

CHAPTER IV

ANALYSES AND RESULTS

4.0 Introduction

The results of the analyses of data and interpretation was made based on:

1. Descriptive statistics of overall counselling self-efficacy for :
 - the sample as a whole, and
 - the Practicum 1 and Techniques in Counselling group.
2. Comparisons between the practicum 1 group and the techniques in counselling group.
3. Comparisons between the male and female participants on their overall counselling self-efficacy scores.
4. Frequency counts and percentages on the mode of information and courses taken by participants.

4.1 Descriptive Statistics of Counselling Self-efficacy for the Whole Sample

The scores of the whole sample for counselling self-efficacy were examined in terms of their means, standard deviations, median, mode, minimums, and maximums.

As mentioned in Chapter III, the composite scores for the counselling self-efficacy is obtained by adding the scores of all the items in CSES. The means, standard deviations, medians, mode, minimums, and maximums for counselling self-efficacy are as shown in Table 4.1.

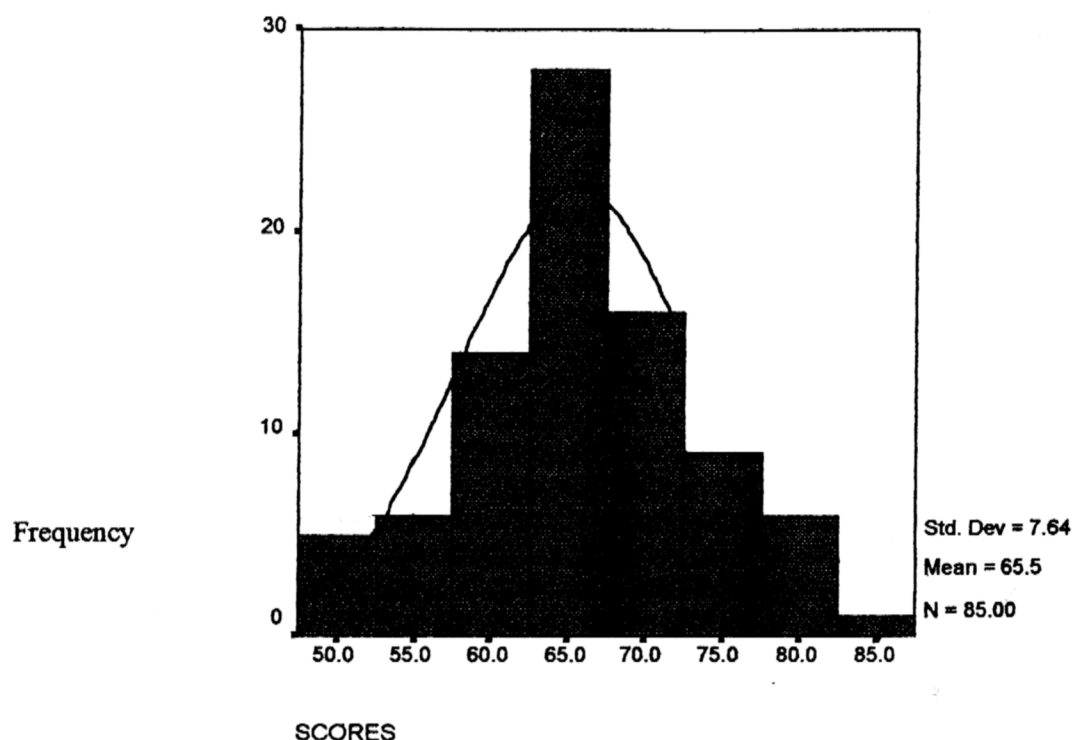
Table 4.1

**Means, Standard Deviations, Medians, Mode, Minimums, and Maximums
of Counselling Self-Efficacy Scores**

Counselling Self-Efficacy Scores	
Mean	64.98
Standard deviation	7.70
Median	65.00
Mode	63.00
Minimum	48.00
Maximum	84.00

As shown in Table 4.1, for the sample as a whole, the mean score for counselling self-efficacy is 64.98 and the standard deviation is 7.70. Counselling self-efficacy has a median of 65.00 and a mode of 63.00. It ranges from a minimum of 48.00 to a maximum of 84.00.

Figure 4.1 presents the histogram of the counselling self-efficacy scores obtained by the sample of the study. The figure indicates that counselling self-efficacy scores are fairly normal in distribution.

Figure 4.1**Histogram of the Counselling Self-Efficacy Score Obtained from the CSES**

4.2 Descriptive Statistic of Counselling Self-Efficacy Scores by Gender and Levels of Course Training

The means, standard deviations and ranges for counselling self-efficacy were obtained for male and female subjects, for Practicum 1 group and the Techniques in Counselling group. Table 4.2 presents the results of these descriptive analysis.

Table 4.2
Descriptive Statistics of Counselling Self-Efficacy Scores
by Gender and Levels of Course Training

Scores	Gender		Training course levels	
	Female	Male	Practicum 1	Techniques in Counselling
Mean	64.74	69.92	67.59	63.32
Standard deviation	7.54	6.90	7.18	7.57
Minimum	48.00	62.00	49.00	48.00
Maximum	84.00	86.00	81.00	84.00

When the data were analysed according to gender, it was found that the male subjects had better counselling self-efficacy percepts than the female subjects. The mean score for the male subjects is 69.92 while that for the female subjects is 64.74, giving a difference of 5.18 between the mean scores of male and female subjects. The data show that standard deviation for the male subjects are 6.90 while that for the female subjects is 7.54. The range scores for the male subjects is from a minimum of 62.00 to a maximum of 86.00, which is narrower than that for female subjects which ranges from 48.00 to 84.00.

When the scores for all the counselling self-efficacy were analysed according to levels of course training, it was found that Practicum 1 group

trainees have a higher mean score compared to the Techniques in Counselling group trainees. The mean score for the Practicum 1 group is 67.59 and that for the Techniques in Counselling group is 63.32. Practicum 1 group had a standard deviation of 7.18 and a range from 49.00 to 81.00. Techniques in Counselling group however has a standard deviation of 7.57 and a range scores between 48.00 to 84.00.

The findings can be summarized as:

- i) the mean scores of counselling self-efficacy for male subjects are higher than that for the female subjects.
- ii) the Practicum 1 group obtained a slightly higher mean score than the Techniques in Counselling group subjects.

Though these mean scores show a relatively small increase between Practicum 1 and Techniques in Counselling group but it clearly suggest a consistent trend toward greater counselling self-efficacy percepts as measured by CSES being associated with greater training experience as in the Practicum 1 group compared to the Techniques in Counselling group.

4.3 Comparison between Practicum 1 Group and the Techniques in Counselling Group on Counselling Self-Efficacy

The aim of this study was to compare the counselling self-efficacy percepts of subjects from Practicum 1 training group and the Techniques in Counselling training group.

4.3.1 T-test Comparison between Practicum 1 Group and Techniques in Counselling Group on Counselling Self-Efficacy

T-test was employed to test for significant differences in the means scores for counselling self-efficacy obtained by the Practicum 1 group and the Techniques in Counselling group.

As shown in Table 4.3, the Practicum 1 group has a mean score of 67.59 and a standard deviation of 7.18 whereas the Techniques in Counselling group have a mean score of 63.32 and a standard deviation of 7.57. There is hence difference of 4.27 between the mean scores for both groups. The t-test analysis shows a t value of 2.67 which is not significant at $p < 0.05$.

The results suggest that Practicum 1 group subjects do not differ on their counselling self-efficacy percepts as compared to subjects from the Techniques in Counselling group. It reveals also that the practicum1 group does not have better percepts on their counselling self-efficacy as advocated by Bandura after extensive training. The results suggest that the Practicum 1 group had not achieved an improved level of self-efficacy as shown in literature reviews. This may be due to the difference in concepts

governing the Practicum 1 training course provided in this present study compared to those provided in literature reviews.

Table 4.3

**T-Test Comparisons between Practicum 1 Group and
Techniques in Counselling Group**

	Practicum 1	Techniques in Counselling
Mean	67.59	63.32
Standard deviation	7.18	7.57

$t = 2.67$; $p = \text{not significant}$

4.4 Frequency Counts and Percentages of Mode of Training

The frequency counts and percentages for the whole sample was used to determine the mode of training which was perceived to promote counselling self-efficacy among subjects.

Table 4.4**Frequency Counts and Percentages of Mode of Training**

	Frequency	Percentage
One to one practice with clients	51	60.0
Listening to tapes by course-mates	12	14.1
Feedback from lecturer and course-mates	21	24.7
Physiological state	1	1.2
Total	85	100.0

Table 4.4 shows that out of the eighty-five (85) subjects, 51 (60.0%) found one to one counselling practice with client helps in enhancing their counselling self-efficacy level, 21 (24.7%) subjects found receiving feedback from lecturers and course-mates on their performance helps in promoting counselling self-efficacy, 12 (14.1%) found listening to tape recorded counselling sessions of course-mates' successful performance help in raising their counselling self-efficacy and lastly 1 (1.2%) subject perceive relying on his or her own physiological state (e.g. stress, anxiety and fatigue) provide judgement and confidence on his or her counselling skills capabilities.

The results imply that a majority of the subjects found one to one counselling experience with clients help in enhancing their counselling self-efficacy and only one subject relied on his or her physiological state in influencing his or her counselling self-efficacy percept.

This is in line with the Social Cognitive Theory posited by Bandura that enactive attainment or actual experience is the most influential source of information on raising self-efficacy. Verbal persuasion as in receiving feedback from supervisors and course-mates on performance can also provide efficacy information and evaluation of others' performance as in listening to course-mates counselling sessions on audio tapes also work as a source of efficacy information as social comparisons are especially important to evaluate ones' performance. Lastly factors such as stress, fear, arousal, fatigue, and aches and pains too provide information about ones' self-efficacy beliefs though an individual's physiological state is often something one is not aware of or unconscious of but it does play a role in gauging one's sense of self-efficacy as indicated in the data.

4.5 Frequency Counts and Percentages of Courses Taken that Contribute to the Application of Counselling Skills in Training

As shown in Table 4.5, the Practicum 1 course is perceived to be the best course in contributing to the application of counselling skills and thus promotes counselling self-efficacy, and alone accounts for 49.4% of the total percentage of subjects. The table also shows that 45.9% of subjects found the Techniques in Counselling course helps in contributing to their counselling skills application during training and the remaining 4.7% of subjects indicated that the Theories in Counselling course contributes in application of counselling skills and thus enhancing counsellor trainees' counselling self-efficacy percepts.

Table 4.5
Frequency counts and Percentages on
Courses that Strongly Contributed to Counselling Skills Applications

	Frequency	Percentage
Theories in Counselling	4	4.7
Techniques in Counselling	39	45.9
Practicum 1	42	49.4
Total	85	100.0

The finding suggest that counsellor trainees found hands-on oriented training course and application of skills as in the Practicum 1 course contributed strongly to their counselling skills applications and hence promoting counselling self-efficacy as compared to other courses which do not give emphasis to developing counselling skills in practice. Another finding of interest is that a small percentage of subjects found knowledge on theoretical background helps in counselling skills application.

It is also interesting to note that most Techniques in Counselling course participants indicated the Techniques in Counselling course itself whereas the Practicum1 course participants indicated the Practicum 1 course itself helps in their application of skills. One possible explanation is the Techniques in Counselling course participants have yet been exposed to the hands-on training style provided in the Practicum 1 course and are not aware that the basic techniques exposed to them is not sufficient to yield definite counselling self-efficacy percepts on counselling skills performance.

This pattern of course chosen indicates that trainees believe that their application of counselling skills could be enhanced through courses which give emphasis on counselling skills experience such as the Techniques in Counselling and Practicum 1 courses. The results of these descriptive statistics are not surprising since a majority of the participants did indicate a need to enhance their counselling skills further and suggested the Practicum II course (not offered at the time of research) as an extension of the current Practicum 1 course, feeling that in terms of its duration and content would help to promote their percepts on counselling self-efficacy (based on Question 11 in Section B of the questionnaire).