The Influence of Wellness Perception, Emotional Intelligence, Spiritual Intelligence, and Counselling Self Efficacy towards Counselor Trainees Self Development

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Abstract: Counselor trainee need high levels of wellness perception, emotional intelligence, spiritual intelligence, counseling self-efficacy and counselor trainees self-development. The self-development of counselor trainee is a factor that should be given attention. This study was undertaken to investigate the development of counselor trainee is undergoing an internship training. The objective of this study is to identify the influence of wellness perception, emotional intelligence, spiritual intelligence, counseling self-efficacy and counselor trainee self-development. The study was conducted with the students from bachelor of degree in counseling from five (5) public universities undergoing training internship. A detailed study on the self-development need to be conducted, to identify what are the factors that influence the counselor trainee self-development. The findings showed a significant relationship between wellness perception, emotional intelligence, spiritual intelligence, counseling self-efficacy and counselor trainees self-development. Out of this study it is imply that the trainee counselors must equip themselves with the wellness perception, emotional intelligence, spiritual intelligence, counseling self-efficacy and self-development skills so that they can give the best commitment as a counselor and so can improve the counseling profession.

Keywords: AMOS, Wellness Perception, Emotional Intelligence, Spiritual Intelligence, Counseling Self-Efficacy, Self Development.

1.0 Introduction

Research on the wellness perception, emotional intelligence, spiritual intelligence and counseling self-efficacy for the self-development of trainee counselors is very important to be conducted now to support the goals of Vision 2020, Philosophy of Education and Higher Education Strategic Plan (PSPTN). The main focus is to produce world-class society that is balanced in all dimensions such as emotional, physical, psychological, spiritual, and social to grow better in every field of choice. Career as a career counselor is challenging because the counselor faced with a difficult client problems and issues that require the expertise of a counselor in addressing issues brought by clients (Suradi, 2004).

Thus the role of the faculty, particularly educators in the counseling field, it is important to ensure that a student who entered the field of counseling are among those who were selected. After entering the field of counseling, trainee counselors will interact with the faculty, students and clients to improve counseling skills and thus improve the efficiency such as coordinated by the (Council for Accreditation and Related Educational Programs [CACREP], 2009).

While in Malaysia, the counseling profession is growing in line with the country's progress. The importance of this profession to the country clearly evidenced by the establishment of the Counselors Act 580 (1998). The Counseling Program at Public Universities in Malaysia is aimed at creating an efficient and effective counselors as well as capable of giving the best counseling services to our clients. Hence it is important to strengthen the efficiency of the current counseling students’ counseling through training as a counselor so that they are more competent in leading clients. Therefore clients will benefit from the sharing of emotions with a counselor in training (Kerl, Garcia, McCullough, & Maxwell, 2002) and further personal development for the counselor can also occur (Stolternberg et al., 1998).

So far, not many studies show simultaneously the relationship wellness perception, emotional intelligence, spiritual intelligence, and self-efficacy for the self-development of the counselors trainee.
Based on the standards review of current literature and professional counseling on personal development coach counselor who highlighted the importance of social, wellness paradigm, emotional intelligence, spiritual intelligence, and self-efficacy counseling will be presented as an approach to facilitate the growth and development of the counselor. Therefore, based on all the facts that led to the problem and the main goal of this study. So this is a fair assessment to be carried out to obtain further information about the personal development of trainee counselors based on the objectives set out below:

1. Determine the influence between the perception of wellness, emotional intelligence, spiritual intelligence, counseling self-efficacy and counselor trainee self-development.
2. Develop a counselor trainee self-development model that fit with the data.

2.0 Literature Review

Wellness Perception

The review of electronic databases PsycINFO (American Psychological Association, 2002) has listed 42 citations of “counselling and wellness” and another 11 related to “counsellor and prosperity.” Majority of these articles are whether on the theory or the application, but lacking in empirical studies with only a few reported results. A study conducted by Evans (1997) in which the wellness of the African-American counsellors have been checked and he reported that the counsellors have applied both spiritual and emotional wellness activities over the activities of work or physical wellbeing and associate gender with spiritual wellness, while work is related to the wellness of both emotional and physical wellness.

However, Archer, Probert, and Gage (1987) had studied the undergraduate students’ attitudes towards the wellness and concluded, “Although students recognize the importance of health and wellness for self-development but they are reluctant to admit their need for information or assistance.” Both Evans (1997) and Archer et al., (1987) based their research on the Hettler’s Wellness Hexagonal Model (Hettler, 1980), which takes into account factors including the physical, emotional, spiritual, occupational, social, and aspects intellectual prosperity.

Lockwood et al., (2012) conducted a study to evaluate the effectiveness of a course on lifelong wellness and global self-efficacy, physical self-efficacy and behaviour towards students' welfare. A total of 71 students were involved in the study. Questionnaires were answered at the beginning and end of the course, including the questionnaire welfare standard edition of the National Wellness Institute (1995), self-efficacy generally by Jerusalem and Schwarzer (1992) and a questionnaire self-efficacy physically by Ryckman, Robbins, Thornton & Cantrell (1992). Repeated measures design using paired t-test was used to all the independent variables. The findings show that there are significant changes in physical fitness and nutrition (p = .001), the perception of the physical self and physical ability (PSE; p = .0001). Results of studies have shown evidence that the course on lifelong wellness has a positive impact on physical self-efficacy, behavioral changes and managed to help students change behaviors in physical activity and nutrition, in which all these elements will ensure a good development in themselves.

Lee (2010) conducted a descriptive study survey to explore the pattern of cross holistic wellness among the registered counselors and identify the dimensions of wellness lowest among respondents. The questionnaire used was based on themes derived from in-depth interviews and literature, especially the wheels Welfare Myers, Sweeney and Witmer. A total of 120 registered counselors were selected by simple random sampling. The findings were analyzed using mean and standard deviation to get an overview of holistic well-being and 16 of the main task of the respondents live. The findings show that the counselors have a very high level of prosperity in most dimensions of wellbeing, but the recreation and nutrition dimension obtained the lowest score. This violates the basic needs of human physiology by Maslow, where the basic requirements to be met prior to the development of themselves before heading higher requirements of self-perfection. Guided by the results of the findings, the researchers recommended that more effort should be focused in emphasizing wellbeing, counsellors, either in basic training or in the Counselors’ Code of Ethics for personal development especially in training.

Siti Balqis (2011) conducted a study of emotional intelligence, psychological well-being on the self-development of trainee counselors. The study conducted on 128 trainee counselors. The questionnaire used is by Ryff Psychological Well-being Scale (1989) to determine the level of psychological well-being of the trainee counsellors. The study found a significant relationship between psychological well-being and personal development the trainee counsellors, r = .311. p <.05.
Emotional Intelligence

Shaheena Parveen and M. Shafiq (2014) conducted a study of theoretical perspectives and empirical study, which was conducted throughout the world, as well as the importance of emotional intelligence in the field of counselling and psychotherapy. In addition, the need to carry out these studies in the context of India along with its impact has also been discussed. Overall, the study found that emotional intelligence is necessary for careers such as a counsellors and psychotherapist and thus can form their own development as counsellors. In the Indian context, emotional intelligence in psychotherapy counselling should be documented based on sociological and cultural perspective. Overall review of the literature has shown the important role of emotional intelligence in determining success in academic and organizational. Therefore there is a need to conduct similar studies in the field of counselling and psychotherapy, especially for designing appropriate training for future professionals in this field in India to ensure the development of good self to serve as counsellors.

Nasir, Mustafa and Ahmad (2011) conducted a study to determine the relationship between the level of emotional intelligence (self-awareness, self-control, self-motivation, empathy and social skills) with competence and personal development skills. The respondents were among middle school guidance and counselling teachers which consists of 52 people. The findings show that a significant relationship between emotional intelligence and simple competence skills (0.65). While the relationship between a moderate level is also shown that emotional intelligence (self-awareness, self-control, self-motivation, empathy and social skills) and personal development (0.67).

Siti Balqis (2011) conducted a study of the influence of emotional intelligence and psychological well-being on the self-development of public universities trainee counsellors. The sample consisted of 128 final year counselling program students from five public universities in Malaysia, which were selected using stratified random sampling. By using correlation study design. The instrument used was Test your EQ by Davis (2004) for the emotional intelligence, while Wellness Psychology Scale by Ryff (1989) was used to determine the level of psychological well-being of trainee counselors and lastly Supervisee Levels Questionnaire-Revised (SLQ-R) by McNeill, Stoternberg and Romans (1992) was used to measure the personal development of trainee counselors. The results showed a significant relationship between emotional intelligence and personal development of trainee counselors, \( r = .301, \ p < .05 \), and there was a significant relationship between psychological well-being and personal development of trainee counselors, \( r = .311, \ p < .05 \). Bivariate Linear Regression analysis showed that emotional intelligence accounts for 9.1 percent of the variability in the development of trainee counsellors themselves are able to significantly predict the personal development of trainee counsellors. While the psychological well-being accounted for 9.7 percent of the variability in the development of trainee counsellors themselves are able to significantly predict personal development of trainee counsellors. The findings indicate that psychological well-being has a greater influence on the personal development of trainee counsellors versus emotional intelligence.

Cikanek (2007) conducted a study to identify how emotional intelligence and coping skills, can predict the counsellors’ self-efficacy. A total of 98 graduate students in counselling in North America (97 women and 1 man M 25.5, SD = 3.8). Respondents answered the online survey questionnaire consisted of demographic questionnaire, the questionnaire of emotional intelligence, questionnaire of coping skills, and the counsellors’ self-efficacy criteria questionnaire. Data were analyzed using stepwise multiple regression analysis. Five predictors representing 49% of the total variance in the difference between self-efficacy counselling, empathy, proactive coping, student years, prevention of coping. The findings show that respondents with high self-efficacy will be more advanced, low difference, have high empathy and proactive and responsive.

Spiritual Intelligence

The study of the relationship between spiritual intelligence and other aspects of human life has been conducted many times before this, for example the skills to solve the problem, the capacity for endurance during stress and times of personal crisis, physical health, flexibility and social (Adam et al., 2000; Ellison & Smith 1991, Graham, Furr, Flowers & Burke, 2001, Wesgate 1996). However, studies on spiritual intelligence among trainee counselors are rather limited. According to Simpson and Starkey (2006) Graham, Furr, Flowers, and Burke (2001) reported in a study conducted by the American Counseling Association reported that counselors see spirituality as an important factor in mental health. In another study conducted by Graham, et al. (2001) they reviewed the relationship between religion and spirituality in the face of pressure and found a positive relationship between spiritual health and immunity to stress situations.
Letchumy (2009) conducted a study of the relationship between spirituality and prosperity among the middle school counsellors. This study aimed to evaluate the level of spirituality and wellness of the counsellors. The study was conducted in Negeri Sembilan and a total of 100 counsellors were randomly selected from 100 schools in Negeri Sembilan. Questionnaires that were used are Perceived Wellness Survey to measure wellness quality of life questionnaires that measure the quality of professional life, questionnaires on Means-Ends Spirituality (MES) to test the feelings, relationships, actions and thoughts to explain spirituality. Descriptive statistics were used to determine the level of each variable while Pearson correlation was used to examine the relationship between variables. The study found that the level of spirituality and counsellors have a high level of prosperity but should pay more attention to physical well-being. The study also found no relationship between well-being and spirituality.

Mazidah (2013) conducted a study of factors affecting the religious understanding and practice of multicultural counseling. The sample consisted of 240 registered counsellors all over Malaysia. Questionnaires were sent by post to the selected sample. The questionnaire used was Understanding of Religion, Multicultural Counseling Competencies, Spiritual Wellness, Commitment to Religious Activities and Competence in Practice Spiritual Counseling. Method study of ex-post facto type of correlation was used. Data were analysis using descriptive statistics which involved mean and standard deviation and inferential analysis of correlation and regression was used to examine the relationship between variables. The findings showed a significant relationship between religious understanding of multicultural counseling competencies, spiritual welfare, commitment to religious activities and competence in the practice of spiritual counseling. In addition, the findings demonstrate an understanding of religious, multicultural counseling competencies, spiritual welfare and competence in the practice of spiritual counseling of registered counsellors are at a moderate level. Spiritual intelligence is important for personal development counsellors.

Newton (1997) studied the spiritual wellness counsellors and psychotherapist with The Spiritual Wellness Scale (WBS). The findings showed that there were significant differences between spiritual well-being by gender, education and a belief system, where women obtained higher scores than men, while the counsellors who holds a bachelor's got a higher score than a counsellors with an advanced master's degree and those who are Christians scored higher than all those who follow other religions.

Robert, Yang and Elly (2006) has made a study of the relationship between workers’ spiritual wellbeing and work satisfaction. A total of 200 people were involved in this study. The questionnaire used was The Spiritual Well-Being Scale and Minnesota Satisfaction Questionnaire Short Form. The findings indicate that there is a positive correlation between spiritual well-being, prosperity and welfare of the existence of job satisfaction. The study has suggested that measuring spiritual well-being used as a way to identify and understand the client's beliefs and views about their work. The information obtained is very useful especially to a career counselor.

Counseling Self-Efficacy

A study conducted by Leach et al., (1997) related to self-efficacy counseling and based on domains in an integrated development model IDM by Stoltenberg and Delworth supervision (1987). A total of 142 master students and doctoral students in counseling aged between 22 and 57 years as sample for the study. The samples ran counseling sessions on clients that were sexually abused and also clients who are facing pressure. During the counseling session the counselor has completed a questionnaire that has been designed to reflect the trainee counselors constructs based on IDM model. Trainee counselors undertook counseling based on five factors in counseling self-efficacy which are micro skills, counseling process, handling a difficult client behaviors, cultural competence and awareness of the value. The findings showed that the mean score of 2.63 trainee counselors who are in the first stage, and means for trainee counselors in the second stage of min 3.47. Significant differences are shown on five factors in self-efficacy counseling. The results also showed a trainee counselor at the second stage gets a higher score than a counselor in the micro skills coach at the first stage. This is consistent with the IDM model in which a trainee counselor who was in the middle of the second phase or is said to have a higher ability in managing clients who have behavioral difficulties compared to trainee counselors who are in the first stage. Hence this study gives the impression that the importance of mastering the high self-efficacy is very important for every stage of development trainee counselors.

Martin Jr, Easton, Wilson, Takemoto and Sullivan (2004) conducted a study of personal development of counseling students by looking at the emotional intelligence relationship with self-efficacy counseling. This study is about the importance of emotional intelligence as a key feature of a counselor or. A total of 140 counseling students from the University of South Western and counseling practitioners involved. The questionnaire used is...
Emotional Judgment Inventory and Inventory Estimate Self-Counseling. This study uses causal-comparative design to determine differences between groups of students counseling and normative sample size on emotional intelligence and counseling self-efficacy.

According to Martin, Easton, Wilson, Takemoto, and Sullivan (2004) counselors who have a high level of self-efficacy counseling will have higher self-esteem, less anxious and have a stronger response in problem-solving skills. Such perception enable them to compete in a simple, open-minded and constructive efforts to achieve the goals of the profession effectively. They also appear committed to the tasks performed, even though they had to deal with the difficulties and obstacles. Such actions due to their greater tendency to see the problem in a task as a challenge and not as a layer as a barrier to the success and development themselves. Bivariate correlation and Multiple Regression Analysis is used to determine and predict the relationship between emotional intelligence and self-efficacy counseling factor. One sample t-test was used to compare mean subscales of emotional intelligence of the counseling practitioners and counseling students to the normative sample. Multiple Analysis of Variance (ANOVA) was used to analysis the differences between the two groups on the Emotional intelligence subscale of Emotional Judgement Inventory and Counseling Self Estimate Inventory. The findings show that emotional intelligence not distinguish between counselors and non-counselors (Mdn d = .6650) but produced mixed results in distinguishing counseling student and counseling practitioners. The next factor emotional intelligence predicts counseling self-efficacy on the counseling student and counseling practitioners (R = 537). This study is good because it can determine the importance of emotional intelligence and counseling self-efficacy profession as a counselor. However, future research should be undertaken to produce results much clearer and do not mix.

Nunnery R. (2011) conducted a study of the relationship between wellness and the academic factor with self-efficacy counseling. The study conducted on CACREP master students in the field of counseling. The study shows that the academic factor with self-efficacy counseling among trainee counselors where the trainee counselors who showed outstanding performance in academic areas will have greater confidence to guide clients. Trainee counselors’ belief system and its behavior is related to their welfare. Counselors who have high self-efficacy can increase their competence in the field of counseling. The questionaire used is 5F-Wel and Counselor Self Efficacy Scale activity. The findings show that there is no correlation between the academic factor and the self-efficacy counseling of trainee counselors. While there is a significant relationship between the overall prosperity with the self-efficacy counseling of trainee counselors. While the five-factor regression analysis showed a significant predictor of wellness is not predicted the self-efficacy counseling. Welfare model showed that only 6% of the self-efficacy counseling variance of trainee counselors. Further studies should be conducted to determine whether the factors that contribute to self-efficacy counseling of trainee counselors.

The study by Mancini, et al., (2015) also found that there is a significant and positive results between self-efficacy and wellness. This is demonstrated by the quality and results of their work and do not suffer from depression. Self-efficacy mediates between social support and stress, physical activity and well-being among adolescents. Not only that, but self-efficacy showed the commitment of the students to go to school despite being in the final stage and the aspiration to succeed in higher education. Further analysis found that self-efficacy mediates between life satisfaction and personal achievement. The study found that 46% of the achievement of individual success is influenced by individual self-efficacy (Weber, et al., 2013).

3.0 Research Methodology

This study uses a quantitative approach by using the correlation study design. Overall, this study will focus on the relationship between the independent variables with the dependent variable. Next, to answer the research question, the analysis inference which is the AMOS regression, is used to study the influence of the independent variables with the dependent variable. In this study, prosperity, emotional intelligence, spiritual intelligence and self-efficacy counseling are the independent variables and personal development of trainee counselors is the dependent variable. The study was conducted in five public universities. Among the universities involved in the study are the International Islamic University Malaysia (IIUM), University Utara Malaysia (UUM), University Science Islam Malaysia (USIM), University Malaysia Terengganu (UMT) and University Malaysia Sarawak (UNIMAS). As many as 208 respondents were involved and this was according to the number of samples recommended by Hair which is 200 people. This number exceeded the required sample size in correlation analysis based on the formula of power Cohen (1992). Stratified random sampling techniques were used in determining the sample. Model with personal development of trainee counselors will also be
produced using AMOS application. The design of this study is a correlation study. Inference statistic is used to study the influence between the independent variables and the dependent variable. The study involved 208 respondents who were selected using stratified random sampling.

4.0 The Measurement Instrument

The instruments used one set questionnaire, five section which are wellness perception questionnaire, emotional intelligence questionnaire, spiritual intelligence questionnaire, questionnaire, counseling self-efficacy questionnaire and Supervisee Levels Questionnaire-Revised (SLQ-R). Data analysis in this study has been carried out using the Statistical Package for Social Sciences (SPSS) and AMOS (IBM SPSS_AMOS Version 21.0) (Awang 2011, 2012, 104, 2015)

5.0 Research Findings

5.1 The Influence Of Wellness Perceptions On The Trainee Counselors Self Development

Based on the findings in Table 1, wellness perceptions shows the significant impact on personal development of trainee counselors with (p = .001) beta estimate value = .315 indicating for each increase of one unit, the effect will contribute .315 unit increase in growth. It is more important that wellness perception impact on the self-development of trainee counselors is significant. The hypothesis that the perception of wellness has a significant influence on the self-development of counselor trainee is accepted.

Table 1: Results of regression analysis between perceptions of wellness and the self-development

<table>
<thead>
<tr>
<th>P</th>
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<td>C.R</td>
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<td>.315</td>
<td>.0</td>
<td>53</td>
<td>.66</td>
<td>.01</td>
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</table>

5.2 The Influence of Emotional Intelligence on the Counselor Trainee self-development

Based on the findings in Table 2 that show emotional intelligence shows a significant impact on the self-development of counselor trainee themselves (p = .022) beta estimate value = .190 indicating for each increase of one unit, the effect will contribute .190 unit increase in self-development. It is more important that the impact of emotional intelligence on self-development is significant. The hypothesis that emotional intelligence has a significant influence on the self-development of trainee counselors is accepted.

Table 2: Results of regression analysis between emotional intelligence and self-development

<table>
<thead>
<tr>
<th>P</th>
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<th>S.</th>
<th>C.R</th>
<th>P</th>
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<tr>
<td>.207</td>
<td>.0</td>
<td>73</td>
<td>.49</td>
<td>.04</td>
<td>Signific</td>
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</table>

5.3 The Influence of Spiritual Intelligence on the Counselor Trainee Self Development

Based on the findings in Table 3 spiritual intelligence indicates a significant impact on self- development of counselor trainee (p = .002) beta estimate value = .249 indicating for each increase of one unit, the effect will contribute .249 unit increase in self -development. It is more important that the impact on the development of spiritual intelligence of counselor trainee self-development is significant. The hypothesis that spiritual intelligence has a significant influence on the self-development of counselor trainee is accepted.

Table 3: Results of regression analysis between spiritual intelligence with self-development

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<tr>
<th>P</th>
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<th>C.R</th>
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<th>Result</th>
</tr>
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<tbody>
<tr>
<td>.249</td>
<td>.0</td>
<td>8</td>
<td>3.1</td>
<td>.29</td>
<td>.02</td>
<td>Signific</td>
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5.4 The Effects Of Counseling Self Efficacy On The Counselor Trainee Self Development

Based on the findings in Table 4, counseling self-efficacy showed a significant impact on self-development of counselor trainee (p = .004) beta estimate value = .207 indicating for each increase of one unit, the effect will contribute .207 unit increase in growth. It is more important that the effects of counseling self-efficacy for self-development of trainee counselors is significant. The hypothesis that counseling self-efficacy has a significant influence on the self-development of counselor trainee is accepted.

Table 4: Results of regression analysis between counseling self-efficacy and self-development of counselor trainee.

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<tr>
<th>P</th>
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<th>S</th>
<th>C.R</th>
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<th>Result</th>
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<tbody>
<tr>
<td>.207</td>
<td>.0</td>
<td>73</td>
<td>2.8</td>
<td>49</td>
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Table 5: The Regression Weights between construct show significant results

<table>
<thead>
<tr>
<th></th>
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<th>C. R.</th>
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<th>Result</th>
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<td>P D</td>
<td>W</td>
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<td>3.1</td>
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<td>EI</td>
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<td>.083</td>
<td>2.2</td>
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</table>

Table 6: Summary on the results of the study based on the hypothesis

<table>
<thead>
<tr>
<th>Research Hypotheses</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 Wellness perceptions have a significant influence on Counselor Trainee self-development</td>
<td>Accepted</td>
</tr>
<tr>
<td>H2 Emotional intelligence has a significant influence on Counselor Trainee self-development</td>
<td>Accepted</td>
</tr>
<tr>
<td>H3 Spiritual intelligence has a significant influence on Counselor Trainee self-development</td>
<td>Accepted</td>
</tr>
<tr>
<td>H4 Counseling Self efficacy has a significant influence on the counselor trainee self-development</td>
<td>Accepted</td>
</tr>
<tr>
<td>H5 Counselors trainee self-development model is fit with the survey data</td>
<td>Accepted</td>
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</table>

6.0 Counselor Trainee Self Development Model Is Fit With The Survey Data

Based on the findings ($R^2 = 0.83$) it showed that the model is good because the exogenous construct wellness perception, emotional intelligence, spiritual intelligence and counselling self-efficacy can measure the endogenous constructs of counselor trainees self-development of 83%. At the same time, fitness indexes fulfilled all of the criteria and the factor loading is high (above 0.6), clearly shows that the resulting model is fit with the survey data. Figure 1 below is the Standardized Path Coefficient between wellness perception, emotional intelligence, spiritual intelligence and counselling self-efficacy and counselor trainees self-development reached the goodness of fit RMSEA = 0.076, CFI = 0.933 and chi-square = 2.197.

Figure 1: The Standardized Path Coefficient between constructs in the model

Figure 2 below is the regression coefficient between wellness perception, emotional intelligence, spiritual intelligence and counseling self-efficacy towards counselor trainees self-development that reached the goodness of fit RMSEA = 0.076, CFI = 0.933 and chi-square = 2.197.

Figure 2: The Regression Coefficient between constructs in the model
Analysis Regression AMOS shows wellness perception has significant influence towards counselors trainee self-development (p value = .001). Emotional intelligence also had the significant effect with self-development of the studied counselor trainee (p = 0.22), thus spiritual intelligence have the significant effect with self-development of the studied counselor trainee (p = .002) and counseling self-efficacy also have the significant effect with self-development of the studied counselor trainee (p = .004). The hypotheses that show there are influence between the wellness perception, emotional intelligence, spiritual intelligence and counseling self-efficacy towards counselors trainee self-development are accepted. Index matches are displayed in the lower right corner of the diagram. The figure below shows the relationship between wellness perception, emotional intelligence, spiritual intelligence and counseling self-efficacy toward counselor trainee self-development that achieved the goodness of fit RMSEA = 0.076, CFI = 0.933 and Chi-square = 2.197.

Implication

Overall, based on the statistical inference results was produced. The findings show that the perception of wellness, emotional intelligence, spiritual intelligence and self-efficacy have significant influence on the self-development of counselor trainee. The information generated in this study can serve as a guide and reference to design and implement intervention programs or counseling students development activities. The study also produced counselor trainee model of self-development. The resulting model is fit with the survey data. Therefore, this study will contribute to the construction of a model relating the variables studied in the Malaysian context. From a methodological point, AMOS is first used to study the development of self- of counselors trainee in the country have contributed to a new literature review methods. Next, future studies can be guided by the resulting model to develop personal development study modules.

6 References


Tesis master yang tidak diterbitkan. Universiti Putera Malaysia, Malaysia.


