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NON-ACADEMIC COUNSELING SKILLS: COUNSELING – SELF EFFICACY, PROFESSIONAL DISPOSITION AND COUNSELOR QUALIFICATIONS

BEKİR BOZKUŞ

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Non-Academic Counseling Skills: Counseling – Self Efficacy, Professional Disposition and Counselor Qualifications

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Approval of the Graduate School

Prof. Dr. Ayça Tekin-Koru
Dean, Graduate School

Assoc. Prof. Dr. Tolga Erdoğan
Program Chair

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Dr. Olcay Yılmaz

Examining Committee Members

Prof. Dr. Nilüfer Voltan Acar (Committee Chair)
TED University

Dr. Öğr. Üyesi Tansu Mutlu Çaykuş
Ankara University

Dr. Öğr. Üyesi Olcay Yılmaz
TED University

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Bekir Bozkuş

Signature :

ABSTRACT

NON-ACADEMIC COUNSELING SKILLS: COUNSELING – SELF EFFICACY, PROFESSIONAL DISPOSITION AND COUNSELOR QUALIFICATIONS

BEKİR BOZKUŞ

Master of Science, Psychological Counseling and Guidance

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The notions of competency and self-efficacy in psychological counseling are the subject of this study. Apart from academic achievement, the research investigates how self-efficacy is affected by additional variables like professional disposition and effective counseling qualities. A research group of 346 students majoring in psychological counseling and guidance from numerous universities conducted the study. The Effective Counseling Qualifications Scale, the Professional Disposition Scale, and the Psychological Counseling Self-Efficacy Scale were used in the data gathering process. Correlational research methodology was applied in the study, while SPSS 22 was used for analysis. The results of the investigation showed a strong correlation among self-efficacy in psychological counseling, professional disposition, effective counseling qualities. According to regression analysis, the independent factors both significantly predicted and explained 40% of the variance in psychological counseling self-efficacy. These results highlight the multifaceted character of psychological counseling self-efficacy and the significance of taking non-academic elements into account.

Keywords: psychological counseling self-efficacy, professional disposition, effective counseling qualifications

ÖZ

AKADEMİK OLMAYAN PSİKOLOJİK DANIŞMANLIK BECERİLERİ: PSİKOLOJİK DANIŞMANLIK – ÖZ YETERLİLİĞİ, MESLEKI EĞILIM VE PSİKOLOJİK DANIŞMAN NİTELİKLERİ

BEKİR BOZKUŞ
Yüksek Lisans, Rehberlik ve Psikolojik Danışmanlık
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Bu çalışma, psikolojik danışmanlık alanında yetkinlik ve öz-yetkinlik kavramlarını ele almaktadır. Akademik başarıya ek olarak, bu çalışma, mesleğe ilişkin kişisel eğilim ve etkili psikolojik danışmanlık nitelikleri gibi diğer faktörlerin öz-yetkinlik üzerindeki etkisini incelemektedir. Çalışma, 346 Psikolojik Danışmanlık ve Rehberlik programı öğrencisini içeren bir araştırma grubuyla gerçekleştirilmiştir. Veri toplama sürecinde Psikolojik Danışmanlık Öz - Yetkinliği Ölçeği, Mesleğe İlişkin Kişisel Eğilimi Değerlendirme Ölçeği ve Etkili Psikolojik Danışmanlık Nitelikleri Ölçeği kullanılmıştır. Araştırma, ilişkisel araştırma yöntemiyle yürütülmüş ve SPSS 22 programı kullanılarak analiz edilmiştir. Analizler sonucunda, akademik ortalamanın, mesleğe ilişkin kişisel eğilim ve etkili psikolojik danışmanlık niteliklerinin psikolojik danışmanlık öz-yetkinliği ile anlamlı düzeyde ilişkili olduğu bulunmuştur. Regresyon analizi sonucunda, bağımsız değişkenlerin (%40 oranında) psikolojik danışmanlık öz-yetkinliğini açıkladığı ve bu değişkenlerin önemli ölçüde öngörücü olduğu belirlenmiştir. Sonuçlar, psikolojik danışmanlık öz-yetkinliğinin çok boyutlu yapısı ve akademik olmayan etkenlerin değerlendirilmesi gerekliliğini vurgulamaktadır.

Anahtar Kelimeler: Psikolojik danışmanlık öz - yetkinliği, yetkinlik, mesleğe ilişkin eğilim, etkili psikolojik danışmanlık nitelikleri

To my wife who has been my most profound inspiration.

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CHAPTER 1

INTRODUCTION

Psychological counseling is a profession that covers many areas of human life such as education, mental health and career choices. ACA (American Counseling Association) defined psychological counseling as through professional relationships, enables various people, families, and groups to achieve goals related to mental health, wellbeing, education, and employment (See. ACA, 2014). Furthermore, psychological counselor is described as a person who provides services to individuals and groups with various characteristics in terms of mental health and well-being, supports them to achieve their goals in individual, educational and career fields, and aims to provide this process with a professional - therapeutic relationship (ACA, 2022). After the training they receive, psychological counselors are expected to have knowledge and skills on topics such as counseling techniques, ethical principles and theories (Ültanır, 2005). Besides, it is expected that their self-awareness will increase with this training process (Aladağ et al., 2014; Öztürk, 2014).

Organizations such as CACREP (Council for Accreditation of Counseling and Related Educational Programs) and ACA aim to determine the ethical limits and program outputs (See. ACA, 2014; CACREP, 2016) for the psychological counseling profession, as well as to help counselor candidates acquire professional attitudes and behaviors determined according to these criteria. However the quality of the training which includes knowledge and skills, received by the counselor candidates is insufficient to evaluate the effectiveness and competence in the field of counseling (Brear et al., 2008; CACREP, 2016; Duba, et al., 2010; Ergene & Yılmaz, 2022; Korkut Owen et al., 2018; Korkut Owen & Tuzgöl Dost, 2020; McCaughan & Hill, 2015). In addition to the education received, the thoughts and beliefs of psychological counselors also affect their professional performance (Korkut Owen et al., 2018; Korkut Owen & Tuzgöl Dost, 2020). Bandura (1986) argues that in addition to the knowledge, skills and experience that people have, individual beliefs, thoughts and perception of competence also affect their lives and professional attitudes accordingly. This belief, thought and perception of competence also constitute self-efficacy. In this

context, in addition to the knowledge and skills of psychological counselors, their self-efficacy perceptions have an impact on the practice of the counseling profession.

1.1.Professional Definition of Psychological Counselor

A psychological counselor is defined professionally as having a variety of skills and traits (CACREP, 2016). A psychological counselor who can integrate scientific and personal competencies and strike a balance between counseling and interpersonal skills is considered effective (Baştemur & Uçar, 2022). In order to mentor, instruct, and assist clients, counselors should also have excellent work attitudes, strong psychological qualities, patience, and enthusiasm (Wang, 2019). Enhancing clients' psychological and social well-being is part of the counselor's job description (Abas, 2019); counselors also have an impact on the school's social, cultural, and political dynamics (Taylı, 2014); and they are vital in reducing the stigma of help-seeking behaviors (Flynn et al., 2019). On the other hand, it is possible to argue that, these specific features of that role also have influence on the people who conduct counseling as an occupation.

The structure and workload of a counselor have a direct impact on their sense of professional identity, job happiness, and sense of self-fulfillment (Heled & Davidovitch, 2020). Furthermore, according to Rust et al. (2013), counselor education programs must make sure that participants are ethically aware, have received proper training, and don't have any visible psychological problems that would limit their capacity to offer counseling services that meet client needs. Building strong relationships during the counseling process also heavily depends on the expertise level of the counselor (Zhang et al., 2020).

The field of psychological counseling is still facing challenges, so in order to improve counselors' professional growth and clinical competencies, clinical training needs to be reconstructed (Whiston & Coker, 2000). According to Strong et al. (1992), effective counseling relationships result in psychological convergence between the counselor and the client, and clients' response to the counselors is a product of their reliance on them. In summary, a wide range of qualities, such as positive attitudes, scientific knowledge, strong professional identities, and interpersonal skills, are

expected of psychological counselors. Beyond providing individual counseling, a counselor's responsibility also includes influencing students' wellbeing, encouraging help-seeking behaviors, and influencing the dynamics of the learning environment.

Psychological counselors are responsible for a broad spectrum of competencies. These experts concentrate on supporting the emergence of the good, innate human tendencies that lead to improved growth and self-actualization (Lopez et al., 2006). Additionally, they operate in the fields of social justice work, health psychology, and community-based public health treatments, where they address the psychological needs of individuals and communities (Young et al., 2016). In order to satisfy the requirements of refugee children and adolescents in schools, counselors working with these children should be knowledgeable about psychological issues (Sinan & Gültekin, 2018). Furthermore, counseling psychologists have dominated research and theory in the fields of supervision and training for counselors (Goodyear et al., 2000). They have also participated in creating concrete tools that support the well-being of individuals and encourage the strengths of clients (Magyar-Moe et al., 2015).

In terms of their professional identities, counselors are trying to make a name for themselves in the psychology community (Pate, 1980). Additionally, they have worked to set psychological counseling apart from adjacent fields like clinical psychology and counselor education (Bedi, 2016). Additionally, psychological counseling is in a position to significantly impact the psychological needs of people and communities, especially in the fields of community-based public health interventions, health psychology, and social justice work (Young et al., 2016).

Legal and ethical considerations also play a role in psychological counselors' competence (You et al., 2021). Additionally, rather than instructing or offering advice, they are largely thought to be performing psychological counseling with both people and groups (Arbuckle, 1972). Furthermore, counseling psychologists have struggled to distinguish themselves from clinical psychology and discover commonalities with school psychology, counselor education, and other fields (Blustein et al., 2005).

It is impossible to underestimate the importance of ethics in psychological counseling competencies. Professional training programs should include adequate instruction in

ethical decision-making as it is an essential component of counseling practice (Cottone & Claus, 2000). The counseling profession is prepared for a more expansive understanding of ethics' place in counseling practice and identity (Hill, 2004). In the fields of psychology and professional counseling, ethical decision-making calls for sophisticated clinical judgment (Fialkov et al., 2014). In order to shape competent and moral counselors, it is imperative to assess counseling ethics competency and identify variables that can raise counseling ethics competency (Zakaria et al., 2020). The significance of ethics in the helping professions is widely acknowledged by practitioners and educators, and ethics is now receiving more consideration in the training of psychologists and counselors (Urofsky & Engels, 2003).

Counselor's expertise, skill, and familiarity with the body of literature surrounding ethical considerations are crucial since ethical practice requires that interventions be based on doing no harm as a first prerequisite and doing well as a second requirement (White et al., 2003). Spiritual competences enhance cross-cultural sensitivity and counseling proficiency in a way that is complementary to the American Counseling Association's ethics code (Hull et al., 2016). The need of multicultural competency in ethical counseling practice is becoming more widely acknowledged (Watson et al., 2006). Being a culturally competent practitioner, which entails showcasing awareness of other cultures and applying counseling skills in a respectful manner for each one, is an ethical need for counselors (Kocet, 2006).

1.1.1. Self – Efficacy & Counseling Self – Efficacy

In the literature, self-efficacy plays a well-established role in the development of effective psychological counselors. According to Kozina et al. (2010), self-efficacy is seen as a necessary component of clinical education and a prerequisite for competent practice. Counselors integrate and apply their current talents to the counseling work using this mechanism, which is regarded as generative (Larson et al., 1999). This covers aspects like self-confidence in performing micro skills, process awareness, handling challenging client behaviors, acting in a culturally competent manner, and self-awareness (Martin et al., 2004). Furthermore, knowing how counselor trainees subjectively construct their training and counseling experiences and eventually

become competent counseling professionals depends on their level of counseling self-efficacy (Barnes, 2004).

Additionally, it has been discovered that self-efficacy positively correlates with psychological flexibility and mindfulness, and that fewer instances of impeding self-focused attention serve as a significant mediator of these correlations (Wei et al., 2014). General counseling self-efficacy has also been linked to multicultural counseling self-efficacy, demonstrating that confidence in overall counseling abilities may offer a foundation for perceptions regarding cross-cultural competence (Vespia et al., 2010). It is crucial to remember that self-efficacy affects an individual's performance both in training and in the workplace and is distinct from competence (Keller et al., 2019).

Research has examined the impact of spirituality and self-efficacy on counseling ethics competency, emphasizing the role that self-efficacy plays in forming ethical competencies (Zakaria et al., 2020). Furthermore, group supervision has been demonstrated to improve counselor candidates' psychological counseling self-efficacy, which strengthens their commitment to their career (Bakalim et al., 2018). Furthermore, guidance and counseling students' academic self-efficacy has been reported to be enhanced by the efficacy of group counseling using live modeling techniques (Hulukati et al., 2022).

According to Daniels and Larson (2001), counseling self-efficacy is the counselor's confidence in their capacity to provide clients with successful counseling. It is a fundamental concept in counseling psychology that affects many facets of counseling practice and education. According to self-efficacy theory, counselors who have higher levels of self-efficacy are more likely to approach clients, put in more effort, and stick with counseling practices (Larson et al., 1992). Counseling self-efficacy is a complex construct that includes aspects like self-assurance in performing microskills, focus on the counseling process, handling challenging client behaviors, and acting in a culturally competent manner, and self-awareness (Martin et al., 2004). It is a key concept in the counseling self-efficacy model that expresses a counselor's opinions or views about their potential to provide clients with effective counseling in the near future (Lent et al., 2003).

Age, gender, ethnicity, and the training of counselors have all been found to have an impact on counseling self-efficacy, demonstrating the dynamic nature of self-efficacy in the counseling environment (Heppner et al., 1998; Daniels & Larson, 2001). Furthermore, it has been acknowledged that a crucial component of preparing counselors for their jobs is the growth of counselor trainee self-efficacy during counseling practicum (Butts & Gutierrez, 2018).

Counseling self-efficacy has a big impact on how competent psychological counselors grow and practice. Counseling self-efficacy, or a counselor's confidence in their capacity to guide clients effectively, is a critical factor in determining the effectiveness and results of counseling (Lent et al., 2003). The varied aspect of counseling self-efficacy is highlighted by the Counselor Activity Self-Efficacy Scales, which were designed to evaluate self-efficacy for carrying out helpful skills, controlling the counseling process, and addressing difficult counseling situations (Bentley & Cashwell, 2009). Additionally, the sum of the scores for the three general areas indicates counseling self-efficacy generally, highlighting its all-encompassing influence on counseling practice (Lam et al., 2013). In summary, counseling self-efficacy is an essential concept that has a significant effect on counselor practice and training. It is a dynamic and multidimensional component of counseling psychology that spans numerous dimensions and is influenced by a wide variety of factors.

1.1.2. Professional Disposition and Effective Psychological Counselor Qualifications

Effective psychological counseling relies heavily on maintaining a professional demeanor (Sue et al., 1992). Studies indicate that professional dispositions reflect behaviors crucial for successful counseling interactions (Beverly et al., 2006). Cultivating these dispositions involves focused self-reflection and authentic experiences, particularly important for those entering the counseling profession (Kindall et al., 2017). Moreover, the development of professional dispositions is vital for creating effective teaching-learning situations, enhancing individual learning (Riaz & Hassan, 2021). Professional disposition's critical role in counseling is evident in areas such as counselor self-efficacy, online counseling, and clinical supervision (Bentley & Cashwell, 2009).

While professional dispositions are widely recognized, a universally accepted definition is lacking (Landon et al., 2021). In multicultural counseling, these dispositions are especially significant, influencing trust between counselors and minority clients (Sue et al., 1992). Assessing professional dispositions is crucial in counselor education, ensuring trainees possess the necessary knowledge and skills (Swank & Houseknecht, 2019). However, evaluating these dispositions is often subjective and lacks formal definitions, presenting challenges in assessment (McKnight et al., 2023).

Professional dispositions are linked to critical thinking, representing intentional behavior patterns focused on achieving professionalism (Ekinci & Ekinci, 2017). The field of counseling advocates using professional dispositions as an ongoing assessment tool for student development, emphasizing the integration of humanistic principles in training (Spurgeon et al., 2012). The development of professional dispositions is a key aspect of counselor education, where specialized training cultivates attributes and behaviors for effective practice (Anggarini et al., 2023). Assessing counseling competencies, including behaviors, dispositions, and skills, is crucial for ethical practice, suggesting the integration of personal dispositions into counseling programs for future counselors' training (Gibbons et al., 2013; Lambie & Haugen, 2021).

Effective psychological counselors exhibit various professional qualities and dispositions significantly impacting client interactions and overall effectiveness. CACREP defines professional dispositions as commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors influencing a counselor's growth and interactions (Landon et al., 2023). These include relational ease, empathic disposition, cognitive flexibility, emotion regulation, and personality traits contributing to psychological resilience (Seçim, 2020; Richard et al., 2022; Sari et al., 2024). School counselors, in particular, are expected to demonstrate qualities such as encouragement, critical thinking, supportiveness, openness to change, success at work, objectivity, sensitivity to others' problems, empathy, active listening, responsibility, trustworthiness, coherence, patience, and honesty (Karataş & Kaya, 2015).

In addition, the assessment of counseling competencies remains crucial for ethical practice (Lambie & Haugen, 2021). The importance of these professional qualities is underscored in counselor supervision, where supervision quality correlates with positive outcomes, healthy development, and ethical practice (Colburn et al., 2016). Establishing an effective working alliance between a counselor and client requires a high level of counseling skill, emphasizing the importance of professional competencies in practice (Lustig et al., 2002). All these concepts constitute the authentic structure of the psychological counseling profession. At the same time, since high competence is a professional ethical standard (see ACA, 2014), it is important to explain the structure of the psychological counseling profession.

1.2.Purpose of the Study

Main objective of this study is to investigate the complex interactions that exist among different aspects of academic performance, personal characteristics, and professional dispositions among undergraduates majoring in psychological counseling. In doing so, this study hopes to clarify the complex relationship between counseling self-efficacy and future counselors' training and development. Additionally, among senior students participating in psychological counseling programs, this research aims to clarify the complex relationship between academic achievement as evaluated by Grade Point Average (GPA) and self-efficacy in counseling psychology.

Additionally, this study aims to investigate how students' perceived self-efficacy in applying counseling skills efficiently is influenced by their professional dispositions towards the counseling profession. According to this study's hypothesis, students that show a strong sense of connection with the ethics, beliefs, and goals of the counseling profession are probably going to have better levels of self-efficacy in counseling practices. On the other hand, people with low levels of counseling self-efficacy can be those who are unsure about their suitability for the counseling field.

Furthermore, the goal of this study is to find out how much certain counseling skills—like empathy, active listening, and cultural competency (See. CACREP, 2016)—affect students' general counseling psychology self-efficacy. It is hypothesized that students who exhibit a wide range of beneficial counseling traits will feel more confident in

their capacity to handle a variety of counseling situations and promote successful client outcomes.

This study also attempts to evaluate what is the Dynamics of the relationship between educational programs and students' counseling self-efficacy. It is expected that curriculum that emphasize experiential learning, practical training, and continuous professional development will have a beneficial effect on students' perceptions of their own competency in counseling. On the other hand, curricula that do not place enough focus on practical instruction and real-world application could unintentionally impede students' ability to build self-efficacy.

Lastly, the purpose of this research is to investigate the wider consequences of counseling students' self-efficacy for their future professional success and ethics. Higher levels of self-efficacy in counseling are thought to make a person more capable of navigating the complexity of the counseling profession, more resilient when faced with difficulties, and more inclined to uphold the ethical norms of the field (Daniels & Larson, 2001).

In conclusion, the goal of this research is to give an extensive understanding of the factors that influence and are affected by self-efficacy of the university students in psychological counseling. This study aims to put light on these relationships in order to guide the creation of training curricula and treatments that will better support the growth of qualified and ethical counselors. Therefore, this research seeks answers to the following questions:

1. Is there an association among psychological counseling self-efficacy and professional disposition & effective counseling qualifications?
2. Is there a significant relationship between GPA of students in Psychological Counseling and their self-efficacy in counseling?
3. What is the association between professional dispositions towards the counseling profession and counseling students' self-efficacy in counseling?
4. Is there an association between effective counseling qualifications and self-efficacy in counseling?

1.3. Significance of the Study

The quality of the training which includes knowledge and skills, received by the counselor candidates is insufficient to evaluate the effectiveness and competence in the field of counseling. (Brear et al., 2008; CACREP, 2016; Duba, et al., 2010; Ergene & Yılmaz, 2022; Korkut Owen et al., 2018; Korkut Owen & Tuzgöl Dost, 2020; McCaughan & Hill, 2015). In addition to the education received, the thoughts and beliefs of psychological counselors also affect their professional performance (Korkut Owen et al., 2018; Korkut Owen & Tuzgöl Dost, 2020). Bandura (1986) argues that in addition to the knowledge, skills and experience that an individual has, individual beliefs, thoughts and perception of competence also affect their lives and professional attitudes accordingly. This belief, thought and perception of competence also constitute self-efficacy. In this context, in addition to the knowledge and skills of psychological counselors, their self-efficacy perceptions have an impact on the practice of the counseling profession.

Self-efficacy perceptions of individuals; represent their beliefs about the knowledge and skills they have (Greason & Cashwell, 2009). While individuals exhibit their behaviors based on their knowledge and skills, the perception and belief on the displayed behavior constitute self-efficacy (Demirel, 2013; Greason & Cashwell, 2009; Larson & Daniels, 1998; Melchert et al., 1996; Tang et al., 2004). According to Melchert and colleagues (1996), self-efficacy belief and perception have an effect on behaviors fed by knowledge and skills. In summary, self-efficacy belief represents the beliefs and attitudes of individuals towards the behaviors they exhibit, as well as knowledge and skills.

In addition to that, psychological counseling training is designed to provide psychological counselor candidates with the necessary knowledge, skills and techniques. However, in addition to the knowledge and skills of the psychological counselors, their perceptions and thoughts about the counseling process play an important role in the effectiveness of the process. These beliefs are defined as the self-efficacy of the counselor. Counseling self-efficacy represents a general perception of psychological counselors' competence in the whole process and in the counseling

profession (Larson et al., 1992). In this context, it is possible to say that the perception of self-efficacy is a general perception of the profession.

A key factor that indicates psychological counselors' views of their knowledge and abilities rather than only their actual knowledge and abilities is their opinion of their counseling self-efficacy (Ratts et al., 2016). Accordingly, psychological counseling self-efficacy can be defined as a dimension outside of academic skills. Furthermore, studies have shown that psychological counselors' performance is mostly determined by their personal traits and professional demeanor rather than only their knowledge and abilities (Vera & Speight, 2003). Professional dispositions of counselors are considered by CACREP (2016) as non-academic personal characteristics. Likewise, it is defined as non-academic, values, attitudes and approaches those individuals have in their areas of expertise (Spurgeon et al., 2012). In this context, it is noteworthy that professional dispositions connected to the field, such as self-efficacy and non-academic characteristics, are common in psychological counseling.In addition, the personal characteristics of psychological counselors, apart from their perceptions of the profession, also have a significant impact on the counseling process. It is emphasized that in order to be an effective counselor, not only the knowledge, skills and techniques of counselors in the field are sufficient, but also their affective and personal characteristics are important (Jenning & Skovholt, 1999; Pope & Kline, 1999).

While evaluating the self-efficacy of psychological counselors, besides their theoretical knowledge and skills, their non-academic characteristics in the process of applying these knowledge and skills should be considered. In this case, with an approach as psychological counseling self-efficacy is evaluated together with effective psychological counseling personality traits, professional disposition and academic skills, it will produce healthier results. It is necessary to examine the relationship between psychological counseling self-efficacy and effective counseling personality traits, professional disposition and academic skills.

Numerous researches have demonstrated that the self-competencies of psychological counselors have a considerable impact on the success of their counseling sessions

(Larson & Daniels, 1998; Lent, 2004). In the psychological counseling field, it has proven difficult to measure and assess these self-competencies accurately (Larson & Daniels, 1998). This research makes significant improvements to the knowledge and evaluation of psychological counseling self-efficacy. It is essential to conduct additional study in this area to examine the connection between psychological counseling self-efficacy and academic performance. This study also emphasizes how important it is to define and evaluate counseling self-efficacy in a comprehensive manner. It implies that, as with other professional organizations, the standards for people wishing to enter the field of psychological counseling can be assessed using aptitude tests and comparable procedures. Therefore, this research aims to establish a foundational basis for education, practice, and research in the field of psychological counseling, addressing the critical need for a thorough understanding and assessment of psychological counseling self-efficacy.

1.4. Definition of the Terms

The definitions of the concepts used in this research are given below:

Self-Efficacy: Refers to a person's perceptions or assessments of his or her capacity to carry out a certain task or set of goals (Bandura, 1995). Additionally, the word "competency" literally refers to a skill-based approach. However, the concept of "efficacy" has a meaning related to essence, provided by maturity (Voltan-Acar et al., 2012). For this reason, it was deemed appropriate to address the concept of self-efficacy in this research study.

Psychological Counseling Self-Efficacy: Psychological counselors' own judgments about their abilities, knowledge and beliefs to conduct effective counseling process with a client (Sharpley & Ridgway, 1993).

Academic Achievement: It is described as "performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university" (Steinmayr et al., 2014, p.1). In this study, counselor candidates' GPA is accepted as measure of academic achievement.

Counselor Professional Disposition: It refers to all the components that are important for a psychological counselor to have, both personally and professionally. These components are explained as commitments, features, traits, principles, ideologies, interpersonal skills, and attitudes. They affect the counselor's relationships with clients and colleagues as well as their professional development CACREP, 2016)

Effective Counseling Qualifications: The set of abilities that effective counselors should possess. Effective counselor is defined as one who has capabilities to set equilibrium and harmony between interpersonal and counseling techniques and, to unite personal and scientific competencies (Carkhuff, 2011; İkiz, 2006).

CHAPTER 2

LITERATURE REVIEW

In this section, Bandura's Self-Efficacy theory, counseling self-efficacy theory and other variables, professional disposition to counseling profession and effective counseling qualifications, are discussed and related concepts are explained. In the second part of this section, researches in the literature related to the subject were examined.

2.1. Theoretical Framework of the Study

The theoretical framework of the study provides a conceptual foundation, elucidating the fundamental points of reference and interrelationships essential for comprehending the study's core elements. Focused specifically on self-efficacy theory (Bandura, 1997) and supplemented with a brief explanation, this theoretical framework establishes the conceptual groundwork for the study, delineating its overall context. In the subsequent sections, analyses and findings built upon this theoretical framework will substantiate the main arguments of the study.

2.1.1. Self-Efficacy from the Perspective of Social Cognitive Theory

Bandura (1997), described the self-efficacy as more than a skill set or capabilities that any human being have. It is a organized beliefs on any particular ability, knowledge

or capabilities that one's possessed. According to the theory, efficacy is defined as a term that includes cognitive, social, behavioral and emotional sub-skills. Also, the organization of these sub-skills and beliefs on them form the term of self-efficacy. Self-efficacy is not the criteria that determine one's capabilities on any particular work. A person might have capability to complete a task. However, perception of that person about the sub-skills that mentioned before gain importance in that point.

Bandura (1997) used the term of efficacy as "efficacy beliefs" in his works. Therefore, it is possible to say that, self-efficacy may be described as the self-beliefs about the knowledge and skills processes. The theory of self-efficacy is formed with the four-core source. These sources of self-efficacy are: a-*enactive mastery experiences,* b-*vicarious experience,* c- *social persuasion and* d- *psychological and affective states.*

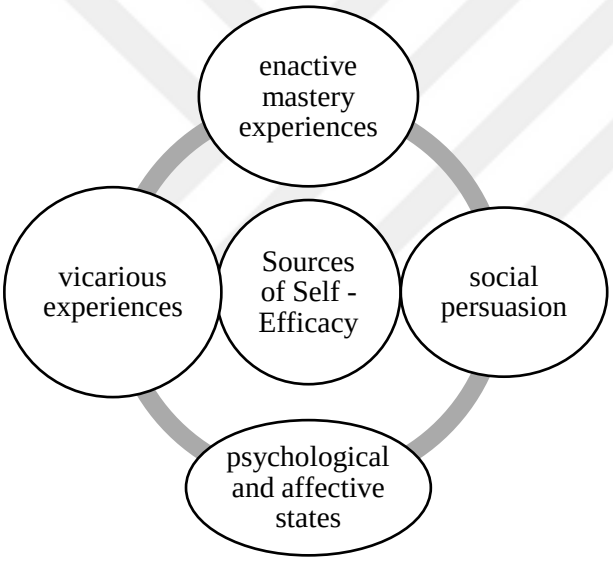


Figure 1 (Bandura, 1997) Sources of Self-Efficacy

a. Enactive mastery experiences are defined as the most significant source of the beliefs on self-efficacy. According to the self – efficacy theory experiences that a person has, can be the most appropriate sources for forming believes on implementation of knowledge and skills in a particular field. Because of that, experiences that a person have with his/her own, the most useful source for improving the self-efficacy.

b. Vicarious experiences are defined as the second most significant source about the self-efficacy. This term is supported with the Bandura's Social Learning Theory. It is

a dimension of self-efficacy and emphasized with the idea that a person which witnessed to a successful performance of others and he/she can also develop his/her beliefs on capabilities (Bandura, 1997).

c. Social persuasion is defined as the feedbacks that taken from social contexts. Therefore, people's beliefs about their capacities or capabilities might be increased or decreased by the feedbacks that supplied from other people around them (Demirel, 2013).

d. Lastly, psychological and affective states described as the source that less significant and less effective than other sources: It means that, a person's emotional and motivational situation about the given task. (Bandura, 1997). The emotions like anxiety might be effective on the self-efficacy situation of a person. These sources of efficacy knowledge are particularly crucial since they serve as the theoretical basis for counseling intervention designs that can build and reinforce self-efficacy perceptions (Anderson & Betz, 2001).

Apart from the sources of self-efficacy, Bandura (1997,) also defines the four major mediator for self-efficacy beliefs. These processes are mediated by self-efficacy beliefs and these are determined as: a- *cognitive process (It refers to the power of thought that keeps emotional reactions under control),* b- *motivational process (It expresses the individual's belief in the success s/he will achieve as a result of her efforts),* c- *affective process (It refers to the state of individuals being in control of how much stress and anxiety they will experience in threatening and challenging environments),* and d- *selection process (It refers to professional and personal choices made with the expectation of efficacy as a result of all processes).* Furthermore, it is possible to say that self-efficacy has comprehensive influence on a person's performance.

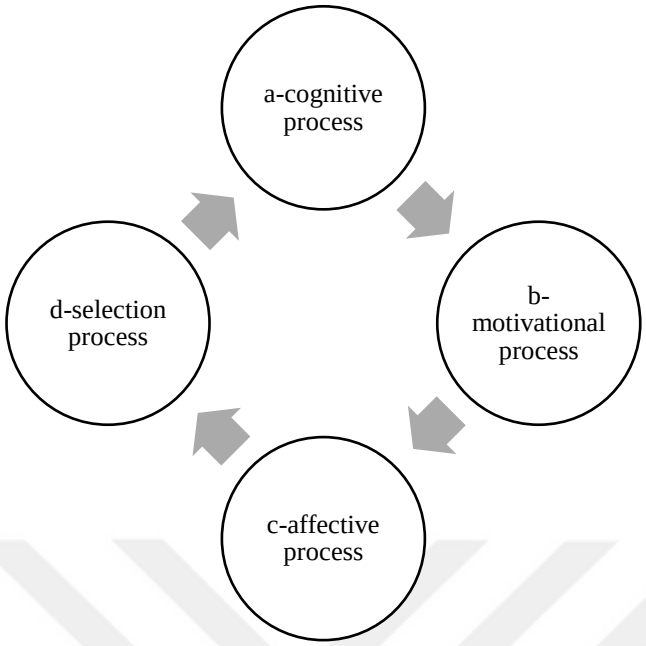


Figure 2 (Bandura, 1997) Cycle Of Basic Functions of Self-Efficacy

Bandura (1997) evaluated the functions of the concept of self-efficacy under five different titles: *cognitive, health, clinical, athletic and organizational*. When the field of psychological counseling and guidance examined, the clinical function of the concept of self-efficacy is important. Bandura (1997) discussed issues such as anxiety and phobic dysfunctions, depression, eating disorders, and alcohol and drug use under the clinical function of self-efficacy. In addition, under the title of cognitive self-efficacy functioning, which may be related to the field of Psychological Counseling and Guidance, the concepts of student, teacher and whole school self-efficacy that concern school counselors are discussed. The concepts related to career psychological counseling are discussed under the title of organizational functioning of self-efficacy, and the main topics are: career development, occupational roles, career decision making. In summary, the concept of self-efficacy has been associated with many sub-branches of Psychological Counseling and Guidance. This situation reveals that psychological counselor candidates should have knowledge on the concept of self-efficacy and be aware of their own self-efficacy. Therefore, the concept of Counseling Self-Efficacy gains importance.

2.1.2 Counseling Self-Efficacy

While explaining the self-efficacy, Bandura did not specifically cover the concept of Counseling Self-Efficacy. However, in line with the characteristics of the concept of self-efficacy, the concept of Counseling Self-Efficacy was derived from the studies conducted in the literature. It represents the belief that a counselor can provide an effective service in line with his/her knowledge and skills (Larson et al., 1992; Sharpley & Ridgway, 1993). Counseling Self-Efficacy also have an impact on trainees' willingness to persevere and put out effort during supervision and practice to learn the difficult, sophisticated acts needed during counseling field (Daniels & Larson, 1998). Larson & Daniels (1998), also state that, Counseling Self-Efficacy beliefs has determinative effects on counseling actions. Also, these point out that counselors with higher Counseling Self-Efficacy are more likely to regard their anxiety as a challenge, make goals that are reasonable but relatively difficult, and have self-aiding ideas.

Furthermore, because of the construct's consistency and reliability, self-efficacy is suitable for counselor selection and training. According to this, it is possible to say that, Counseling Self-Efficacy can be used for evaluation part of an effective counselor. Counselors with more developed sense of Counseling Self-Efficacy believe they have the necessary skills to undertake the role of counselor, but those with a less developed sense do not believe they can carry out this duty successfully (Barnes, 2004). Therefore, Counseling Self-Efficacy might be a predictor for effective counseling processes. Demirel (2013) suggests that counselor self-efficacy plays a crucial role in guiding counselors on what actions to take during the counseling process, enabling them to fulfill their responsibilities and facilitate an effective counseling experience

As defined before, Counseling Self-Efficacy represents a psychological counselor's belief in the knowledge, skills and competencies he/she has specifically for the psychological counseling profession (Sharpley & Ridgway, 1993). Although Counseling Self-Efficacy is based on Bandura's Social Cognitive Theory, Bandura does not have a study on this subject. On the other hand, the definition of competence regarding the efficacy of the psychological counselor gains importance here.

Psychological counselors are expected to be competent in the dynamics they establish with their clients. Counselors need to coordinate and continually develop a variety of subskills in order to effectively handle the constantly shifting conditions that arise in the counseling session (Larson & Daniels, 1998). Outside the scope of psychological counseling, self-efficacy partly determines people's actions, their decisions to undertake a task, perform, and persevere in the face of failure (Bandura, 1986). Additionally, according to Bandura (1989), self-efficacy also affects thought patterns and how much stress people experience in the environment. In the light of these studies, in the studies in the literature, the concept of psychological counseling self-efficacy is defined as the beliefs and judgments that the psychological counselor develops on the skills and knowledge, he/she has in order to provide an effective service (Friedlander et al., 1986; Olk, 1986; Larson et al., 1992; Sharpley & Ridgway, 1993).

Furthermore, studies in the literature (see Kaczmarek et al., 1996; Spruill & Benshoff, 2000) indicates that the development of counselor competence occurs in settings where candidates for counseling can hone their critical thinking abilities in relation to practical tasks. In the research study conducted in this context, it was suggested that psychological counseling education is divided into two: theoretical and applied, and that contributions to psychological counseling self-efficacy will be provided through the opportunity to practice (Bradley & Fiorini, 1999; Tang et al., 2004). For this reason, studies in the literature examining psychological counseling self-efficacy have mostly been on psychological counselor candidates (Larson & Daniels, 1998).

In addition, with the theory produced based on the definition in the literature, it has been suggested that counseling self-efficacy is the fundamental mechanism between knowing how to help in a psychological counseling situation and actually carrying out effective counseling actions (Greason & Cashwell, 2011). This notion is supported by Bandura's (1986) assertion that higher counseling self-efficacy is associated with higher performance gains because it increases motivation to complete a task.

Looking at other prominent definitions of psychological counseling self-efficacy in studies in the literature, Melchert and colleagues (1996), emphasized the psychological counselor's beliefs about his/her own knowledge and skills and explained psychological counseling self-efficacy through Bandura's concept of self-

efficacy. Lent and colleagues (2003) discussed psychological counseling self-efficacy under three headings and defined these headings as; basic helping skills, accomplishing tasks in the counseling session, and coping with struggles by answering questions during the session.

In addition, Greason and Caswell (2009), defined psychological counseling self-efficacy as a variable that includes knowing how to help the individual receiving psychological counseling services and mastering process-oriented psychological counseling practices. Sharpley and Ridgeway (1990), suggested psychological counseling self-efficacy as the most important determinant of an effective psychological counselor. In their study, Orlinsky and Howard (1986), defined psychological counseling self-efficacy as a priority choice for clients receiving psychological counseling services. Another study defined psychological counseling self-efficacy as a variable that plays a central role in the development of a psychological counselor candidate (Stoltenberg et al., 1998). According to Kozina and colleagues (2010), psychological counseling self-efficacy is an important precursor to competent practice and should be a necessary focus of clinical education.

While defining psychological counseling self-efficacy, Larson (1998), preferred to evaluate the concept of psychological counseling self-efficacy specifically in the social cognitive theory on which Bandura (1986), based the concept of self-efficacy. In this way, the social cognitive model of psychological counseling self-efficacy was produced (Demirel, 2013). With this model, a balance has been established between the practices of psychological counselors in the field and the practices that need to be done (Demirel, 2013). When the outputs of this model are evaluated, it stands out that it is one of the most functioning structures of Social Cognitive Theory (Barnes, 2004). Larson (1998), explained the psychological counseling self-efficacy model with four basic factors. These factors are defined as; mastery (the psychological counselor's experiences in the field), modeling (the psychological counselor observing the experiences of the counselors around her/him), social persuasion (the feedback the psychological counselor receives from his/her supervisor) and affective arousal (the psychological counselor's level of anxiety) (Larson, 1998).

On the other hand, with a different perspective, it is stated that psychological counseling self-efficacy determines the role the psychological counselor will

undertake and the effort she/he will exert in the entire psychological counseling process, based on the fact that it represents the psychological counselor's belief in the knowledge and skills of the process (Larson & Daniels, 1998). In addition, Larson & Daniels (1998), in their research study, explained that counseling self-efficacy is a concept that has an impact on the reactions given during the session, the risk-taking potential of the counselor in risk situations, and the counselor's approach to overcoming this difficult situation faced with difficult challenges. It turns out that people with high psychological counselor self-efficacy beliefs think that they are quite capable of providing psychological therapy, and people who believe that they cannot exhibit the necessary skills for psychological counseling performance have weak psychological counseling self-efficacy beliefs (Demirel, 2013).

According to Bernard & Goodyear (2004), psychological counseling self-efficacy is the most important element of the psychological counseling training program. Additionally, Beutler and colleagues (1993), identified counseling self-efficacy as one of three stable and reliable characteristics that can be used for the selection and training of psychological counselors. Paez (2010), argues that psychological counselors' beliefs about their knowledge and skills increase as a result of the skills they develop with the training they receive, and likewise, their psychological counseling self-efficacy increases. Psychological counseling self-efficacy has a significant impact on the decisions a psychological counselor makes during the session (Larson et al., 1998). Psychological counseling self-efficacy is of decisive importance for the psychological counseling profession (Demirel, 2013).

Furthermore, in the literature there are many studies showing a correlational relationship between psychological counseling self-efficacy and the counselor's anxiety level (Al-Darmaki, 2004; Barbee et al., 2003; Leach et al., 1997; Tang et al., 2004; Urbani et al., 2002). According to Demirel (2013), counselor candidates in Turkiye cannot provide effective psychological counseling during the education process due to the concerns they experience about course performance, and the increasing level of anxiety negatively affects the belief in psychological counseling self-efficacy.

2.1.3 Counselor Professional Disposition & Effective Counseling Qualifications

CACREP (2016) emphasized the importance of psychological counselor candidates to develop in non-academic areas as well as their academic characteristics. They also defined the non-academic characteristics of counselor candidates as a professional disposition towards the counseling profession. According to CACREP (2016), professional disposition towards the counseling profession includes professional development, dedication to the profession, communication with colleagues and clients, relational skills, and professional values. Recently, the subject of professional disposition of psychological counselors has started to be the subject of many studies in the literature and the concept of disposition has gained importance. According to Levine (2018), besides the academic qualifications of psychological counselors, their professional disposition regarding the profession should also be evaluated. The psychological counseling process is a comprehensive and sensitive process that should be carried out by professional experts (Yılmaz & Ergene, 2022). In this context, in addition to the professional knowledge and skills of psychological counselors, their professional disposition are also known as a prerequisite for competence (Miller et al., 2018). Spurgeon et al. (2012), on the other hand, defined the professional disposition of psychological counselors as core beliefs about the profession and the values developed by a counselor for the profession.

Korkut-Owen et al. (2018) accepted the concepts of respect for differences, care in interpersonal relationships, being oriented to people, having a positive outlook on life, self-awareness/self-control, and openness to innovations as sub-dimensions of professional disposition towards the profession in their scale study. Christensen et al. (2018) determined the predictors of psychological counselors' professional disposition as emotional stability, honesty, flexibility, compassion, personal characteristics, self-awareness, and openness to development. Garner et al. (2016), on the other hand, argued that, unlike other studies, concepts such as professional ethics, critical thinking, academic honesty, and caring for learning would also be effective in measuring professional disposition towards the profession.

From another perspective, dispositions along with strong foundations in knowledge, skills, and ethics are critical prerequisites for developing counselor competence

(Miller et al., 2019). From this point of view, Miller and colleagues (2019) stated that it is a difficult issue to evaluate the professional disposition of psychological counselors towards the profession and that it can only be evaluated with a secondary tool such as reference letters. It stands out that definitions on this subject are generally created based on the qualifications that a psychological counselor should have. Redekop & Wlazelek (2012) argued that psychological counselors' professional disposition towards the profession can be evaluated with their characteristic variables, values and features.

In addition, Pope & Kline (1999) evaluated the professional disposition of psychological counselors towards the profession with the characteristic features they gave as 22 subheadings, and Ackerman & Hilsenroth (2003) evaluated the professional disposition of psychological counselors with the 11 characteristic features they identified. In another similar study, the professional disposition of psychological counselors towards the profession was evaluated based on nine different characteristics that an expert therapist should have (Jennings & Skovholt, 1999).

Garner and colleagues (2016) evaluated the professional disposition of psychological counselors towards the profession under three main headings: professional, personal and academic, and determined certain characteristics for each main heading. In another case study conducted in the field, commitment, openness, respect, integrity and self-awareness were determined as the 5 basic points of psychological counselors' professional disposition towards the profession (Spurgeon et al., 2012).



Figure 3 Components of Professional Disposition (CACREP, 2016)

2.1.3.1 CACREP (2016) and Other Perspectives

While the issue of professional disposition of psychological counselors towards the profession, which is gaining increasing importance and improving its standpoint in the literature, was expressed only as a definition in the standards published by CACREP in 2009, in 2016 and later, the concept of disposition was clearly expressed and included among the standards. In the standards of Council on Social Work Education (2015), which is another council like CACREP, the concept of disposition is structured with the concepts of social justice, honesty, valuing human relations and valuing the dignity and worth of the person. In his study, Freeman (2007) defined the concept of disposition using personal attitudes, characteristics, temperament or habits. While some of the studies in the literature define the professional disposition of psychological counselors towards the profession and highlight the characteristics that must be clearly acquired as a necessity, in some studies, only the sources that have an impact on the formation of the concept of disposition are highlighted.

Furthermore, Candance and colleagues (2018) emphasized that the concept of dispositional competencies is as important as knowledge and skill (p. 6). Therefore, it is argued that the concept of dispositional competency should be brought to the agenda during psychological counselor training for professional identity acquisition (Candance et al., 2018, p. 6).

Although professional disposition towards the profession is defined as non-academic counselor qualifications (CACREP, 2016), there are studies in the literature that consider the qualities of counselors other than the concept of professional disposition (İkiz & Totan, 2014; Yılmaz & Ergene, 2022). In the studies in the literature, effective psychological counseling qualifications/characteristics are accepted generally; being warm, reliable, friendly, sincere, social, easily accessible, being empathetic, flexible, self-awareness, respect for individual differences, communication skills, effective interpersonal relations, ethical responsibility, adaptability, entrepreneurial, respect, cultural understanding, feedback acceptance, being aware of the effect it has on others, coping with conflict, the ability to accept personal responsibilities, expressing emotions effectively and appropriately (McAdams et al., 2007; NASP, 2000; Popp & Kline, 1999; Spurgeon et al., 2012). In this study, the concepts of intellectual competence, energy, flexibility/resilience, being supportive, goodwill and self-awareness, which were determined in scale development studies by İkiz & Totan (2014), were accepted as effective psychological counselor qualifications.

It is crucial to take into account various abilities and skills that contribute to the efficacy of counselors in order to determine their qualifications. Multicultural and socially fair counseling competencies are important, according to the literature (TAYTAŞ, 2021). In order to effectively handle the different needs of their clients and guarantee fair and equal treatment, counselors must possess certain competences. Furthermore, the impact of role ambiguity and role conflict on counseling competency has been emphasized, highlighting the importance of these elements in determining the efficacy of counseling (Arifin et al., 2019).

2.1.3.2 Effective Counseling Qualifications and Professional Competence

Effective counselors also possess practical abilities like empathy, self-efficacy, and active listening in addition to their theoretical knowledge. Studies have demonstrated the critical importance that practice and feedback play in strengthening counselors' self-efficacy, which in turn affects how well they solve problems (Meyer, 2015). Additionally, there has been discussion regarding the growth of empathy in counselor education students, highlighting the significance of developing empathic abilities in counselors (Lyons & Hazier, 2002).

Effective counselors are shaped by clinical training and education in addition to their personal qualities, as has been highlighted. In order to prepare counselors for their tasks, clinical training is considered essential to the counseling profession and the specialization of counselor education (Sexton, 2000). Furthermore, it has been determined that incorporating evidence-based techniques and providing counselors with ongoing professional development are essential components in augmenting their efficacy (Patel et al., 2013; Zyromski et al., 2018).

The literature also highlights the significance of teaching and supervising in counselor education, showing that counselors with specialized training in supervision and credentials make up an effective supervisory team (Özyiğit, 2022; Sexton, 1998). This emphasizes how important mentoring and advice are in forming the credentials of counselors who are successful.

To sum up, the attributes of proficient counselors comprise a broad range of competencies, such as multicultural and social justice counseling proficiencies, role clarification, pragmatic abilities like empathy and active listening, ongoing professional growth, and efficient oversight and instruction in counselor education.

2.2. Relevant Studies

It is crucial to take into account the amount of research on these variables in order to examine the relationship between counseling self-efficacy, counselor professional disposition, successful counselor attributes, and GPA. The Counselor Activity Self-Efficacy Scales (Lent et al., 2003), the Counseling Self-Estimate Inventory (Larson et al., 1992), and the Multicultural Counseling Self-Efficacy Scale (Sheu & Lent, 2007) are just a few of the studies that have looked into the creation and validation of instruments to measure counseling self-efficacy. These tools evaluate counselors' confidence in their ability to provide assistance, supervise the counseling process, and deal with difficult counseling circumstances. Furthermore, studies have indicated a correlation between greater counseling self-efficacy and persistence faced with difficult counseling assignments as well as a better capacity to take in and apply evaluation feedback (Bentley & Cashwell, 2009). Additionally, research has demonstrated the significance of counselor self-efficacy in counseling implementation

and its connection to anxiety, supervision environment, and counselor performance (Daniels & Larson, 2001). Moreover, research has connected psychological adaptability, emotional intelligence, and mindfulness to the growth of counseling self-efficacy (Wei et al., 2014; Easton et al., 2008; Martin et al., 2004; Butts & Gutierrez, 2018). According to the results of these research studies it is found that psychological counseling self – efficacy also in a significant association with psychological / career adaptability, emotional intelligence and mindfulness.

The issue of counselor professional disposition has also been covered in the literature, in addition to counseling self-efficacy. It has been investigated what professional traits counselors should exhibit in order to provide services effectively (Landon et al., 2020). To be an efficient counselor, one must also acquire effective counseling techniques and have a professional attitude and behavior (Xia et al., 2021). Effective counseling requires professional dispositions, which include attitudes, beliefs, commitments, and behaviors that impact a counselor's contacts and professional development (Landon et al., 2023).

The literature also highlights the significance of the characteristics and qualities of counselors. For example, mindfulness in counselor candidates has been connected to perceived empathy from clients, and mindfulness and self-compassion are connected to reduce experiential avoidance and deeper sessions (Fulton, 2016). The relationship between counseling self-efficacy and the quality of interventions should be taken into consideration evaluating effective counselor qualities. It has been discovered that this relationship, which is mediated by interpersonal skills and an empathic disposition, positively influences students' desire to consult counseling professionals (Richard et al., 2022). Furthermore, through relational traits and an empathic disposition, the effectiveness of a counselor's interventions has been proven to affect clients' intention to consult (Richard et al., 2022). The importance of counselor traits and attributes in the counseling process is shown by these studies.

CHAPTER 3

METHOD

This section elucidates the fundamental methodological approach of the study. The methodology chosen with the aim of addressing research questions and achieving the overall objectives of the study has shaped the design of the research process. Within this section, a detailed discussion will be provided on the chosen methodology, participant selection, data collection techniques, and data analysis methods. Additionally, an explanation will be presented regarding the rationale behind selecting this particular methodology and its role within the broader context of the study, aiming to provide further insight into the methodological choice and its implications.

3.1. Research Design

This study aims to examine the role of prediction about counseling self-efficacy with counselor professional disposition, effective counseling qualifications and academic achievement. The associations between two or more variables are examined using correlational designs and a straightforward correlational design looks at the relationship between two or variables and then describes it statistically (Heppner et al., 2020, p. 246). Whereas a correlation is using to identify the association between two variables, multiple regression, which is one of the designs under the title of correlational designs, is used for identifying the association between more than two variables (Heppner et al., 2020, p. 246). Therefore, multiple regression analysis which is one of the correlational designs is used in this study.

3.2. Participants

The sample group in this study consists of senior students of universities in Turkey. These students are from the Guidance and Psychological Counseling departments of the universities. The general aim of the study is predicting the sub-factors that may in a relationship with counseling competency. For this aim, 4th graders of Guidance and Psychological Counseling departments might be the most appropriate sample. According to the accreditation report of CACREP (2016), it is expected that

counseling students should have some both academic and non-academic outputs when they are about the graduate. Therefore, it is possible to say that senior students are expected to have the both academic and non-academic outputs of the program. It is possible to see the demographic features of the participants in the Table 1.1.

Table 1.1. *Universities of the Participants*

Universities	Frequency	Percent
Akdeniz University	15	4,3
Aksaray University	7	2,0
Anadolu University	9	2,6
Ankara Sos. Bil. University	4	1,1
Ankara University	18	5,2
Aydın Adnan Menderes University	8	2,3
Başkent University	22	6,3
Bayburt University	7	2,0
Dokuz Eylül University	15	4,3
Ege University	12	3,4
Osmangazi University	2	,6
Gazi University	36	10,3
Giresun University	19	5,4
Hacettepe University	28	8,0
Hasan Kalyoncu University	2	,6
İnönü University	1	,3

Universities	Frequency	Percent
İstanbul Aydın University	6	1,7
Sabahhattin Zaim University	6	1,7
Sütçü İmam University	4	1,1
Kastamonu University	2	,6
Nevşehir University	4	1,1
Pamukkale University	11	3,2
TED University	53	15,2
Ufuk University	39	11,2
Uludağ University	15	4,3
Yeditepe University	1	,3

According to Table 1.1., the participants of the research consist of 26 different universities. It is seen that the distribution of participants differs depending on the university. It is possible to say that the number of participants from universities such as TED University and Ufuk University is higher than others. While 19 of these universities are state universities, 7 universities are foundation universities. Academic achievements of the participants were given as groups in the Table 1.2.

Table 1.2. *Academic Achievements of the Participants*

Groups	n	Percent
GPA 2 to 3	63	18,21
GPA above 3	283	81,8

The academic grade point averages of the participants in the research are given in table 2.2. When the participants are grouped according to their GPA scores, it is seen that no participant's GPA score is below 2. Among the participants of the study, the number of those with a GPA score between 2 and 3 is 63 *(18.21%),* and the number of those with a GPA score of 3 and above is 283 *(81.8%).*

3.3. Instruments

In this study, explanations about the measurement tools used are given below.

3.3.1. Demographic Information Form

Firstly, a demographic information form is administered to participants. One of the independent variables of this study is academic achievement. For indicating that, GPA data is collected from participants via demographic information form. This form includes the name of the university, gender and current GPA.

3.3.2. Occupation-Related Professional Disposition Assessment Scale – (Mesleğe İlişkin Kişisel Eğilim Değerlendirme Ölçeği - MİKEDÖ)

The MİKEDÖ scale was formed by Korkut-Owen et al. (2018) to assess the psychological counselors' and candidates' professional and personal dispositions. This scale is a 5-point Likert scale (1 being completely opposed to 5 being completely in agreement). The 40 pieces that make up the MİKEDÖ scales. Six factors—*respect for differences, care in interpersonal relationships, being oriented to people, having a positive outlook on life, self-awareness/self-control, and openness to innovations*—have been identified as a result of the factor analysis. The internal consistency score for Cronbach Alpha was determined to be.89. For each factor, Cronbach Alpha score was determined as: .82 for *respect for differences,* .64 for *care in interpersonal relationships,* .69 for *being help oriented to people,* .65 for *having a positive outlook on life,* .66 for *self-awareness/self-control,* .69 for *openness to innovations* for The MİKEDÖ scale contains 12 components that have been inverted. The scale's range of possible scores, from 40 to 200, was determined. The high score on the scale indicates that the personal traits associated with a profession are nearly in line with the expected traits. The results of the confirmatory factor analysis show that the fit statistics of the

six-factor model for 40 items of the scale are within the acceptable range according to the fit indices: [χ^2 (725) = 1447.76, p < .0001; χ^2/sd = 1.99; CFI = .91, IFI = 0.92, TLI = .90, RMSEA = .065, SRMR =.077]. This scale is used to measure the professional disposition of psychological counselor candidates regarding the profession. Brief descriptions of the six subscales of the scale are as follows:

Respect for Differences: It is about respecting the rights of others and people with different beliefs and cultures.

Care in Interpersonal Relationships: It is about showing care in relationships, including characteristics such as consistency, reliability and problem solving.

Being Oriented to People: It measures characteristics such as empathic understanding, willingness to help, and sensitivity.

Having a Positive Outlook on Life: Measures characteristics such as a positive outlook, hope and optimism.

Self-Awareness/Self-Control: Concerned with understanding, controlling and managing one's own emotions and behavior.

Openness to Innovation: It is about being open to new and different experiences.

3.3.3. Psychological Counselor Self-Efficacy Scale – (Psikolojik Danışman Öz Yetkinlik Ölçeği - PDÖYÖ)

Psychological Counselor Self-Efficacy Scale consists of 13 items. University students were asked to show how well each situation in the scale fits them, grading from 1 to 5. Responses to the items are graded as *Strongly Disagree* (1), *Disagree* (2), *Undecided* (3), *Agree* (4), *Totally Agree* (5). The scale has two subscales. Nine in the Effective Service Subscale; Four items were included in the Sub-scale of Communication to the Client. The scores that can be obtained for the Effective Service Sub-scale range from 4-20, and the scores that can be obtained for the Communication to the Client sub-scale range from 9-45. The total score that can be obtained from the scale varies between 13 and 65. Higher scores obtained from the scale indicate that psychological counselor candidates or graduates of psychological counseling and

guidance department have high self-efficacy levels. The internal consistency score for Cronbach Alpha was determined .88 for first factor and .89 for the second factor. In summary, this scale was prepared for psychological counselors to evaluate their own competencies. The scale consists of two subscales: Providing Effective Service and Communicating to the Client.

The Effective Service Providing subscale measures psychological counselors' ability to provide effective service to their clients. The items in this subscale measure issues such as psychological counselors' ability to empathize with their clients, understand clients' needs, gain clients' trust, and have sufficient skills to solve clients' problems.

The Communicating to Client subscale measures psychological counselors' ability to effectively convey knowledge and skills to their clients. The items in this subscale measure issues such as psychological counselors' ability to speak clearly and understandably to their clients, their ability to help clients understand their problems, and their ability to help clients express themselves. Psychological Counselor Self-Efficacy Scale was prepared by Yeşim Demirel at 2013.

3.3.4. Scale for Evaluation of Effective Psychological Counselor Qualifications – (Etkili Psikolojik Danışman Niteliklerinin Değerlendirilmesi Ölçeği - EPNİDÖ)

Scale consists of 26 item and it is developed by İkiz & Totan (2014). EPNİDÖ Scale aims to measure characteristics which effective counselors and counseling students should have. EPNİDÖ Scale has 6 factors. These factors are*; intellectual competence, energy, flexibility/resilience, being supportive, goodwill and self-awareness*. The internal consistency score for Cronbach Alpha was determined to be .90. For each factor, Cronbach Alpha was determined as: .80 for *intellectual competence*, .73 for *energy*, .70 for *flexibility/resilience*, .78 for *being supportive*, .63 for *goodwill* and .79 for *self-awareness*. The scale was tested with second level confirmatory factor analysis. According to the findings, it was determined that the six-factor structure of the EPNIDÖ in DFA was confirmed by other goodness-of-fit indices except GFI. ($\chi 2$ = 752,42, sd= 274, $\chi 2$ /sd= 2,75, RMSEA= ,068, NFI= ,90, CFI= ,91, IFI= ,92, RFI= ,90, GFI= ,87). However, since the GFI value remained below .90, modification

suggestions of the model were examined, and it was understood that associating the item error covariance of item 1 and item 2, item 4 and item 5 with item 9 and item 10 would decrease the Chi-square value of the model, and the error covariance of the items were correlated. Then, when the CFA was repeated by associating the item error covariance of the relevant items, sufficient agreement was reached. ($\chi 2$ = 670,99, sd= 271, $\chi 2$ /sd= 2,48, RMSEA= ,057, NFI= ,93, CFI= ,93, IFI= ,94, RFI= ,92, GFI= ,90). To sum up, Effective Psychological Counselor Qualifications Evaluation Scale is a tool that aims to measure the important qualifications that psychological counselor candidates should have. The scale was developed to evaluate key elements that may determine the effectiveness of psychological counselors. The six subscales of EPNIDÖ and their brief descriptions are as follows:

Intellectual Competence: Evaluates the cognitive abilities, knowledge and skills of the psychological counselor candidate.

Energy: Measures the psychological counselor candidate's energetic and motivation level.

Flexibility/Resilience: Evaluates the psychological counselor candidate's flexibility and adaptability.

Being Supportive: Measures the level of support that the psychological counselor candidate can provide to his/her clients.

Goodwill: Evaluates the level of goodwill of the psychological counselor candidate towards his clients.

Self-Awareness: Measures the psychological counselor candidate's ability to recognize and understand his or her own emotions, thoughts and behaviors.

These six subscales cover the basic qualifications required for psychological counselor candidates to perform their profession effectively.

3.4. Procedure

Firstly, all the permissions are obtained from the universities. Also, before the measurement process an application have been made to TED University Human

Research Ethics Committee and all necessary permissions have taken. The measurement tools are applied to participants via Google Form. In the first screen, participants have seen the informed consent form. After they agreed, they had authorization to the reach all measurement tools step by step.

3.5. Data Analysis Procedure

Collected data have been analyzed by IBM SPSS packet programs. During the analysis process, the data was first transferred to the IBM SPSS program. Then, the reverse items in the MIKEDÖ scale and PDÖYÖ were recoded. In order to carry out the analysis, the sum of the scores obtained from the scales was taken and the analysis were carried out on these data. Independent t - test analysis was performed for all variables by grouping the universities where the participants were registered and their academic averages. Afterwards, the reliability results of the scales for this study were examined.

Additionally, the reliability results of the scales were examined for this study. During the data analysis process of the research study, preliminary analyzes were carried out to test the validity of the assumptions. With these analyses, firstly, the normality and homogeneity of the distribution was discussed. Therefore, multicollinearity was analyzed and assumptions were tested. After normality analysis was applied to see the distribution of the data, correlation analyzes and regression analysis were performed with the data generated by the total scores taken from the scales. In this research study, answering all questions was determined as a qualification in the tool used in the data collection process. There were no participants who abandoned the research study, skipped an item, or included an unanswered item. For this reason, no missing data problems were encountered in this research study. Before analyzing the research data, analyzes were carried out to determine outlier data. The data resulting from the analysis of outlier data were excluded from the analysis in order not to affect the quality of the study.

3.6. Limitations of the Study

In this part of the research, the limitations that are important in interpreting the findings specific to this research study are mentioned. First of all, when considering psychological counseling self-efficacy, professional disposition, effective psychological counseling qualities and academic success were taken as criteria. However, other variables that can be evaluated as personal and social and have a decisive effect on psychological counseling self-efficacy were excluded from this study.

Additionally, the participants of this research study consist of 4th grade students of Psychological Counseling and Guidance. Therefore, no determination has been made regarding how variables other than academic success change during the psychological counseling education process.

Moreover, there are many studies in the literature regarding psychological counseling qualifications. Although many studies express similar qualities, the qualities accepted in this research study bring with them the limitation of ignoring other qualities.

Finally, in this research study, GPA score was preferred to represent the concept of academic success. However, variables representing academic success other than academic motivation and score were excluded from the evaluation. The entrance scores and scholarship status of university students were also not taken into account.

CHAPTER 4

RESULTS

In this section, findings paralel to the problem situation and analysis results of these findings are included.

4.1. Reliability and Normality Analysis

After the data was loaded into the program, first the items numbered 1, 26, 35, 4, 10, 5, 11, 17, 23, 28, 33 and 38 in the MIKEDÖ scale were rescored because they were reversely coded. Afterwards, reliability analyzes of the EPNIDÖ, MIKEDÖ and PDÖYÖ scales were carried out. The reliability Cronbach Alpha Coefficients obtained within the scope of this research and the coefficients in the sources of the scales are given in Table 2.1. While the Cronbach Alpha Coefficients values of the PDÖYÖ, MİKEDÖ and EPNİDÖ scales used in this research study were found to be .88, .89 and .90, respectively, in scale development studies (see Table 2.1.), in this research study, the values were found to be .82, .90 and .90.

4.1. Effect Size Between State and Foundation Universities

In this research study, two separate groups were studied: foundation and state universities. Effect size was tested to test the differentiation of the research into the characteristics of the groups. According to Kılıç (2014), if the Cohen d score is less than 0.2, it can be said that the effect size is weak. In this research study, the effect size between state and foundation universities was found to be 0.18982. For this reason, the effect size between state and foundation universities was found to be weak.

Table 2.1. *Cronbach's Alpha Coefficients of Measurement Tools*

	Cronbach'sAlpha Coefficients (Main Study)	This Research
PDÖYÖ	.88	.82
MİKEDÖ	.89	.90
EPNİDÖ	.90	.90

Therefore, descriptive statistics of all scales were examined. The minimum and maximum values, means and standard deviation values in the data are given in Table 2.2.

Table 2.2. *Descriptive Statistics*

	n	Minimum	Maximum	$\bar{X}$	SD
GPA	346	2,18	3,90	3,27	0,342
PDÖYÖ	346	28	65	48,38	6,132
MİKEDÖ	346	119	197	159,56	16,162
EPNİDÖ	346	74	130	104,59	11,476

Then, Skewness and Kurtosis values were examined and the distribution of the data set was analyzed. It was determined whether the groups showed normal distribution. Therefore, Kurtosis and Skewness values are -1.5 to +1.5, it is considered to be a normal distribution (Tabachnick and Fidell, 2013). Skewness and Kurtosis values of the data are given in Table 2.3.

Table 2.2.1. *Skewness & Kurtosis*

	Skewness	Kurtosis
GPA	-,782	,603
PDÖYÖ	-,257	,869
MİKEDÖ	-,182	-,128
EPNİDÖ	,112	-,420

In the data examination, the Skewness value of GPA data was found to be -0.782 and the Kurtosis value was 0.603. The Skewness value of the PDÖYÖ scale data was found to be -0.257, and the Kurtosis value was 0.869. The Skewness value of the MİKEDÖ scale data was found to be -0.182, and the Kurtosis value was -0.128. Finally, the data of the EPNIDÖ scale was examined, the Skewness value was found to be 0.112 and the Kurtosis value was -0.420. According to these results, it was observed that the data was normally distributed.

4.1. Independent t - Test Analysis

After the normal distribution finding, groups were formed according to academic grade point average and university type, which is one of the independent variables of the research. These groups are planned as "those with a GPA score between 2-3" and "those with a GPA score above 3". Also, University type groups are planned as “state” and “foundation” universities. t-test was used to determine whether the dependent variable Psychological Counseling Self-Efficacy and the independent variables Professional Disposition and Effective Psychological Counseling Qualifications differed within these groups. Findings regarding t-test analysis are given in Table 2.3. and Table 2.4.

Table 2.3. *Independent Sample T-test Results of PDÖYÖ, MİKEDÖ and EPNİDÖ Scores According to State – Foundation University Groups*

	Groups	n	X̄	t	p
PDÖYÖ	State	215	48,3209	-,257	,797
	Foundation	131	48,4962	-,256	
MİKEDÖ	State	215	160,4372	1,285	,200
	Foundation	131	158,1374	1,289	
EPNİDÖ	State	215	104,1581	-,902	,368
	Foundation	131	105,3053	-,898	

** p<0.05*

As seen in Table 2.3., an independent t test was conducted to understand whether there was a significant difference in the sample group according to the state – foundation university groups of the dependent and independent variables. According to the results, it was found that Psychological Counseling Self-Efficacy, Professional Disposition and Effective Psychological Counseling Qualifications did not differ significantly according to university groups (p>0.05).

Table 2.4. *Independent Sample T-test Results of PDÖYÖ, MİKEDÖ and EPNİDÖ Scores According to GPA Groups*

	Groups	N	X̄	t	p
PDÖYÖ	GPA 2 to 3	63	47,1905	-1,718	,087
	GPA above 3	283	48,6537	-1,608	
MİKEDÖ	GPA 2 to 3	63	160,5714	,545	,586
	GPA above 3	283	159,3428	,539	
EPNİDÖ	GPA 2 to 3	63	105,8571	,967	,334

	Groups	N	$\bar{X}$	t	p
	GPA above 3	283	104,3110	,964	

(p<0.05)*

As seen in Table 2.4., an independent t test was conducted to understand whether there was a significant difference in the sample group according to the GPA score of the dependent and independent variables. According to the results, it was found that Psychological Counseling Self-Efficacy, Professional Disposition and Effective Psychological Counseling Qualifications did not differ significantly according to GPA score (p>0.05).

4.2. Correlation Analysis between Dependent Variable and Independent Variables

Pearson Correlation Coefficient was found to determine the relationship between Psychological Counseling Self-Efficacy, GPA Score, Professional Disposition and Effective Psychological Counseling Qualifications discussed within the scope of the research. The correlation coefficient of the variables regarding the sub-dimensions is given in Table 3.1.

Table 3.1. *Correlation Coefficients Between Dependent and Independent Variables*

Variables	1	2	3	4
1. PDÖYÖ	1	,140**	,467**	,618**
2. GPA	,140**	1	,085	,047
3. MİKEDÖ	,467**	,085	1	,646**
4. EPNİDÖ	,618**	,047	,646**	1

(*p<0.01***)

A significant correlation, significant at the.140 level, was discovered between Academic Achievement (GPA) and Psychological Counseling Self-Efficacy in Table 3.1. In addition, a positive and significant relationship was found between Psychological Counseling Self-Efficacy and other variables, Professional Disposition, at the level of .467, and with Effective Psychological Counseling Qualifications, at the level of .618 ($p < 0.01$).

Furthermore, the Academic Success variable is examined, according to Table 3.1., there is a significant relationship only with Psychological Counseling Self-Efficacy at the .140 level, while there is no significant relationship between it and Professional Disposition and Effective Psychological Counseling Qualifications.

In the consideration process of the concept of Professional Disposition, significant relationships were found at .467 and .646 levels with Psychological Counseling Self-Efficacy and Effective Psychological Counseling Qualifications, while no significant relationship was found with GPA, which represents Academic Success.

Finally, the correlation coefficients between Effective Psychological Counseling Qualifications and other variables are considered and significant relationships were found with Psychological Counseling Self-Efficacy at the .618 level and with Professional Disposition at the .646 level, according to Table 3.1. However, no significant relationship was found between it and Academic Achievement (GPA).

4.3. Correlation Analysis Results between the Sub-Dimensions of the Dependent Variable and Independent Variables

The relationships between the dependent variable, Psychological Counseling Self-Efficacy, and the sub-dimensions of the independent variables, Professional Disposition and Effective Psychological Counseling Qualifications, were examined and the values are given in Table 3.2.

Table 3.2. *Findings Regarding the Correlation Analysis Among the Sub-Dimensions of the Dependent Variable and Independent Variables*

Variables	PDÖYÖ (*r*)
EPNİDÖ Intellectual Competence	,616**
EPNİDÖ Energy	,184**
EPNİDÖ Resilience	,617**
EPNİDÖ Being Supportive	,477**
EPNİDÖ Goodwill	,441**
EPNİDÖ Self Awareness	,326**
MİKEDÖ Respect for Differences	,383**
MİKEDÖ Care in IR	,452**
MİKEDÖ Being Oriented	,396**
MİKEDÖ Positive Outlook	,403**
MİKEDÖ Self Awareness Control	,259**
MİKEDÖ Opennes to Inovation	,235**

(p<0.01**)

In Table 3.2., Pearson Correlation Values between the dependent variable Psychological Counseling Self-Efficacy and the sub-dimensions of the independent variables Professional Disposition and Effective Psychological Counseling Qualifications are given. In Table 3.2., between Psychological Counseling Self-Efficacy and Effective Psychological Counseling Qualifications Sub-Dimensions; Significant relationships were found with Intellectual Competence at .616 level, Energy at .184 level, Resilience/Flexibility at .617 level, Being Supportive at .477 level, Goodwill at .441 level and finally Self-Awareness at .326 level.

According to Table 3.2., between Psychological Counseling Self-Efficacy and Professional Disposition Sub-Dimensions; Significant relationships have been found at .383 level with Responsiveness for Differences, .452 level with Care in

Interpersonal Relationship, .396 level with Being Oriented, .403 level with Positive Outlook, .259 level with Self-Awareness/Self Control and .235 level with Openness to Innovation.

4.4. Correlation Analysis Results between Dependent Variable Sub-Dimensions and GPA

Table 3.3 shows the correlation coefficients between Psychological Counseling Self-Efficacy Sub-Dimensions Effective Service and Communication to Client and GPA.

Table 3.3. *Findings Regarding the Correlation Analysis Between Dependent Variable Sub-Dimensions and GPA*

Variable	GPA
PDÖYÖ_Effective_Service	104
PDÖYÖ_Communication_to_Client	149**

(p<0.01)

Therefore, in the Table 3.3. examined, no significant relationship was found between Effective Service and GPA, one of the sub-dimensions of Psychological Counseling Self-Efficacy, while a significant relationship was found between Communication to Client and GPA at the level of .149.

4.4. Regression Analysis Results

Linear regression analysis results for the predictive variables of Psychological Counseling Self-Efficacy are given in Table 4.1.

Table 4.1. *Linear Regression Analysis Results for Variables Predicting Psychological Counseling Self-Efficacy for the Total Sample Group*

	B	Std. Error	β	t	p
Constant	5,318	3,528		1,507	,133

	B	Std. Error	β	t	p
MİKEDÖ	,040	,021	,106	2,509	,038
EPNİDÖ	,291	,029	,545	9,937	,000
GPA	1,887	,752	,105	1,938	,013

$R=.633$, $R^2=.40$, $p<0.05$

Also, in the regression analysis results, the dependent variable significantly predicts Psychological Counseling Self-Efficacy, and the independent variables Professional Disposition, Effective Psychological Counseling Qualifications and GPA ($p<0.05$). Additionally, Professional Disposition, Effective Psychological Counseling Qualifications and Academic Achievement (GPA) explain 40% of the total variance ($R^2=.40$). The biggest contribution to the entire model is made by Effective Psychological Counseling Qualifications ($t=9.93$).

Tolerance values and the variance inflation factor (VIF) were examined in order to assess multicollinearity. Multicollinearity was not found in the current data set using the tolerance threshold of.10 and the variance-in-frequency (VIF) of less than 10 (Field, 2005). To verify the multicollinearity assumption, the tolerance and VIF values were displayed in Table 4.2. The results showed that the assumption was met. Additionally, in cases where the correlation coefficient data is lower than .85, the tolerance data is expected to be greater than .20 (Kline, 2011). The results showed that the assumption was met, as shown in Table 4.2.

Table 4.2. *VIF and Tolerances*

Variables	Tolerance	VIF
MIKEDO	.580	1,723
EPNIDO	.583	1,715
GPA	.993	1,007

CHAPTER 5

DISCUSSION

In this chapter of the research, the research results obtained as a result of statistical analysis and presented in the findings section are discussed and interpreted. First, the results of the analysis carried out and the comments are given together, and implications regarding these results and suggestions for further research studies are expressed.

5.1. Differentiation of Variables According to Academic Achievement

The research studies in the literature, the relationship between academic success and psychological counseling self-efficacy are discussed in a different context than this research. Findings from conducted research studies have revealed that psychological counseling self-efficacy beliefs support professional motivation and academic success (Doménech-Betoret et al., 2017). Considering professional disposition, Landon et al. (2020), revealed in his research study that professional disposition, which includes qualities such as ethical standards, emotional stability and adaptability, is closely related to academic success in counseling.

Examining Table 2.4. reveals that professional disposition, successful psychological counseling qualities, and psychological counseling self-efficacy are not influenced by academic achievement. In this research study, academic success is considered as a performance-based, knowledge and skill-oriented concept. However, when the sub-dimensions of psychological counseling self-efficacy, professional disposition and effective psychological counseling qualities are considered, emphasis is placed on personality traits such as empathy, self-awareness, respect and goodwill rather than performance-based content. For this reason, it can be expected that 4th grade psychological counseling and guidance students with an academic average of 2-3 and students with a GPA score of 3 and above do not differ on psychological counseling

self-efficacy, effective psychological counseling qualities and professional disposition.

Additionally, in the university entrance system implemented in Türkiye, students choose their field while still in high school. These preferred areas are determined as a result of the scales applied and interviews conducted by school psychological counselors in schools. Many students set a goal for themselves while preparing for the university exam and move in that direction. For this reason, regardless of their performance during their university years, students who choose the psychological counseling and guidance department are expected to have similar interests, abilities and values.

5.2. Differentiation of Variables According to University Type

Table 2.3. examines the differentiation of psychological counseling self-efficacy, professional disposition and effective psychological counseling qualifications according to state and foundation university types. In the evaluation, it was found that the type of university did not cause any difference on the variables. Although the universities included in the research are divided into state and foundation, there is no information about the scholarship status of the foundation university students participating in the research. Additionally, in this study where academic success was considered as an independent variable, the university entrance scores of the research participants may also be effective. Furthermore, in a research study conducted to determine the effectiveness of graduating from state and foundation universities, it was found that there was no difference in career compatibility (Demir & Ayaz, 2019). Additionally, Korkut-Owen et al. (2014), the opinions of academics working in the field of psychological counseling and guidance at state and foundation universities regarding the concept of professional disposition were discussed, and in this research study, the differentiation according to university type was not discussed.

In addition, as mentioned before, when Türkiye's university entrance system is considered, students enrolled in the Psychological Counseling and Guidance program can be expected to have similar personal characteristics, regardless of whether they are a state or private university.

5.3. Examining the Relationship Between Psychological Counseling Self-Efficacy and Academic Success

Three studies that examine the relationship between psychological counseling self-efficacy and academic success stand out in the literature. Larson et al. (1992), in his scale development study, found the relationship between psychological counseling self-efficacy and academic success to be low. Additionally, Al-Darmaki (2005) conducted a study examining the relationship between psychological counseling self-efficacy and academic success in the United Arab Emirates. In this study, the relationship level was also found to be low. In a study conducted in Turkey, as a result of regression analysis, it was concluded that academic success was not a significant predictor of psychological counseling self-efficacy (Pamukçu, 2011).

One of the aims of this research study is to examine the relationship between psychological counseling self-competence and academic success. Examining Table 3.1., it was found that academic achievement and psychological counseling self-efficacy had a significant but weak relationship. It comes to the fore that the relationship is weaker, especially compared to professional disposition and effective psychological counseling qualities.

Examining Table 3.3. reveals the correlation among the sub-factors of psychological counseling self-efficacy and academic achievement. In this analysis, it is seen that academic achievement has a significant relationship only with *communication to client*, one of the sub-factors of psychological counseling self - efficacy. However, this relationship does not stand out as a strong relationship. It is seen that there is a non-significant relationship between academic achievement and *effective service*, which is another sub-factor of psychological counseling self - efficacy.

Psychological counseling self-efficacy refers to the subjective judgment process developed by a psychological counselor regarding his/her knowledge, skills and competencies (Daniels & Larson, 2001). In this context, a psychological counselor's personal beliefs in carrying out the professional process effectively come to the fore. Developing psychological counseling self – efficacy compared to academic success,

which is determined as a performance expression, is important in order to provide effective service.

5.4. Examining the Relationship Between Psychological Counseling Self-Competence and Professional Disposition

The concept of Professional Disposition gains importance in the non-academic part of evaluating psychological counseling. In addition to knowledge and skills, it also emphasizes many points such as effective communication, relational skills, and professional values (CACREP, 2016). When defining the concept of professional disposition, the belief system related to the profession and communication with the client are often brought to the fore (Spurgeon et al., 2012). Since communication with the client is one of the sub-dimensions of psychological counseling self – efficacy and additionally emphasizes the belief system, it is thought that there is a significant relationship among psychological counseling self – efficacy and professional disposition. Based on this, examining this relationship was determined as one of the aims of this research study.

A positive significant association between professional disposition and psychological counseling self-efficacy is revealed upon examination of Table 3.1. On the other hand, when Table 3.2 is examined, it is seen that the concepts of *respect for differences, care in interpersonal relationships, being oriented to people, having a positive outlook on life, self-awareness/self-control, and openness to innovations*, which are the sub-factors of professional disposition, have positive significant relationships with psychological counseling self – efficacy. Based on this, the importance and effectiveness of the concept of professional disposition can be clearly seen. Upon reviewing the literature, however, no research on the professional disposition and self-efficacy of counseling was found. Since the concept of Professional Disposition is considered as important as performance in psychological counselor education and afterwards and expresses basic beliefs, including it as a subject in research can be effective in the development of psychological counseling self – efficacy.

5.5. Examining the Relationship Between Psychological Counseling Self-Competence and Effective Psychological Counseling Qualities

Effective psychological counseling qualities have been the subject of many studies in the literature, and many studies have been carried out to address these qualities correctly. Similar characteristics have been discussed in many studies. In addition, it has been noticed that these qualifications are not only knowledge and skill-oriented, but also take into account the personality factor. In this research study, effective psychological counseling qualities were defined as being able to combine scientific and personal competencies with interpersonal and counseling strategies to create balance and harmony (Carkhuff, 2011; İkiz, 2006). Again, determining the relationship between effective psychological counseling qualities and psychological counseling self – efficacy was determined as one of the aims of this research study.

Analyzing Table 3.1. reveals a strong positive correlation between psychological counseling self-efficacy and effective counseling qualities. Additionally, when Table 3.2. is examined, it is seen that there is a significant positive relationship among *intellectual competence, energy, flexibility/resilience, being supportive, goodwill and self-awareness*, which are determined as the sub-factors of effective psychological counseling qualities, and psychological counseling self – efficacy. When looking at the sub-dimensions of effective psychological counseling qualities, the emphasis is on personality traits rather than therapeutic skills and conditions. Again, as defined before, psychological counseling self-efficacy briefly refers to a psychological counselor's subjective judgment process on his or her personal competencies. In this context, a positive significant relationship can be expected between these two variables.

5.6. Examining the Regression Analysis Result

The results of the regression analysis shed light on the variables influencing counseling self-efficacy when Table 4.1. is examined. While Psychological Counseling Self-Efficacy is strongly predicted by the dependent variable, Professional Disposition, Effective Psychological Counseling Qualifications and GPA are significant independent variables. The results show that those who perform better on

tests of professional ability, academic achievement, and effective counseling qualities also typically have greater levels of counseling self-efficacy. This is consistent with other studies showing how important these elements are in improving client outcomes and counseling self-efficacy (Friedlander et al., 1986; Demirel, 2013; İkiz & Yayla, 2017; Larson et al., 1992; Larson & Daniels, 1998; Pope & Kline, 1999; Sharpley & Ridgway, 1993).

In addition, the regression model shows a strong explanatory capacity; 40% of the variance in Counseling Self-Efficacy is explained by Professional Disposition, Effective Counseling Qualities, and Academic Achievement. The most effective predictor of the model is Effective Consultancy Qualities, as its great contribution shows. Overall, the results demonstrate the multidimensional character of counseling self-efficacy and the relationship between personal characteristics, academic achievement, and specific counseling characteristics. Understanding these variables is crucial to formulating counselor education initiatives and advocating effective counseling methodologies.

5.2. Conclusion

In the Fifth chapter of this research study, the multidimensional structure of the concept of psychological counseling self - efficacy was discussed. Along with the analyses applied on psychological counseling self - efficacy, its relationships with professional disposition, effective psychological counseling qualities and academic success variables were examined. In this way, the multidimensional structure of the psychological counseling self - efficacy concept has been tried to be explained, and the importance of non-academic qualities has been emphasized rather than the academic success and performance-oriented dimension.

The concept of Psychological Counseling Self - Efficacy subjectively contributes to the concept of competence with the word "self" in it. Rather than qualifications, it also refers to the process of a psychological counselors being aware about themselves. This process includes not only therapeutic skills but also qualities in the personality dimension. For this reason, in the model produced, it is seen that the position of effective psychological counseling qualities and the concept of professional

disposition comes to the fore rather than the position of academic success. When regression analysis is evaluated, the importance of professional disposition and effective psychological counseling qualities is clearly seen. For this reason, a significant amount of space should be devoted to professional disposition and effective psychological counseling qualities in the conduct of the psychological counseling profession and the training of psychological counselors.

There are not many widespread studies in the literature on the concept of professional disposition. Although the concept does not have a clear equivalent in the literature, it is determined as a requirement by the institutions that provide accreditation for the psychological counseling profession (CACREP, 2016). As a matter of fact, there are similar but unfinalized definitions in the literature on the definition of the concept of professional disposition. Similarly, the effective psychological counseling qualities discussed in this study stand out with their connection with personality rather than performance-oriented skills. In particular, *self-awareness*, which is a common sub-dimension of the concept of professional disposition and effective psychological counseling qualities, emphasizes personality and awareness while expressing the intertwined situation of both concepts.

5.3. Implications

Following the research study, the importance of the concept of psychological counseling self-efficacy has been greatly emphasized. This study and other studies in the literature particularly emphasize the training process of psychological counselors. Special aptitude tests are applied during the university recruitment process for many professional groups, generally focused on design and aesthetics, that are thought to require special competence. In this context, in order to contribute to the ethical conditions of psychological counseling, non-academic qualifications and competencies should be determined and it should be expected to have these qualifications and competencies as a prerequisite. While it is deemed necessary to have certain qualifications for home and interior design, providing certain qualifications as a prerequisite in the field of mental health will contribute to ethical

conditions, and with public awareness, precautions can be taken against people who violate the field of mental health.

As a different suggestion, a one-year preparatory year can be planned in the training of psychological counselors, focusing on psychological counseling self-efficacy, professional disposition and effective psychological counseling qualities. In this process, more competent psychological counselors can be trained while ensuring compliance with accreditation conditions through content such as courses and seminars added to psychological counseling and guidance training programs.

In addition to universities, associations, organizations and leading academicians related to the psychological counseling profession can also contribute to psychological counseling self-efficacy, professional disposition and effective psychological counseling qualities by becoming models. Programs carried out by associations and organizations should not be limited to therapeutic training alone, but should be supported by studies focusing on interaction and various qualities. Students can be encouraged to be involved in this process by organizing psychological counseling student days and workshops. Academicians working at the university have the opportunity to establish more private communication with students through courses such as supervision and group psychological counseling, compared to other academic departments. This communication can also be used to improve psychological counseling self-efficacy, professional disposition and effective psychological counseling qualities.

The concept of self-awareness, which is especially included in the sub-dimensions of professional disposition and effective psychological counseling qualities, emphasizes personality and awareness. For this reason, students of the psychological counseling and guidance department can be provided with ethical, professional and personal contributions by ensuring that they go through their own processes at the end of their education process when approached correctly. Professional disposition and effective psychological counseling qualities can be evaluated at regular intervals with the recruitment of students and studies such as focus group studies can be organized.

Apart from psychological counseling and guidance training, psychological counselors who have completed this process are required to review their own processes at regular intervals. While practicing psychological counselors' contribution and participation in the field is provided through associations, it may be recommended that they review their own psychological counseling self-efficacy levels. Providing support services in the field of mental health, as they consider themselves competent and competent, will also contribute ethically, professionally and personally.

With this research study, the importance of the concept of professional disposition and psychological counseling self-efficacy is emphasized. In addition to the psychological counseling and guidance profession, the concept of self-efficacy and disposition is valid and important for all professions. For this reason, it is important for psychological counselors working in the field of career psychological counseling to review and emphasize these processes.

5.4. Recommendations

In this research study, students in their final year at the psychological counseling and guidance department in Türkiye constituted the sample group. However, a repeat measurement could be applied with a more even distribution across universities, which is one of the limitations of this research. At the same time, a measurement applied by increasing the number of the sample group may confirm the findings of this study. The differentiation of the data obtained according to university type (foundation - state) was analyzed in this study. However, factors such as university admission scores and scholarships held by students were not collected as data. With these data, the differentiation of psychological counseling self-efficacy, professional disposition and effective psychological counseling qualities according to the type of university can be analyzed again.

Studies in the literature include self-efficacy studies for different areas of the psychological counseling profession. A similar study can be conducted on fields such as school psychological counseling and career psychological counseling, thus increasing the validity of the concept of psychological counseling self-efficacy. In

addition, the relationship between psychological counseling self-efficacy and general efficacy belief is considered worthy of future studies.

As stated before, the concepts of self-efficacy and disposition regarding the profession are concepts that can be valid for all professions. However, two concepts stand out in the literature, where they are mostly discussed specifically in the field of psychological counseling and guidance profession. It is recommended that other professional groups conduct studies that can measure the person's perception of competence regarding the profession, rather than just conducting studies to determine the competence of the profession.

Finally, quantitative design was preferred in this research study. It is thought that studies conducted with a qualitative pattern on the same subject will contribute to the literature and this is deemed necessary. Again, the same study can be conducted with a cohort design and risk factors and affecting situations can be determined by examining the changes in psychological counseling students' levels of psychological counseling self-efficacy, professional disposition and effective psychological counseling qualifications. An experimental research study implemented with Salamon Four Group Design will also make a decisive contribution to the validity and accuracy of the research result.

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APPENDICES

A. APPROVAL OF THE ETHICS COMMITTEE

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU
ETİK KURUL KARARLARI
Sayı: 2023-16 Tarih: 12.10.2023

Toplantı Sayısı: 2023-16

Toplantı Tarihi: 12 Ekim 2023

Toplantı Saati: 12.45

Toplantı Yeri: Zoom üzerinden yapılmıştır.

Katılanlar: Dr. Öğr. Üyesi Kıymet Duygu ERDAŞ - Başkan
Dr. Öğr. Üyesi Duygu Onay Çoker - Raportör
Prof. Dr. Mehmet Ali KÖKPINAR - Üye
Dr. Öğr. Üyesi Çağla Öneren ŞENDİL - Üye
Dr. Öğr. Üyesi Şule Akdoğan KILINÇ – Üye
Doç. Dr. Melike Ünal GEZER - Üye
Dr. Öğr. Üyesi Elçin Emre AKDOĞAN - Üye
Dr. Öğr. Üyesi Beril Türkoğlu DEMİREL - Üye

Raportör: Dr. Öğr. Üyesi Duygu Onay Çoker - Raportör

GÖRÜŞME MADDELERİ

G.08 : TED Üniversitesi, Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Başkanı ve Rehberlik ve Psikolojik Danışmanlık Tezli Yüksek Lisans Programı Dr. Öğr. Üyesi Olcay Yılmaz'ın "Akademik Olmayan Psikolojik Danışman Yeterlikleri: Psikolojik Danışman Özyetkinliği, Mesleğe İlişkin Kişisel Eğilimler ve Psikolojik Danışman Yeterlikleri" başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2023-16/08 : TED Üniversitesi, Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Başkanı ve Rehberlik ve Psikolojik Danışmanlık Tezli Yüksek Lisans Programı Dr. Öğr. Üyesi Olcay Yılmaz'ın "Akademik Olmayan Psikolojik Danışman Yeterlikleri: Psikolojik Danışman Özyetkinliği, Mesleğe İlişkin Kişisel Eğilimler ve Psikolojik Danışman Yeterlikleri" başlıklı çalışmasına,

ONAY KARARI VERİLDİ.

Toplantı saat 15.45 sona erdi.

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU
ETİK KURUL KARARLARI
Sayı: 2023-16 Tarih: 12.10.2023

e-imzalıdır
Dr. Öğr. Üyesi Kıymet Duygu ERDAŞ
Başkan

e-imzalıdır
Dr. Öğr. Üyesi Duygu Onay Çöker
Raportör

e-imzalıdır
Prof. Dr. Mehmet Ali KÖKPINAR
Üye

e-imzalıdır
Dr. Öğr. Üyesi Çağla Öneren ŞENDİL
Üye

e-imzalıdır
Dr. Öğr. Üyesi Şule Akdoğan KILINÇ
Üye

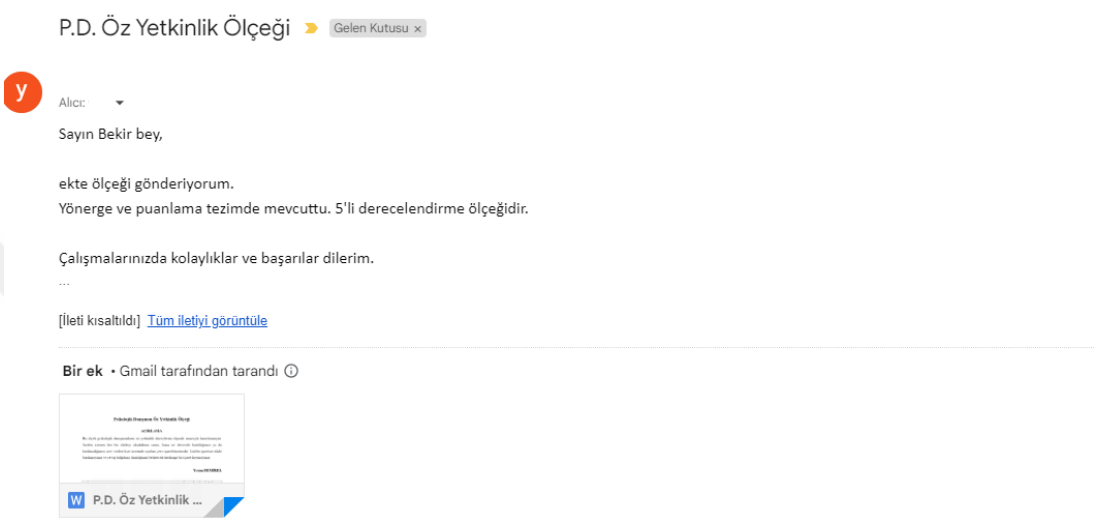
e-imzalıdır
Doç. Dr. Melike Ünal GEZER
Üye

e-imzalıdır
Dr. Öğr. Üyesi Elçin Emre AKDOĞAN
Üye

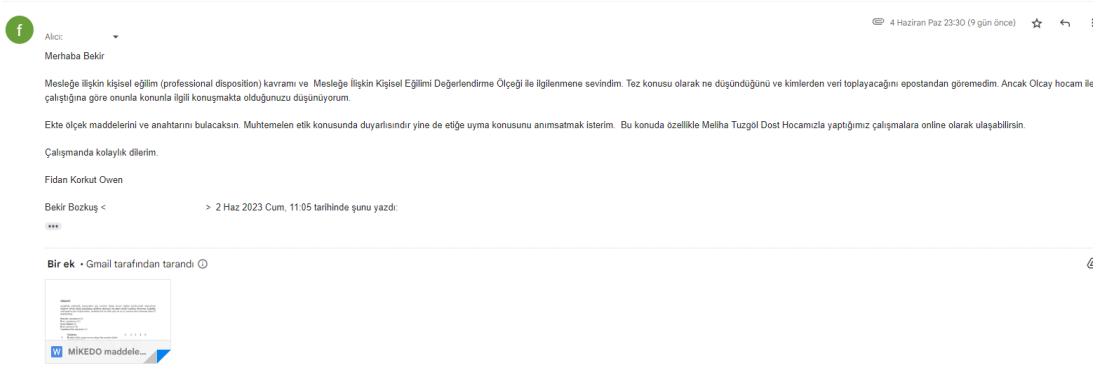
e-imzalıdır
Dr. Öğr. Üyesi Beril Türkoğlu DEMİREL
Üye

A-2. OTHER PERMISSIONS

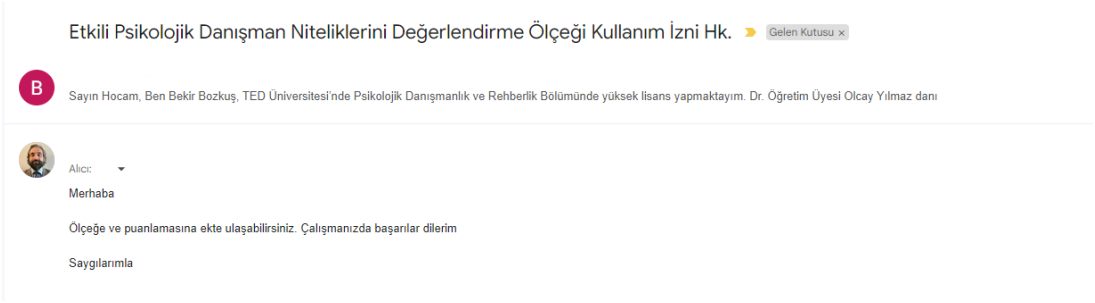
A-2.1. PDÖYÖ Permissions



A-2.2. MİKEDÖ Permissions



A-2.3 EPNİDÖ Permissions



Etkili Psikolojik Danışman Niteliklerini Değerlendirme Ölçeği Kullanım İzni Hk. Gelen Kutusu ×

B

Sayın Hocam, Ben Bekir Bozkuş, TED Üniversitesi'nde Psikolojik Danışmanlık ve Rehberlik Bölümünde yüksek lisans yapmaktayım. Dr. Öğretim Üyesi Olcay Yılmaz danı

Alıcı:

Merhaba

Ölçeğe ve puanlamasına ekte ulaşabilirsiniz. Çalışmanızda başarılar dilerim

Saygılarımla

B. INFORMED CONSENT FORM

Araştırmaya Gönüllü Katılım Formu

Bu araştırma, TED Üniversitesi Psikolojik Danışmanlık ve Rehberlik Bölümü Yüksek Lisans öğrencisi Bekir Bozkuş tarafından Dr. Öğr. Üyesi Olcay Yılmaz danışmanlığında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, psikolojik danışman adaylarının hem akademik becerilerini (ör. Akademik ortalama) hem de akademik olmayan becerilerini (ör. Mesleğe ilişkin profesyonel eğilim, kişisel nitelikler) değerlendirmektir. Bu değerlendirme, psikolojik danışmanlık öz-yetkinliği ile bu beceriler arasındaki ilişkiyi ortaya çıkarmayı hedeflemektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, size verilecek olan üç adet ankette yer alan bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanızdır. Bu çalışmaya katılım ortalama olarak 20-30 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Psikolojik Danışma ve Rehberlik Bölümü yüksek lisans öğrencisi Bekir Bozkuş (E-posta:) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

İsim Soyad Tarih İmza

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C. INSTRUMENTS

C.1. PDÖYÖ Sample Questions

1 = “Tamamen Katılıyorum”, 2 = “Katılıyorum, 3 = “Karasızım”,
4 = “Katılmıyorum”, 5 = “Kesinlikle Katılmıyorum”

Item	1	2	3	4	5
Danışanıma, amaçları doğrultusunda istendik davranış kazandırma konusunda yeterli bilgi ve deneyime sahibim.					
Danışanımın bireysel özelliklerine ilişkin farkındalık kazanmasını sağlayacak yeterli donanıma sahibim.					
Danışanımın güçlü yönlerine ilişkin farkındalık düzeyini artıracak yöntemler konusunda yeterli donanıma sahibim.					
Danışanımın bireysel özelliklerine uygun seçimler yapabilmesi için nasıl bir yol izleyeceğim konusunda yeterli bilgiye sahibim.					
Danışanımın amacı doğrultusunda uygun alıştırmaları uygulama konusunda yeterli beceriye sahibim.					

C.2. MİKEDÖ Sample Questions

1 = “Tamamen Katılıyorum”, 2 = “Katılıyorum, 3 = “Karasızım”,
4 = “Katılmıyorum”, 5 = “Kesinlikle Katılmıyorum”

Item	1	2	3	4	5
Benden farklı yaşam tarzına sahip olan insanları kabul etmekte zorlanırım.					
Kişilerarası ilişkilerimin iyi olması için yeterince özen gösteririm					
İnsan ilişkilerinde şeffaflık benim için önemlidir.					
Duygu ve düşüncelerimi uygun şekilde ifade etmede zorlanırım					
Başkaları hakkında kısa bir süre içinde yargıda bulunurum.					

C.3. EPNİDÖ Sample Questions

1 = “Tamamen Katılıyorum”, 2 = “Katılıyorum, 3 = “Karasızım”,
4 = “Katılmıyorum”, 5 = “Kesinlikle Katılmıyorum”

Item	1	2	3	4	5
Psikolojik danışmanlık kuramları hakkında bilgiye sahibim					
Psikolojik danışmanlık becerileri hakkında bilgiye sahibim					
Psikolojik danışma sürecinde etkililiği sağlayan temel koşulları bilirim					
Psikolojik danışmanlık ilkeleri hakkında bilgiye sahibim					