probes and that these probes will reflect the concerns of the client and be trivial. 1 2 3 4 5
 - 21 My assessments of client problems may not be as accurate as I would like them to be. 1 2 3 4 5
 - 22 I am uncertain as to whether I will be able to appropriately confront and challenge my client in therapy. 1 2 3 4 5
 - 23 When giving responses, i.e., reflection of feeling, active listening, clarification, probing, I am afraid that they may not be effective in that they won't be validated by the client's immediate response. 1 2 3 4 5
 - 24 I do not feel that I possess a large enough repertoires of techniques to deal 1 2 3 4 5

with the different problems my clients may present.

- | | | | | | | |
|----|---|---|---|---|---|---|
| 25 | I feel competent regarding my abilities to deal with crisis situations that may arise during the counseling sessions – e.g., suicide, alcoholism, abuse, etc. | 1 | 2 | 3 | 4 | 5 |
| 26 | I am uncomfortable about dealing with clients who appear unmotivated to work towards mutually determined goals. | 1 | 2 | 3 | 4 | 5 |
| 27 | I may have difficulty dealing with clients who do not verbalize their thoughts during the counseling session. | 1 | 2 | 3 | 4 | 5 |
| 28 | I am unsure as to how to deal with clients who appear noncommittal and indecisive. | 1 | 2 | 3 | 4 | 5 |
| 29 | When working with ethnic other than me? I am confident that I will be able to bridge cultural differences in the counseling process. | 1 | 2 | 3 | 4 | 5 |
| 30 | I will be an effective counselor with clients of a different social class. | 1 | 2 | 3 | 4 | 5 |
| 31 | I am worried that my interpretation and confrontation responses may not, over time, assist the client to be more specific in defining and clarifying their problem. | 1 | 2 | 3 | 4 | 5 |
| 32 | I am confident that I will be able to conceptualize my client's problems. | 1 | 2 | 3 | 4 | 5 |
| 33 | I am unsure as to how I will lead my client towards the development and selection of concrete goals to work towards | 1 | 2 | 3 | 4 | 5 |
| 34 | I am confident that I can assess my client's readiness and commitment to change. | 1 | 2 | 3 | 4 | 5 |
| 35 | I feel I may give advice. | 1 | 2 | 3 | 4 | 5 |
| 36 | In working with culturally different clients I may have a difficult time viewing situations from their perspective. | 1 | 2 | 3 | 4 | 5 |
| 37 | I am afraid that I may not be able to effectively relate to someone of lower socioeconomic status than me. | 1 | 2 | 3 | 4 | 5 |

Appendix I
The Cohen-Palmer enneagram inventory

For the following list of 108 statements that measure personality, please read each statement, and then indicate which of the following statement is True and False of you using the following alternatives and put your answer by circling it. 0 (False), True (1)

Statements	0 1
1 I may look and act busy, but inside I'm spaced out on details of the room, old memories, or unfinished business.	0 1
2 In a confrontation, I want the other person to oppose me strongly.	0 1
3 I avoid putting time and money into extravagance. I prefer to reduce my needs to a few simple objects.	0 1
4 People have accused me of being overly dramatic, but they really don't understand my intensity.	0 1
5 I feel that sadness and pain are the wellspring from which come great art and love.	0 1
6 I have multiple projects and interests. I'm not after a big success. I don't want to miss out on an experience.	0 1
7 I procrastinate in decisions because I'm afraid of making mistakes.	0 1
8 I'm sensing other people's needs so that I can help them and get their affection.	0 1
9 I resonate with the "tragic clown" figure, smiling through the tragedy.	0 1
10 I have a special attraction to the mood of melancholy.	0 1
11 I have a long standing fear of the dark. Unseen threats might harm me.	0 1
12 I get confused about how to act when friends from different parts of my life are together in the Scune room.	0 1
13 I appear to go along with what people want because it's so hard to say no. That doesn't mean that I necessarily agree.	0 1
14 I'm an aggressive, self-assertive person; and I can handle anger directed at me. I'm not afraid to confront other people, and I've done it.	0 1
15 Hanging around with friends is a waste of my time.	0 1

- 16 Being able to organize, set priorities, and make deadlines come naturally to me. 0 1
- 17 I conserve my time, money and self. I really hate it when I don't get my money's worth. 0 1
- 18 I fight with people to see their strengths; if they are strong, I can trust them. 0 1
- 19 I experience most people as intrusive; they do not respect my space. 0 1
- 20 I sense others' weak points quickly, and I will push them there if I am provoked. 0 1
- 21 I feel I deserve to be first in someone's life because of all the help I've given them. 0 1
- 22 I get so caught up with my worker role that I forget who I am. When I recall my past, I tend to remember what I did well and right. 0 1
- 23 I'm eaten by regret for past relationships that can never be regained. 0 1
- 24 I get frightened in successful situations (or when I am doing well); I doubt my successes. 0 1
- 25 My mind constantly judges how I stand in comparison to others. 0 1
- 26 I control myself and feel that expression of strong emotions is self-indulgent. 0 1
- 27 People give me feedback that I'm angry though I don't think I am. 0 1
- 28 When it's time to follow through or take action on my good ideas, I doubt them. 0 1
- 29 I often criticize myself for not doing better. Critical voices chatter in my head. 0 1
- 30 The worst feeling I have is being criticized by other people. 0 1
- 31 Old memories keep surfacing not because I am nostalgic, but because I haven't finished with them yet. 0 1
- 32 I get the feeling that others set me up to fight their battles for them. 0 1
- 33 I get so overwhelmed with sidetracks that life seems like a great effort to me. 0 1
- 34 I like to have several things to do in the same time slot, so that I can go with the one that draws me at the time. 0 1
- 35 I don't remember my successes. Each time that I have to act, it's like I haven't done it before. 0 1
- 36 I like the theater and dramatic people; I often feel like I'm playing the part of an actor in my own life. 0 1
- 37 When something painful comes up I can put it on a mental "back burner" where it 0 1

- doesn't bother me.
- 38 I can intuit and meet everybody's needs, but very few people meet mine. 0 1
- 39 In working on a project or job I'm concerned that every step of every procedure must 0 1
be Correct. I can't work at a job that compromises my integrity.
- 40 I often space out or feel sleepy when I'm not really tired. 0 1
- 41 My idea of leisure time is strategizing for the next job to be done. I don't like to face 0 1
a Sunday with nothing to do but hang out.
- 42 I'm good at standing up and fighting for what I want. I find it easy to express my 0 1
dissatisfaction with things.
- 43 I experience intimacy and strong feelings for others most when I'm alone; when I'm 0 1
with them I seek intimacy but withdraw.
- 44 I can relate to everyone else's position, but I'm unclear about my own. 0 1
- 45 I'm like a chameleon in my job; I can present myself differently as the job requires 0 1
getting it done.
- 46 Privacy and time alone is essential to me. When I am alone I often wish to share 0 1
myself with others.
- 47 I'm fearful when I'm exposed as successful in the eyes of others. 0 1
- 48 When I give to others I'm keeping score about what I hope to get back. 0 1
- 49 There are many fascinating things to do. I avoid getting dragged down by life. 0 1
- 50 I am proud to be recognized as a giver; the recognition is essential to me. 0 1
- 51 I'm aware of how I come across to people and will change my presentation to do a 0 1
more effective job.
- 52 I want my activities to make life an adventure; if they don't I adapt to backup possi- 0 1
bilities.
- 53 I tend to move from one interest to another rather than go into depth in anything. 0 1
- 54 I instinctively look for what is threatening in any situation. 0 1
- 55 Once I get used to something I don't want to "rock the boat" by changing it. 0 1
- 56 Most people don't know it, but they create their own problems. 0 1
- 57 I like to place myself on the outskirts of the crowd and watch other people interact. 0 1

- 58 The arts and artistic expression are very important for me as a means of channeling my emotions. 0 1
- 59 When I'm in misery and pain I don't want people to "fix it" and make me happy. There's richness in the quality of sadness. 0 1
- 60 It's important to experience a lot of things a little bit, so you really have a taste of everything in life. 0 1
- 61 I find my mind flooded with critical judging thoughts. 0 1
- 62 I often feel that my friends don't know the real me. Really, I've fooled them, because I've shown them only the aspects of myself that they like. 0 1
- 63 I use antiquity, elegance and unique surrounding to raise my sense of myself. 0 1
- 64 I'm attracted to what is authentic in other people because it makes me feel real myself. 0 1
- 65 Even when I know a project will work my mind says "I can't" and "it won't work." 0 1
- 66 I feel inspired when merging with powerful, important people. 0 1
- 67 I find myself merging into all sides of a conversation. I think that my opinion is all of the conversation. 0 1
- 68 I enjoy the exercise of power. My worst fear is to be controlled by incompetents. 0 1
- 69 I identify myself with the job that I do. I compete well and especially enjoy winning. 0 1
- 70 I like high-energy, high-status positions. I keep emotions from getting in the way. 0 1
- 71 When people want things from me, I often wish to withdraw from them. 0 1
- 72 I think that most therapies and tests like this are for weak people who can't get it together. 0 1
- 73 Self-controlled people can shut down their feelings. 0 1
- 74 If I get a little of something I want, I won't stop until I'm over-satisfied. 0 1
- 75 When I sense someone withdrawing from me, I alter myself to become more desirable to them. 0 1
- 76 I tend to be an assertive, go-getter kind of person. I would do very well in the promotional aspect of a project. 0 1
- 77 I have intense mood swings; I live higher and lower than other people. 0 1

- 78 I present myself badly to test out which people will like me and which people won't accept me. 0 1
- 79 I am preoccupied with other people's character and the moral systems they live by. I feel compelled to keep trying to better myself and other people. 0 1
- 80 People who show their anger appear out of control to me. 0 1
- 81 I am annoyed by the awareness of how perfect any situation could be at the Same time I notice what's wrong with it. 0 1
- 82 If someone doesn't like me, I'm afraid of them. 0 1
- 83 I feel almost compelled to be honest. I sometimes sense a Puritanical streak in myself. 0 1
- 84 I'm often irritated because things aren't the way they should be. 0 1
- 85 I have to motivate myself to keep going, because if I come to a halt, I know that I can't start up again. 0 1
- 86 It makes me angry when people that I think are the strong fall apart emotionally. 0 1
- 87 I lose track of the priorities in my life by getting lost in details and irrelevancies. I space out on activities like inessential projects, shopping, T.V., and collecting things that interest me. 0 1
- 88 Making a commitment to a single course is hard for me. It limits other possibilities. I like to keep my options open. 0 1
- 89 I'm so busy scanning the faces for hidden meanings that I often forget people's names. 0 1
- 90 I have a sense of longing for what is missing in my life. The present holds the hope that the future will bring me love. 0 1
- 91 I have many interests. I can pursue my interests endlessly. If someone wants to join me, that's fine, but I won't change my interests for them. 0 1
- 92 I often feel unappreciated for what I've done for others. 0 1
- 93 I have a sharp eye for details that are out of order. Often the least flaw can ruin the whole thing for me. 0 1
- 94 If someone makes me do something, I get stubborn inside. I will agree. I think about 0 1

- it over and over again. I intend to do it, but it doesn't get done.
- 95 I drive myself in order to win. People who don't push themselves are ineffective. 0 1
- 96 If someone is holding out I'll push them so we get to the truth of the matter. 0 1
- 97 I can withdraw my presence so that I feel that I'm not seen by others. 0 1
- 98 My attention gets diverted in conversations. I wake up in the middle and realize that 0 1
I'm thinking about details in the environment, old memories, or unfinished projects.
- 99 I lead because it's so important to me to get the job done efficiently. 0 1
- 100 Detachment feels natural to me, and I prefer it to heavy involvement in relation- 0 1
ships.
- 101 When I want something, I'm afraid that someone stronger than me will prevent me 0 1
from getting it. So I don't act.
- 102 Many different people think I'm their best friend, but they are not mine. 0 1
- 103 I avoid getting into heavy issues. 0 1
- 104 Each of my close friends causes me to alter so as to make them feel comfortable. 0 1
- 105 I like relationships based on activity; I get uncomfortable when relationships get to 0 1
emotional.
- 106 I make plans about how much better my present activities will be in the future. 0 1
- 107 I really don't like to work unless it feels like an adventure. 0 1
- 108 I'm afraid of people when I have more than they do. 0 1

Appendix J Counsellor training challenge Scale

For the following statements, please read each statement, and then indicate the extent to which you agree or disagree using the following alternatives.

Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) & Strongly Agree (5)

Theme	Statements	5	4	3	2	1
	In my class:					
Instruc-	The student - teacher ratio is fair	5	4	3	2	1
tor relat-	Teachers utilize various instructional methods that attract the in-	5	4	3	2	1
ed	structional process					
	Teachers' classroom management ability is wonderful	5	4	3	2	1
	Teachers have good professional knowledge in counseling Psy-	5	4	3	2	1
	chology					
	Teachers have excellent practical knowledge	5	4	3	2	1
	Teachers' have first-rate assessment ability	5	4	3	2	1
	Teachers help to have role playing practice	5	4	3	2	1
	Teachers are frequently showing the future direction for us	5	4	3	2	1
Facili-	We have access to furnished library	5	4	3	2	1
ties	There is adequate books in our field	5	4	3	2	1
	Books in our library are recently published	5	4	3	2	1
	We have access to internet service	5	4	3	2	1
	We can easily access recently published books, articles...	5	4	3	2	1
	I faced difficulty in accessing psychological tests	5	4	3	2	1
	The classroom size was comfortable for the teaching-learning	5	4	3	2	1
	process					
Intern-	I received adequate internship/practicum services	5	4	3	2	1
ship	The support of my supervisors during the internship is fantastic	5	4	3	2	1
	I have guidelines for our internship/practicum program	5	4	3	2	1
	During practicum, I was assessed based on the guidelines given	5	4	3	2	1

Appendix K

Competence Scale-Revised (CCS-R)

The Counsellor Competencies Scale-Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counsellors and trainees with direct feedback regarding their demonstrated ability to apply counselling skills and facilitate therapeutic conditions, and their counselling dispositions (dominant qualities) and behaviors, offering the counsellors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- Exceeds Expectations / Demonstrates Competencies (5) = the counsellor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counselling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- Meets Expectations / Demonstrates Competencies (4) = the counsellor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counselling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counsellor should be at this level at the conclusion of his or her practicum and/or internship.
- Near Expectations / Developing towards Competencies (3) = the counsellor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counselling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- Below Expectations / Insufficient / Unacceptable (2) = the counsellor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the speci-

fied counselling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➤ Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counselling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counsellor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions & record rating in the “score” column on the left.

Counselling Skills & Therapeutic Conditions

	Primary Counseling Skill(s)	Specific Counselling Skills and Therapeutic Conditions Descriptors	5	4	3	2	1
1.A	Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)	5	4	3	2	1
1.B	Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	5	4	3	2	1
1.C	Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions) Demonstrates appropriate use of open & close	5	4	3	2	1
1.D	Reflecting a Paraphrasing	Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients’ multiple perspectives)	5	4	3	2	1
1.E	Reflecting b Reflection of Feelings	Reflection of Feelings (With couples and families, reflection of each clients’ feelings)	5	4	3	2	1
1.F	Reflecting c	Summarizing content, feelings, behaviors, & fu-	5	4	3	2	1

	Summarizing	ture plans (With couples and families, summarizing relational patterns of interaction)						
1.G	Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs (taking counselling to a deeper level)	5	4	3	2	1	
1.H	Confrontation	Counsellor challenges clients to recognize & evaluate inconsistencies	5	4	3	2	1	
1.I	Goal Setting	Counsellor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)	5	4	3	2	1	
1.J	Focus of Counseling	Counsellor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counselling)	5	4	3	2	1	
1.K	Facilitate Therapeutic Environment: Empathy & Caring	Expresses accurate empathy & care; Counsellor is “present” and open to clients (includes immediacy and concreteness)	5	4	3	2	1	
	Facilitate Therapeutic Environment: Respect & Compassion	Counsellor expresses appropriate respect & compassion for clients	5	4	3	2	1	
Counseling Dispositions								
	Primary Counselling Dispositions & Behaviors	Specific Counselling Disposition & Behavior Descriptors	5	4	3	2	1	
2.A	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	5	4	3	2	1	

2.B	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	5	4	3	2	1
2.C	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	5	4	3	2	1
2.D	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counselling site and course policies & procedures	5	4	3	2	1
2.E	Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	5	4	3	2	1
2.F	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counselling relationship	5	4	3	2	1
2.G	Emotional Stability & Self-control	Demonstrates selfawareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	5	4	3	2	1
2.H	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counselling competencies	5	4	3	2	1
2.I	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or	5	4	3	2	1

		instructor feedback						
2.J	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	5	4	3	2	1	
2.K	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	5	4	3	2	1	

Counseling Behavior

	Primary Counseling Dispositions & Behaviors	Specific Counselling Disposition & Behavior Descriptors	5	4	3	2	1	
3.A	Attendance & Participation	Attends all course meetings & clinical practice activities in their entirety (engaged & prompt).	5	4	3	2	1	
3.B	Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for all counselling site policies & procedures	5	4	3	2	1	
3.C	Record Keeping and task completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial, supervision report).	5	4	3	2	1	
3.D	Knowledge of professional literature	Researches therapeutic intervention strategies that have been supported in the literature & research.	5	4	3	2	1	
3.E	Application of Theory to Practice	Demonstrates knowledge of counselling theory & its application in his/her practice.	5	4	3	2	1	
3.F	Case conceptualization	Effectively presents & summarizes client history & demonstrates an appreciation of the multiple influences on a client’s level of functioning	5	4	3	2	1	

3.G	Seek Consultation	Seeks consultation & supervision in appropriate service delivery	5	4	3	2	1
3.H	Psychosocial & Treatment Planning	Demonstrates ability to construct a comprehensive & an appropriate psychosocial report & treatment plan.	5	4	3	2	1
3.I	Appraisal	Demonstrates ability to appropriately administer, score, & interpret clinical assessments	5	4	3	2	1
3.J	Referral	Demonstrates ability to identify resources to assist client therapeutically during and following counselling	5	4	3	2	1

Appendix L

Document Analysis Checklist

The following are lists of guidelines that were used to review the curriculum of counselling psychology and internship

- | S/N | Items |
|-----|---|
| 1 | Did counselling Psychology curriculum promote identity of counselling training? |
| 2 | Did the curriculums address diversity, social and multicultural issues |
| 3 | Were core courses in the counselling competence included in the curriculum of the study university? |
| 4 | Was the time allotted in the curriculum adequate for internship? |
| 5 | Did the trainee use enough time, write the report properly, and assessed using a defined criterion. |

Appendix M
Nine Enneagram Types and its Characteristics

Type	Enneagram name	Characteristics
One	Reformer	Principled, Self-controlled, Perfectionist
Two	Helper	Caring, Generous, Intrusive
Three	Achiever	Efficient, Adaptable, Image conscious
Four	Individualist	Intuitive, Expressive, Temperamental
Five	Investigator	Perceptive, Innovative, Detached
Six	Loyalist	Committed, Responsible, Anxious
Seven	Enthusiast	Spontaneous, Talkative, Scattered
Eight	Challenger	Self Confident, Decisive, Confrontational
Nine	Peacemaker	Calm, Reassuring, Complacent

Source: Adaptation of Godin (2010), Bartram & Brown (2005) and Riso (1999).

Appendix N Reversed Scores

Counselling Self-efficacy

The following items on the COSE are reverse scored: Items 2, 6, 7, 9, 16, 18, 19, 21, 22, 23, 24, 26, 27, 28, 31, 33, 35, 36, & 37.

The Cohen –Palmer Enneagram Personality Inventory

The following items on the Cohen –Palmer Enneagram personality inventory are reversed; Items 4, 6, 13, 14, 17, 19, 29, 31, 35, 37, 39, 40, 41, 52, 55, 56, 59, 62, 65, 74, 78, 82, 84, 85, 91, 94, 95, 101, 102 & 107

Appendix O

Themes (Factors) of counselling self-efficacy and enneagram personality Counselling self-efficacy Factors

Factor 1: Micro-skills: Items 1, 3, 4, 5, 8, 10, 11, 12, 14, 17, 32 & 34.

Factor 2: Counselling Process: Items 6, 9, 16, 18, 19, 21, 22, 23, 31 & 33.

Factor 3: Dealing with Difficult Client Behaviors: Items 15, 20, 24, 25, 26, 27 & 28.

Factor 4: Cultural Competence: Items 29, 30, 36 & 37.

Factor 5: Values: Items 2, 7, 13, & 35.

The Cohen –Palmer Enneagram Personality Inventory

Factor 1: Reformer; 7,25,27,29,30,39,61,79,81,83, 84 & 93

Factor2:Helper; 8,12, 21,38,41,48,50,62,66,75,92,102 &104

Factor 3: Achiever; 15, 16, 22, 45, 51, 69, 70, 76, 95, 99 &105

Factor 4: Individualist; 4,5,9,10,23,36,58,59,63,64,77 & 90

Factor 5: Investigator; 3,17,19,26,43,46,57,71,73,80,97 &100

Factor 6: Loyalist; 11,24,28,35,47,54,65,78,82,89,101 &106

Factor 7:Enthusiast; 6,34,37,49,52,53,60,88,91,103 & 107

Factor8: Challenger; 2,14,18,20,32,42,56, 68, 72, 74, 86 & 96

Factor9: Peacemaker; 1, 13, 31, 33, 40, 44, 55, 67, 85, 87, 94 & 98