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Research Article

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Examination of the Relationship between Attitude Towards Providing Psychological Counseling Helping, Self-Efficacy and Personality Traits

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Abstract

This research investigates the relationship between students' attitudes towards providing psychological counseling help, counseling self-efficacy, and personality traits. The study focuses on 4th-grade education students in the Department of Psychological Counseling and Guidance during the 2020-2021 academic year. A total of 481 participants, including 380 girls and 101 boys, completed surveys online, including a Personal Information Form, an Attitude Scale Towards Giving Psychological Counseling Help, a Psychological Counseling Self-Efficacy Scale, and The Adjective-Based Personality Scale. Data analysis was conducted using SPSS 23.00, encompassing Pearson correlation, independent sample t-tests, and stepwise regression. The findings reveal significant connections between the positive and behavioral dimensions of attitudes towards giving counseling help and all personality sub-dimensions. The negative dimension is only linked to conscientiousness. In summary, this study provides valuable insights into the relationships among personality, counseling self-efficacy, and attitudes towards providing counseling help.

Key Words

Attitude towards providing psychological counseling helping • Counseling self-efficacy • Personality

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Introduction

When interpersonal problems increase, humanity reaches an impasse. Throughout life, humanity has resorted to various methods to cope with these problems (Güç, 2015). Psychological counseling has emerged as a process to facilitate the evaluation and resolution of problems (Hackney & Cormier, 2008). There are various views on the definition of psychological counseling. According to Tan (2000), psychological counseling is a helping process aimed at resolving the problems of the individual experiencing issues and contributing to the solution of those problems. Another definition by Mowrer (1957) describes psychological counseling as help provided by an expert to individuals who are concerned about the normal anxieties arising from conflicts in the conscious domain (Cited in Özpolat, 2014). According to Al-Mahayra and Taunous (2016), psychological counseling is an education and support process provided by experts that individuals turn to in order to understand themselves and solve their problems. As seen in these definitions, there is no consensus on the exact definition despite common elements.

Looking at the psychological counseling process, the concepts of client and counselor come into play. A psychological counselor is an expert who provides psychological counseling support, and the recipient of this support is the client (Kılıç, 2019). The relationship established between the client and the counselor, based on trust and respect, serving a common purpose (Hackney & Cormier, 2008), is referred to as a therapeutic relationship. For this relationship to be established and the counseling process to continue smoothly, the counselor needs to possess certain skills.

Self-efficacy is an important aspect among the psychological counseling skills. Bandura (1977a), the pioneer of the Social Learning Theory, defines self-efficacy as the perceptions of an individual's competence related to being able to perform a task successfully. Self-efficacy explains an individual's control over potential difficulties and having behavioral patterns to overcome those difficulties (Kılıç, 2019). Individuals with low self-efficacy perceptions experience problems in their daily lives and feel intense anxiety (Aydm, 2016). Self-efficacy is not a perception that is independently acquired or developed. Bandura (1977b) categorizes them as four primary sources that influence self-efficacy: individual's experiences, observations, verbal encouragement from others, and physiological-emotional arousal conditions.

Self-efficacy perception holds greater importance than one might think. Besides having the necessary skills for successful performance (Pamukçu, 2011), self-efficacy must also be present (Satici, 2014). However, the frequency of behavior and the desire to perform it also affect self-efficacy (Bandura, 1977b).

Self-efficacy holds significant importance in the psychological counseling process (Asarlı, 2012; Larson & Daniels, 1998; Sarıkaya, 2017). When a counselor begins to believe that they are sufficiently competent, they start to employ more effective techniques. This, in turn, benefits the client more and increases client satisfaction (Aydm, 2016). According to Levitt (2002), a counselor's belief in the beginning of the counseling process that the counseling will be beneficial to the client and their preparation for it significantly affect their self-efficacy. However, if a psychological counselor has low self-efficacy and believes that they will not be successful, they may fall short in providing effective psychological counseling (Yam, 2014), affecting the counseling process (Yayla, 2016).

According to [APA \(2015\)](#), attitude is a relatively stable and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive. Attitude is a tendency that includes continuous positive or negative emotions, beliefs, and corresponding behaviors towards an object or event ([Morgan, 2010](#)). This tendency is quite complex ([Kağıtçıbaşı & Cemalcılar, 2014](#)).

In order for a psychological counselor to actively engage in the psychological counseling process, provide necessary interventions when needed, manage the process effectively, and establish an effective therapeutic relationship with the client, it is believed that the counselor's attitude towards providing psychological counseling should be positive ([Aslan et al., 2018](#)). Personality traits are also effective in the psychological counseling process ([Rabaino, 2015; Yam, 2014](#)).

After research on personality began, theorists initially developed their theories by looking at interpersonal similarities, but this changed, and different characteristics of individuals started to be considered ([McAdams, 1992](#)). The Differential Trait Approach, which aims to measure and describe different characteristics of individuals, evaluates these characteristics without classifying them based on how much an individual shows a certain trait ([Burger, 2016; Plotnik & Kouyoumdjian, 2011; Yazgan İnanç & Yerlikaya, 2012](#)). In this approach, personality's concrete and conscious aspects are not emphasized ([Yazgan İnanç & Yerlikaya, 2012](#)).

According to [Allport \(1961\)](#), personality is the dynamic organization of the psychophysical systems within the individual, determining the characteristic behavior and thought of the individual. The concept of dynamic organization in the definition means that changes in personality occur in a specific order rather than randomly. The determinative concept in the definition suggests that all aspects of personality influence behavior and thoughts ([Schultz & Schultz, 2017](#)).

The aim of this study is to examine the attitude toward providing psychological counseling in terms of self-efficacy and personality traits. When the literature is examined, there are no research studies related to attitude toward providing psychological counseling except for scale development work. When studies related to counseling self-efficacy are examined, it is generally observed that psychological counseling self-efficacy is associated with the supervision process ([Aladağ, 2014; Bakalım, Şanal-Karahan & Şensoy, 2018; Eryılmaz & Mutlu, 2018; Koç, 2013; Sankaya, 2017](#)). In addition, studies attempting to reveal the relationship between self-efficacy perceptions & various variables have been conducted ([Aydın, 2016; Aydın, Odacı & Kahveci, 2017; Çapri & Demiröz, 2016; Kılıç, 2019; Malkoç & Sünbül, 2020; Satıcı, 2014; Şeker, 2019; Ümmet, 2017; Yam, 2014; Yam & İlhan, 2016; Yayla & İkiz, 2017; Yüksel, 2017](#)). Only a limited number of studies have focused on determining the self-efficacy perceptions of psychological counseling candidates ([Bakioğlu & Türküm, 2019; Öztürk, 2014; Pamukçu, 2011](#)). Research studies examining the relationship between psychological counseling self-efficacy perception and personality traits are limited ([Rabaino, 2015; Yam, 2014](#)). This study aims to examine the relationship between these variables together.

Method

Research Model

The research model is the correlational survey model, which is one of the quantitative research methods. Correlational surveys are studies conducted to determine the relationships between two or more variables (Büyüköztürk, 2015).

Study Group

The study group of the research consists of 4th-year students who are enrolled in the Psychological Counseling and Guidance undergraduate programs and have taken the Individual Psychological Counseling course. Out of a total of 481 students, 380 are female, and 101 are male. The average age of the participants is 22.

Data Collection Tools

Personal Information Form. This form, prepared by the researcher, is designed to collect demographic information about the participants, such as gender and school.

Attitude Scale towards Providing Psychological Counseling Help. The Attitude Scale towards Providing Psychological Counseling Help was developed by Aslan et al. (2018) to measure the attitudes of individuals providing psychological counseling help towards providing psychological counseling. The scale consists of 24 items and three sub-dimensions: positive inclination, negative inclination, and behavioral inclination, explaining 59.13% of the total variance. The Cronbach's alpha coefficient for the entire scale was found to be .84 in this study.

Counseling Self-Efficacy Scale. The scale, adapted into Turkish by Pamukçu and Demir (2013) based on the original scale developed by Lent, Hill, and Hoffman (2003), consists of 41 items on a 10-point Likert scale (0=I have no confidence at all, 9=I am completely confident). The lowest score that can be obtained is 0, and the highest score is 369, with higher scores indicating a higher level of counseling self-efficacy perception. It includes three sub-dimensions: help skills self-efficacy, session management self-efficacy, and coping with difficulties in the psychological counseling process self-efficacy. The internal consistency coefficient of the Counseling Self-Efficacy Scale was calculated as .94 for the entire scale in this study.

Adjective-Based Personality Test. The Adjective-Based Personality Test, developed by Bacanlı, İlhan, and Aslan (2009), based on the five-factor model, consists of 40 items on a 7-point Likert scale. The scale includes five sub-dimensions: neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience. The internal consistency coefficients for the scale dimensions were found to range from .73 to .89 in this study.

Data Collection

Data collection tools were transferred to a digital environment with an attached informed consent form at the beginning. Due to pandemic conditions, the data were collected online.

Data Analysis

The collected data were checked, and no missing data were found. Before proceeding to data analysis, the necessary assumptions were examined. Based on the analysis, it was observed that the data showed a normal distribution, and parametric tests were used for the analysis. Pearson's correlation coefficient was used to examine the relationship between attitudes toward providing psychological counseling, psychological counseling self-efficacy, and personality traits. Independent samples t-tests were used to determine if attitudes toward providing psychological counseling and counseling self-efficacy differed by gender and the status of receiving counseling education. Hierarchical regression analysis was conducted to analyze whether personality and counseling self-efficacy predicted attitudes toward providing psychological counseling. The analyses were performed using SPSS 23.00 software.

Results

The results of the Pearson correlation test conducted to examine the relationships among the variables and their sub-dimensions in the research are presented in Table 1. Additionally, the names of the numbered variables are detailed in the table description.

Table 1

The correlational relationships among the variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1	-										
2	-,21**	-									
3	-,26**	,68**	-								
4	-,42**	,47**	,61**	-							
5	-,31**	,56**	,58**	,57**	-						
6	-,16**	,36**	,28**	,23**	,27**	-					
7	-,16**	,36**	,26**	,20**	,31**	,78**	-				
8	-,09*	,33**	,30**	,11*	,20**	,54**	,58**	-			
9	-,15**	,40**	,33**	,19**	,29**	,86**	,86**	,87**	-		
10	-,13**	,30**	,29**	,24**	,23**	,45**	,47**	,26**	,43**	-	
11	-,75	,46	,08	,06	,11*	,15**	,19**	,01	,12**	,30**	-
12	-,13**	,27**	,32**	,18**	,18**	,35**	,39**	,25**	,36**	,58**	,20**

Note: ** p<.001, * p<.05; 1: Neuroticism, 2: Extraversion, 3: Openness to Experience, 4: Agreeableness, 5: Conscientiousness, 6: Helpfulness Skills, 7: Session Management Skills, 8: Coping Skills, 9: Self-Efficacy Total, 10: Positive Dimension, 11: Negative Dimension, 12: Behavioral Dimension

Table 1 displays the relationships between attitudes toward providing psychological counseling help, counseling self-efficacy, and personality sub-dimensions.

For the positive dimension of attitudes toward providing psychological counseling help, there is a positively significant relationship with openness to experience, agreeableness, and responsibility among personality sub-dimensions. However, there is a negatively significant low-level relationship with neuroticism. There is a moderately significant positive relationship with extraversion.

For the negative dimension of attitudes toward providing psychological counseling help, there is only a positively significant low-level relationship with responsibility among personality sub-dimensions.

For the behavioral dimension of attitudes toward providing psychological counseling help, there is a positively significant relationship with extraversion, agreeableness, and responsibility among personality sub-dimensions. However, there is a negatively significant low-level relationship with neuroticism. There is a moderately significant positive relationship with openness to experience.

In terms of counseling self-efficacy, the helping skills sub-dimension has a positively significant low relationship with openness to experience, agreeableness, and responsibility among personality sub-dimensions. However, there is a negatively significant low-level relationship with neuroticism.

For the session management skills sub-dimension of counseling self-efficacy, there is a positively significant moderate relationship with extraversion and responsibility, and a negatively significant low-level relationship with openness to experience and agreeableness. There is a negatively significant low-level relationship with neuroticism.

For the coping skills sub-dimension of counseling self-efficacy, there is a positively significant moderate relationship with extraversion and openness to experience, and a negatively significant low-level relationship with agreeableness. There is a negatively significant low-level relationship with neuroticism.

The total score averages of counseling self-efficacy have a positively significant moderate relationship with extraversion and openness to experience, and a negatively significant low-level relationship with agreeableness. There is a negatively significant low-level relationship with neuroticism.

For attitudes toward providing psychological counseling help, the positive dimension has a positively significant moderate relationship with helping skills, session management skills, and the total score averages of counseling self-efficacy. However, there is a negatively significant low-level relationship with coping skills.

For the negative dimension of attitudes toward providing psychological counseling help, there is a positively significant low-level relationship with helping skills, session management skills, and the total score averages of counseling self-efficacy.

For the behavioral dimension of attitudes toward providing psychological counseling help, there is a positively significant moderate relationship with helping skills, session management skills, and the total score averages of counseling self-efficacy. However, there is a negatively significant low-level relationship with coping skills.

When Table 2 is examined, it is observed that the positive dimension of attitudes toward providing psychological counseling help significantly differs according to the gender variable. This differentiation is in favor of female students. This result indicates that female students have a more positive attitude than male students.

Table 2

T-test results for the sub-dimensions of attitudes toward providing psychological counseling help by gender

	Gender	N	\bar{X}	SD	t
Positive Dimension	Female	380	55,94	4,17	3,53**
	Male	101	54,11	4,71	
Negative Dimension	Female	380	28,82	1,85	2,14*
	Male	101	28,36	2,02	
Behavioral Dimension	Female	380	25,22	3,34	2,20*
	Male	101	24,38	3,49	

**p<.001; *p<.05

It has been found that the negative dimension of attitudes toward providing psychological counseling help significantly differs according to the gender variable. This differentiation is in favor of female students. In other words, it can be stated that female students have more negative attitudes compared to male students.

The behavioral dimension of attitudes toward providing psychological counseling help shows a significant differentiation according to the gender variable. This differentiation is in favor of female students. In other words, female students are in a better condition in terms of behavioral attitudes compared to male students.

Table 3

T-test results for counseling self-efficacy and its sub-dimensions by gender

	Gender	N	\bar{X}	SD	t
Helpfulness Skills	Female	380	102,08	16,14	,60
	Male	101	100,99	16,46	
Session Management Skills	Female	380	70,41	11,85	,58
	Male	101	69,61	13,25	
Coping Skills	Female	380	87,95	21,53	-,60
	Male	101	89,45	25,04	
Self-Efficacy Total	Female	380	260,44	42,73	,07
	Male	101	260,05	48,28	

When Table 3 is examined, it has been found that there is no significant differentiation in the counseling self-efficacy and its sub-dimensions according to the gender variable. It can be said that the difference in the average scores of counseling self-efficacy is not attributed to the genders of the counseling candidates.

Table 4

T-test results for the sub-dimensions of attitudes toward providing psychological counseling help based on the status of receiving counseling education.

	Receiving counseling education	N	\bar{X}	SD	t
Positive Dimension	Yes	39	57,28	3,30	3,29*
	No	442	55,40	4,40	
Negative Dimension	Yes	39	29,00	1,37	1,25
	No	442	28,70	1,93	
Behavioral Dimension	Yes	39	27,82	1,94	8,61**
	No	442	24,80	3,38	

**p<.001; *p<.05

When examining Table 4, it is observed that the positive dimension of attitudes toward providing psychological counseling help significantly differs based on the variable of whether counseling training is received, in addition to undergraduate education. This differentiation is in favor of those who have received counseling training. In other words, it can be stated that individuals who have received psychological counseling training have a more positive attitude compared to those who have not.

It has been found that the negative dimension of attitudes toward providing psychological counseling help does not significantly differ based on whether psychological counseling training is received, in addition to undergraduate education.

The behavioral dimension of attitudes toward providing psychological counseling help significantly differs based on whether psychological counseling training is received, in addition to undergraduate education. This differentiation is in favor of those who have received counseling training. In other words, psychological counseling candidates who have received counseling training have a higher attitude in the behavioral dimension compared to those who have not.

Table 5

T-test results for counseling self-efficacy and its sub-dimensions based on the status of receiving counseling education

	Receiving counseling education	N	\bar{X}	SD	t
Helpfulness Skills	Yes	39	105,89	14,41	1,62
	No	442	101,49	16,31	
Session Management Skills	Yes	39	74,30	10,13	2,18
	No	442	69,88	12,25	
Coping Skills	Yes	39	96,87	18,49	2,52
	No	442	87,50	22,46	
Self-Efficacy Total	Yes	39	277,07	35,59	2,49
	No	442	258,89	44,29	

When Table 5 is examined, it is observed that the helping skills sub-dimension of counseling self-efficacy does not exhibit a significant differentiation based on whether individuals have received psychological counseling training, in addition to undergraduate education.

The session management skills sub-dimension of counseling self-efficacy significantly differs based on whether individuals have received psychological counseling training, in addition to undergraduate education. This differentiation is in favor of those who have received counseling training. In other words, individuals who have received psychological counseling training perceive themselves as more competent in session management skills.

It has been found that the coping skills sub-dimension of counseling self-efficacy significantly differs based on whether individuals have received psychological counseling training, in addition to undergraduate education. This differentiation is in favor of those who have received counseling training. This indicates that individuals who have received counseling training perceive themselves as more competent in coping with the challenges they may encounter in the counseling process.

When examining whether overall counseling self-efficacy differs based on whether individuals have received psychological counseling training, in addition to undergraduate education, a significant differentiation in favor of those who have received counseling training is observed. In other words, overall, individuals who have received psychological counseling training in addition to their undergraduate education have higher levels of counseling self-efficacy.

Table 6

Regression analysis results on the positive dimension of attitude toward providing counseling help

	Variables	R	R²	R²ch	F	df	B	β	p
Step 1	Constant	,35	,10	,11	11,97	5/475	47,63		,000**
	Neuroticism						-,02	-,03	,448
	Extraversion						,07	,16	,009*
	Openness to Experience						,07	,12	,063
	Agreeableness						,03	,06	,319
	Conscientiousness						,01	,02	,672
Step 2	Constant	,52	,26	,16	22,37	8/472	38,92		,000**
	Neuroticism						-,00	-,00	,974
	Extraversion						,01	,03	,530
	Openness to Experience						,08	,14	,021
	Agreeableness						,03	,06	,264
	Conscientiousness						-,02	-,04	,452
	Helpfulness Skills						,05	,20	,002*
	Session Management Skills						,11	,30	,000**
Coping Skills						-,01	-,08	,102	

*p< .05 **p< .001

Table 6 reveals that in the first step of the model, the contribution of personality traits is significant, explaining 10% of the variance ($R^2=.10$, $F=11,97$, $p=.000$). In the second stage of the model, the added specific contribution of counseling self-efficacy is found to be significant within the model, explaining 26% of the variance along with personality traits ($R^2=.26$, $F=22,37$, $p=.000$). Furthermore, when examining the predictors of the positive dimension of attitude toward providing counseling help, it is observed that extraversion ($\beta=.16$), help skills ($\beta=.20$), and session management skills ($\beta=.30$) significantly predict the attitude in a positive direction.

Table 7

Regression analysis results on the negative dimension of attitude toward providing counseling help

	Variables	R	R²	R²ch	F	df	B	β	p
Step 1	Constant	,13	,00	,01	1,71	5/475	28,08		,129
	Neuroticism						-,01	-,05	,321
	Extraversion						-,01	-,06	,355
	Openness to Experience						-,00	,07	,299
	Agreeableness						-,00	-,03	,568
	Conscientiousness						,03	,11	,074
Step 2	Constant	,25	,06	,04	4,24	8/472	26,53		,000**
	Neuroticism						-,00	-,03	,472
	Extraversion						-,02	-,10	,109
	Openness to Experience						,02	,11	,113
	Agreeableness						-,01	-,05	,421
	Conscientiousness						,01	,07	,257
	Helpfulness Skills						,00	,04	,537
	Session Management Skills						,03	,25	,001**
Coping Skills						-,01	-,17	,003*	

*p< .05 **p< .001

When examining Table 7, it was found that in the first step of the model, personality traits did not contribute significantly to the model ($R^2=,00$, $F=1,71$, $p=,129$). In the second stage of the model, the added specific contribution of counseling self-efficacy is found to be significant within the model, explaining 6% of the variance along with personality traits ($R^2=,06$, $F=4,24$, $p=,000$). Additionally, when looking at the predictors of the negative dimension of attitude toward providing counseling help, it is observed that session management skills ($\beta=0,25$) significantly predict the attitude in a positive direction, while coping skills with difficulties ($\beta=-,17$) predict the attitude in a negative direction.

Table 8

Regression analysis results on the behavioral dimension of attitude toward providing counseling help

	Variables	R	R ²	R ² ch	F	df	B	β	p
Step 1	Constant	,34	,10	,11	12,38	5/475	20,29		,000**
	Neuroticism						-,03	-,06	,160
	Extraversion						,03	,10	,085
	Openness to Experience						,12	,28	,000**
	Agreeableness						-,02	-,05	,375
	Conscientiousness						-,01	-,02	,648
Step 2	Constant	,46	,20	,10	16,41	8/472	15,17		,000**
	Neuroticism						-,01	-,04	,380
	Extraversion						,00	,00	,893
	Openness to Experience						,12	,29	,000**
	Agreeableness						-,01	-,04	,470
	Conscientiousness						-,04	-,08	,127
	Helpfulness Skills						,01	,06	,373
	Session Management Skills						,09	,32	,000**
Coping Skills						-,00	-,04	,439	

* $p < .05$ ** $p < .001$

When examining Table 8, it is observed that in the first step of the model, the contribution of personality traits to the model is significant, accounting for 10% of the variance ($R^2=,10$, $F=12,38$, $p=,000$). In the second stage of the model, the added specific contribution of counseling self-efficacy is found to be significant within the model, explaining 20% of the variance along with personality traits ($R^2=,20$, $F=16,41$, $p=,000$). Furthermore, when looking at the predictors of the behavioral dimension, a sub-dimension of attitude toward providing counseling help, it is observed that openness to experience ($\beta=,29$) and session management skills ($\beta=,32$) significantly predict the attitude in a positive direction.

Discussion & Conclusion

When examining the relationship between attitudes toward providing psychological counseling help and counseling self-efficacy, it is found that there is a significant relationship between the positive dimension of attitudes toward providing psychological counseling help and the sub-dimensions as well as the total scores of counseling self-efficacy. In this context, it can be said that psychological counselor candidates with a high self-efficacy perception exhibit more positive attitudes. Those who believe they can cope with challenges and have confidence in their session management skills are in a positive mindset. According to Yam (2014), psychological counselors with

more positive attitudes and higher self-confidence are successful in their counseling sessions. Being in a positive mindset is considered a crucial factor in successfully conducting the psychological counseling process.

Regarding the negative dimension of attitudes toward providing psychological counseling help, except for the coping with difficulties sub-dimension, there is a significant relationship with other sub-dimensions and total scores. It is observed that psychological counselor candidates harbor negative attitudes toward providing counseling. However, these negative attitudes may stem not only from truly negative thoughts but also from fears such as the fear of being unable to help people or the fear of not being successful. Studies (Hall, 2009; Kocarek, 2001; Koth, 2019; Meola, 2017) have shown a significant relationship between anxiety levels and counseling self-efficacy. According to Yam (2014), psychological counselors with negative thoughts also experience an increase in anxiety levels. Psychological counselor candidates may have negative attitudes about the process due to an increase in anxiety levels.

Regarding the behavioral dimension, another sub-dimension of attitudes toward providing psychological counseling help, a significant relationship is observed with the sub-dimensions and total scores of counseling self-efficacy. This result indicates that psychological counselor candidates have confidence in their behavioral aspects of providing counseling. Those who have self-efficacy in terms of posture, what needs to be done, what should not be done, and what to do in case of encountering problems have a highly positive attitude. The education received and the practical experiences may have positively influenced psychological counselor candidates in terms of attitudes towards counseling theories, techniques to be used, and related topics.

When examining the relationship between attitudes toward providing psychological counseling help and personality traits, it is seen that the positive dimension and the behavioral dimension of attitudes toward providing psychological counseling help are significantly related to all personality sub-dimensions. This result indicates that psychological counselor candidates with positive personality traits exhibit positive attitudes toward providing counseling. Outgoing psychological counselors perform better in interpersonal relationships (McCrae & Costa, 1987). They have developed themselves in empathy and effective communication. Psychological counselor candidates with positive attitudes toward providing counseling have lower levels of neuroticism. According to Dollinger and others (1996), individuals who are open to experience perceive values between imagination and broad-mindedness. Therefore, it can be said that psychological counselor candidates with a high level of openness to experience have positive attitudes.

The negative dimension of the attitude towards providing counseling help is significantly related only to the responsibility sub-dimension. This relationship is negative. This result indicates that psychological counselor candidates with a high level of responsibility may not have negative attitudes towards providing counseling help. Because psychologists act with a sense of responsibility in their professional lives, there may be no room for negative attitudes.

When examining the explanatory level of the positive dimension of the attitude towards providing counseling help from the sub-dimensions of personality and counseling self-efficacy in the regression analysis, it is concluded that the contribution of personality traits in the first stage of the model and the contribution of personality together

with counseling self-efficacy in the second stage are significant. When looking at the variance values, it is observed that it is 10% for personality traits and 26% for personality and counseling self-efficacy.

In the regression analysis examining the explanatory level of the negative dimension of the attitude towards providing counseling help from the sub-dimensions of personality and counseling self-efficacy, it is concluded that personality traits did not make a significant contribution in the first stage of the model. In the second stage, however, personality and counseling self-efficacy together made a significant contribution and explained 6% of the variance.

When examining the explanatory level of the behavioral dimension of the attitude towards providing counseling help from the sub-dimensions of personality and counseling self-efficacy in the regression analysis, it is concluded that personality traits made a significant contribution in the first stage of the model, and in the second stage, both personality and counseling self-efficacy made a significant contribution and explained 20% of the variance.

According to the findings of the stepwise regression analysis; counseling self-efficacy and personality traits can be considered as important determinants of the attitude towards providing counseling help. The variance values of 20% and 26% are noteworthy. When it is assumed that the attitude towards providing counseling help is influenced by many variables, these results can be said to explain a significant part of the concept. The reason for the low variance in the negative dimension may be due to the nature of the dimension, which is inherently negative.

When examining whether the attitude towards providing counseling help differs significantly according to the gender variable; a significant differentiation in favor of girls was observed in all sub-dimensions of the attitude towards providing counseling help. It was found that the levels of the attitude towards providing counseling help for female psychological counselor candidates were higher than those for males. This result indicates that female students have a more positive attitude towards providing counseling help. Danko (1991) found in his study that men's helping behaviors were significantly greater than women's. However, contrary to this, Erken (2009) found in a study that women exhibit more helpful behavioral characteristics than men. Similarly, in his study, Demir (2017) concluded that the tendency of women towards helpfulness is significantly different from that of men and is higher. These studies qualitatively support the result of the research. It can be said that female psychological counselor candidates who act with the motive of helping people are also willing to provide counseling.

When examining whether the attitude towards providing counseling help varies based on whether individuals have received counseling training, it was found that the positive dimension and behavioral dimension of the attitude towards providing psychological counseling help significantly differed depending on whether counseling training was received. Looking at this differentiation, it is observed that psychological counseling candidates who have received counseling training have higher average scores in both the positive and behavioral dimensions. In other words, it can be stated that the attitude of psychological counseling candidates towards providing psychological counseling help is at a higher level when they have received counseling training. There is no study found in the literature regarding this issue, making the result particularly important and guiding. This result indicates that the training received by psychological counseling candidates, apart from undergraduate education, may influence their professional success in providing counseling with a more positive attitude.

When examining the relationship between psychological counseling candidates' counseling self-efficacy and personality traits, significant relationships were found in all sub-dimensions between self-efficacy and personality traits. In a study conducted by [Yam \(2014\)](#) on the relationship between counseling self-efficacy and personality traits, similar significant relationships were found. Additionally, in their research, [Wiggins and Weslander \(1979\)](#) found that psychological counselors with personality types associated with the researcher, social, and artistic types described themselves as more effective. These results support the findings of this study. Undoubtedly, personality traits have a considerable importance in the context of counseling self-efficacy. It was concluded that psychological counselors with high levels of responsibility and low levels of neuroticism have more confidence in themselves. Given that psychological counselors are extroverted, it can be said that their relationships with people are more pronounced. From this perspective, for counseling self-efficacy to be high, positive personality traits should also be present in psychological counseling candidates.

When examining whether the self-efficacy of psychological counseling differs according to the gender variable, it was observed that the self-efficacy of psychological counseling candidates did not significantly differ according to gender. When reviewing the literature, there are supporting results for this finding. In a study conducted by [Aydm \(2016\)](#) with 591 students, it was reported that there was no significant differentiation in counseling self-efficacy according to gender. [Durmuşçelebi and Karayağız \(2018\)](#) found in their study that the self-efficacy of psychological counseling candidates did not significantly differ according to gender, except for a statistically significant difference in the help skills sub-dimension, which favored male students. [Kılıç \(2019\)](#) reached similar results in his study, where it was found that only the discovery dimension of the help skills sub-dimension of counseling self-efficacy showed a significant difference in favor of female students. There was no significant difference found in the other sub-dimensions and total scores of counseling self-efficacy. [Tsai \(2015\)](#) found in his study that gender was not significantly related to counseling self-efficacy. Similarly, [Öztürk \(2014\)](#) concluded that the gender of psychological counseling candidates did not significantly differentiate their levels of counseling self-efficacy. [Holcomb-McCoy and colleagues \(2008\)](#) also found in their study that self-efficacy did not differentiate according to the gender factor. [Margeson \(2013\)](#) concluded in his study that there was no significant relationship between counseling self-efficacy and gender. [Schwartz \(2016\)](#) also found in his study that counseling self-efficacy did not significantly differentiate according to gender. [Royse Roskowski \(2010\)](#) found in their study that gender did not significantly affect counseling self-efficacy. [Morrison \(2016\)](#) similarly found that there was no significant relationship between gender and counseling self-efficacy. [Constantine \(2002\)](#) in his study also found that there was no significant differentiation between counseling self-efficacy and gender. [Schiele \(2013\)](#) could not find a significant relationship between counseling self-efficacy and gender. [Cinotti \(2013\)](#) in his study demonstrated that gender did not have a significant relationship with counseling self-efficacy and did not differentiate. These results provide strong evidence that there is no significant relationship between counseling self-efficacy and gender.

In contrast to these results, [Aliyev and Tunç \(2015\)](#) found that counseling self-efficacy significantly differentiated according to gender, with this differentiation being in favor of girls. Similarly, [Şeker \(2019\)](#) in his study found that counseling self-efficacy significantly differentiated according to gender, with female students

having higher counseling self-efficacy than male students. [Bodenhorn and Skaggs \(2005\)](#) in their study found that women had higher levels of self-efficacy than men.

Taking these results into consideration, it can be said that the results may vary depending on the sample of the study or the situation of the participants. However, the majority of the results indicating that there is no significant differentiation between counseling self-efficacy and gender contribute to the conclusion reached in this study. When looking at studies that find a significant relationship between counseling self-efficacy and gender, it is observed that the counseling self-efficacy of female psychological counseling candidates is higher than that of male psychological counseling candidates.

When examining whether the self-efficacy of psychological counseling candidates differs based on whether they have received counseling training in addition to their undergraduate education, it is observed that the sub-dimensions of session management skills and coping skills with difficulties, as well as the total self-efficacy scores, significantly differ depending on whether they have received counseling training. Those who have received counseling training perceive themselves as more competent in session management skills and coping with difficulties. Moreover, the overall counseling self-efficacy of psychological counseling candidates who have received counseling training is significantly higher than that of psychological counseling candidates who have not received counseling training.

Upon reviewing the literature, a limited number of studies examining the relationship between counseling self-efficacy and received psychological counseling training were found. In a study by [Johnson et al. \(1989\)](#), a significant increase in counseling self-efficacy was observed after an 8-week training. [Rabaino \(2015\)](#) found in their study that students receiving CACREP-accredited training had significantly higher levels of counseling self-efficacy. [Munson et al. \(1986\)](#) reported a significant increase in counseling self-efficacy when comparing a group receiving training on basic counseling skills with a control group that did not receive training. In another study by [Munson et al. \(1986\)](#), a significant differentiation in counseling self-efficacy was observed after a seven-and-a-half-hour counseling skills training. [Yam \(2014\)](#) stated in their study that there was a significant differentiation only in the sub-dimension of session management skills between those who received training and those who did not. [Al-Darmaki \(2004\)](#) concluded in their study that counselors who received training had significantly higher levels of counseling self-efficacy. [Urbani et al. \(2002\)](#) found in their study that a skills-based training group had significantly higher counseling self-efficacy compared to a group without training.

Contrary to these results, [Tang et al. \(2004\)](#) compared the counseling self-efficacy levels of students who received CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited training with those who did not. They found no significant relationship between the average scores of counseling self-efficacy for students with and without training.

In light of these results, it is evident that additional education received beyond undergraduate studies positively contributes to counseling self-efficacy, as seen in the studies conducted. Experiences and training are undoubtedly sources of self-efficacy ([Bandura, 1977a](#)). It can be suggested that psychological counseling candidates need to have various experiences and receive diverse training in their field to enhance their counseling self-efficacy.

Upon reviewing the literature, it is noteworthy that, apart from the development of scales related to the attitude toward providing psychological counseling help, no research has been conducted on this topic. This study, aiming to reveal the relationship between the attitude toward providing psychological counseling help and counseling self-efficacy and personality, is expected to make a significant contribution to the literature.

Ethic

I declare that the research was conducted in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants included in the study.

Author Contributions

This article was written with the joint contributions of two authors.

Conflict of Interest

The authors declare that they have no conflict of interest.

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