

**THE INFLUENCE OF INDIVIDUAL AND INSTITUTIONAL FACTORS ON
COUNSELORS ' INTENTION TO SEEK COUNSELLING SUPERVISION
SERVICES IN NAIROBI COUNTY, KENYA**

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**A Thesis Report presented to the Institute of Postgraduate Studies of Kabarak
University in Partial Fulfillment of the Requirements for the Award of the Degree of
Doctor of Philosophy in Counselling Psychology.**

KABARAK UNIVERSITY

SEPTEMBER, 2017

DECLARATION

The research thesis is my own work and to the best of my knowledge has not been presented for an award of a degree in any University or college.

Signed _____

Date: _____

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GDE/M/1071/09/14

RECOMMENDATION

To the Institute of Postgraduate Studies.

This research thesis entitled “**The influence of individual and institutional factors on counselors' intention to seek counseling supervision services in Nairobi County, Kenya**” and written by **Jane Metumi Kiarie** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it to be accepted in partial fulfillment of requirement for the award of the Degree of Doctor of Philosophy in Counselling Psychology.

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May you all live to inspire and to shape the destiny of many people who pass through your hands in this helping profession.

DEDICATION

This research thesis is dedicated to

my lovely mother

Susan Wanjiru,

who opened the doors for my education.

ABSTRACT

Despite the awareness of the benefits of counselling supervision such as reducing counsellor's burnout, enhancing professional development, increasing competence, and efficiency in counselling, the forces that steer counselors into seeking and adopting counselling supervision have not been largely explored. Failure or reluctance to seek counselling supervision may be caused by many factors, some of which could be individual and institutional factors among others. Consequently, the study objective was to examine the influence of individual and institutional factors on counsellor intention to seek supervision services, in Kenya. Two theories informed the study namely: DiMaggio Powell (1983) Institutional Theory (IT) and Ajzen's (1991) Theory of Planned Behavior (TPB). The TPB examined the individual level factors namely: attitudes, subjective norms, and perceived behavioral control, while the IT was used to explore the institutional level factors of coercive pressure, mimetic reinforcement, and normative values, as predictors of counsellor's intention to seek supervision services. The research design is a correlational, cross sectional research design, employing both quantitative and qualitative analysis techniques. The sample of 220 respondents was drawn from a target population of 1205 practicing counselors registered by the Kenya Counselling & Psychological Association in Kenya, in Nairobi County, using simple random sampling method. Data was collected using a questionnaire adapted from items used in TPB and IT research. The Statistical Package for Social Sciences (SPSS) 20.0 was used for data analysis to investigate significant relationships between the research variables, to extract descriptive and inferential statistics. Further, the strength of relationship between the individual and institutional level factors and the dependent variable of intention to seek supervision service, utilized multiple linear regression techniques. The multiple linear regression is significant ($R^2=.577$, $F(6, 95) = 21.556$, $p < 0.05$). The findings further suggested there were significant relationships between intention to seek supervision services and three variables namely: Attitude ($\beta = .511$, $p < 0.05$), Subjective Norm ($\beta = -0.144$, $p < 0.05$). Normative values ($\beta = .347$, $p < 0.05$) leading to the rejection of the null hypothesis. However, perceived behavioural control, mimetic reinforcement and coercive pressure had $p > 0.05$ hence were not significant leading to the acceptance of the null hypothesis. An understanding of the individual and institutional factors that determine counsellor's willingness to seek Counselling Supervision services will greatly improve Counselling services in Kenya. This understanding may guide the professional bodies in developing policies and regulations that may help in the uptake of counselling supervision services in Kenya.

Keywords: counselling supervision; institutional theory, theory of planned behaviour, regression analysis; perceived behavioural control, mimetic reinforcement and coercive pressure, attitude, subjective norm; and normative values.

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LIST OF ACRONYMS

ACA	American Counselling Association
ACCTI	Amani Counselling Center and Training Institute
AIPC	Australian Institute of Professional Counselors
IDM	Integrated Development Model
IT	Institutional Theory
KACP	Kenya Association of Clinical Psychologists
KAPC	Kenya Association of Professional Counselors
KCA	Kenya Counselling Association
KCPA	Kenya Counselling and Psychological Association
KGCPA	Kenya Guidance, Counselling, and Psychological Association
KICD	Kenya Institute of Curriculum Development
KMO	Kaiser-Meyer-Olkin
KPA	Kenya Psychological Association
KUPCA	Kenya Universities Professional Counselors Association
MSA	Measure of Sampling Adequacy
NACOSTI	National Commission for Science, Technology, and
PACFA	Psychotherapy and Counselling Federation of Australia
PBC	Perceived Behavioral Control
PCA	Principal Component Analysis
SPSS	Statistical Package of Social Sciences
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action

OPERATIONAL DEFINITION OF KEY TERMS

- Attitude:** Refers to the counselors overall evaluation of their acceptance to seek Counselling Supervision services.
- Client:** Refers to any person with emotional, psychological, and physical disturbances who seeks the help of a supervisee/counsellor.
- Coercive pressure:** Refers to the formal or informal pressure on a counsellor emanating from external institutions that the counselor depends on.
- Counselling Supervision Services:** Refers to the professional services given by a supervisor to the supervisee.
- Intention to seek:** Refers to a future aim by a counselors to utilize and benefit from supervision services offered by a supervisor.
- Mimetic reinforcement:** Refers to pressure exerted on counsellor to look for exemplary conducts and practices, with a view of replicating the same.
- Normative values:** Refers to the influence of accepted standards within the counselling community on a counsellor, and how they influence the counselors worldview.
- Perceived behavioural control:** Denotes the measure to which a counsellor feels able to initiate the behaviour of seeking supervision services.
- Practicing Counselors:** These are practitioners who are engaged in actual one on one or group counselling as their main or part time duty. In this study, these were the counselors affiliated to professional counselling associations.

Practicing Counselors: These are practitioners who are engaged in actual one on one or group counselling as their main or part time duty. In this study, these were the counselors affiliated to professional counselling associations.

Profession: A distinct category of occupational work.

Professional Counselling Associations: Refers to non-profit making bodies that exists to further counselling and psychological profession, to protect both the public interest and the interests of those in the profession.

Professional Counsellor: A skilled person who having acquired a set minimum academic qualification, holds credentials widely recognized and honoured by the members of the counselling profession, and adheres to standards of behaviour in counselling that are established and endorsed by members of the counselling profession.

Subjective norms: Refers to a counselors judgement of the social pressure to seek or not to seek Counselling Supervision services.

Supervisee: Refers to the counselors in training or in practice who seeks Counselling Supervision services to enhance his/her professional development; prevent harm to his/her clients and facilitate the objectivity of the counselling profession.

Supervision services: Refers to activities a supervisor and a supervisee engages in during supervision.

Supervision: Refers to a unique professional relationship between a supervisor, a supervisee, and the client they serve.

Supervisor: Refers to an experienced counsellor/ psychotherapist/ counselling psychologist and who has had some training in counselling supervision

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents a background to the study, by expounding on the purpose and objectives of the study and the attendant research hypotheses. Further, the chapter documents the scope, limitations, and assumptions of the study.

1.2 Background to the Study

The quest by counselors to provide effective counselling supervision is plagued by challenges at the individual and institutional level. For a proper understanding of the barriers to provision of counselling supervision, it is first important to understand the concept of counselling supervision. Counseling supervision refers to the “process whereby consistent observation and evaluation of the counselee is provided by a trained and experienced professional who is competent in the unique body of knowledge and skill required for professional development” Yip (2013, p. 62). Similarly, Carroll (2007, p. 36) views supervision as a “forum where supervisees review and reflect on their work in order to do it better. Practitioners bring their actual work-practice to another person (individual supervision), or to a group (small group or team supervision), and with their help review what happened in their practice in order to learn from that experience”.

Bernard and Goodyear (2004, p. 4) posit that supervision is "an intervention provided by a more senior member of a profession to a more junior member or members of that same profession" (p. 4). According to Adler, Clemmer, Wingett (2006, p. 89) the supervisor is required to be “a competent professional who is able to help the supervisee by

means of a clearer vantage point of "super-vision" The expectation is that the supervisor is responsible for improving the supervisee professional development (Stout, 1987).

From these definitions of Counselling Supervision, it is apparent that the process entails the counselors using their realpractice experience and relaying it to a supervisorfor supervision, or a group, so as to obtain assistance by learning from past experiences, with a goal to improve service delivery in counselling.

Counsellor supervision can be traced back to the psychoanalytic model of Sigmund Freud in 1920^s which was the first to make supervision a necessary requirement. At that time “small groups gathered to discuss and review each other’s’ client work” Caroll, 2007, p. 34), in non-formal settings. Further, there was no curriculum available during counselling training, and it is during this period that supervision was made part of the course requirements. Besides the benefits accrued from counselling supervision in the psychoanalytic field, it was “introduced as a supportive and reflective space for social workers in the late 19th Century in USA.” (Carroll, 2007, p. 34).

The origins of Clinicalsupervision can be traced back to theidea “of observing, assisting, and receiving feedback” Smith (2009, p.1). The concept of supervision is modelled on the “framework and techniques of the specific psychotherapy theory/model being practiced by the supervisor and supervisee” Smith (2009, p.1). Further, this formative era of 1950s ushered the second phase of supervision “with the introduction of other counselling and psychotherapy orientations in addition to the traditional psychodynamic approach” (Caroll, 2007, p. 34). The new period of 1970s,brought a shift in supervision to lean more on educational process than a counselling one.

By the 1970s /1980s, the teaching and nursing professions started to explore the use of supervision in their professional practice. These professionals used supervision mainly as an educative discipline rather than as an interpretive and analytical discipline. For the next twenty years, supervision found its primary home in the US, where it was adopted by the counselling psychology fraternity. This resulted in a wealth of supervision theories, models, and research from US Universities.

Supervision was embraced in Britain in the late 1970s and early 1980s especially in “youth work, social services, teaching and probation” (Carroll, 2007, p. 35). The period of the 1990s witnessed the adoption of supervision as a profession in different work settings across Europe, with its “own right with supervisors trained in coaching, individual and group supervision and organisational consultancy” (Carroll, 2007, p. 35).

Since then, supervision has permeated different continents and countries such as Australia (McMahon & Patton, 2002), New Zealand (O’Donoghue & Tsui, 2012), in Greece (Malikiosi-Loizos & Ivey, 2011) and also here in Kenya (Gachutha, 2006). With the diffusion of supervision around the world, “new and dynamic ways of thinking about supervision have since emerged” (Carroll, 2007, p. 35).

Page, Peitrzak, and Sutton, cited in Herlihy et al., (2002), documented the status of clinical supervision in the United States. Their findings suggested that only 13% of counselors received individual clinical supervision, and a further 40 % attended group clinical supervision. The findings paint a gloomy picture of the status on counselling supervision at that time in the USA, who were considered champions in the field of counselling. This denied the counselors an opportunity to benefit from “enhanced effectiveness and accountability, improved counselling skills, encouragement of professional development, and increased confidence and job comfort” (Herlihy, Gray, & McCollum, 2002, p. 56).

Malikiosi-Loizos, and Ivey (2011) while exploring the status of counselling supervision training in Greece, asserts that the first two (2) years of the graduate programs in counselling and counselling psychology cover an urgent need for the advancement of counselling. These 2-year graduate programs have a focus on theory as well as on the application of counselling knowledge and skills by requiring up to 1,000 hours of practice and supervision and at least 40 hours of personal therapy. Evidently, such a requirement in training equips individuals with the necessary knowledge and skills to face the challenges and helps establish a profession familiar with the demands for counselling supervision in the helping professions.

The counselling profession in Kenya can be traced back to the mid-1990s and has since gained enormous growth. The growth can be attributed to several factors. Primarily, the spread of HIV/AIDS led to an emergence of Voluntary Counselling and Testing centers that served to provide free testing and counselling with the aim of reducing the spread of HIV/AIDS. Secondly, the 1998 bombing of the American Embassy in Nairobi, and left 800 people dead, led to the realization that there was need for crisis and trauma counselling. The counselors who took up this duty during this disaster realized just how underprepared they were.

Thirdly, the government instituted Kenya National Youth Policy, which identified a key obligation to the youth of the country as the “provision of guidance and counselling in social and academic settings” (Oketch & Kimemia, 2012, p.107). Other factors that led to a need for the development of psychotherapy have been the massive unrests in high schools and colleges, and the Post-Election Violence that left about 1000 people dead. Kenya experienced a string of terrorist attacks in the early 2010’s, which had a net effect of trauma and related psycho-social problems. This generated a demand for more counselling

services to attend to the trauma needs of the clients involved. As the need for counselling arose, it increased the need for more trained and professional counsellors.

In 2003, the President's Emergency Plan for AIDS relief (PEPFAR) fund was launched by the US government to Kenya as well as other countries in Africa. This resulted in opening of Voluntary Counselling and Testing Centers (VCTs) in many parts of the country (Oketch & Kimemia, 2012).

In the context of education and training, most of the Masters degrees at universities require coursework, and a thesis involving a supervised research project, and a practicum or supervised field placement. Many universities have also initiated graduate programs that culminate either in a master's diploma or certificate; these programs aim to train guidance and counselling personnel. A few doctoral programs in educational psychology are also available. It has, however, been difficult for universities to mount doctoral programs in psychology because the country lacks qualified faculty in the discipline to train and supervise such advanced graduate students (CUE, 2016; Koinange, 2004).

Though counselling and the counsellor supervision in Kenya is still in its formative stages, professional organizations for counselors in Kenya such as the Kenya Association for Professional Counselors (KAPC) and the Kenya Counselling & Psychological Association (KCPA) have played a major role in shaping the counselling profession. The KAPC has adopted a definition of counselling used by the British Association for Counselling and Psychotherapy that describes counselling as intervention with clients "in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life or loss of a sense of direction or purpose" (Oketch & Kimemia, 2012, p.109).

One area of emphasis in the training of their counselors is supervision during the training and even after the training as counselors get into practice. KAPC organizes

supervision program for their counselors monthly. On the other hand, the KCPA, the other prominent professional counselling organization, is involved in professional advocacy activities, as well as encouraging registered members to seek supervision, but limited to the beginning years of the profession.

KCPA's standards of counselling and supervision credentials are generally similar to the US requirements state licensure, Further, KCPA provides institutional accreditation and other levels of individual accreditation levels ranging from level 1, ordinary member to level 7 of senior supervisor.

Although counselling has continued to grow and even to gain professional status, counselling supervision is a very new concept in the counselling practice with very limited supporting literature in developing countries. In Kenya, counselling supervision is still taking roots with a few Institutions of higher learning like Kenyatta University integrating Counselling Supervision in the counselling training programs by ensuring counselors in training attend a three (3) hour weekly supervision (Kenyatta University, 2014). Masters degrees at most universities require coursework, a thesis involving a supervised research project, and a practicum or supervised field placement.

Counselling Supervision is now an examination option at diploma level and a national curriculum of training at diploma level is now available (KICD, 2012). Most of the middle-level colleges offering counseling courses have integrated counselling supervision in their curriculum. Magnuson, Norem and Bradley (2001) posit that while most school counsellors receive administrative supervision, a much smaller proportion receive supervision related to clinical skills, program development skills, and professional growth.

Kiarie, Sirera and Mwenje (2011) recommended supervision as a possible solution to manage burnout and other challenges impacting on the efficiency and effectiveness of

counselors. The study recommends the need to explore the factors influencing counseling supervision adoption among practising counselors in Kenya. Similarly, Kiarie (2015) pointed out the need to explore the factors determining counselors willingness to seek supervision services, thus the origins and the motivation of the researcher to carry out this study to explore the factors that act as barriers and enablers to seeking counselling supervision services.

1.3 Statement of the Problem

Counselling supervision is perceived as beneficial for: addressing professional isolation, support, emotional well-being, stress reduction, burn-out prevention, skills development, and stagnation prevention. Despite these perceived benefits of Counselling Supervision, the general problem underlying this study is that there has been perennial poor uptake of Counselling Supervision services among the practicing counselors in Kenya (Wahome, 2013, Kiarie, 2015).

According to Wahome (2013), 34.2% of the sampled counselors stated that they do not receive any form of supervision which implies they have been practising counselling without seeking any form of counseling supervision. Consequently, practicing counselors who do not seek supervision tend to suffer burnout, which leads to malpractices and client harm in the counselling process (Gachutha, 2006), lack of supervision could highly expose the counselling clients to malpractice which may deteriorate their psychological wellbeing.

Further, despite the emphasis on importance of seeking supervision services during training programs by ensuring counselors in training attend a three (3) hour weekly supervision, most practising counselors do not continue to seek supervision services after

the training. These results in counselors who are not psychologically healthy to handle the clients again causing a lot of malpractices and client harm in the counselling practice.

Consequently, the study sought to explore whether counselors are influence by individual or institutional pressures in deciding to seek Counselling Supervision services. It is in the light of these background and problem that this study sought to explore the effects of individual and institutional factors on counsellor's intention to seek Supervision services, which are the triggers or barriers to seeking counselling supervision services.

There is paucity of literature on how the individual and institutional antecedents affects acceptance and usage of counselling supervision services, because, if true, it demonstrates a route through which counselors acceptance and use of Counselling Supervision services can be cultivated. Masambia (2014) states there is minimal information on how supervision is carried out in Kenya. This study attempts to fill that gap in literature about the specific ways in which the individual and institutional factors influence counsellor's acceptance and usage of Counselling Supervision services.

1.4 Purpose of the Study

The study sought to explore the influence of the individual and institutional antecedents on counsellor's intention to seek Counselling Supervision services with an intention of making relevant recommendations that would help enhance utilization of counselling supervision services for better counselling services in Kenya. In addition, individual level variables of attitude, subjective norms and perceived behavioral control and the institutional level factors of coercive, mimetic, and normative forces, which are thought to influence counsellor's intention to seek supervision services, were explored in the context of registered and accredited counselors in Kenya.

According to Wyatt (2011, p.121)“Supervision is a pivotal learning experience of the counselling program, playing a critical role in counsellor development.”Despite the pivotal role played by supervision, there is need to investigate the construct of supervision and related factors that yield great results among supervisees. Hence the inspiration of the study is the paucity of literature on the individual and institutional antecedents of intention to seek counselling supervision services among counselors, especially in a developing country like Kenya.

Researchers have identified different variables that predict clients intention to seek counselling services. However, there has been limited research regarding the factors that inhibit or trigger counselors help seeking behaviour for supervision services. The study sought to investigate the effects of selected individual and institutional factors on counselors intention to seek supervision services. An understanding of the relationships should enable researchers obtain a clearer view about how and why counselors decide to seek or not to seek supervision services. This information can be used to identify and address the needs of future counselors within their training program and in making regulations for the professional body responsible for counselling in Kenya.

There has been little research on the influence of the individual and institutional factors, on counsellor’s intention to seek supervision services, which are the individual-level process by which counselors seek Counselling Supervision services. There is paucity of literature on how the individual and institutional antecedents affects acceptance and usage of counselling supervision services, because, if true, it demonstrates a route through which counselors acceptance and use of Counselling Supervision services can be cultivated.

This study attempts to fill that gap in literature about the specific way in which the individual and institutional factors affect counsellor’s acceptance and usage of

Counselling Supervision services. This is supported by Mwangi (2014) who affirms that there is limited empirical study that has been done in Kenya to establish professional associations role in managing membership recruitment, accreditation, licensing, supervision, code of ethics enforcement and counselors training among other professional requirements in counselling practice. Hence, this study attempts to fill the existing gap especially on supervision component.

The research study is significant since it has gathered empirical evidence of the individual and institutional factors that determine counsellor's intention to seek supervision services. It also provides information necessary for formulating appropriate strategies to encourage all practicing counselors to seek supervision services. The findings of this research should inform organizations such as KCPA which regulate and organize training programs for counselors to provide policy interventions in the field of counselling supervision.

Further, the study should provide empirical evidence to universities and colleges involved in the training of counselors' to customize courses in counselling supervision in their counselling curriculum, to encourage counselors to continue seeking supervision services after completion of their education and training. The findings should also benefit practicing counselors, as the suggested interventions will encourage many to seek supervision services and hence realize better professional counselling.

In addition, counselling regulators, trainers, and institutions of higher learning should therefore be able to promote acceptance and use of Counselling Supervision services by combining the individual and institutional interventions to enhance the quality and effectiveness in the provision of counselling services. In addition, this study may contribute to the available research on enablers of effective supervision. In addition, the

study should explore the enablers of seeking Counselling Supervision and how they can be leveraged upon during training.

1.5 Objectives of the Study

The primary objective of the study was to explore the influence of individual and institutional factors on counsellor's intention to seek supervision services in Kenya.

Specific Objectives

- 1) To examine the influence of counselors attitudes towards counselling supervision and their intention to seek supervision services.
- 2) To examine the influence of counselors subjective norms and their intention to seek supervision services
- 3) To examine the influence of perceived control behaviour and their intention to seek supervision services
- 4) To examine the influence of coercive pressure on counsellor and their intention to seek supervision services.
- 5) To examine the influence of normative values on counsellor and their intention to seek supervision services.
- 6) To examine the influence of mimetic reinforcement on counsellor and their intention to seek supervision services.
- 7) To establish the prevalence and benefits of seeking supervision services among practicing counselors in Kenya.
- 8) To document the inclusion of Counselling Supervision as a teaching unit in the Counselling programmes in higher education in Kenya
- 9) To explore the possible interventions that would encourage practicing counselors to embrace and seek supervision services.

1.6 Research Hypotheses

The study sought to explore how the selected individual and institutional factors foster or hinder counsellor's intention to seek supervision services. Consequently, the study explores the relationship between the dependent variable and the six independent variables to generate six (6) null hypotheses as follows:

H₀1: There is no significant relationship between counselors attitudes towards counselling supervision and their intention to seek supervision services.

H₀2: There is no significant relationship between counselors subjective norms and their intention to seek supervision services

H₀3: There is no significant relationship between perceived control behaviour and their intention to seek supervision services

H₀4: There is no significant relationship between coercive pressure on counsellor and their intention to seek supervision services.

H₀5: There is no significant relationship between normative values on counsellor and their intention to seek supervision services.

H₀6: There is no significant relationship between mimetic reinforcement on counsellor and their intention to seek supervision services.

1.7 Significance of the Study

Researchers have identified different variables that predict clients' intention to seek counseling services. However, there has been limited research regarding the factors that inhibit or trigger counselors help seeking behaviour of supervision services. The study investigated the effects of selected individual and institutional factors on counselors' intention to seek supervision services. An understanding of the relationships should enable researchers to gain a better understanding of how and why counselors decide to seek or not to seek supervision services. This information can be used to identify and address the needs of future counselors within their training program and in making regulations for the professional body responsible for counseling in Kenya.

There has been little research on the effect of the individual and institutional factors on counselor's intention to seek supervision services, the individual-level process by which counselors seek Counseling Supervision services. Further, there is paucity of literature on how the individual and institutional antecedents affects acceptance and usage of counseling supervision services, because, if true, it demonstrates a route through which counselors' acceptance and use of Counseling Supervision services can be cultivated. This study attempts to fill that gap in literature about the specific way in which the individual and institutional factors affects counselor's acceptance and usage of Counseling Supervision services

The study is significant because it has gathered empirical evidence of the individual and institutional factors that determine counselor's intention to seek supervision services. Further, the study provides the information necessary for formulating appropriate strategies to encourage all practicing counselors to seek supervision services.

The findings of this research inform organizations such as Kenya counseling and Psychological association which regulate and organize training programs for counselors to provide policy interventions in the field of counseling supervision. Further, the study provides empirical evidence to universities and colleges involved in the training of counselors to customize courses in counseling supervision, to encourage counselors to continue seeking supervision services after completion of their education and training.

The findings of the study also benefits practicing counselors, as the suggested interventions will encourage many counselors to seek supervision services and hence realize better professional counseling.

Further, counseling regulators, trainers, and institutions of higher learning should therefore be able to promote acceptance and use of Counseling Supervision services by combining the individual and institutional interventions to enhance the quality and effectiveness in the provision of counseling services. In addition, this study adds to the current body of research regarding what elements contribute to a successful supervision experience. Furthermore, the willingness to seek Counseling Supervision services can be cultivated and expanded through training, which has implications for the field of counselor.

1.8 Scope of the Study

This study sought to establish the effects of individual and institutional level factors on the counselors' intention to seek supervision services. Further, the study documented the inclusion of Counselling Supervision as a teaching subject in the Counselling programmes in Kenyan Universities so as determine whether counsellor in training are made aware of the value of supervision in the practice. The study focused on a sample of practicing counselors from Nairobi County. Nairobi County was purposively selected because it has the highest number of registered and practising counselors and a

rich blend of counselors (KCPA, 2015). Further, Nairobi County has the highest number of counselling providers and counsellor-training institutions in Kenya, which makes it ideal for sampling of counselors.

According to Wahome (2013) records available from the Registrar General's office indicate that there are over 80 counseling centres in Nairobi. This is the highest concentration of counselors in Kenya in one city. Further, there are fewer counselors located in rural areas than in urban centres in Kenya. The computation of the sample size utilized the formula recommended by Krejcie and Morgan (1970), and is explained in detail in Chapter 3.

1.9 Limitations of the study

This study was subject to the following limitations. First, it is worth noting that the study used cross-sectional design and therefore does not suggest a causal-effect between individual and institutional antecedents and the dependent variable of intention to seek supervision services. Consequently, the researcher recommends longitudinal research design to be used for future studies to establish causation.

Secondly, the conclusions were based on a sample of counselors from Nairobi County and this has limited the generalizations of the study findings to the entire country. A similar study may be replicated in other counties. Thirdly, this study involved practicing counselors only but not counselors in training and who are probably more likely to engage in seeking supervision services, hence limiting the generalization of findings. A related study should be conducted with a focus on counselors in training, especially those undertaking practicum sessions.

Fourthly, some of the measures depended on self-reported data, which is potentially subject to social desirability bias, which is the tendency to provide answers that aim at avoiding criticism and hence may influence the outcomes of the study (Razavi,2001). However, by incorporating other qualitative methods of data collection and using multiple responses in data collection, this minimized such biases.Since Common method bias may be presentedprocedural remedies were applied such ascounterbalancing question order (Fuller, Simmering, Atinc, Atinc, & Babin, 2016;Min, Park, & Kim, 2016;Malhotra, Schaller, & Patil, 2017;Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

1.10 Assumptions of the Study

The study assumed that most participants would cooperate and readily give correct and accurate information on questions asked in the questionnaire. Further, it was assumed that the counselors, who participated in this study, had the right information concerning counselling supervision. Finally, it was assumed that practicing counselors were aware of the benefits of seeking supervision services and hence were aware of the need to adopt and seek counselling supervision in their practice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study sought to explore the individual and institutional factors that determine counsellor's intention to seek supervision services. In this chapter, literature on theoretical framework is reviewed to inform formulation of objectives and hypothesis of the study. Literature and research on individual level factors of counsellor's attitude, subjective norms and PBC of supervision process is also reviewed. Further, the literature explores the institutional level factors of coercive pressure, mimetic reinforcement, and normative values in the context of seeking supervision services. The chapter ends with a conceptual framework depicting the relationship among the variables.

2.2 General overview of Literature related to Counselling Supervision

This section of the study explores literature on the practise of counselling supervision. The study narrates on the persons involved in seeking counselling supervision, the benefits of seeking counselling supervision and the barriers in the process of seeking counselling supervision. Further, the section explores the prevalence rates of seeking supervision and concludes with a highlight of the actual supervision process.

2.2.1 *Who Seeks Counselling Supervision?*

Counselling supervision is a necessary component of the regular work of all those involved in the counseling profession. In some countries, this is specified as a regulation. However, in most cases the seeking of supervision is voluntary in nature. Counseling supervision is an "on-going formal supervision/consultative support for their work in

accordance with professional requirements.” (BACP, 2010 p.6). The purpose of seeking supervision include:

- i) to assist in the development of the reflective practitioner
- ii) to support the therapist
- iii) to maximize the effectiveness of the therapeutic relationship
- iv) to monitor/ safeguard the interests of the client
- v) to maintain ethical standards as set out in the Ethical Framework

2.2.2 Contributions of Professional Bodies in Counselling Supervision in Kenya.

In Kenya, there are six (6) main counselling related professional associations that are shaping and defining the field of counselling and counselling supervision. They include: the Kenya Universities Professional Counselors Association (KUPCA), Kenya Association of Professional Counselors (KAPC); the Kenya Psychological Association (KPsyA); the Kenya Guidance, Counselling, and Psychological Association, (KGCPA); the Kenya Association of Clinical Psychologists, (KACP) and the Kenya Counselling and Psychological Association (KCPA) formerly Kenya Counselling Association (KCA).

The history of the counselling and counselling supervision in Kenya dates to 1979, when the Amani Counselling Center and Training Institute (ACCTI) was established. The center was established “as a voluntary organization to provide counselling services for people with emotional and psychological problems, as well as training counselors” (ACCTI, 2014). For a period of 10 years ACCTI served as the only institution providing counselling training in Kenya, up to certificate level. (Oketch, 2012)

Thereafter, in 1990, the Kenya Counselling Association (KCA) was established with a mandate of regulating standards in the counselling profession through accreditation of professional counselors and bodies although it has not been legalized (Njoka, 2007; ACCTI, 2011). The KPsyA is another professional body for counselors in Kenya. The association was initiated in 1996, when ten counselling psychologists met to deliberate on setting up an association for psychologists and those interested in the study and application of psychology. It was officially registered by the Registrar of Companies on February 17, 1997. KPsyA has been able to bring together many counselors together in activities including the hosting of local and international conferences (KPsyA, 2010).

The KAPC on its part was started in 1990; it grew out of a sponsored counsellor training program. According to its website, it was formed because a specific need of providing professional support for counselors was realized. It aimed at promoting opportunities for change, empowering and supporting individuals during the process of life changes. It is a corporately affiliated member with the KCA. It has been able to host various conferences and avenues for counselors to network (KAPC, 2009).

Another Kenyan counselling association is KUPCA. It was started in January 2011. Its formation was motivated by the desire of counselors practicing in both private and public universities to create a forum to address issues unique to their counselling environment (J. Ngatia, personal communication, February 22, 2011). The KGCPA is another professional association formed in 2010 in the first National Guidance and Counselling Conference held at Egerton University, a resolution was passed towards the formation of KGCPA. The association was to target counselors and psychologists in the country. Its secretariat was to be at Egerton University being hosted by the Department of Psychology, Counselling, and Educational Foundations. KACP is yet another professional

association that was formed in and targets clinical counselors and psychologist. There is limited information about this professional association (Mwangi, 2014).

According to Okech and Kimemia (2012) counselling professional practice in Kenya is in its formative years. Among the bodies that are actively involved in the counselling supervision fields is the KCPA. It was started in 1988 and registered in 1999 by practicing counselors. Its key aim is to ensure and maintain credibility and quality practice of counselling and training of counselors which enhances counsellor supervision.

The key objectives of KCPA include: vetting counselors for professionalism, monitoring professional growth of counselors in training and practice, developing, regulating, revising and monitoring the legal and ethical standards of the profession in guarding against malpractice, encouraging personal and professional growth of the practitioners, providing clinical supervision for counselors, ensuring standardization and moderation of counsellor courses in tertiary institutions, providing individual and group supervision services.

Since formation, KCPA has focused its energies on professional empowerment through counsellor supervision. It is gaining nationwide recognition with its outstanding roles and functions in counselling supervision. The KCPA requires practitioners to have on-going formal supervision or consultative support for their work in accordance with professional requirements (KCPA, Code of ethics, 2015). To achieve this requirement the KCPA has established a quality assurance and standards arm called standards ethics and accreditation committee. It has also developed and reviewed guidelines for quality assurance and standards. Further, it has developed and continually reviews accreditation guidelines for counselors, trainers and supervisors to ensure competence, quality, and continuous personal and professional development.

Between 1990 and 2008, KCPA depended absolutely on senior counselors as counsellor supervisors because of their experience regardless of devoid of knowledge in the same discipline. From 2009, the association considered training supervisors in their respective regions/ chapters to meet the challenge of malpractice. Even with this certificate/qualification, a counselors was required to produce an evidence of 500 hrs of client work to be elevated/related to the supervision status. However, the number of 45 supervisors trained and registered with KCPA, is still far much below to meet the needs of the ever impaired 400 registered counselors in practice. Despite this effort, little is known of how well the professional body and other professional counselling bodies have influenced the uptake of counselling supervision.

2.3 Attitude and Counseling supervision

2.3.1 Triandis Framework Theory of Human Behavior

Triandis (1979) framework outlines the process of behaviour and outlines the variables that influence human behaviour. The framework provided concrete variables and applicable for use in exploration in society. Triandis model outlines how the individual objective consequences of behaviour are reinforced, to influence perceived consequences. This influence follows two paths namely: altering the perceived probabilities of the behaviour; and altering the value of these probabilities (Ditsa, 2013; Sheth, 1982; Triandis, 1980).

Other determinants of behaviour provided in the Triandis' framework include: "habit; relevant; facilitating conditions; personality or individual perceptions of subjective culture variables and social factors". Further it includes previous experiences of the individual with behaviour resulting in an affect on the behaviour which leads to intentions. (Triandis, 1980)

Figure 1 illustrates some of the relations in Triandis' framework.

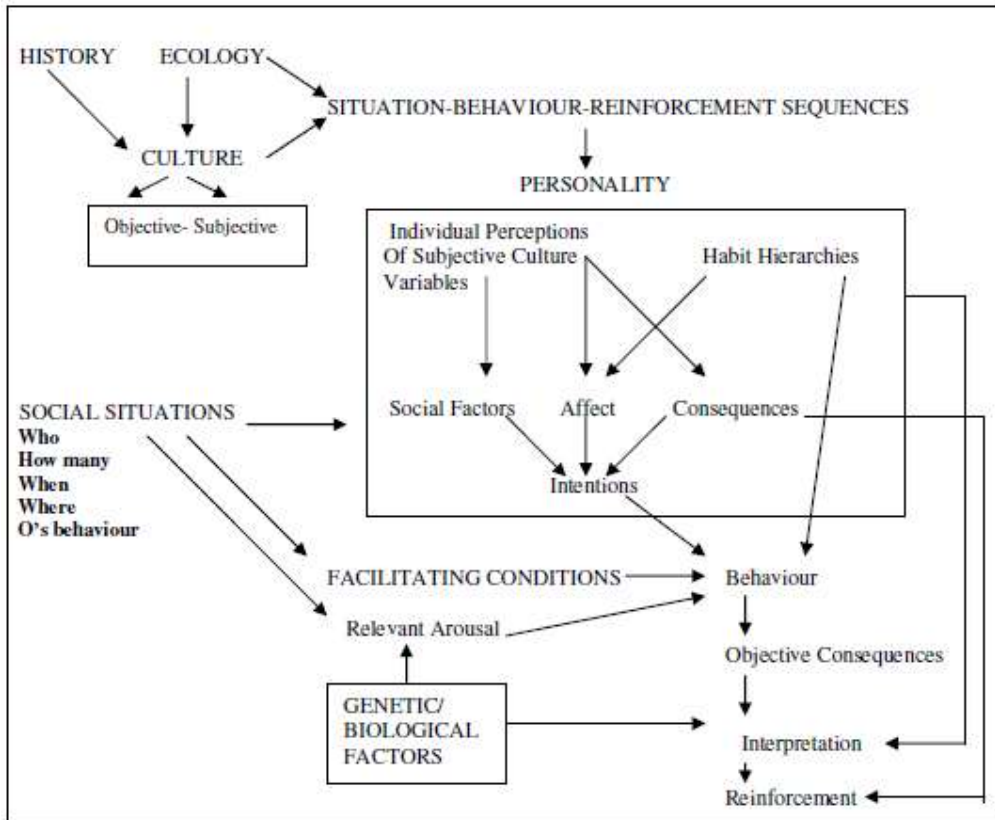


Figure 1. Triandis' theoretical framework

Source: Triandis (1979)

Triandis framework provides that ecology culture-society influence the person's attributes, which in turn influence behaviours; and eventually change in attitudes and values (Triandis, 1979). Lane and Corrie (2006), states that the benefits of counseling supervision with regard to the counsellor include: "it offers protection to clients (cases are reviewed), offers reflective space to practitioners (so insights for improvement), helps practitioners identify their strengths and weaknesses, helps learning from peers and it also offers the opportunity to keep up to date with professional developments" (p. 19).

2.3.2 Theory of Reasoned Action (TRA)

The Theory of Reasoned Action (TRA) build on the work of Triandis (1970). TRA has roots in e social psychology during the formative years of1918-1970, when the buzz word was attitude as a predictor of individualbehavior. Such a simplistic way of explaining human behaviour endedup with contradictory explanations regarding behaviour and attitude. The fundamentalidea in TRA model is that “attitude influences behaviour directlyor indirectly aseither a unidimensional factor or a multidimensional factor.The TRA “served as integration of diverse theories and lines of research about attitudes, for example learning theories, expectancy-value theories, balance theory, theory of cognitive dissonance, and theories ofattribution (Al-Qeisi, 2009, p. 11). TRA was introduced in 1967, and has since undergone various refinements.

2.3.2.1Theory of Reasoned Action Core Assumptions on Human Behaviour

The Theory of Reasoned Action (TRA) theory is based on the assumption that “individuals are rational and will makesystematic use of the information available to them to take action. Individuals consider the implications of their actions before they decide to engage or not engage in a given behaviour (Al-Qeisi, 2009, p. 11).The TRA model “looks at behavioural intentions, rather than attitude, as the main predictor of behaviour. According to TRA, the most importantdeterminant of an individual’s behaviour is behavioural intentions (Al-Qeisi, 2009, p. 11). The relationships of the variables in the TRA model is presented in Figure 2.

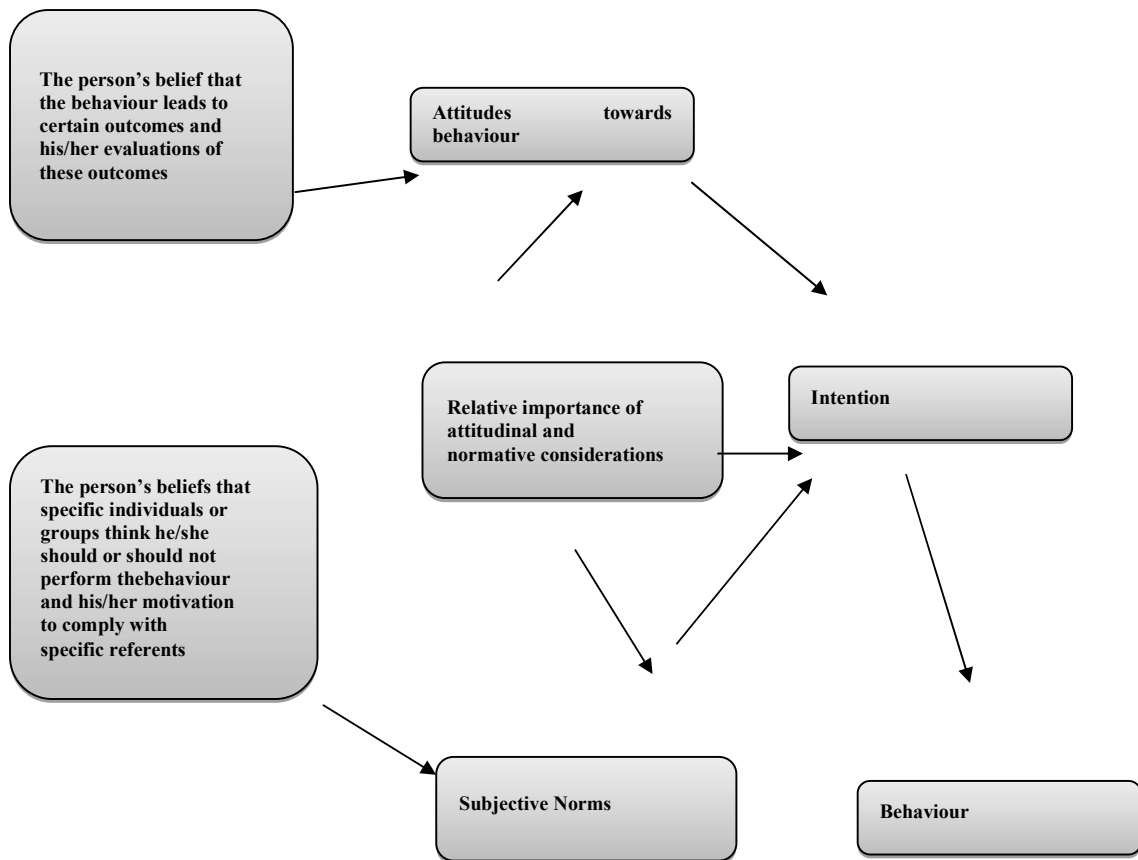


Figure 2: Determinants of individual behaviour based on TRA model

Source: Ajzen & Fishbein (1980 p. 8)

The major variables of the TRA model can be defined as follows:

- i) *Attitude towards the behaviour*: refers to the degree to which performance of behaviours is positively or negatively valued. Since attitude is formed on a set of beliefs

about the object under investigation. In other words, according to Ajzen & Fishbein (1980) “an individual’s attitude towards any object can be predicted with a high degree of accuracy from the knowledge of the individual’s beliefs about the attitude object and the evaluation aspect of these beliefs” (Al-Qeisi, 2009, p. 13).

- ii) *Subjective Norms*: relate to “the influence of social environment on behaviour. This can be defined as the person’s perception that most people who are important to him/her think that he/she should or should not perform the behaviour in question.” (Al-Qeisi, 2009, p. 13). According to the TRA, the general subjective norms are determined by the perceived expectations of a specific referent individual(s) or group(s) and by the person’s motivation to comply with these expectations
- iii) *Intention*: denotes “a person’s readiness to perform certain behaviour. According to the TRA, there are two determinants to behavioural intentions: personal or attitudinal factors and social or normative factors” (Al-Qeisi, 2009, p. 13).

2.3.2.2 Limitations of the Theory of Reasoned Action

According to Ajzen (1985) TRA is limited by correspondence, and hence the need to agree on action, target, context, and time frame (Andrew, Mullan, de Wit, Monds, Davis, Bagozzi, & Warshaw, 1989; Todd, & Kothe, 2016; Hassan, Shiu, & Shaw, 2016; Paul, Modi, & Patel, 2016; Paquin, & Keating, 2017). Further, the greatest drawback of TRA “stems from the assumption that behaviour is under volitional control. That is, the theory only applies to behaviour that is consciously thought out beforehand. Irrational decisions, habitual actions or any behaviour that is not consciously considered cannot be explained by this theory.” (Al-Qeisi, 2009, p. 14).

2.3.3 Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) is basically TRA extended to include control belief and PBC (Andrew, Mullan, de Wit, Monds, Davis, Bagozzi, & Warshaw, 1989; Todd, & Kothe, 2016; Hassan, Shiu, & Shaw, 2016; Paul, Modi, & Patel, 2016; Paquin, & Keating, 2017). Arising from the limitations of the TRA, Ajzen (1985) proposed the theory of planned behavior (TPB). TPB includes three factors that influence the intent to perform certain behaviour and leads to performing that behaviour. The three determinants of intention in TBP are Attitude, subjective norm and perceived behavioral control. The first determinant of intentions is the person's attitude, conceptualized as the overall evaluation, either positive or negative, of performing the behaviour of interest.

The TPB extended TRA and retained the intention dimension. The TPB focused on "behaviours that occur without a person's volitional control. In fact, the theory of planned behaviour differs from the theory of reasoned action in its addition of the PBC (PBC) component that accounts for situations where an individual has less than complete control over the behavior" (Al-Qeisi, 2009, p. 14). The components of the theory of planned behaviour are presented in Figure 3.

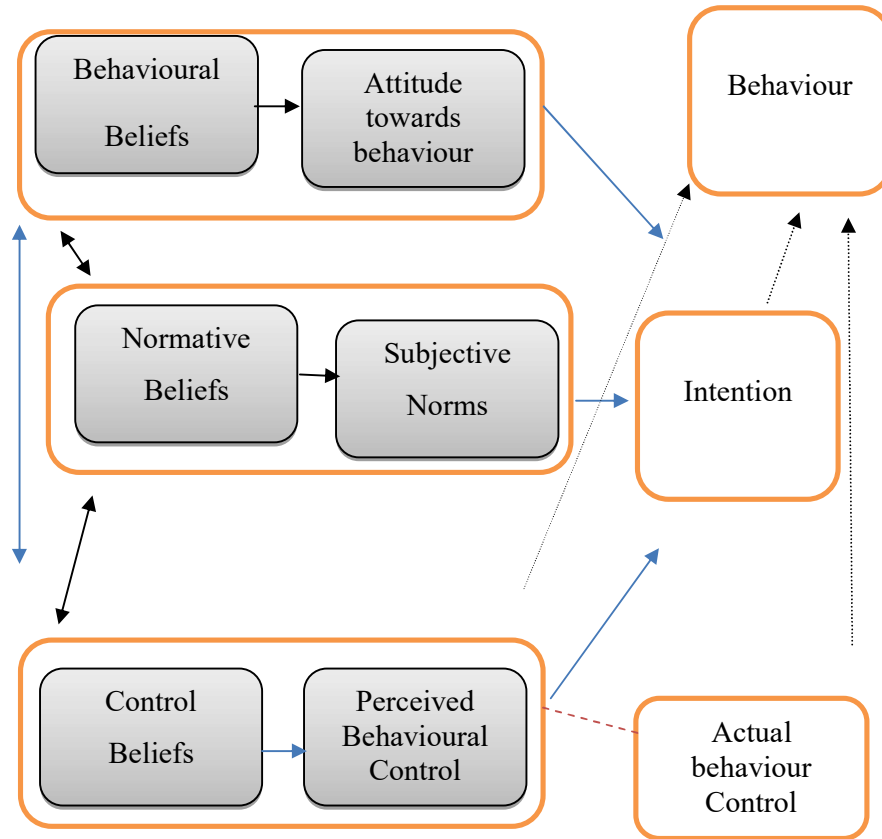


Figure 3. Theory of planned behaviour

Source: Ajzen (2006)

The TPB “places the construct of PBC within a more general framework of relations among beliefs, attitude, intentions and behaviour. PBC is held to influence both intention and behavior” (Al-Qeisi, 2009, p. 15). PBC directly or indirectly influences behaviour mediated by behavioural intention. The TPB investigates the drivers of PBC, subjective norms and attitude and posits that behaviour is a product of individual salient beliefs namely behavioural beliefs, normative beliefs, control beliefs, and actual behavioural control (Booth, Norman, Harris, & Goyder, 2015; Brennan, Wright, Wapenaar, Jarratt, Hobson-West, Richens... & O’Connor, 2016; Brown, Ahern, &

O'Mahony, 2017; Gauld, Lewis, White, & Watson, 2016; Rowe, Andrews, Harris, Armitage, McKenna, & Norman, 2016)

2.4.3.1 Limitations of Theory of Planned Behaviour

The Theory of Planned Behaviour is a commonly and widely accepted model used to explain and predict behaviour (Jackson, 2015; Lawton, 2011). However, despite the considerable attention in the literature, the TPB has limitations. Eagly and Chaiken (1993) in their criticism, pointed out that there are other variables such as habit, perceived moral obligation and self-identity, which may predict intentions and behaviour in the context of TRA model, and were not included in the TPB.

Taylor and Todd (1995), criticized TRA and TPB stating that the models require individuals to be motivated to perform a certain behaviour; this assumption may be problematic when studying consumer adoption behaviour, in addition to the assumption of an identical belief structure among respondents when it comes to performing a behaviour. Furthermore, TPB introduced one variable (PBC) as an answer to all non-controllable elements of the behaviour. Beliefs behind the (PBC) were aggregated to create a measure for it. This aggregation has been criticized for not identifying specific factors that might predict behaviour and for the biases it may create.

According to Francis et al. (2004) predicting individual intention, involves knowing if the individual is in favour of the act, their feeling as well as the social pressure surrounding the activity. Further, it involves an estimation of how the person feels in control of the activity. The TPB, proposed by Ajzen in 1991, posits that the best predictor of behaviour is the intention of an individual to execute a behaviour. Based on the TPB, the stronger the counselors' intent to seek counselling supervision, the more likely the individual will actually seek supervision. The three individual level determinants applied to

the context of intention to use counselling supervision are explained in more detail in the following sections.

2.4.3.2 Attitudes towards Counselling Supervision

Ajzen (1987) defines attitude towards performing behaviour as the perceptions and evaluation of personal desirability to perform the behaviour. In the context of counselors, attitude towards counselling supervision refers to the overall evaluation either positive or negative of performing the behaviour of interest related to counselling supervision. A counselor's attitude toward supervision services has two components which work together: beliefs about consequences of the acceptance and seeking of Counselling Supervision services (*behavioural beliefs*) and the corresponding positive or negative judgements about each these features of acceptance and seeking of Counselling Supervision services (*outcome evaluation*).

In a related study and informed by Triandis framework (1971), Pare and Elam (1995) added the variable of attitudinal beliefs as a significant predictor of usage. Further, they decomposed the two variables of affective and cognitive domains. The model used in the present study on acceptance and use of counselling supervision, utilizes a section of Triandis' model, that is, by elucidating the role of behaviour in predicting the cognitive and affective components of attitude as well as the social norms.

This suggests that if the counsellor perceives and evaluates supervision as beneficial they will likely seek supervision. Attitudes, in this case, refers to the measure of favourable judgement of performing a given activity, and easily predicts intention (Yoo & Lee, 2009). According to the assumptions of the theory of planned behaviour, attitudes toward an act positively affect behaviour (You and Lee, 2009).

Shook and Bratianu (2010) state that one forms attitude based on one's beliefs in the possible outcomes. The more favourable the possibility is, the stronger the intention to do the behaviour will be, and vice versa. The less favourable the outcome possibility is, the weaker the intention to do the behaviour. The intention to engage in a behaviour is greatly influenced by one's attitude towards the same as confirmed by other researchers. In a study by Yoo & Lee, (2009) the intention to purchase counterfeit luxury brands was determined by attitudes and acted as a mediator between the buying behaviour and attitude.

A positive attitude towards counselling supervision will push practising counselors into seeking supervision behaviour. The Theory of Reasoned Action suggests that the first antecedent of behaviour is individual's intention. Further, individual intention is influenced by subjective norms and attitude (Han, T. I., & Stoel, 2017; Protogerou, Hagger, & Johnson, 2017; Sheeran, P., Godin, G., Conner, & Germain, 2017; Smith, 2017; Yzer, 2017). Therefore, the study proposed a hypothesis as follows:

H₀1. There is no significant relationship between counselors attitude towards supervision and their intention to seek counselling supervision services.

2.4.3.3 Subjective Norms and Intention to Seek Supervision Services

Subjective norms concern individuals' views of the normative expectations of others, as well as their own motivation to comply with these perceived expectations (Ajzen, 1987). Subjective norms are one's perceptions or assumptions about others' expectations of certain behaviours that one will or will not perform. Since this perception is very subjective in nature, this dimension is referred to as subjective norms and can predict intent (Fishbein & Ajzen, 1975).

Subjective norms reflect a person's beliefs that certain significant others think he or she should or should not perform the particular behavior. The person may or may not be inclined to defer to the significant other. Fishbein and Ajzen (1975) explain that "The normative beliefs and motivation to comply lead to Normative Values. The totality of these normative pressures may be termed subjective norm" (Fishbein & Ajzen, 1975, p.16). The "Theory of Reasoned Action" thus suggests that a person's attitudes toward a behavior and his or her perception of the social pressures to comply to the behavior, or "subjective norm" can predict intent, and intent can predict behavior.

In the context of counselling supervision, subjective norms are a counselor's own estimate of the social pressure to seek or not to seek counselling supervision services. If a counsellor believes that his or her referents think seeking supervision services is important, then the subjective Norm will impact the counselor's intention to perform the particular behaviour of seeking supervision services. The referents may be a group of people who are close to the counsellor for instance lecturers, peer counselors, spouse, close friends, supervisors, and anyone considered important in the person's life. In several studies, Subjective Norm was found to have a positive and significant effect on the adoption of new innovations (Arpaci, 2016; Borges, & Lansink, 2016; Borges, Tauer, & Lansink, 2016; Ellis, 2016; Fornara, Pattitoni, Mura, & Strazzera, 2016; Sarkar, 2016; Shiau, & Chau, 2016).

Therefore, the study proposed a hypothesis as follows:

H₀2. There is no significant relationship between counselors subjective norm and their intention to seek counselling supervision services.

2.4.3.4 PBC and Counselors Intention to Seek Supervision Services

Perceived behavioral control or simply behavioral control is one's perceived ease or difficulty in performing one behaviour (Ajzen, 2014). Perceived Behavioral Control (PBC) concerns individuals' evaluation of the presence of variables that may enable or hinder enactment of the behaviour. In addition, it concerns the perceived power that the factors have in influencing execution of a behaviour (Ajzen & Manstead, 2007).

Penz and Stöttinger (2005) have since suggested that the higher the perceived behavioural control, the stronger the intention to purchase counterfeits. Conner and Armitage (1998) have however noted that connection between PBC (PBC) and behaviour is complex, suggesting that a person is more likely to engage in (attractive/desirable) behaviours that he or she has control over, and is moreover prevented from carrying out behaviours that he or she does not have control over. Conner and Armitage (1998) have further stated that the more PBC increases, the more the behaviour is likely to be performed, given that intention is held constant.

PBC is the extent to which a counsellor feels able to enact the behaviour of seeking Supervision services. If a counsellor feels to have these situational factors, the counsellor may develop the intention to seek supervision services. In contrast, if a counsellor does not have control over the circumstances, he or she may not have any or less intention to seeking supervision services. Previous studies have demonstrated a significant association between Perceived Behavioral Control and the intention to perform the behaviour e.g. Ajzen and Driver (1992) and Mathieson (1991).

To help increase the supervisee self-efficacy in seeking supervision, he or she should be aware of the requirements during the supervision process such as the supervisor and supervisee are required to sign a written contract which may include: explanation of the supervisory relationship, responsibilities and rights of each party, clarification of the authority of the supervisor, and parameters of confidentiality. Further, if appropriate, specification of who is responsible for payment and the terms of the payment, time frame for which the agreement is made and process for termination of supervision.

This awareness as noted by Kiarie (2015) will prepare the supervisees psychologically for the supervision exercise thus raising their perceived behavioural control. The PBC has two aspects: how much a counsellor has control over the supervision process and how confident a counsellor feels about being able to perform or not perform in the supervision process (e.g. not sufficiently skilled in counselling clients). It is determined by control beliefs about the power of both situational and internal factors to inhibit or facilitate the performing of the behaviour (e.g. *'Whether I seek Counselling Supervision services is entirely up to me'*; *'I could attend Counselling Supervision if I wanted to'*). Therefore, the study proposed a hypothesis as follows:

H₀₃. There is no significant relationship between counselors PBC and their intention to seek counselling supervision services.

2.4 Counseling Supervision in the lens of Institutional Theory

The institutional theory (DiMaggio & Powell, 1983) was used to explore the institutional factors influencing the counselors intention to seek counselling supervision services.

2.4.1 History of Institutional Theory

The history of institutional theory can be traced to the seminal work of the sociologist Selznick, whose analysis of organizations shaped our knowledge of social forms and meanings (Suddaby, 2015). Later, the seminal work by Selznick was revamped by Meyer and Rowan (1977), Scott (1987) and DiMaggio and Powell (1983). Their common addition was that organizations are not only driven by competition and efficiency, but rather respond to institutional structures in the environment. They recognize that the organization is dependent on flows of personnel, resources and information originated from outside the organization, thus it is an open system perspective (Scott, 2013).

Sociological institutionalism focuses on cultural norms and the ability of cultural norms to explain changes in organizations (Landman & Robinson, 2009). However, the institutional theory does not distinguish between formal and informal structures, but interprets the organization as a system of independent activities where some are tightly connected while others are loosely related. Further, the institutional theory emphasises that organizations should be analyzed as processes producing theories of relations instead of finding substantial definitions, as presented with the bureaucratic and collectivist practices (ibid.).

2.4.2 What is an Institution?

Institutions are a fundamental aspect of social interactions and have been the topic of investigation in several academic fields (Meyer and Rowan, 1977). However, the term 'institution' can have different meanings. In sociology, an institution refers to as a pattern for collective behaviour or the intangible "structures of our society which constructs our social reality" (Eriksson-Zetterquist, Kalling, & Styhre, 2014, p. 286). According to Scott (1995, p. 33) "Institutions consist of cognitive, normative and regulative structures and

activities that provide stability and meaning to social behaviour. Institutions are transported by various carriers – cultures, structures, and routines – and they operate at multiple levels of authority”. A more comprehensive definition of the term institution is provided by Scott (2003) provides the following definition of institutions as; “[...] social structures that have attained a high degree of resilience. They are composed of cultural-cognitive, normative, and regulative elements that, together with associated activities and resources, provide stability and meaning to social life” (Scott, 2003, p. 880).

North (1993, p.62) distinguishes institutions as constraints imposed on human interactions which provide the boundaries organizations operate. Simonsen (2014) posits that Institutional theories are not interested in defining organizational practices or make categorizations of organizations, but attempts to solve the question of why organizations are organized as they are, by pointing at certain structures in the environment (Simonsen, 2014, p. 34). In this study, the term institution will be used to refer to the existing structures that act to regulate and offer professional support to counselors.

2.4.3 Basics of Institutional Theory

The Institutional Theory primarily relates to correspondences in institutional activities in different organizations and provides an explanation for these similarities. At the organizational level, institutional theory explains how the organization adapts to a symbolic environment of cognitions and expectations and a regulatory environment of rules and sanctions. The theory uses some assumptions and key concepts such as bounded rationality, uncertainty avoidance, loose coupling, and decision making under ambiguity (DiMaggio and Powell, 1983). The theory posits that “institutions’ influences on the beliefs, attitudes and behaviours of social actors are secret but pervasive” (Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p.329).

According to Scott, (1987) institutionalization is defined as the social process whereby people formally agree to a common meaning of social reality. If accepted this leads to internalization, or encoding “into actors through a socialization process, institutions transform into a particular pattern of attitudes and behaviours, which will shape actors’ future attitudes and behaviours and provide stability, order, continuity and meaning to social life” (Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p.329).

The institutional theory emphasizes “on the pursuit of legitimacy in the eyes of important societal stakeholders and accentuates the significance of the institutional environment as attitudes and behaviours of social actors” (Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p.330). In the society the, social actors are characterised as arrangements of rationally ordered rules and behaviours (Teo, Wei, & Benbasa, 2003). Hence, established institutions, provide authoritative guidelines which inform socially acceptable behaviours (Scott, 2013). In effect, the structures and processes of an organization become entrenched, and tend to be viewed as the normal way of doing things (Scott, 1987).

2.4.4 Institutional Isomorphism

DiMaggio and Powell, (1983) defines institutional isomorphism as a situation whereby before an organization decides on the adoption of innovation, the organization takes other organizations’ actions into account. Due to the desire for competition and faced with constraints, organizations compete for institutional legitimacy for social and economic rewards as well as resources, consumers, or political power. The institutional theory by DiMaggio and Powell (1983) provided three ways that cause changes in institutions leading to correspondences in structures and processes.

The three isomorphism are mimetic, normative, and coercive forces (Bozan, Davey, B., & Parker, 2016; DiMaggio & Powell, 1983; Dufour, Teller, P., & Luu, 2014; Eiadat,

Castro, A. M. F., & Kelly, 2015; Grant, & Marshburn, 2014; Martínez-Ferrero, & García-Sánchez, 2017). The three forms of isomorphism are further expounded in the following paragraphs:

2.5.4.1 Coercive Isomorphism

Coercive isomorphism occurs when an organization adopts a particular form because it is under pressures or instructions from other powerful organizations in which it is subordinate. The coercive pressure may emanate from government policy, regulation or others are derived from legal requirements. For example, training of counselors is influenced formally or informally by standards and regulations from the Commission for University Education. These coercive pressures result in higher uniformity than mimetic and normative isomorphism.

2.5.4.2 Normative Isomorphism

Normative isomorphism is associated with professionalization, by which in the counselling supervision context, it implies the shaping of the professions through the development and implementation of norms and standards. Professionalization serves as two important sources of isomorphism: “the resting of formal education and of legitimation in a cognitive base produced by university specialists; the growth and elaboration of professional networks that span organizations and across which new models diffuse rapidly” (DiMaggio and Powell, 1991, p. 71).

An example of such normative isomorphism is where the counselling professional associations may exert pressure on counselors establishing a cognitive base and legitimation for the acceptance and use of counselling supervision services, though publishing of exemplary counselors who use counselling supervision or conferences where

the topic of counselling supervision is discussed at length. Placing a requirement for employment of counselors to have basic experiences in counseling supervision may be an important mechanism for encouraging normative isomorphism. Furthermore, the exchange of information among professionals helps contribute to information flows and personnel growth within the counselling profession. Given that pioneers and early adopters of counselling supervision do not have anyone to copy and they help to shape professional norms, not just follow them, early adopters of counselling supervision are more likely to be explained by normative isomorphism.

2.5.4.3 Mimetic Isomorphism

Organizations may respond to uncertainty by mimicking other organizations within their fields that they perceive to be more legitimate or more successful. For example, a professional organization involved with counselling supervision may mimic another organization also dealing with counselors either locally or in another country. This implies that an organization facing uncertainty, ambiguous causes or unclear solutions, poorly understood regulations, or ambiguous goals, often respond to it by mimicking the decision of other similar organizations.

Further, the concept of mimetic isomorphism is regarded as an inexpensive form of 'problemistic search' in behavioral theory as well as a response to uncertainty (DiMaggio & Powell, 1983, p. 151). This implies that mimetic behaviour is more likely to happen in situation where a counsellor has high uncertainty. The counselors experiencing Mimetic Reinforcement process is likely to be a late adopter of acceptance and use of counselling supervision services. Either a reward system for users of counselling supervision may encourage mimetic isomorphism.

2.4.5 The Role of Institutional Isomorphism on Acceptance and Use of Counselling Supervision

From the perspective of institutional isomorphism, the acceptance and use of counselling supervision occurs when an individual counsellor (who in this study is equated to an organization) acts under political influence and secure legitimacy (coercive isomorphism), or when the counsellor follows the early adopter to respond to uncertainty (mimetic), or because of professionalization (normative). In terms of institutionalism, the acceptance and use of counselling supervision arises from securing organizational legitimacy and symbolism under the institutional constraints imposed by the government regulations, professional requirements rather than enhancing performance or efficiency. It does not imply that constructivism is more relevant than functionalism in explaining the acceptance and use of counselling supervision.

Improving efficiency and/or effectiveness is not a necessary condition or the only motivation for acceptance and use of counselling supervision. The efforts to achieve rationality or legitimacy with uncertainty and constraint are a crucial explanation for leading to acceptance and use of counselling supervision (institutional isomorphism). The similarities caused by these three processes allow counselors to interact with each other more easily and to build legitimacy among themselves and the counselling profession.

As shown by DiMaggio and Powell (1983), three mechanisms of institutional isomorphism can be used to explain how counselors changes increasingly toward structural homogeneity or conformity. These choices seek to enhance the counselors legitimacy, lessening risk and cost under uncertainty, and subordinating other powerful organizations. The three mechanisms can explain why counselors show uniformity in acceptance and use of counselling supervision over time, counselors with structural

homogeneity or within similar populations are likely to show greater uniformity in acceptance and use of counselling supervision.

From the perspective of institutional theory, acceptance and use of counselling supervision is influenced by potential coercive, mimetic, and normative isomorphic pressures. This research theorizes the relationship between the three isomorphic pressures and acceptance and use of counselling supervision by considering the individual characteristics of counselors.

The counsellor might get the information and professional knowledge through normative isomorphism. That is, the normative mechanism in institutional theory can make a counsellor follow professionalism and expertise knowledge in adopting innovations. The acceptance and use of counselling supervision services results from Normative Values rather than Mimetic Reinforcement or coercive pressure. On the other hand, after the choice to acceptance and use of counselling supervision services becomes institutionalized, other counselors eventually follow mimetic or coercive isomorphism by imitating the actions of counselors who initiated the process of acceptance and use of counselling supervision services or by regulations from universities or professional bodies.

2.4.5.1 Coercive pressure exerted on counselors by institutions

Coercive pressure refers to the “formal and informal pressures exerted on social actors to adopt the same attitudes, behaviours and practices, because they feel pressured to do so by more powerful actors” (Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p.330). Coercive pressure is further categorized into competitive pressure and regulatory pressure. Competitive pressure emanates from fear of losing competitive advantage, while Regulatory pressure emanates from government and professional regulatory agencies

(Alyahya, Hijazi, & Harvey, 2016; Cavusoglu, Cavusoglu, Son, & Benbasat, 2015;He, Dong, Rose, Li, Yin, & Cao, 2016; Joo, Joo, Larkin, Larkin, Walker, & Walker, 2017).

At the institutional level, coercive pressure can be exerted by users of counselling services, employers, and counselling supervision regulative bodies such as KCPA. Such pressure may take several forms, including recommendations, encouragement, and promotion (Khalifa & Davison, 2006). These users might urge counselors to adopt counselling supervision for effective counselling. They might perceive that the seeking of the supervision services will enhance the process functions of the counselling, thereby improving, or enhancing the quality of reported counselling services.

According to the Institutional Theory, institutions work as forces upon individuals and organizations, by creating social pressure and restrictions, setting boundaries for what is accepted and what is not. Coercive pressure is thus the force or the voice in the society that can convince another part of a society to do something it had not originally planned to do. In counselling supervision, coercive pressure can be caused by professional regulative bodies that govern the counselling practice.

In Kenya, the KCPA Act (2014) proposes to establish a system of professional supervision for counselors and psychologists, and the appointment of supervisors. Should the Board enforce this function, it will encourage counselors to consider counselling supervision requirements, hence promoting the adoption of counselling supervision. Therefore, it is highly possible that, when counselors face pressure from stakeholder groups or regulative bodies to adopt counselling supervision, their behavioural intention to seek the counselling supervision will increase.

The influence of coercive pressure on the adoption of counselling supervision has been examined in a few studies. Literature provides some evidence of the influence of coercive isomorphism in the field of counselling supervision. For example, Weir (2009) outlined his supervisory experience employing the three forms of isomorphic trends during the practicum of 65 students over a seven-year period in the marriage and family therapy. For example, Lampropoulos (2003) found that coercive pressure had a strong influence on the adoption of counselling supervision.

Tolbert and Zucker (1983) found that when coercive pressure is high organizations and individuals adopt new structures and ideas faster, under low coercive pressures, the rate of adoption is much slower. It is expected that in Kenya, coercive pressure from stakeholder groups, such as the universities and employers, may have a significant influence on behavioural intention to adopt counselling supervision. Other forms of coercive pressure may originate from sources such as management commitment and support to seeking supervision services. Therefore, the study proposed a hypothesis as follows:

H₀₄. There is no significant relationship between coercive pressure on counselors and their intention to seek counselling supervision services.

2.4.5.2 Normative values exerted on counselors by institutions

Normative values, within professional disciplines, is evident “when social actors voluntarily, but unconsciously, replicate other actors’ same beliefs, attitudes, behaviours and practices.”(Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p. 331). Specifically, social actors tend to replicate certain deeds and should it be that the deed is replicated by many in the system, it becomes acceptable and the behaviour is adopted due to legitimacy expectations.

The pressure to copy or imitate is voluntary and conscious. In each social context some practices, behaviours, and attitudes, gain legitimacy and become the normal way and sometimes the only way (Alyahya, Hijazi, & Harvey, 2016; Cavusoglu, Cavusoglu, Son, & Benbasat, 2015; He, Dong, Rose, Li, Yin, & Cao, 2016; Joo, Joo, Larkin, Larkin, Walker, & Walker, 2017).

The normative values may guide social actors who have not adopted an innovation to experience discord and hence discomfort when peers whose approval they value have adopted the innovation (DiMaggio & Powell, 1983; Iyengar, Van den Bulte & Valente, 2011). In the context of counselling supervision, normative values indicate the extent to which counselors are more likely to adopt counselling supervision, if they perceive that a considerable number of other counselors in their workplace and profession have already adopted and seek counselling supervision.

Counselors may be afraid that they will suffer burnout and lack of competence if they do not seek supervision services. In many cases, counselors may be afraid that they will be deemed 'old fashioned' if they do not follow the current trend. These phenomena have been described before as Bandwagon theories (Abrahamson & Rosenkopf, 1993) and theories of fads (Abrahamson, 1991). Therefore, the study proposed a hypothesis as follows:

H₀₅. There is no significant relationship between normative values on counselors and their intention to seek counselling supervision services.

2.4.5.3 Mimetic reinforcement applied to counselors by institutions

Mimetic reinforcement has the effect of forcing "social actors to seek examples of established behaviours and practices to follow through voluntarily and consciously copying the same behaviours and practices of other high-status and successful actors" (Pi-

Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p. 331). This is based on the belief that actions taken by successful actors are more likely to get positive outcomes. In addition, through imitating, actors can reproduce with a minimal effort on search costs and experimentation costs, and avoid risks inherent from being the first-movers (Awa, Ukoha, O., & Igwe, 2017; Browne, Glass, C., & Holyoak, 2016; Bozan, Davey, & Parker, 2016; Dalvi-Esfahani, Dalvi-Esfahani, Ramayah, Ramayah, Rahman, & Rahman, 2017; Martínez-Ferrero, & García-Sánchez, 2017).

The presence of uncertainty in the environment causes people or institutions to safely imitate successful peers (DiMaggio & Powell, 1983). This process of following the leader comprises imitating behaviour of successful others (DiMaggio & Powell, 1983; Scott, 2013). In the context of counselling supervision, the mimetic reinforcement is directly linked to the behaviour of successful counselors and supervisors in the counselling profession. In a situation where many counselors in an organization tend to seek supervision services, this tends to wield mimetic reinforcement on other counselors to urgently mimic the same action, with the belief that the seeking of counselling supervision by successful counselors is the cause or reason for their success in the counselling process.

Counselors may opt to imitate behaviours and attitudes previously adopted by senior counselors, aiming that they may similarly be successful by mimicking supervisors and successful counselors. This suggests that counselors are likely to adopt counselling supervision if they perceive senior counselors have adopted supervision services.

Therefore, the study proposed a hypothesis as follows:

H₀₆. There is no significant relationship between mimetic reinforcement on counselors and their intention to seek counselling supervision services.

2.5 Prevalence and Benefits of Seeking Supervision Services

2.5.1 Prevalence of Seeking Supervision Services

In Kenya counselors in training are required to attend supervision regularly, however as noted by Kiarie (2015) this does not continue after the training. A US school counsellor's survey suggested that only 13% of counselors got individual counselling supervision while only 40.10% received group clinical supervision (Page, Pietrzak, & Sutton, 2001). The low uptake does not correlate with the expected returns and benefits of supervision, which include: "enhanced effectiveness and accountability, improved counseling skills, encouragement of professional development, and increased confidence and job comfort. (Herlihy et al., 2002, p. 56).

Magnuson, et al., (2001) posit that that while most school counselors receive administrative supervision, a much smaller proportion receive supervision related to clinical skills, program development skills, and professional growth.

2.5.1.1 The supervision process

During the counselors training it is important for counselors to be equipped on time management issues especially on how to prepare before attending the supervision session, how to maximize the session and what to do next after the session. Diplock (2010) provided very useful tips on how to use supervision time effectively which the researcher has modified as follows

2.5.1.2. Prepare for the session

It is important for the supervisee to prepare for the supervision session advance which will help them increase their self-efficacy making them feel confident in attending

the session. Their preparation can be guided by the following questions as suggested by (Carroll & Gilbert, 2011)

- i) Are there any crisis/emergency issues I need to talk about with my supervisor?
- ii) Are there any themes emerging for you in my overall work with the clients I would like to review in supervision?
- iii) Are there any organizational/training areas I would want to talk about during the supervision?
- iv) What do I want from this session of supervision today? For myself, my clients, my learning and professional development?
- v) Are there any areas of the supervisory contract/experience I want to review /re-negotiate with my supervisor?" (pp. 38-39)

Thereafter, counselors are expected to write and plan the presentation of supervision material by writing a good outline guided by the above questions. The researcher has found it very helpful to prepare for a session a day before.

a) The CLEAR model guiding the supervision session

Every supervisee seeking supervision should understand the supervision process especially what happens during the session. The supervision sessions usually move on through phased stages. One model that has been proposed in literature is the CLEAR model of supervision is suggested by Hawkins, Shohet, Ryde and Wilmot, (2012), and can be adopted in any supervision process. The acronym clear represents Contract, Listen, Explore, Action and Review. The stages are explained in more details in the following paragraphs.

- i) **Contract:** At the start of each session the supervisor seeks to establish the supervisees desired outcomes, gain an understanding of what one wishes to cover

and how the supervisee wishes to cover it to make the process most valuable. Further, it may entail expounding the elementary supervision contract and roles. According to Hawkins, Shohet, Ryde and Wilmot (2012) “much contracting is about anticipating potential problems and providing a framework for addressing them so that there are ‘no surprises’” (p. 66)

- ii) **Listen:** The listen stage involves active listening as well as reflection by the supervisor to enable the supervisee to move towards self-directed problem-solving with a view to expanding their comprehension of issues that need to be changed. The supervisors step into supervisees shoes and momentarily creates awareness that they have been listened to and heard. This may involve reframing and giving supervisees new meanings to enable the counsellor to be in control of the process (Hawkins, Shohet, Ryde and Wilmot. 2012 p. 66).
- iii) **Explore:** During the supervision sessions, the supervisor uses techniques such as “questions, reflection and invitations to new insight and awareness as a means of working with the supervisee to generate new options for responding to the issues being dealt with in the supervisory relationship” (Hawkins, Shohet, Ryde and Wilmot. 2012 p. 66).
- iv) **Action:** With a variety of options discussed and increased understanding of the complexities of the situations dynamics the supervisor encourages the supervisee to choose one initial action and plan for implementing it. Now, it may be important to consider future repercussions or role play the outworking of this action to assess how applicable the action will be to the client as well if the issue in discussion affect the client the supervisee is dealing with.(Hawkins, Shohet, Ryde and Wilmot. 2012 p. 66).

- v) **Review:** In concluding the session, the supervisor will always confirm with the supervisee the actions they wish to implement, how to implement them and by when as far as the time lines are concerned. To review the session, the supervisor may ask the supervisee to name what has been helpful, difficult, or may still require further exploration. A future review of the action one is planning may also be discussed. The supervisor is always welcome to request changes in the process for future supervision session. (Hawkins, Shohet, Ryde and Wilmot. 2012 p. 66).

Supervisees need to remember that supervision a session is about them and their clients and thus should seek to use the time in a way that meets their current needs. Throughout the session one should stay alert to any new theory, skill, technique that one wishes to explore further.

2.5.1.3 After the session

Hawkins, Shohet, Ryde and Wilmot (2012) suggests that after the supervision session, the counsellor needs to do the following.

- i) Book next supervision session to sustain growth and change.
- ii) Record any significant learning and document the specific action or steps to take as a result.
- iii) Act about the next step in the professional journey.

2.5.1.4 Models of supervision

Counselors in training should also be helped to understand that “supervision follows the framework and techniques of the specific psychotherapy theory/model being practiced by the supervisor and supervisee” Smith (2009, p. 1). Hence, as the demand for supervisory mediation increased, so did the need develop for supervisory models based on

sound psychotherapy theories. There is a vast range of supervisory models which inform a training curriculum on counseling and range from Bernard's (1979) Discrimination Model, Stoltenberg (1981) Integrated Developmental Model (IDM), to more recent models like the Sandtray Supervision Model (Anekstein, Hoskins, Astramovich, Garner, & Terry, 2014; Borders, Brown, & Purgason, 2015; Field, 2016)

Specifically, the IDM categorizes counsellor development into “three levels of the supervisee’s development, eight levels of dimensions and the three structures propositioned to track the progress of the supervisees on each of the eight dimensions” (Salvador, 2016, p. 245). In summary, the IDM “stresses the need for the supervisor to utilize skills and approaches that correspond to the level of the supervisee” Smith (2009, p. 5).

In summary, Ronnestad and Skovholt (2003) observed that the development of a counsellor is an intricate process requiring unceasing reflection, hence the need for “a close and reciprocal relationship between how counselors /therapists handle challenges and difficulties in the client relationship *and* experiences of professional growth or stagnation” (p. 40).

2.5.2 Benefits of Seeking Supervision

Supervision forms the core counselling practice, and has many attendant benefits to the supervisee/counsellor as well as the prospective clients. According to Polleta (n.d, p. 6) “counselors can enhance their skill and knowledge base, ensure responsible and ethical practice and monitor their self-care and professional competence”. Supervision is viewed to ensure that a counsellor’s style is matched with the professional standards and industry requirements.

Counseling supervisors have many roles and its by functioning in their roles that counselors attain growth and competence in their practice. According to Openshaw

(2012), counseling supervision affords “leadership and act as a liaison between the supervisee and the state regulatory board where they disclose statements about the supervisee’s level of competence. They serve as teachers and role models. They demonstrate practice skills and act as mentors.” (p. 7). Due to these benefits, it is therefore important for counselors in practice and in training to embrace and seek counsellor supervision.

Counseling supervision involves teaching “supervisees how to utilize the most current and effective evidence-based theories in practice” Openshaw (2012, p.7). This evidence-based practice denotes the “conscientious, explicit and judicious use of current best evidence in making decisions” regarding the care of clients (Milne & Reiser, 2011, p. 149).

Counsellor supervision is viewed as being “essential in developing and maintaining clinical competence” (Aasheim, 2007, p.17). Hence, the “supervisor’s job is primarily to create a relationship and environment in which the supervisee can learn essential skills that then transfer into the therapeutic exchange with clients” (Aasheim, 2007, pp.17-18). In addition, supervisors help supervisees emphasize on the utilization of evidence-based practices in agency settings (Herlihy & Corey, 2014).

Hawkins, Shohet, Ryde and Wilmot (2012) point out the role of supervision is to pay attention to client’s needs, stress, and feelings of inadequacy. They posit that supervision not only prevents stress and burn-out but also “enables supervisees to continually learn and flourish, so they spend more time working at their best than would otherwise be possible” (p. 5).

According to Openshaw (2012, p. 9), “clinical supervision prepares the supervisee for independent practice that does not have any agency support, clinical supervision should focus on client outcomes rather than agency outcomes”. Proper utilizations of

counseling supervision should enhance supervisee's competency and skills. Likewise, clinical supervision should help the supervisee understand the cultural context of his or her practice setting, and help develop a knowledge base regarding diverse populations. The clinical supervisor should assist the supervisee in developing appropriate cultural knowledge (O'Donaghue, 2003).

Clinical supervision is viewed as "the vehicle by which counsellor supervisee and client needs are met" (Aasheim, 2007, p.13). Supervisors are responsible for helping supervisees develop *metacompetence* (Falender, 2014). Falender and Shafranske (2007) defined metacompetence as "the ability to assess what one knows and what one doesn't know" (p. 232). Gaining metacompetence allows supervisees to become more aware of their knowledge, their limits, and an overall idea of their proficiency with clinical skills.

Supervision has also been found to help increase counsellor self-confidence (Perera-Diltz, & Mason, 2012; Watkins & Scaturro, 2013), thus allowing counselors the self-efficacy to work with a wider range of individuals with increasing effectiveness (Aasheim, 2007, p.19). Woodcock (2005) in their study suggested that school counselors develop in much the same way as the wider counsellor population. However, they face impediments to optimal professional development in the form of excessive caseloads, inadequate supervision, and role confusion. A major purpose of counselling supervision is "to ensure that the supervisee is engaging in sound ethical practices" (Aasheim, 2007, p. 22).

Counselling supervision has been shown to affect the supervisee's level of ethical competence and, consequently, increases the quality of service delivery to the client (Herlihy et. al.2002). Ethically, Counsellor supervisors have a responsibility on the well-being of their clients (Falender, Burnes, & Ellis, 2013), as well as the professional growth of the supervisee. In summary "supervisors take care to role model and provide ongoing

evaluative feedback to supervisees with regard to optimal ethical practices. (Aasheim, 2007, p. 22). This enhances the counselors effectiveness.

According to Aasheim, (2007), “supervisees engaged in supervision will likely be encouraged to examine issues of informed consent, dual relationships, confidentiality, and ethical service provisions” (p. 22). Further, supervisors generate self-reports that provide feedback and evaluation on ethical dilemmas of counselors (Remley & Herlihy, 2005). According to Campbell, (2013) supervisors are gatekeepers to the profession, hence guard against unethical practitioners and thus every practising counsellor should be encouraged to seek supervision.

Supervision is also seen as an avenue where counselors deal with issues such as burnout in their practice. According to Aasheim (2007) “burnout and career dissatisfaction are common occurrences in the helping professions” (p. 23). Powell (2004) captures the range of counselor emotional intensity when their clients go through suicide, child sexual abuse, or bereavement event which if not dealt with could lead to stress and burnout. Counselling supervision is viewed as “one prime mechanism by which the resulting stagnation, frustration, and apathy can be overcome” (Aasheim, 2007, p. 24). Counselling supervision increases overall job satisfaction, creativity and coping skills while decreasing work-related stress and strain (Hancox, Lynch, Happell, & Biondo, 2004).

According to literature on supervision it is viewed as significant since it plays a major role in maintaining competence and skill building in the practice. Supervision also helps counselors in practice gain and maintain multicultural competence and adherence to ethical and legal standards of practice. It also enhances job satisfaction and lowers career burnout.

According to Lane and Corrie (2006), the benefits of counseling supervision about the counsellor include that supervision:

- i) offers protection to clients (cases are reviewed);

- ii) offers reflective space to practitioners (so insights for improvement);
- iii) helps practitioners identify their strengths and weaknesses;
- iv) helps learning from peers it offers the opportunity to keep up to date with professional developments. (p. 19).

Similarly, Corrie (2007. p. 36) states additional benefits of counselling supervision include that it:

- i) alerts practitioners to ethical and professional issues in their work and creates ethical watchfulness;
- ii) provides a forum to consider and hold the tensions that emerge from the needs of various stakeholders in supervisee's work (the organization, the client/s the profession);
- iii) allows practitioners to measure the impact of their work on their lives and identify their personal reactions to their professional work;
- iv) offers a 'third-person' perspective (feedback) from the supervisor who is not part of the client system;
- v) is ultimately for the welfare and better service to the client;
- vi) creates a forum of accountability for those to whom the practitioner is accountable (organization, clients, profession etc.); and
- vii) Updates workers to the best in innovation, insights, and research in their chosen areas of work.

Evidently, counseling supervision affords multiple benefits at the short, medium, and long-term level of a counselors and hence the need for counselors to attend counseling supervision. Indeed, it affords a psychological prescription to the many ails that befall counselors on duty.

Recent studies conducted in Kenya concerning supervision include Kiarie (2015) which aimed at examining counsellor's perception on benefits of counselling supervision. Findings indicate that supervision is of great benefit to the counsellor. Some of the benefits include: professional growth and development, feedback, and support as well as a mechanism for managing burnout.

Kinga, Kariuki, and Njunge (2012) posit that Counselling Supervision plays a major role in managing counselors burnout. A similar study by Gachutha (2006) identifies enhanced focus, greater opportunity to examine progress, absence of competition and more security for better learning as advantages of individual supervision. Group supervision is effective method for exploration, trust building, personal and interpersonal growth. Waweru, Bukusi, Namwebya, Mulindi, & Musau (2004) observed that supervision has been able to help VCT counseors cope with their very client loads and hence the need for practising counselors to continually seek supervision services.

2.6 Inclusionof Counselling Supervision Higher Education and Training in Kenya

According to the TVET Authority (TVETA,2016), the body charged with regulation of technical Vocational Education and training in Kenya, there are 11 middle level colleges that have been accredited to offer certificate and diploma programmes examined by the Kenya National Examinations Council (KNEC). The KNEC programme on offer is examinable within a two-year period. Applicants are required to have attained a C in KCSE or a certificate in counselling psychology from a recognized institution. However, counselling supervision is not offered as a unit of study in the programme. The list of accredited middle level colleges was as presented in Table 1.

Table 1***Middle level colleges offering counselling psychology programmes***

Name of TVET Institution	Accredited programmes
1. Kenya Institute of Business and Counselling Studies Nairobi	Diploma Counselling Psychology (child and Adolescence) Diploma Counselling Psychology (HIV and Testing) Diploma Counselling Psychology (Marriage and Family) Diploma Counselling Psychology (Guidance and counselling) Diploma Counselling Psychology (Chemical Dependency and Addiction)
2. Embulbul Educational and Counselling Centre	Diploma in Counselling- Marriage and family (KNEC) Diploma in Counselling-Child and Adolescent Counselling (KNEC) Certificate in Counselling in Psychological Counselling (KNEC)
3. Africana College of Professionals Thika Beam International Training Centre NAIROBI	Diploma in Counselling: Guidance and Counselling (KNEC) Certificate in Counselling Psychology (KNEC) Diploma in HIV Counselling (KNEC) Diploma in Counselling psychology (KNEC) Certificate in Counselling psychology (KNEC)
4. Bridgeworld College Nairobi	Diploma in Counselling Psychology (Marriage and family Therapy (KNEC)
5. Eden Training Institute and Therapy centre Nairobi	Diploma in Counselling: Marriage and Family Therapy Option (KNEC)
6. Equator Institute of Technology and Professional Studies Nairobi	Diploma in Counselling and Psychology (KNEC) Certificate in Counselling and Psychology (KNEC)
7. Kenya Institute of Professional Counselling Nairobi	Diploma in Social Works and Community Development (KNEC) Diploma in Counselling - Marriage and family therapy option (KNEC)
8. Trident School of Technical and Professional Studies Nairobi	Diploma in Counselling: Guidance and Counselling in Learning Institutions option (KNEC)
9. Outspan Medical College Nyeri	Diploma in Counselling Psychology (KNEC)
10. Africa Theological Seminary KITALE	Diploma in Counselling Psychology (KNEC)
11. Elgon View College	Diploma in Counselling Psychology (KNEC)

At the university level, the training of counselors at undergraduate level is a four-year program as a Bachelors programme in Counselling Psychology. In most of the programmes, Counselling supervision is offered as a unit and students are in some cases expected to attend to supervision during practicum attachment.

Training counselors on supervision process increases intake of supervision services during and even after training as noted by Taylor and Harrison (2010) who found out teaching people about clinical supervision results in increased knowledge and skills which motivates counselors to seek supervision.

Successful delivery of counselling supervision is an essential component in the training of counselors, requiring specific skills and preparation (Bernard & Goodyear, 2004). Similarly, Paessler-Chesterton (2008) indicated that the nature of the supervisor's training tended to be related to the level of supervisory intervention and the way supervision is delivered. Based on a posthoc analysis of various studies of school counselling supervision between 21% and 37% of respondents did not see the need for or expressed no desire for supervision (Dollarhide & Miller, 2006).

Without counselling supervision training it is unlikely that counselors will develop a sufficient appreciation for the multiple benefits of supervision (Herlihy et al., 2002). With a basic understanding of the purpose, topics, models and structure of supervision, practising counselors could learn how to appreciate the value of seeking supervision, by graduating counselors who are already trained in supervision, the pool of supervising professionals is also increased (Dollarhide & Millers, 2006). Veach (2001) suggests that, during their graduate education, clinicians should receive training in clinical supervision, therapist development, code of ethics for supervisors and supervised practice in providing supervision to help minimize conflicts during supervision sessions.

Graduate programs in counselling can also play a significant role in reducing the likelihood of conflict rising in supervision by making appropriate supervisor–supervisee matches in which the personality and counselling styles of both parties are carefully taken into account (Ramos-Sánchez, Esnil, Goodwin, Riggs, Touster, & Wright,2002).

It is important that supervisors are suitably trained and have ongoing professional development and their own supervision. It is equally important that supervisees learning needs be met. This helps with the supervision process and contributes to the credibility of supervision within organizations. (Holloway, Carroll,1999) outlines supervisor skills needed for good supervision, in and for organizations, in managing the following aspects: Process, healthy relating, connections, emotions, pain, agenda focus and facilitating change (p.62).

2.7 Theoretical Framework

Kombo and Tromp (2006) describe a theoretical framework as a general set of assumptions about the nature of a phenomena. The study was informed by two theories targeting the individual and institutional level of analysis respectively: The Theory of Planned Behaviour (TPB) and the Institutional Theory. The Theory of Planned Behaviour (Ajzen, 1991), informed the influence of the individual factors influencing counselors ' intention to seek counselling supervision services, while the institutional theory (DiMaggio & Powell, 1983) explored the institutional factors influencing the counselors intention to seek counselling supervision services.

This study adopted the Theory of Planned Behaviour (TPB) by Ajzen (1991) as the foundational theory to inform the study. A complete understanding of the TPB would require a grounding on theories of human behaviour, of which the TPB is one of the refined philosophy used to forecast human behaviour (Groeneveld, Müller, Buchmann, Dressler, Guo, Hase,... & Liebelt, 2017; Kashif, Kashif, Zarkada, Zarkada, Thurasamy, &

Thurasamy, 2017; Roy, Akhtar, & Das, 2017; Toyokawa, Saito, & Kameda, 2017). The TPB is a modified version of the TRA, which has continued to be researched on in social sciences (Biswas, Boyle, Mitchell, & Casimir, 2017; Goh, Ritchie, & Wang, 2017; Hassan, & Shiu, 2017; Seow, Choong, Moorthy, & Chan, 2017). The TPB sought to plug limitations of the TRA by including behaviours that people have incomplete voluntary control (Ajzen, 1991). Further, TRA was in response to Triandis (1979) framework theory limitations of human behavior. Hence the next section provides an outline of the three theories and outlines how they build on each other, leading to a justification for the use of the TPB.

2.8 Conceptual Framework

This study sought to explore the influence of individual and institutional factors on counsellor's intention to seek Counselling Supervision services. The individual level factors are informed by the Theory of Planned Behaviour (TPB), while the institutional factors are adopted from the institutional Theory (DiMaggio and Powell 1983), which was used to examine these factors. The model assumes that the three (3) individual level factors and the three (3) institutional level factors are significant predictors of intention to seek supervision services. The conceptual framework is depicted in Figure 4 and represents the six variables which predict the intention to seek supervision services.

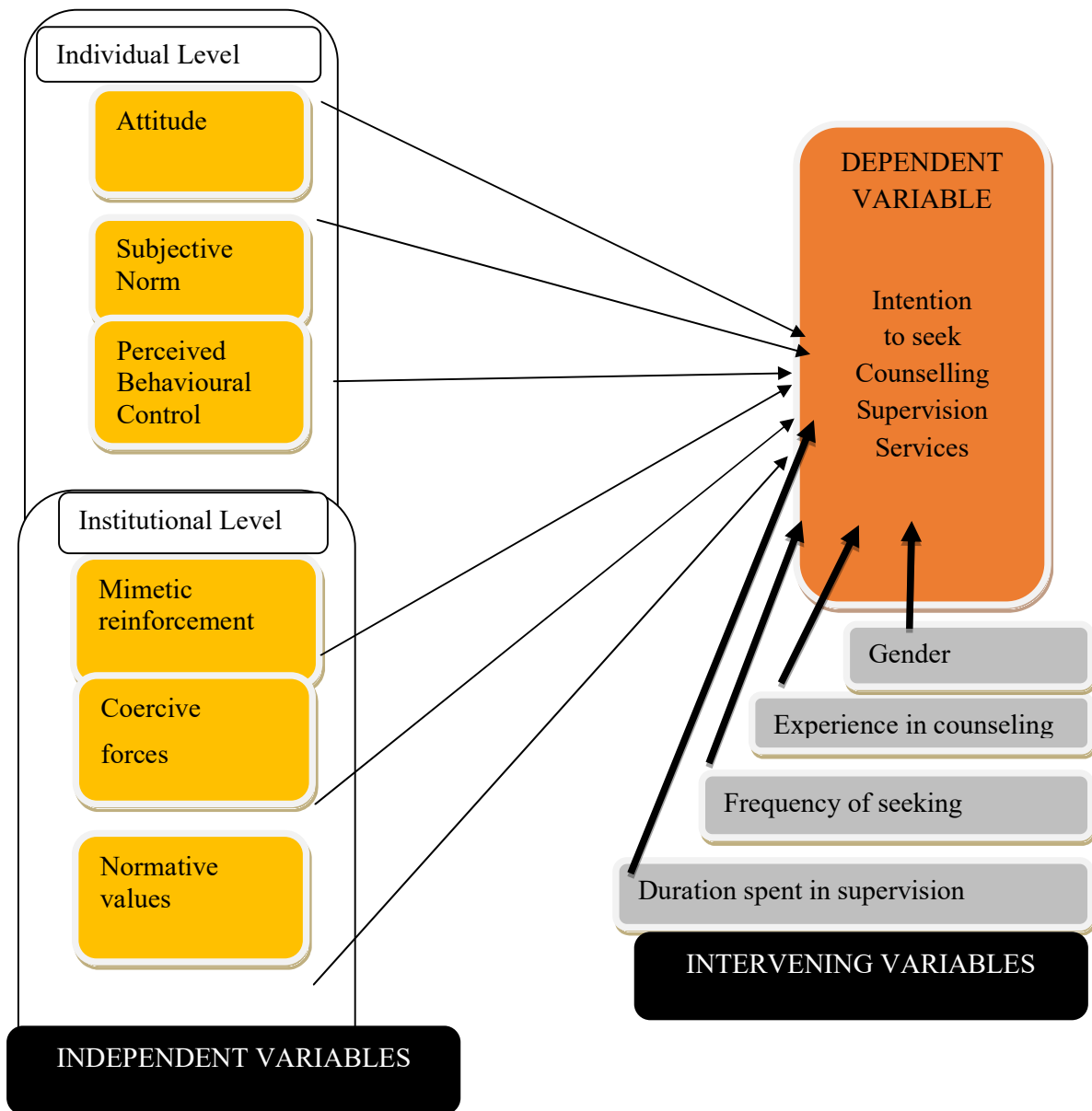


Figure 4. Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study aimed at exploring the individual and institutional factors that determine counsellor's intention to seek supervision services. Research methodology denotes the techniques used to acquire and analyse data to generate new knowledge (Petty, Thomson & Stew, 2012). Research methodologies have an influence on the validity and overview of a study, and play a crucial part in knowledge development (Yang, Wang & Su, 2006). A methodology maps out procedures for gathering information that will be used to answer questions and solve problems (Malhotra & Birks, 2007). This chapter further develops the study by expounding on the research design, the target population, the sample, and the sampling procedure. It also documents the instruments used in data collection, measurement of reliability and validity, data analysis techniques, as well as ethical considerations.

3.2 Research Design

The research design was a cross sectional survey employing both qualitative and quantitative methods (Creswell, 2003). The survey design selected is useful in describing the general characteristics of a large population and is relatively inexpensive. The research method used in this study is a survey as it is designed to produce quantitative descriptions of some aspect of the study population (Fowler, 2002). According to Kothari (2004) a cross sectional design allows a researcher to gather data from subjects of different demographic characteristics at one point in time. This design was suitable as it allowed the researcher to gather data from subjects of different demographic characteristics at one point in time.

As argued by Rea and Parker (2014) survey research can be used for different purposes, namely to explore, to describe or to explain. This relates to this study as it seeks to test theory and causal relationships. An exploratory survey focuses on determining relevant concepts and measurements, whereas descriptive surveys aim at describing a distribution and possibly making a comparison between the distributions. The empirical nature of the study will collect data for one point in time and thus represents a cross-sectional survey (Fowler, 2002). The survey research used in this research was explanatory since it used constructs that were adapted from prior research as suggested by Pinsonneault and Kraemer (1993).

3.3 Location of the Study.

The study was carried out in the Nairobi County in Kenya, as the County has the bulk of practicing and registered counselors (KCPA, 2013). Nairobi County whose area is 684 square kilometres is the second largest County after Mombasa but most populous with population of more than four million.

3.4 Population of the Study

According to Mugenda and Mugenda (2003) population stands for the total group of individuals a specific study is intended for. Before conducting any test, the first step is the determination of the study population (Creswell, 2013; Ritchie, Lewis, Nicholls, & Ormston, 2013; Wang, 2015). When defining a target population, a researcher should indicate clearly the characteristics of the target population that apply directly to the study. The target population of this study were all practicing counselors accredited by the Kenya Counselling and Psychological Association (KCPA) in Nairobi County. According to KCPA (2015), Nairobi has 1205 counselors registered and accredited by Kenya Counselling and Psychological Association and who are actively involved in provision of counselling services.

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

The determination of sample size is a vital and pivotal stage in the research process, and makes reference to statistical formula for computation of the sample size and planning a statistical study, and is challenging as well (Creswell, 2013; Ritchie, Lewis, Nicholls, & Ormston, 2013; Wang, 2015). The study focused on a sample of practicing counsellors and supervisors from Nairobi and Kiambu counties, determined using purposeful sampling method. Kiambu and Nairobi Counties were purposively selected because they have the highest number of registered and practising counsellors (KCPA, 2015).

3.5.2 Sample Size

In this study, the sample size was determined by the formula recommended by Krejcie and Morgan (1970).

$$s = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}.$$

Where

s= required sample size

X^2 = The table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N= the population size (1205)

P= the population proportion (assumed to be 0.50 since this is assumed this would provide the maximum sample size)

d= the degree of accuracy expressed as a proportion (0.05).(p. 607)

Applying the formula to total population of 1205 counselors in Nairobi County, the required sample size works to 220 counselors. Daniel (2012) proposed six steps in selecting a simple random sample which were followed in this study. The six steps are illustrated in Figure 5.

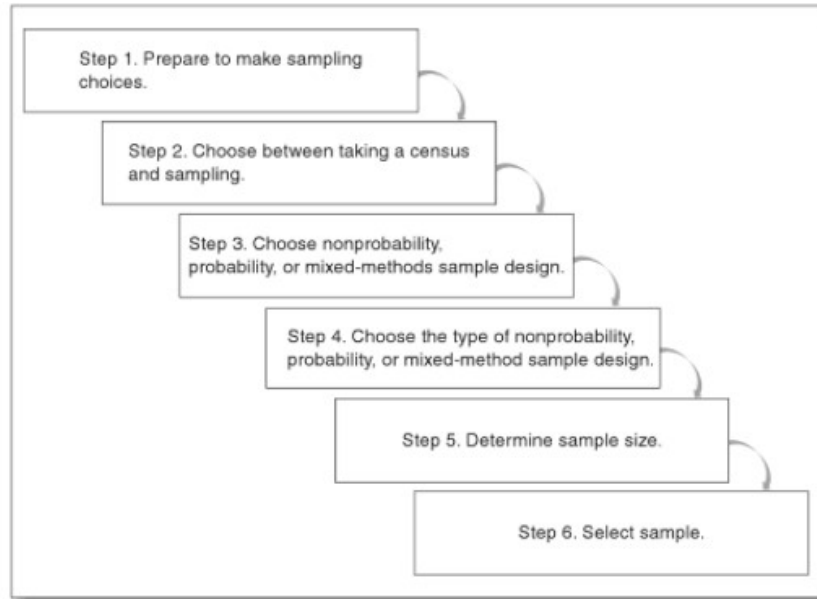


Figure 5. Six major steps in selecting a sample (Source: Daniel, 2011, p. 5)

3.6 Instrumentation

3.6.1. Instruments used in the study

Questionnaires containing structured and unstructured questions were used to gather the necessary data. Structured questionnaires were used to collect quantitative data while unstructured questionnaires were used to collect qualitative data. Questionnaires were used because they are cheap, easy to administer, collect a lot of information and are fast. The questionnaires had open and close-ended questions. A Likert Scale was used to measure the responses from respondents.

To explore the individual and institutional factors influencing counselors intention to seek Supervision services, the independent variables were the individual factors of *attitude*, *subjective norm* and *perceived behavioral control*, as well as the institutional factors of *normative*, *Mimetic Reinforcement* and *coercive forces*. The dependent variable is counselors *intention* to seek Counselling Supervision services. As explained in the following sections, the items were modified from validated scales to suit the target population of counselors. This entailed changing words used for other contexts to words related to counselors. The instruments generated data to provide answers to the six research questions in this study.

3.6.1.1 Individual Factors Scale

The individual factors considered in the study included three scales that measured attitude, subjective norm, and perceived behavioural control. They are presented in the following paragraphs.

a) Attitude Scale

The measure of attitude towards supervision was modified version from the original scale by Hayhoe, Leach and Turner (1999). The Attitudes Scale has the subscales of: Affective Sub-scale (4 items) Cognitive Sub-scale (4 items) and Behavioral Sub-scale (5 items). A sample of the items in the Affective sub-scale is " Seeking supervision makes me feel happy". For the Cognitive sub-scale, "the cost of seeking supervision is too high". Finally, for the Behavioral sub-scale a sample of the items is "Attending supervision makes me feel a sense of competence as I handle my clients. The attitude scale was self-scored on a five-point Likert scale, ranging from 1= (strongly disagree) to 5 = (strongly agree).

b) Subjective Norms Scale

The measure of Subjective Norms Scale is a modified version of Kennedy and Wated (2011) scale. The scale has seven (7) items Anchored from 1=strongly disagree to 5 =strongly agree. A sample of the items is "Most counselors who are important to me seek supervision".

c) Perceived Behavioral Control Scale

The measure of PBC was a modified version of Kennedy (2013) Scale. The scale has nine (9) items anchored from 1=Strongly disagree to 5 =strongly agree. A sample of the items is "it is mostly up to me to decide when to seek supervision"

3.6.1.2 Measurement of Institutional Factors

Institutional pressure shape individual interests and desires, framing the possibilities for action and influencing whether behaviours result in persistence or change (Powell & Colyvas, 2008). The measures for the institutional forces (i.e. mimetic, normative, and coercive) are adapted from Liang, Saraf, Hu and Xue (2007), with some phrases changed from the "enterprise systems" to the counselling supervision field. All the measures were Likert-type, with a scale of 1-5, anchored from a score of 1 indicating 'strongly disagree' to a score of 5 indicating 'strongly agree' with the statement.

a) Coercive pressure

The respondents were asked the degree to which counselling supervision is required for their counselling tasks. The scale has four (4) items Anchored from 1=strongly disagree to 5=strongly agree. A sample of the items is "My counselling training requires me to seek supervision services".

b) Normative values

The respondents were asked to indicate the degree to which others in their professional network are using counselling supervision. The scale has three (3) items Anchored from 1=strongly disagree to 5=strongly agree. A sample of the items is "Many counselors in my professional network seek supervision services".

c) Mimetic reinforcement

The respondents were asked to indicate the extent of agreement that persons using counseling supervision had a higher status in the counselling profession. The scale has four (4) items Anchored from 1=strongly disagree to 5=strongly agree. A sample of the items is "Counsellor around me who seek supervision services are more preferred by clients than those who do not".

3.6.1.3 Measurement of Intention to Seek Supervision

Ajzen (1991) defines intention as an indication of the degree of effort and hard work individuals are willing to engage in to perform the behavior. The researcher adapted the variable behavioral intention based on Ajzen's definition and renamed 'intention to seek.' The measure of Intention to seek supervision scale was a modified version of Beliefs About Psychological Services (Agisdottir & Gerstein, 2009) scale. The scale has six (6) items anchored from 1=Strongly disagree to 5 =strongly agree. A sample of the items is "I predict that I will seek counselling supervision services on a regular basis in the future."

While intention does not necessarily guarantee performance of a behavior, research has established this construct as a reliable predictor as reported in meta-analyses (McEachan et al., 2011). This implies performance of any behaviour is also pre-determined by the intention or willingness to perform it thus for counselors to seek

supervision, there must a willingness or a desire for it and this can happen when counselors are aware of the process and the benefits of supervision in their practice.

3.6.2 Pilot Study

Pretesting the measurement instrument is a critical component of minimizing measurement error in a survey research (Bound, Brown, & Mathiowetz, 2001). This process helps in resolving issues related to measurement development such as representativeness of the items for the constructs, clarity of questions, questionnaire format, clarity of instructions, and specificity of items (Netemeyer, Bearden, & Sharma, 2003).

The researcher conducted a pilot study by administering 35 questionnaires to a group of registered and practicing counselors in Thika town, who were attending a workshop on counselling related matters under the auspices of KCPA. The sampling method used was census method. The choice of Thika was twofold. Firstly, for convenience reasons, the researcher had ease of access to the group of counselors. (Bhave, & Glomb, 2016; Wu, Xue, Shah, Zhao, Hwang, & Zhuang, 2016).

Secondly, the decision to use a sample outside Nairobi, was to avoid a situation where the “main study may suffer from contamination of the study sample because of modification to study methods after the pilot study has completed” Lancaster (2015, p. 3). Indeed, literature available suggests the dangers of using participants from the same pilot study group during the main study. (Leon, Davis, & Kraemer, 2011; Gutierrez, Carlson, Daire, & Young, 2016; Placzek, & Friede, 2017; Quintiliani, Mann, Puputti, Quinn, & Bowen, 2016)

In response, 30 fully completed questionnaires were received, yielding a response rate of 85.7%. Corrections arising from the pilot study were included in the final draft of the questionnaire to increase the validity and reliability of the study.

3.6.3 Validity of Instruments

Face, content, and construct validity of the instrument in this study was determined by ensuring that a comprehensive coverage of the area of the study is done (Drost,2011). For the research instrument to be considered valid, the content selected and included in the questionnaire must also be relevant to the variables being investigated (Mugenda & Mugenda, 2003). Content validity was ascertained by an assessment of whether the proposed measures incorporate all content of the constructs and based on an intensive review of the literature. Theories and models that have been used in previous studies on factors that influence counselors'willingness to seek supervision services were studied and used to enrich the content validity. Comparison was made with prior validated studies that have used related constructs with a specific focus on the measurement items used.

Lastly, the researcher discussed the instrument with the supervisors, colleagues, and academic researchers with expertise in supervision and research methodology. Their professional advice helped to determine the validity of the instrument. The questionnaire was pre-tested on counselors outside the sample population, so as not to contaminate the sample. The pre-test feedback was utilized to enhance the instrument reliability, as well as the quality of the questions. The questionnaire used was as indicated in appendix 2.

3.6.4 Reliability of Instruments

Reliability analysis is designed to determine the degree to which measurements are repeated or consistent (Drost, 2011; Schumacker & Lomax, 1996). The estimation of the internal-consistency (composite or construct reliability) was based on the Coefficient alpha (Cronbach, 1951). Cronbach's Alpha is a reliability coefficient, which shows how well the items in a set are positively correlated to one another (Sekaran, 2003). According to Nunnally and Brenstein (1994) if the value of the Cronbach's Alpha for a certain scale

is 0.70 or above; that scale is deemed reliable. However, for exploratory purposes reliabilities of 0.60 or 0.50 are also suggested to be acceptable (Nunnally, 1978).

3.6.6.1 Attitude Scale

The reliability of the scale was tested by an examination of the internal-consistency reliability item to total correlation values. Items with item -total correlation of less than 0.2 or with negative values pose a problem to the scale. The last column provides guidance of how the scale will improve if the item was deleted. The results of the initial scale were as presented in Table2.

Table 2*Internal Consistency Reliability of the Attitude Scale*

Attitude Scale items	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Seeking supervision services makes me feel happy.	4.38	.628	47.14	21.018	.497	.520
I like seeking supervision services.	4.21	.706	47.32	21.986	.270	.551
The very thought of seeking supervision services disgusts me*	4.25	1.104	47.28	21.154	.187	.567
I love seeking supervision services.	3.98	1.024	47.55	19.629	.396	.516
I think it is unwise to seek supervision services.	4.50	.965	47.03	21.504	.205	.561
Seeking supervision services can make me dependent on the supervisor.	2.08	1.138	49.45	24.697	-.152	.645
The cost of seeking supervision services is too high for me.	3.33	1.265	48.20	20.668	.174	.574
Because I seek supervision services, my confidence in handling clients builds every day.	4.45	.681	47.08	21.431	.377	.535
I would like to seek more supervision services	4.28	.689	47.25	21.432	.371	.536
Even though I know it's not easy to seek supervision services, I always try to attend supervision once in a month.	3.73	1.099	47.80	21.464	.157	.574
I want to seek more supervision services than I do now.	3.98	.975	47.55	20.638	.303	.539
I would like to work with different supervisors.	4.00	.924	47.53	21.921	.173	.567
Attending supervision makes me feel a sense of competence.	4.36	.667	47.17	20.824	.493	.518
Scale Cronbach alpha						.575

*Reverse coded items

The reliability of the initial attitude scale was 0.575, which was above the more conservative measure of 0.5 as suggested by Nunnally (1978).

The final scale used to measure Attitude was as presented in Table 3.

Table 3

Internal Consistency Reliability of the final Attitude Scale

Final Attitude Scale items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected if Item-Total Correlation	Cronbach's Alpha if Item Deleted
Seeking supervision services makes me feel happy.	41.50	19.011	.513	.636
I like seeking supervision services.	41.67	20.014	.292	.663
The very thought of seeking supervision services disgusts me*	41.57	18.500	.301	.663
I love seeking supervision services.	41.89	17.281	.474	.627
I think it is unwise to seek supervision services.	41.33	19.593	.240	.672
The cost of seeking supervision services is too high for me.	42.54	18.209	.233	.686
Because I seek supervision services, my confidence in handling clients builds every day.	41.44	18.986	.465	.639
I would like to seek more supervision services	41.64	19.308	.404	.647
I want to seek more supervision services than I do now.	41.94	18.733	.328	.657
I would like to work with different supervisors.	41.89	20.797	.072	.701
Attending supervision makes me feel a sense of competence.	41.56	18.670	.541	.630
Cronbach' alpha	.659			

The reliability of the final attitude scale was 0.659, which was above the more conservative measure of 0.5 as suggested by Nunnally (1978).

3.6.6.2 Perceived behavioural control

The reliability of the PBC scale was tested by an examination of the internal consistency reliability. The results of the initial scale were as presented in Table 4.

Table 4

Internal consistency reliability for PBC scale

Perceived behavioural control	Scale Deleted	Mean if Deleted	Item Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
If I wanted to, I could stay out of supervision services.	26.36		32.050	.201	.105	.737
I have control over the supervision process.	25.81		29.587	.408	.252	.699
It is mostly up to me to decide when to seek supervision services.	25.21		28.405	.504	.337	.681
I can attend supervision services whenever I desire.	25.34		30.445	.369	.406	.706
I am confident that I can access supervision services whenever I desire.	25.31		29.316	.484	.513	.686
I can accurately determine my times of supervision.	25.32		29.962	.427	.287	.696
Whether or not I attend supervision services is completely up to me.	25.62		29.192	.439	.507	.693
How many times I attend supervision services is completely up to me.	25.42		28.888	.463	.499	.689
I only attend supervision services when I know I need it.	25.80		30.822	.320	.174	.715
Cronbach' alpha			.725			

The reliability of the behavioural control scale was 0.725, which was above the more conservative measure of 0.5 as suggested by Nunnally (1978).

3.6.4.3 Subjective norm

An examination of the internal consistency reliability tested the reliability of the Subjective norm scale. The results of the initial scale were as presented in Table 5

Table 5

Internal consistency reliability for Subjective norm scale

Subjective norm scale items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected if Item-Total Correlation	Cronbach's Alpha if Item Deleted
Most counselors who are important to me seek supervision services.	11.14	4.662	.495	.507
The people in my life whose opinions I value think I should seek supervision services.	11.44	4.325	.429	.556
My colleagues in counseling too seek supervision services.	11.05	4.873	.472	.527
My trainers think I should continue seeking supervision services	11.03	5.432	.277	.655
Cronbach' alpha.633				

The reliability of the Subjective norm scale was 0.633, which was above the more conservative measure of 0.5 as suggested by Nunnally (1978).

3.6.6.4 Intention to seek supervision services scale

The reliability of the Intention to seek supervision services scale was tested by an examination of the internal consistency reliability. The results of the initial scale were as presented in Table 6.

Table 6***Internal consistency reliability for Intention to seek supervision services scale***

Intention to seek supervision services scale	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
I would continue to seek supervision services for my counselling needs	8.49	1.206	.415	.180	.538
Continuing to seek supervision services for handling my counselling work is something I would do in the future	8.63	1.245	.487	.238	.419
I see myself continuing to seek supervision services in handling my client issues	8.52	1.610	.385	.159	.573
Cronbach's Alpha					.615

The reliability of the Intention to seek supervision services scale was 0.613, which was above the more conservative measure of 0.5 as suggested by Nunnally (1978).

3.6.6.5 Coercive Pressure

An examination of the internal consistency reliability tested the reliability of the Coercive Pressure scale. The results of the initial scale were as presented in Table 7.

Table 7**Internal consistency reliability for Coercive Pressure scale**

Coercive Pressure scale items	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
My counselling training requires me to seek supervision services.	10.27	5.893	.276	.137	.434
Many counselling issues can be solved only with the help of supervision services.	11.12	4.985	.223	.087	.477
The Counselling Association demands that I should show evidence of use supervision services	10.87	4.830	.307	.174	.392
My interactions with other counsellor force me to seek supervision services	11.39	4.383	.348	.136	.348
Cronbach's Alpha					.495

The reliability of the Intention to seek supervision services scale was 0.495, which was very close to the more conservative measure of 0.5 as suggested by Nunnally (1978).

3.6.6.6 Normative Values Scale

The reliability of the Normative Values scale was tested by an examination of the internal consistency reliability. The results of the initial scale were as presented in Table 8.

Table 8***Internal consistency reliability for Normative Values scale***

Normative Values scale items	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
I have seen what other counsellor are able to do by seeking supervision services	8.25	1.559	.367	.135	.337
Many counselors in my professional network seek supervision services	8.36	1.295	.368	.137	.346
The seeking of supervision services by counsellor is very important in my profession	7.75	2.207	.275	.076	.499
Cronbach's Alpha					.515

3.6.6.7 Mimetic Reinforcement

The reliability of the Mimetic Reinforcement scale was tested by an examination of the internal consistency reliability. The results of the initial scale were as presented in Table 9.

Table 9*Internal consistency reliability for Normative Values scale*

Mimetic Reinforcement scale items	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
Counsellor around me who seek supervision services are more preferred by clients than those who do not	11.21	6.419	.473	.342	.634
Counsellor around me who seek supervision services have a higher status in the counselling field.	10.98	5.910	.658	.462	.516
Seeking counselling supervision is a status symbol in the counselling field.	11.11	6.381	.437	.223	.660
I wish to counsel clients just like my supervisors who are well grounded in supervision services.	10.58	7.459	.368	.151	.693
Cronbach's Alpha					.695

The reliability coefficient Cronbach α values for the seven scales was as presented in the Table 10.

Table 10***Reliability Statistics***

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Subjective Norm	.633	.633	4
Perceived Behavioral Control	.725	.727	9
Attitude	.659	.696	10
Coercive Pressure	.487	.495	4
Normative values	.510	.515	3
Mimetic reinforcement	.695	.696	4
Intention to Seek Supervision	.615	.619	3

The results suggest that six (6) out of the seven (7) scales had Cronbach alpha values above 0.6. The coercive pressure scale had the lowest reliability value of 0.487. However, it was retained as it is a new construct in the counselling supervision field, hence the specific results should be used with caution.

3.6.5 Testing Multivariate Linear Regression Assumptions.

Prior to performing a multiple linear regression, the predictor and outcome variables were examined to ensure necessary assumptions were met. Specifically, the assumptions of normality, homogeneity of variance, linearity, and multicollinearity were evaluated.

3.6.5.1 Linearity

Linearity defines the dependent variable as a linear function of the predictor (independent) variables and relates to the bias of the results of the whole analysis (Keith, 2006). Consequently, an in-depth examination of the residual plots showing the standardized residuals vs. the predicted values and scatter plots was generated in multiple linear regression with intention to use counselling supervision as the predictor. The results were as indicated in Figure 6. A scatterplot of standardized residuals showed a random scatter about the horizontal line indicating no departure from linearity. The data met the assumptions of homogeneity of variance and linearity, as the linear line of best fit was flat and there was no systematic pattern or clustering of the residuals (Stevens, 2009).

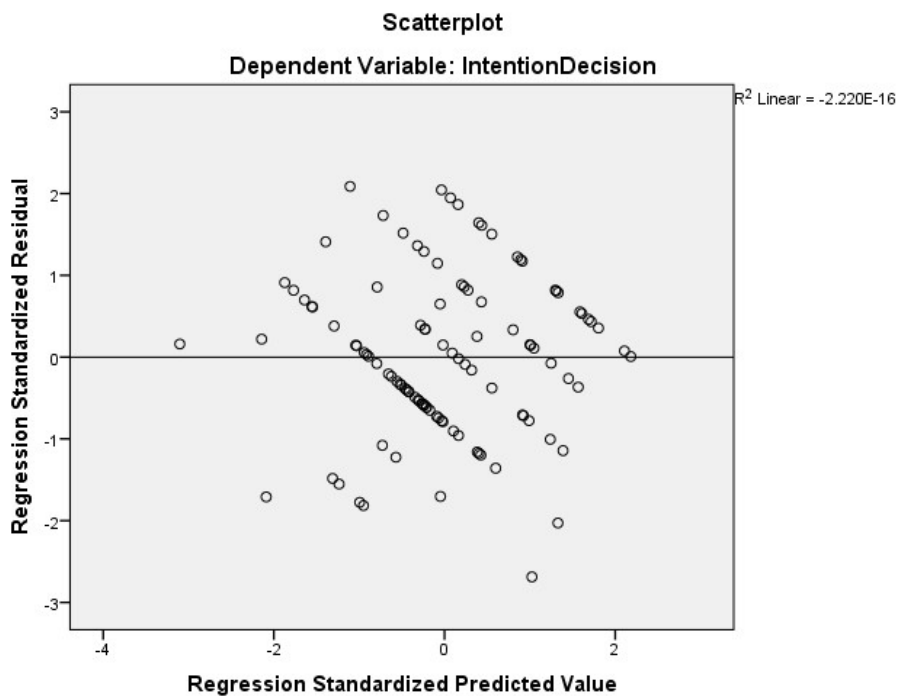


Figure 6. Scatterplot of standardized residuals

A sloping line of the standardized residuals would indicate problem of heteroscedasticity (Keith, 2006). An examination of the histogram of standardized residuals and the normal P-P plot of standardized residuals indicated that the data contained approximately normally distributed errors as the points were close to the horizontal line. The independence of errors was not violated. This implies that the standard scores and significance tests were expected to be accurate and decreased the risk of Type I error (Keith, 2006; Stevens, 2009).

3.6.5.2 Multicollinearity

Multicollinearity occurs when several independent variables correlate at high levels with one another, or when one independent variable is a near linear combination of other independent variables (Keith, 2006). Widely used procedures examine the correlation matrix of the predictor variables, computing the coefficients of determination, R^2 , and measures of the Eigenvalues of the data matrix including variance inflation factors (VIF). In this study, multicollinearity was assessed by extracting through multiple linear regression two commonly used measures: Tolerance and the Variance Inflation Factor (VIF).

Tolerance measures the influence of one independent variable on all other independent variables. Tolerance levels for correlations range from zero (no independence) to one (completely independent) (Keith, 2006). The VIF is an index of the amount that the variance of each regression coefficient is increased over that with uncorrelated independent variables (Keith, 2006). When a predictor variable has a strong linear association with other predictor variables, the associated VIF is large and is evidence of multicollinearity (Shieh, 2010). The rule of thumb for a large VIF value is ten (Keith, 2006). Small values for tolerance and large VIF values show the presence of

multicollinearity (Keith, 2006). The results of the extraction of the VIF and Tolerance values for the explanatory variable was as indicated in Table 11.

Table 11

Collinearity Statistics of Scales

Variable	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Attitude	.785	1.274
Subjective Norm	.823	1.216
Perceived Behavioural	.849	1.178
Normative values	.715	1.399
Mimetic reinforcement	.826	1.211
Coercive Pressure	.862	1.160

The results suggest that no multicollinearity problems were encountered since the largest variance inflation (VIF) value was 1.3999, which was lower than the commonly suggested cut-off value of 10 (Hair et al., 1998), and the more restricted level of 2.5 (Allison 1999). Further, the Tolerance values were all well above 0.2, indicating no multicollinearity in the data.

3.6.5.3 Skewness and Kurtosis

The normality of the scores on the items was inspected to evaluate skewness and kurtosis values of these variables. Values closer to 0.0 indicate a normal distribution. The skewness and kurtosis of the composite latent variable of each variable was computed. The results were as in Table 12 for the composite variables.

Table 12

Skewness and Kurtosis values for the scales

Skewness/ Kurtosis measure	Intention Decision	Attitude Scale	Subjective Norm	Perceived Behavioural	Normative values	Mimetic reinforcement	Coercive Pressure
Skewness	-.056	-.364	-.745	-.289	-.147	-.326	-.919
Std. Error of Skewness	.233	.233	.233	.233	.234	.234	.234
Kurtosis	-.477	.032	.804	-.210	-.313	-.135	1.218
Std. Error of Kurtosis	.461	.461	.461	.461	.463	.463	.463

The skewness values ranged between -1 and +1 indicating the data has acceptable skewness values. The Std. Error of Skewness values were acceptable as they met the criteria that the absolute value of the skewness should be less than 3 times the Std. Error of Skewness. The Kurtosis was good for six of the measures except for coercive pressure which had a value of 1.218. However, the Kurtosis value of 1.258., was less than the three (3) times the Std. Error of Kurtosis ($3 \times 0.463=1.389$) and thus acceptable. The six variables were normally distributed, data was considered not to suffer from skewness and kurtosis.

3.6.6 Factor Analysis

Factor analysis is applied in probing for constructs from a group of variables (Kline, 2014). In addition, it is also applied in defining construct indicators, as well as the dimension score to the available instruments. In the present study, factor analysis was applied to analyze constructs scale items, and the scales construct validity (Comrey & Lee, 2013).

Bartlett's Test of Sphericity was utilized to measure suitability of data for further analysis. The Bartlett's Test of Sphericity provides a measure of the inter-correlation matrix and indicates if it has sufficient common variance to make factor analysis plausible, using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy (Garson, 2013; Kline, 2014). The KMO indicates the measure of homogeneity of variables. Kaiser (1974) proposed values greater than 0.5 as acceptable, while between 0.5 and 0.7 are mediocre, between 0.7 and 0.8 are good, and between 0.8 and 0.9 or greater as superb factors with Eigenvalues greater than one were retained in the factor loading.

Principal components Analysis (PCA) was the method of choice for extraction of the unrotated factors. The extraction used values of extraction with Eigenvalues greater

than one, while also applying Varimax rotation. PCA loadsfactors for each construct to corresponding factors with an aim of extracting the underlying constructs,of the individual and institutional factors subscales as well as the intention to use counselling supervision services scale. Variable that load on multiple items (cross-loadings) are often deleted.

The PCA generated a component matrix which presents loadings of components, being an indication of the variable and components correlations. Usually, labels are placed on the generated component factors (Garson, 2013; Kline, 2014). Larger component loading indicates a significant component, with a cut-off value of 0.5 for items. The PCA for the study constructsare presented in the next sections 4.6.1 to 4.6.6.

3.6.7.1 *Factor Analysis of Attitude towards Supervision Items*

Attitude towards supervision construct consists of three sub factors identified in literature namely:Affective, Cognitive, and Behavioral intentions. PCA with Varimax Rotation was used toanalyze the 13 items of the Attitude towards supervision instrument. The results of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test for the Attitude towards supervision instrument was as presented in Table 13.

Table 13

KMO and Bartlett's Test for the Attitude towards supervision instrument

Measure		Values
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.701
	Approx. Chi-Square	227.558
Bartlett's Test of Sphericity	df	78
	Sig.	.000

This KMO value of 0.701 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 227.558 with 78 degrees of freedom at $p < 0.000$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left. The extracted communalities were as in Table 14.

Table 14

Communalities of the Attitude towards supervision items

Attitude towards supervision items	Initial	Extraction
AT1 Seeking supervision services makes me feel happy.	1.000	.774
AT2 I like seeking supervision services.	1.000	.767
AT3 The very thought of seeking supervision services disgusts me*	1.000	.666
AT4 I love seeking supervision services.	1.000	.624
AT5 think it is unwise to seek supervision services.	1.000	.632
AT6 Seeking supervision services can make me dependent on the supervisor.	1.000	.604
AT7 The cost of seeking supervision services is too high for me.	1.000	.563
AT8 Because I seek supervision services, my confidence in handling clients builds every day.	1.000	.601
AT9 I would like to seek more supervision services	1.000	.558
AT10 Even though I know it's not easy to seek supervision services, I always try to attend supervision once in a month.	1.000	.567
AT11 I want to seek more supervision services than I do now.	1.000	.683
AT12 I would like to work with different supervisors.	1.000	.720
AT13 Attending supervision makes me feel a sense of competence.	1.000	.610

The communalities were all above .557. The lowest communality value of .558 was for the item “I would like to seek more supervision services” which may suggest issues with the questionnaire item. This could partly be explained perceived weakness in the usage of the phrase “*more*” as it may not be easily quantified by the respondents.

Principal Component Factor Analysis was performed to extract the factors and the results yielded data as presented in Table 15.

Table 15

Total Variance Explained for Attitude Scale

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.149	24.219	24.219	1.888	14.521	14.521
2	1.693	13.023	37.243	1.798	13.831	28.352
3	1.319	10.146	47.389	1.751	13.470	41.822
4	1.152	8.862	56.252	1.570	12.080	53.902
5	1.058	8.136	64.388	1.363	10.486	64.388
6	.835	6.424	70.812			
7	.754	5.802	76.614			
8	.686	5.274	81.888			
9	.610	4.690	86.578			
10	.525	4.040	90.618			
11	.476	3.662	94.280			
12	.409	3.150	97.430			
13	.334	2.570	100.000			

The extraction yielded five (5) distinct components with eigen values exceeding 1.0. The total variance explained for the five components is 64.388%. The rotated component matrix with varimax rotation was as presented in Table 16.

Table 16***Rotated component matrix of the Attitude Scale***

Attitude scale items	Component				
	1	2	3	4	5
Because I seek supervision services, my confidence in handling clients builds every day.	.731				
Attending supervision makes me feel a sense of competence.	.688	.307			
I think it is unwise to seek supervision services.	.586	-.428			
I want to seek more supervision services than I do now.	.811				
I would like to seek more supervision services	.704				
I like seeking supervision services.			.861		
I Seeking supervision services makes me feel happy.	.303		.810		
The very thought of seeking supervision services disgusts me*				.778	
I love seeking supervision services.			.343	.626	
Even though I know it's not easy to seek supervision services, I always try to attend supervision once in a month.			.310	-.491	.369
Seeking supervision services can make me dependent on the supervisor.					-.761
The cost of seeking supervision services is too high for me.	.396				.615

I would like to work with different supervisors.	.400	.421	-.411	-.462
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The item AT I “*would like to work with different supervisors*” had cross loadings on four factors and was removed. In addition, the item “*Even though I know it’s not easy to seek supervision services, I always try to attend supervision once in a month*” was also removed as it had very high cross loadings on three factors. KMO is used to assess which variables should be excluded from the model due to severe multicollinearity. The overall KMO should be 0.50 or higher; items with the lowest individual statistic values should be dropped until the KMO rises above 0.50 (Hair, 1998, p.122). After a series of iterations, while removing items that had communalities less than 0.5, the resulting factor analysis indicated the KMO and Bartlett's Test of Sphericity as indicated in Table 17.

Table 17

KMO and Bartlett's Test for final Attitude scale

Measure		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.640
	Approx. Chi-Square	115.996
Bartlett's Test of Sphericity	df	21
	Sig.	.000

The extracted communalities were as presented in Table 18.

Table 18*Communalities of the Attitude towards seeking supervision scale*

Attitude towards seeking supervision scale items	Initial	Extraction
AT1 Seeking supervision services makes me feel happy.	1.000	.791
AT2 I like seeking supervision services.	1.000	.825
AT3 I love seeking supervision services.	1.000	.542
AT 4 I think it is unwise to seek supervision services.	1.000	.625
AT 5 Because I seek supervision services, my confidence in handling clients builds every day.	1.000	.625
AT 6 I would like to seek more supervision services	1.000	.694
AT7 I want to seek more supervision services than I do now.	1.000	.694

All the extracted communalities were above 0.5 and good for use in factor analysis. Factor analysis considered the anti-image matrices of the partial correlations among variables after factor analysis, representing the degree to which factors “explain” each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005).

Anti-image matrices contain the negative partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 19.

Table 19*Anti-image matrices for attitude scale*

Attitude scale items	AT	AT	AT	AT	AT	AT	AT
	1	2	3	4	5	6	7
AT1 Seeking supervision services makes me feel happy.	.610 ^a						
AT2 I like seeking supervision services.	-.529	.562 ^a					
AT3 I love seeking supervision services.	-.234	.043	.740 ^a				
AT4 I think it is unwise to seek supervision services.	-.173	.100	-	.615 ^a			
			.114				
AT5 Because I seek supervision services, my confidence in handling clients builds every day.	-.120	.081	-	-	.698 ^a		
			.234	.239			
AT6 I would like to seek more supervision services	-.004	-.070	-	.031	-.132	.662 ^a	
			.156				
AT7 I want to seek more supervision services than I do now.	-.044	-.115	-	.162	-.010	-	.629 ^a
			.043			.377	

All the MSA values of the diagonal were greater than 0.5 with the item “I love seeking supervision services” having the highest MSA of 0.740. This may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors.

Principal Component Factor Analysis with varimax rotation and Kaiser normalization. was conducted to assess the underlying structure for the 7 items of Attitude towards counselling supervision scale. Table 20 displays the items and factor loadings for the rotated factors, with loadings less than .40 omitted to improve clarity.

Table 20

Rotated Component Matrix of the Attitude towards supervision scale

Attitude towards supervision scale items	Component			Communality
	1	2	3	
	Cognitive	Affective	Behavioural	
I love seeking supervision services.	.652			.542
I think it is unwise to seek supervision services.	.726			.625
Because I seek supervision services, my confidence in handling clients builds every day.	.772			.625
Seeking supervision services makes me feel happy.		.822		.791
I like seeking supervision services.		.892		.825
I would like to seek more supervision services			.803	.694
I want to seek more supervision services than I do now.			.814	.694

Note. Loadings <.40 are omitted.

According to accepted guidelines for identifying significant factor loadings, 0.50 is accepted as the cut-off point for interpretation purposes. The results indicated that the factor loadings ranged from .652 (I love seeking supervision services) to .892 (I like seeking supervision services) were greater than the cut-off level of 0.50. Hence, the three (3) sub-factors of attitude towards counselling supervision were retained. The three factors identified resonate with the factors identified in literature on Affective Sub-scale, Cognitive Sub-scale, and Behavioral Sub-scale.

The first factor, which seems to index cognitive attitude, loads most strongly on the first three items, with loadings in the first column. "*Because I seek supervision services, my confidence in handling clients builds every day*" had the highest loading on the cognitive attitude scale. The second factor, which seemed to index affective attitude, was composed of the two items with loadings in column 2 of the table. "*I like seeking supervision services.*" had its highest loading on the second factor. The third factor, which seemed to behavioural attitude, comprised the two items with loadings in the third column. "*I want to seek more supervision services than I do now*" had its highest loading from the behavioural attitude. The three-factor structure was also confirmed from an examination of the scree test. The scree test results were as indicated in Figure 7.

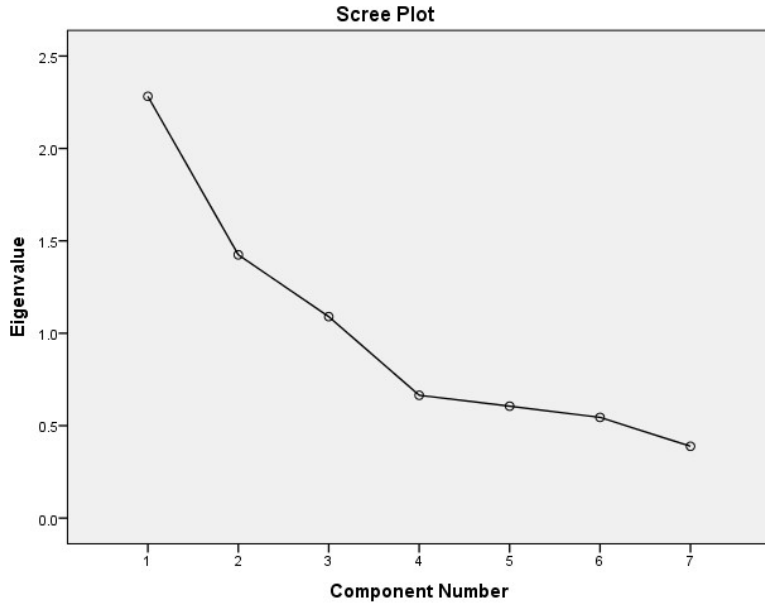


Figure 7: Scree test results of attitude towards supervision

The proportion of the variance explained was indicated in Table 21.

Table 21

Total Variance explained for attitude towards counselling scale

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.282	32.601	32.601	1.715	24.498	24.498
2	1.425	20.350	52.952	1.549	22.124	46.622
3	1.090	15.569	68.521	1.533	21.899	68.521
4	.665	9.495	78.016			
5	.605	8.649	86.665			
6	.545	7.785	94.450			
7	.388	5.550	100.000			

The three factors explained 68.521% of the variance in attitude towards seeking supervision services. Factor 1 explained 24.498 % of the variance attitude towards supervision services, while factor 2 explained 22.124% of the variance in attitude towards seeking supervision services.

3.6.7.2 *Factor Analysis of Subjective Norm Items*

The subjective norms construct consists of one with four items. Bartlett's Test of Sphericity and KMO measure of Sampling Adequacy were used to determine if the data set was appropriate for factor analysis. The KMO and Bartlett's Test of Sphericity were as indicated in Table 22.

Table 22

KMO and Bartlett's Test for the subjective norms instrument

Measure	Values	
Kaiser-Meyer-Olkin Measure	.578	
of Sampling Adequacy.		
	Approx.	Chi-
	Square	65.517
Bartlett's Test of Sphericity	df	6
	Sig.	.000

This KMO value of .578 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity

analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 65.517 with 6 degrees of freedom at $p < 0.000$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left. An examination of the communalities of the data yielded results as indicated in Table 23.

Table 23

Communalities of the subjective norms scale

Subjective norms scale items	Initial	Extraction
SN1 Most counselors who are important to me seek supervision services.	1.000	.630
SN2 The people in my life whose opinions I value think I should seek supervision services.	1.000	.483
SN3 My colleagues in counselling too seek supervision services.	1.000	.584
SN4 My trainers think I should continue seeking supervision services	1.000	.247

An examination of the communalities indicated that the item: SN4 “My trainers think I should continue seeking supervision services” had very low communality value of .247. It was deleted from the scale. The results of the new scale in terms of sampling adequacy were as indicated in Table 24.

Table 24***KMO and Bartlett's Test for the refined subjective norms instrument***

Measure		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.598
	Approx. Chi-Square	52.686
Bartlett's Test of Sphericity	df	3
	Sig.	.000

This KMO value of 0.598 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 52.686 with 3 degrees of freedom at $p < 0.05$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be used.

Factor analysis considered the anti-image matrices of the partial correlations among variables, representing the degree to which factors "explain" each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005). Anti-image matrices contain the negative partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 25.

Table 25***Anti-image matrices for the subjective norm scale***

subjective norm scale items	SN1	SN2	SN3
SN1 Most counselors who are important to me seek supervision services.	.567 ^a		
SN2 The people in my life whose opinions I value think I should seek supervision services.	-.339	.668 ^a	
SN3 My colleagues in counselling too seek supervision services.	-.475	-.051	.599 ^a

All the MSA values of the diagonal were greater than 0.5 with the item “The people in my life whose opinions I value think I should seek supervision services” having the highest MSA of 0.668. This may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors.

The next step was to investigate the variance explained by the constructs using varimax rotation with Kaiser normalization. According to the accepted guidelines for identifying significant factor loadings, 0.50 as accepted as the cut-off point for interpretation purposes. The results were as presented in Table 26.

Table 26***Total Variance explained for subjective norms scale***

Component	Initial Eigenvalues			Extraction	Sums	of Squared
	Total	%	of Cumulative			
		Variance	%	Loadings	%	of Cumulative
				Total	Variance	%
1	1.805	60.179	60.179	1.805	60.179	60.179
2	.753	25.116	85.296			
3	.441	14.704	100.000			

Consistent with literature only one (1) factor was extracted that explained 60.179% of the variance in subjective norm. An examination of the associated communalities yielded results as in Table 27.

Table 27***Extracted Communalities for the subjective norm scale***

Subjective norm scale items	Initial	Extraction
SN1 Most counselors who are important to me seek supervision services.	1.000	.733
SN2 The people in my life whose opinions I value think I should seek supervision services.	1.000	.471
SN3 My colleagues in counselling to seek supervision services.	1.000	.601

The communalities for two of the items were above the accepted guidelines for identifying significant factor loadings of 0.50. The item (*The people in my life whose opinions I value think I should seek supervision services.*) had communality of .471, which is within the borderline of the cut-off value of .5. The item was retained to maintain at least three (3) items in the scale. Next was an examination of the value of extracted component matrix without rotation using Principal Component Analysis. The results were as indicated in Table 28.

Table 28

Subjective norm scale items	Component
	1
SN1 Most counselors who are important to me seek supervision services.	.856
SN2 The people in my life whose opinions I value think I should seek supervision services.	.686
SN3 My colleagues in counselling to seek supervision services.	.775

Unrotated Component Matrix for subjective norm scale

The three (3) items had factor loadings above the minimum threshold of 0.5, and confirmed the one (1) factor structure of the scale. This was also supported by an examination of the scree plot presented in Figure 8.

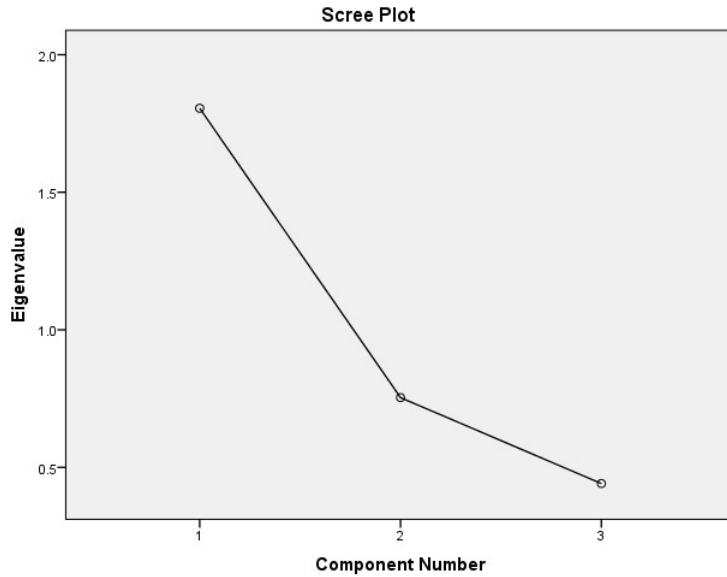


Figure 8: Scree plot of the subjective norm scale

3.6.7.3 Factor Analysis of Perceived Behavioural Control

The PBC construct consists of 10 items. Bartlett's Test of Sphericity and KMO measure of Sampling Adequacy were used to determine if the data set was appropriate for factor analysis. The KMO and Bartlett's Test of Sphericity were as indicated in Table 29.

Table 29

KMO and Bartlett's Test for the PBC instrument

Measure	Values
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.691
Bartlett's Test of Sphericity	Approx. Chi-Square 236.166
	df 45
	Sig. .000

This KMO value of 0.691 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 236.166 with 45 degrees of freedom at $p < 0.000$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left. An examination of the communalities of the data yielded results as indicated in Table 30.

Table 30

Communalities of the PBC scale

Perceived behavioural control scale items	Initial	Extraction
PBC1 It is possible for me to attend supervision services regularly	1.000	.632
PBC2 If I wanted to, I could stay out of supervision services.	1.000	.716
PBC3 I have control over the supervision process.	1.000	.698
PBC 4 It is mostly up to me to decide when to seek supervision services.	1.000	.598
PBC5 I am able to attend supervision services whenever I desire.	1.000	.649
PBC6 I am confident that I can access supervision services whenever I desire.	1.000	.769
PBC7 I can accurately determine my times of supervision.	1.000	.503
PBC8 Whether or not I attend, supervision services are completely up to me.	1.000	.838
PBC9 How many times I attend supervision services is completely up to me.	1.000	.814
PBC 10 I only attend supervision services when I know I need it.	1.000	.564

The communalities ranged from .503 for the item “I can accurately determine my times of supervision: to the highest value of .838 for the item PBC8 “Whether or not I attend supervision services is completely up to me. Factor analysis considered the anti-image matrices of the partial correlations among variables, representing the degree to which factors “explain” each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005). Anti-image matrices contain the negative partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 31.

The MSA values of the diagonal were greater than 0.5 and ranged from .552 for the item” PBC2 “If I wanted to, I could stay out of supervision services” to the highest value of .761 for the item” “It is mostly up to me to decide when to seek supervision services.”. The item with the highest MSA aptly captures the meaning of the PBC in the context of a counsellor as they form a perception that attending counselling supervision is in their control. The high MSA values may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors.

Table 31

Anti -Image matrices for the perceived behavioural scale items.

Perceived behavioural scale items.	PBC 1	PBC 2	PBC 3	PBC 4	PBC 5	PBC 6	PBC 7	PBC 8	PBC 9	PBC 10
PBC1 It is possible for me to attend supervision services regularly	.578 ^a									
PBC2 If I wanted to, I could stay out of supervision services.	-.049	.552 ^a								
PBC3 I have control over the supervision process.	.190	-.065	.742 ^a							
PBC 4 It is mostly up to me to decide when to seek supervision services.	-.039	.049	-.376	.761 ^a						
PBC5 I am able to attend supervision services whenever I desire.	-.110	.097	-.059	-.043	.705 ^a					
PBC6 I am confident that I can access supervision services whenever I desire.	-.157	-.170	-.086	-.177	-.467	.666 ^a				
PBC7 I can accurately determine my times of supervision.	-.055	.090	-.086	.100	-.083	-.318	.770 ^a			
PBC8 Whether or not I attend, supervision services is completely up to me.	.016	-.092	-.007	-.189	.102	.072	-.163	.642 ^a		
PBC9 How many times I attend supervision services is completely up to me.	2.114E-005	.027	-.067	-.072	-.091	.064	-.072	-.633	.667 ^a	
PBC 10 I only attend supervision services when I know I need it.	.201	-.204	.044	-.064	-.057	-.088	-.002	-.007	-.174	.734 ^a

An examination of the Principal Component Analysis.extraction of communalities yielded data as presented in Table 32.

Table 32

Communalities of the perceived behavioural scale

Perceived behavioural scale items	Initial	Extraction
PBC1 It is possible for me to attend supervision services regularly	1.000	.632
PBC2 If I wanted to, I could stay out of supervision services.	1.000	.716
PBC3 I have control over the supervision process.	1.000	.698
PBC 4 It is mostly up to me to decide when to seek supervision services.	1.000	.598
PBC5 I am able to attend supervision services whenever I desire.	1.000	.649
PBC6 I am confident that I can access supervision services whenever I desire.	1.000	.769
PBC7 I can accurately determine my times of supervision.	1.000	.503
PBC8 Whether or not I attend supervision services is completely up to me.	1.000	.838
PBC9 How many times I attend supervision services is completely up to me.	1.000	.814
PBC 10 I only attend supervision services when I know I need it.	1.000	.564

All the extracted communalities were above 0.5 the recommended cut-off point. The communalities ranged from.503 for the item PBC7 “*I can accurately determine my times of supervision*” to the highest value of.838 for the item PBC8 “*Whether or not I*

attend, supervision services is completely up to me”. The next step was to investigate the total variance explained from an extraction of the sums of squared Loadings. The results were as presented in Table 33.

Table 33

Total Variance Explained for perceived behavioural control

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %
1	2.948	29.479	29.479	2.093	20.929	20.929
2	1.715	17.149	46.628	1.877	18.770	39.699
3	1.097	10.974	57.602	1.533	15.327	55.026
4	1.021	10.213	67.815	1.279	12.789	67.815
5	.865	8.655	76.469			
6	.713	7.128	83.597			
7	.553	5.534	89.130			
8	.472	4.718	93.848			
9	.345	3.448	97.296			
10	.270	2.704	100.000			

Literature suggests that perceived behavioral control has two factors: situational and internal factors that inhibit or facilitate the performing of the behaviour. However, the results the presence of four factor with eigenvalues greater than 1. The results pf the four (4) factor extraction indicated that the four factors explained 67.825 % of the variance in perceived behavioural control;, with factor one explaining 20.929% of the variance. Next was an examination of the extracted component matrix using Principal Component Analysis. with Varimax rotation and Kaiser Normalization. The results were as indicated in Table 34.

Table 34*Unrotated Component Matrix for subjective norm scale*

Subjective norm scale items	Component			
	1	2	3	4
PBC6 I am confident that I can access supervision services whenever I desire.	.819			
PBC5 I am able to attend supervision services whenever I desire.	.770			
PBC7 I can accurately determine my times of supervision.	.608			
PBC1 It is possible for me to attend supervision services regularly	.588		-.511	
PBC8 Whether or not I attend supervision services is completely up to me.		.897		
PBC9 How many times I attend supervision services is completely up to me.		.873		
PBC3 I have control over the supervision process.			.800	
PBC 4 It is mostly up to me to decide when to seek supervision services.			.651	
PBC2 If I wanted to, I could stay out of supervision services.				.840
PBC 10 I only attend supervision services when I know I need it.				.686

The Rotation converged in 5 iterations. The item PBC1” It is possible for me to attend supervision services regularly” had very high negative cross loadings with Factor 3 and a positive cross loading with Factor 1. The high cross loading may be attributed to the difficulty counselors had in scoring truthfully the item with regard to how “regular “the attend counselling supervision. Hence the item was removed from any further analysis so as to improve the psychometric properties of the scale. The refined scale had the following properties after factor analysis. The KMO and Bartlett's Test of Sphericity yielded results as indicated in Table 35.

Table 35

KMO and Bartlett's Test of refined PBC Scale

Measure		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.601
	Approx. Chi-Square	158.338
Bartlett's Test of Sphericity	df	10
	Sig.	.000

The KMO Measure of Sampling Adequacy was still good at 0.601 from the initial.691, while Bartlett's Test of Sphericity was significant.

The communalities of the refined PBC was as in Table 36.

Table 36***Communalities of refined PBC Scale***

Refined PBC Scale items	Initial	Extraction
PBC5 I am able to attend supervision services whenever I desire.	1.000	.711
PBC6 I am confident that I can access supervision services whenever I desire.	1.000	.779
PBC7 I can accurately determine my times of supervision.	1.000	.552
PBC8 Whether or not I attend, supervision services is completely up to me.	1.000	.856
PBC9 How many times I attend supervision services is completely up to me.	1.000	.838

The total variance explained was as presented in Table 37.

Table 37***Total variance explained of the refined PBC Scale***

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.231	44.619	44.619	1.942	38.832	38.832
2	1.505	30.101	74.720	1.794	35.887	74.720
3	.620	12.403	87.122			
4	.374	7.483	94.605			
5	.270	5.395	100.000			

Overall, the items explained 74.72% of the variance in perceived behavioural control. The resulting rotated component matrix with varimax rotation was as presented in Table 38.

Table 38

Rotated Component Matrix of refined PBC Scale

Refined PBC Scale items	Component	
	1	2
PBC5 I am able to attend supervision services whenever I desire.	.843	
PBC6 I am confident that I can access supervision services whenever I desire.	.882	
PBC7 I can accurately determine my times of supervision.	.663	
PBC8 Whether or not I attend supervision services is completely up to me.		.924
PBC9 How many times I attend supervision services is completely up to me.		.910

The rotation yielded two distinct factors and had factor loadings all above 0.66. The item with the highest factor loading of .924 “*whether or not I attend, supervision services is completely up to me*” was a true reflection of the meaning of the construct of perceived behavioural control.

3.6.7.4 Factor Analysis of Intention to Use Scale

The intention to use construct consists of one with three (3) items. Bartlett's Test of Sphericity and KMO measure of Sampling Adequacy were used to determine if the data set was appropriate for factor analysis. The KMO and Bartlett's Test of Sphericity were as indicated in Table 39.

Table 39

KMO and Bartlett's Test for the intention to use instrument

Measure	Values
Kaiser-Meyer-Olkin Measure	.638
of Sampling Adequacy.	
	Approx. Chi-Square 31.549
Bartlett's Test of Sphericity	df 3
	Sig. .000

This KMO value of 0.638 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 31.549 with 3 degrees of freedom at $p < 0.05$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left. Therefore, factor analysis was appropriate for these data.

Factor analysis considered the anti-image matrices of the partial correlations among variables, representing the degree to which factors "explain" each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005). Anti-image matrices contain the negative

partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 40.

Table 40

Anti -Image matrices for the intention to use scale items.

Intention to use scale items.	INT1	INT2	INT 3
INT1 I would continue to seek supervision services for my counselling needs	.627 ^a		
INT2 Continuing to seek supervision services for handling my counselling work is something I would do in the future	-.317	.624 ^a	
INT 3 I see myself continuing to seek supervision services in handling my client issues	-.220	-.228	.670 ^a

The MSA values of the diagonal were greater than 0.5 and ranged from .624 for the item INT2 “Continuing to seek supervision services for handling my counselling work is something I would do in the future” to the highest value of .670 for the item INT 3 “*I see myself continuing to seek supervision services in handling my client issues.*”. The high MSA values may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors. The item with the highest MSA aptly captures the meaning of the intention to seek counselling supervision in the context of a counsellor as they expressed a desire to continue seeking counselling supervision. An examination of the communalities of the data yielded results as indicated in Table 41.

Table 41*Communalities of the intention to seek supervision scale*

Intention to seek supervision scale items	Initial	Extraction
INT1 I would continue to seek supervision services for my counselling needs	1.000	.584
INT2 Continuing to seek supervision services for handling my counselling work is something I would do in the future	1.000	.590
INT 3 I see myself continuing to seek supervision services in handling my client issues	1.000	.511

The next step was to investigate the variance explained by the constructs using varimax rotation with Kaiser normalization. According to the accepted guidelines for identifying significant factor loadings, 0.50 as accepted as the cut-off point for interpretation purposes. The results were as presented in Table 42.

Table 42*Total Variance explained for intention to use*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.685	56.166	56.166	1.685	56.166	56.166
2	.702	23.394	79.560			
3	.613	20.440	100.000			

Consistent with literature, the intention to use scale was unidimensional, as the results extraction indicated that the single factor explained 56.166 % of the variance in intention to use. The next step was to investigate the factor loadings of the unrotated component matrix. According to the accepted guidelines for identifying significant factor loadings, 0.50 as accepted as the cut-off point for interpretation purposes. The results were as presented in Table 43.

Table 43

Unrotated Component Matrix of the intention to use scale

Intention to use scale items	Component
INT1 I would continue to seek supervision services for my counselling needs	.764
INT2 Continuing to seek supervision services for handling my counselling work is something I would do in the future	.768
INT 3 I see myself continuing to seek supervision services in handling my client issues	.715

The results indicated that the factor loadings ranged from .715 for the item “I see myself continuing to seek supervision services in handling my client issues” to .768 for the item “Continuing to seek supervision services for handling my counselling work is something I would do in the future”. All the values were greater than the recommended cut off value of 0.50.

3.6.7.5 Factor Analysis of Coercive Pressure

The coercive pressure construct consists of one factor identified in literature. Principal Component Factor Analysis (PCA) with Varimax Rotation was performed for the four items of the coercive pressure scale. The results of the KMO and Bartlett's Test was as presented in Table 44.

Table 44

KMO and Bartlett's Test for the coercive pressure instrument

Measure	Values
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.542
Approx. Chi-Square	28.304
Bartlett's Test of Sphericity	df
	6
	Sig.
	.000

This KMO value of 0.542 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 28.304 with 6 degrees of freedom at $p < 0.005$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left.

Factor analysis considered the anti-image matrices of the partial correlations among variables, representing the degree to which factors “explain” each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005). Anti-image matrices contain the negative partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 45.

Table 45

Anti -Image matrices for the coercive pressure scale items.

Coercive pressure scale items	CO 1	COE	COE	COE
CO 1 My counselling training requires me to seek supervision services.	.551 ^a			
COE Many counselling issues can be solved only with the help of supervision services.	.024	.503 ^a		
COE The Counselling Association demands that I should show evidence of use supervision services	-.341	.019	.542 ^a	
COE My interactions with other counsellor force me to seek supervision services	-.051	-.273	-.209	.554 ^a

The MSA values of the diagonal were greater than 0.5 and ranged from .503 for the item “*many counselling issues can be solved only with the help of supervision services*” to the highest value of .554 for the item “*my interactions with other counsellor force me to*

seek supervision services.”. The high MSA values may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors. The item with the highest MSA aptly captures the meaning coercive pressure in the context of a counsellor as they expressed that their interactions with other counselors force them to seek supervision services/ An examination of the communalities of the data yielded results as indicated in Table 46.

Table 46

Communalities of the coercive pressure scale

Coercive pressure scale items	Initial	Extraction
CO 1 My counselling training requires me to seek supervision services.	1.000	.663
COE Many counselling issues can be solved only with the help of supervision services.	1.000	.726
COE The Counselling Association demands that I should show evidence of use supervision services	1.000	.668
COE My interactions with other counsellor force me to seek supervision services	1.000	.629

The next step was to investigate the variance explained by the constructs using varimax rotation with Kaiser normalization. According to the accepted guidelines for identifying significant factor loadings, 0.50 as accepted as the cut-off point for interpretation purposes. The results were as presented in Table 47.

Table 47***Total Variance explained with Principal Component Analysis***

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	of Cumulative %
1	1.552	38.798	38.798	1.409	35.230	35.230
2	1.134	28.348	67.146	1.277	31.916	67.146
3	.708	17.693	84.839			
4	.606	15.161	100.000			

Inconsistent with literature, two factors were extracted that explained 67.146 % of the variance in coercive pressure. Factor 1 explained 35.230% of the variance in coercive pressure, while the second factor explained 31.916% of the variance in Mimetic Reinforcement. The rotated component matrix with Varimax rotation as presented in Table 48.

Table 48

Rotated Component Matrix of the coercive pressure scale.

Coercive pressure scale items	Component	
	1	2
COE 1 My counselling training requires me to seek supervision services.	.814	
COE Many counselling issues can be solved only with the help of supervision services.		.842
COE The Counselling Association demands that I should show evidence of use supervision services	.804	
COE My interactions with other counsellor force me to seek supervision services		.738

The results suggested the presence of two factors. All the factor loadings were above 0.73.

3.6.7.6 Factor Analysis of Mimetic Reinforcement

The Mimetic Reinforcement construct consists of one factor identified in literature. Principal Component Factor Analysis (PCA) with Varimax Rotation was performed for the four items of the Mimetic Reinforcement scale. The results of the KMO and Bartlett's Test was as presented in Table 49.

Table 49***KMO and Bartlett's Test for the Mimetic Reinforcement scale***

Measure	Values
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.613
	Approx. Chi-Square 68.925
Bartlett's Test of Sphericity	df 6
	Sig. .000

This KMO value of 0.613 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 68.925 with 6 degrees of freedom at $p < 0.000$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left.

Factor analysis considered the anti-image matrices of the partial correlations among variables, representing the degree to which factors "explain" each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005). Anti-image matrices contain the negative partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 50.

Table 50*Anti -Image matrices for the Mimetic Reinforcement scale items.*

Mimetic Reinforcement scale items	MIM 1	MIM 2	MIM 3	MIM 4
MIM1 Counsellor around me who seek supervision services are more preferred by clients than those who do not	.582 ^a			
MIM2 Counsellor around me who seek supervision services have a higher status in the counselling field.	-.518	.575 ^a		
MIM3 Seeking counselling supervision is a status symbol in the counselling field.	.021	-.314	.700 ^a	
MIM 4 I wish to counsel clients just like my supervisors who are well grounded in supervision services.	.035	-.260	-.103	.712 ^a

The MSA values of the diagonal were greater than 0.5 and ranged from .582 for the item “*Counsellor around me who seek supervision services have a higher status in the counselling field*” to the highest value of .712 for the item “*I wish to counsel clients just like my supervisors who are well grounded in supervision services*”. The high MSA values may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors. The item with the highest MSA aptly captures the meaning Mimetic Reinforcement in the context of a counsellor as they expressed their wish to counsel clients by mimicking their supervisors who are well grounded in supervision services. An examination of the communalities of the data yielded results as indicated in Table 51.

Table 51***Communalities of the mimetic pressure scale***

Mimetic pressure scale items	Initial	Extraction
MIM1 Counsellor around me who seek supervision services are more preferred by clients than those who do not	1.000	.511
MIM2 Counsellor around me who seek supervision services have a higher status in the counselling field.	1.000	.746
MIM3 Seeking counselling supervision is a status symbol in the counselling field.	1.000	.403
MIM 4 I wish to counsel clients just like my supervisors who are well grounded in supervision services.	1.000	.322

The next step was to investigate the variance explained by the constructs using varimax rotation with Kaiser normalization. According to the accepted guidelines for identifying significant factor loadings, 0.50 as accepted as the cut-off point for interpretation purposes. The results were as presented in Table 52.

Table 52***Total Variance explained with Principal Component Analysis***

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.981	49.528	49.528	1.981	49.528	49.528
2	.873	21.814	71.342			
3	.764	19.104	90.446			
4	.382	9.554	100.000			

Consistent with literature, the mimetic scale was unidimensional, as the results extraction indicated that the single factor explained 49.528% of the variance in Mimetic Reinforcement. The unrotated component matrix of the mimetic reinforcement scale was as presented in Table 53.

Table 53

Unrotated component matrix of the mimetic reinforcement scale

Mimetic reinforcement scale items	Component
	1
MIM1 Counsellor around me who seek supervision services are more preferred by clients than those who do not	.715
MIM2 Counselors around me who seek supervision services have a higher status in the counselling field.	.863
MIM3 Seeking counselling supervision is a status symbol in the counselling field.	.635
MIM 4 I wish to counsel clients just like my supervisors who are well grounded in supervision services.	.567

All the factor loadings were above 0.56, with the highest factor loading being .863 for the item “counselors around me who seek supervision services have a higher status in the counselling field.”. This item represents the literature definition of mimetic pressure.

3.6.7.7 *Factor Analysis of Normative Values*

The normative values pressure construct consists of one factor identified in literature. Principal Component Factor Analysis (PCA) with Varimax Rotation was performed for the four items of the coercive pressure scale. The results of the KMO and Bartlett's Test was as presented in Table 54.

Table 54

KMO and Bartlett's Test for the Normative Pressure instrument

Measure	Values
Kaiser-Meyer-Olkin Measure	.605
of Sampling Adequacy.	
	Approx. Chi-Square 16.096
Bartlett's Test of Sphericity	df 3
	Sig. .001

This KMO value of 0.605 was good as it surpasses the cut-off value of 0.6 (Kaiser, 1974). Further, Bartlett's Test of Sphericity was significant ($p < 0.05$), implying that the sampled data was suitable for factor analysis. The KMO and Bartlett's Test of Sphericity analysis suggests the data met the threshold for factor analysis as the KMO was greater than 0.55, while Bartlett's Test of Sphericity was significant (Chi-square = 16.096 with 3 degrees of freedom at $p < 0.000$). Hence, factor analysis was used in further data analysis. Consequently, using the Eigenvalues greater than one (1), the study explored the factors to be left.

Factor analysis considered the anti-image matrices of the partial correlations among variables, representing the degree to which factors “explain” each other in the results. In these matrices, the diagonal contains the measures of sampling adequacy for each variable, and the off-diagonal values are partial correlations among the variables. (Hair, Anderson, Tatham, & Black, 2005). Anti-image matrices contain the negative partial covariances and correlations and provide an indication of correlations that do not arise from common factors. Small values suggest that the variables are relatively free of unexplained correlations. The results were as presented in Table 55.

Table 55

Anti -Image matrices for the normative pressure scale items.

	NOR	NOR	NOR
Normative pressure scale items	1	2	3
NOR1 I have seen what other counsellor are able to do by seeking supervision services	.603 ^a		
NOR 2 Many counselors in my professional network seek supervision services	-.223	.595 ^a	
NOR 3 The seeking of supervision services by counsellor is very important in my profession	-.170	-.192	.619 ^a

The MSA values of the diagonal were greater than 0.5 and ranged from .595 for the item “*Many counsellors in my professional network seek supervision services*” to the highest value of .619 for the item “*The seeking of supervision services by counsellor is very important in my profession*”. The high MSA values may indicate that the variables do fit well with the structure of the other variables. In addition, the off-diagonal values partial correlations were reasonably small indicating that the variables were likely to share common factors. The item with the highest MSA aptly captures the meaning normative pressure in the context of a counsellor as they expressed that the seeking of supervision services was very important in my profession and thus the norm. An examination of the communalities of the data yielded results as indicated in Table 56.

Table 56

Communalities of the normative pressure scale

Normative pressure scale items	Initial	Extraction
NOR1 I have seen what other counsellor are able to do by seeking supervision services	1.000	.499
NOR 2 Many counselors in my professional network seek supervision services	1.000	.521
NOR 3 The seeking of supervision services by counsellor is very important in my profession	1.000	.464

The next step was to investigate the variance explained by the constructs using varimax rotation with Kaiser normalization. According to the accepted guidelines for identifying significant factor loadings, 0.50 as accepted as the cut-off point for interpretation purposes. The results were as presented in Table 57.

Table 57

Total Variance explained of the Normative Values Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.484	49.482	49.482	1.484	49.482	49.482
2	.782	26.056	75.537			
3	.734	24.463	100.000			

Consistent with literature, the normative pressure scale was unidimensional, as the results extraction indicated that the single factor explained 49.458 % of the variance in normative pressure. The resulting unrotated component matrix with varimax rotation was as presented in Table 58.

Table 58

Rotated component matrix of refined normative values scale

Component Matrix	Component
NOR1 I have seen what other counsellor are able to do by seeking supervision services	.707
NOR 2 Many counselors in my professional network seek supervision services	.722
NOR 3 The seeking of supervision services by counsellor is very important in my profession	.681

All the factor loadings were above 0.68, with the highest factor loading being .707 for the item “I have seen what other counsellor are able to do by seeking supervision services.”. This item represents the literature definition of normative values.

3.7 Data Collection Procedure

In this study, questionnaires were used for data collection. The completed questionnaires helped to obtain facts and opinions about the individual and institutional factors of counselors intention to seek supervision services. A total of 220 questionnaires were distributed to the practicing counselors and 149 were filled and returned, this accounted for 67.7% the response rate. It was expected to be high as the counsellor population is well educated and have a lot of interest in counselling (Neuman, 2000:272).

The questionnaires were hand delivered to the counselors by the researcher and two research assistants.

The researcher got an introductory letter from Kabarak University for use in applying for a research permit from National Commission of Science and Technology. The letter and permit were presented to practicing counselors from whom the data was collected. Trained research assistants (psychology and counselling University students) were used to collect data. The questionnaires were administered to the individual counselors on voluntary and anonymous basis. The respondents were given time to complete answering the items of the instrument, and on completion sent them back to the research assistants. The procedure was appropriate, as high response rate was expected (Fraenkel & Wallen, 2006).

3.8 Data Analysis

The completed questionnaires were analyzed for consistency and then coded. The coded questionnaires were entered into the Statistical Package for Social Sciences (SPSS) version 20.0 for analysis, to generate data to answer the research questions. This was followed by editing, coding, and data cleansing in the preliminary stages. Before the data collected from study was analysed, certain checks for the legitimacy of the data were conducted, and the researcher had to take this into consideration, so that if incorrect data was entered on the excel spread sheet was removed. Trochim (2000) has stated that immediately after receiving the collected data the researcher must screen it for accuracy. This was done to enable the researcher to identify any errors the sample might have. Trochim (2000) has added that the following questions should be asked by the researcher to successfully check for discrepancies and inconsistencies:

- a) Are the responses written clearly?
- b) Did the respondent answer all important questions?
- c) Did the respondent complete the questionnaire?
- d) Does the questionnaire contain all the relevant contextual information, such as data, time, place, and the researcher's details?

The analysis of the quantitative data involved descriptive statistical analysis where frequency distributions, percentages, measures of spread were used for subsequent interpretation of the results. Inferential data analysis utilized multiple linear regression analysis to generate a measure of the degree of association between the individual and institutional independent level variables and the dependent variable of counsellor's intention to seek supervision services, as they are categorical in nature. This was used to infer significant relations between the variables and consequently test the research hypotheses.

Responses to qualitative questions were analyzed using thematic analysis approach as suggested by Braun and Clarke (2016) to identify, analyze and report patterns or "themes" within the data. The initial step was to explain the sampled population demographic or descriptive characteristics. (Ritchie, Lewis, Nicholls, & Ormston, 2013; Wang, 2015). The descriptive statistics illustrate patterns in the data set which define the sample characteristics (Creswell, 2013).

3.9 Ethical Considerations

The researcher upheld ethical considerations firstly, by seeking and obtaining official permission to conduct the research from the Ministry of Education, Science and

Technology Further, the researcher sought official approval from the Heads of institutions where the Counselling units are based and thereafter proceed to meet the counselors in their workplaces. In this study, participation was voluntary and no subject was advantaged or disadvantaged in any way, since informed consent was sought from the participants by making them aware of what the study expected of them.

A guarantee of anonymity and confidentiality of records was given. Information was given anonymously to ensure the privacy of subjects. For this study, names and addresses of subjects was not required to protect anonymity. However, pseudo names related to the counselling institutions were used and kept in a lockable drawer, for any eventuality should a respondent wish to withdraw the information from the study, after completing the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

The purpose of this study was to explore the individual and institutional factors that determine counsellor's intention to seek supervision. This chapter presents the results of the quantitative and qualitative investigation on the influence of individual and institutional factors of counsellor's intention to seek supervision services in Nairobi County. The process of data analysis involves the statistical processing and structuring of raw data to glean and extract important information (Creswell, 2013). The Statistical Package for Social Scientists (version 21) was employed in data analysis, to generate frequencies, percentages, means and standard deviation for the qualitative data. Inferential statistics were used to infer if there were significant relationships between the dependent and the independent variable. The chapter also gives a summary of demographic characteristics of the respondents.

The findings of the study are presented, analysed, and discussed guided by the following study objectives.

1. To examine the influence of individual factors on the counselors intention to seek supervision services.
2. To examine the influence of institutional factors on the counselors intention to seek supervision services.

3. To establish the prevalence of seeking supervision services among practicing counsellor in Kenya.
4. To document the inclusion of Counselling Supervision as a teaching unit in the Counselling programmes in higher education in Kenya
5. To explore the possible interventions that would encourage practicing counselors to embrace and seek supervision services.

4.2 Demographic Characteristics of Respondents

The demographic characteristics that were considered in this study were gender, experience in counselling, frequency of seeking supervision and duration of a supervision session.

4.2.1 Questionnaire Response Rate

The researcher issued out two hundred and twenty (220) questionnaires, of which 149 were returned, yielding a response rate of 67.7 %. According to Mugenda and Mugenda (2003), a response rate of 50% and above is acceptable. Thirty-two (32) questionnaires were eliminated because of incomplete responses. The pattern of responses was random. Consequently, 117 questionnaires were used for data analysis.

4.2.2 Gender of the Respondents

The gender of the respondents was as shown in Table 59.

Table 59

Gender of Respondents

Gender	Frequency	Valid Percent
Valid Male	35	33.0
Valid Female	71	67.0
Total	106	100.0

Missing	System	11
Total		117

Out of the 106 valid questionnaires, there were 67% (n=71) female and 33% (n=35) male respondents. The data suggests that there are more female counselors than male counselors practicing counselling in the study. Gachutha (2006) asserts that females have a more positive disposition towards the counselling profession than males. Similarly, Belt, Richardson, and Webster (1999) maintain that women are sociable and empathic and therefore have better communication skills than men. Macdonald and Sirianni (1996) believe that women are expected to be more nurturing and emphatic than men and to tolerate more offensive behaviour from those they help. This perhaps explains why there are more women counselors in Nairobi County.

4.2.3 Counselors Experience in Counselling

The experience of counselors in counselling was as in Table 60.

Table 60

Experience of Counselors in Counseling

Experience in years	Frequency	Valid Percent	Cumulative Percent
1-5 years	40	37.7	37.7
6-10 years	33	31.1	68.9
11-15 years	17	16.0	84.9
16-20	6	5.7	90.6
over 20 years	10	9.4	100.0

Total	106	100.0
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Most of the respondents (37.7%, n=40), had less than five (5) years' experience in counselling. Only 9.4% (n=10) had over 20 years' experience in counselling. This suggests that most counselors do not continue in counselling work for many years. This corresponds with the findings of Coffman and Gonzalez-Molina (2002) who report that, in general, workers start off energized and engaged with their jobs but tend to drop off in as little as six months, and significantly decline in engagement after ten years of employment. It is therefore, possible that most counselors opt out of counselling after serving for some time.

The other reason could be that counselling is not a very old profession in Kenya and therefore many counselors have not been in the practice for long, some counselors worked elsewhere and later "retired" to counselling therefore have few years accumulatively. This is an indication that most of the association members may have taken up counselling as a practice after being in another career. Mwangi (2014) found out that 42% of the sampled counselors practiced as part-time practitioners. This again confirms that there could be a parallel career that these practitioners are involved in beyond counselling.

4.3 Main Findings

4.3.1 Descriptive findings on scales

This section presents the descriptive findings of the seven (7) scales used in the study. They are presented in the following sections.

4.3.1.1 *Attitude Towards Seeking Supervision Services*

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the Attitude towards seeking supervision services constructs. The descriptive results are presented in Table 61.

Table 61

Means and standard deviations of the Attitude towards seeking supervision services scale

	Mean	Std. Deviation
Attitude towards seeking supervision services scale items		
I think it is unwise to seek supervision services.	4.50	.965
Because I seek supervision services, my confidence in handling clients builds every day.	4.45	.681
Seeking supervision services makes me feel happy.	4.38	.628
Attending supervision makes me feel a sense of competence.	4.36	.667
I would like to seek more supervision services	4.28	.689
The very thought of seeking supervision services disgusts me	4.25	1.104
I like seeking supervision services.	4.21	.706
I would like to work with different supervisors.	4.00	.924
I love seeking supervision services.	3.98	1.024
I want to seek more supervision services than I do now.	3.98	.975
Even though I know it's not easy to seek supervision services, I always try to attend supervision once in a month.	3.73	1.099

The cost of seeking supervision services is too high for me.	3.33	1.265
Seeking supervision services can make me dependent on the supervisor.	2.08	1.138

The mean ranged from 2.08 to 4.38 on a scale of 1 for strongly disagree to 5 for strongly agree. High scores indicate that counselors agree with the statements on their attitude towards seeking supervision services. The range of means indicate disparities in the perception of counselors in terms of their attitude towards seeking supervision services. This is supported by Shook and Bratianu (2010) who states that one forms attitude based on one's beliefs in the possible outcomes. The more favourable the possibility is, the stronger the intention to do the behaviour will be, and vice versa. The less favourable the outcome possibility is, the weaker the intention to do the behaviour. This implies that if counselors in Kenya are to embrace supervision services and seek it regularly, counselors professional bodies need to create awareness among counselors on the benefits of supervision.

4.3.1.2 *Subjective Norm*

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the *Subjective Norm* construct. The descriptive results are presented in Table 62.

Table 62

Means and standard deviations of the Subjective Norm scale

	Mean	Std. Deviation
My trainers think I should continue seeking supervision services	3.88	.961
My colleagues in counselling too seek supervision services.	3.84	.946
Most counselors who are important to me seek supervision services.	3.74	.969
The people in my life whose opinions I value think I should seek supervision services.	3.49	1.123

All items indicate positive outcomes with the mean ranging from 3.49 to 3.88 on a scale of 1 for “strongly disagree” to 5 for “strongly agree”. The relatively high scores indicate that counselors agree with the statements on the role of Subjective Norm in influencing intention to use supervision services. This agrees with the findings of Borges and Lansink (2016) who states that Subjective Norm have a positive and significant effect on the adoption of new innovations.

4.3.1.3 *Perceived Behavioural Control*

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the *PBC* constructs. The descriptive results are presented in Table 63.

Table 63

Means and standard deviations of the PBC scale

	Mean	Std. Deviation
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It is mostly up to me to decide when to seek supervision services.	3.56	1.231
I am confident that I can access supervision services whenever I desire.	3.46	1.131
I can accurately determine my times of supervision.	3.45	1.130
I am able to attend supervision services whenever I desire.	3.44	1.162
How many times I attend supervision services is completely up to me.	3.35	1.231
Whether or not I attend, supervision services is completely up to me.	3.15	1.228
I only attend supervision services when I know I need it.	2.97	1.200
I have control over the supervision process.	2.96	1.226
If I wanted to, I could stay out of supervision services.	2.41	1.266

The mean ranged from 2.41 to 3.56 on a scale of 1 for “strongly disagree” to 5 for “strongly agree”. The relatively large range of means indicated that counselors had different opinions with the statements on the role of PBC in influencing intention to use supervision services. This implies Perceived Behavioral Control plays a major role in counselors willingness to seek supervision as supported by Penz and Stöttinger (2005) who suggested that the higher the perceived behavioural control, the stronger the intention to perform a certain behaviour.

4.3.1.4 Normative Values

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the *Normative Values* constructs. The descriptive results are presented in Table 64.

Table 64

Means and standard deviations of the Normative Values scale

	Mean	Std. Deviation
The seeking of supervision services by counsellor is very important in my profession	4.43	.596
I have seen what other counsellor are able to do by seeking supervision services	3.93	.846
Many counselors in my professional network seek supervision services	3.82	.970

All items indicate positive outcomes with the mean ranging from 3.82 to 4.43 on a scale of 1 for “strongly disagree” to 5 for “strongly agree”. High scores indicate that counselors agree with the statements on the role of Normative Values in influencing intention to use supervision services. This implies the extent to which counselors are more likely to seek counselling supervision, if they perceive that a considerable number of other counselors in their workplace and profession are already seeking counselling supervision in their practice.

4.3.1.5 Mimetic Reinforcement

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the *Mimetic Reinforcement* constructs. The descriptive results are presented in Table 65.

Table 65

Means and standard deviations of the Mimetic Reinforcement scale

	Mean	Std. Deviation
I wish to counsel clients just like my supervisors who are well grounded in supervision services.	4.04	1.021
Counsellor around me who seek supervision services have a higher status in the counselling field.	3.65	1.085
Seeking counselling supervision is a status symbol in the counselling field.	3.52	1.218
Counsellor around me who seek supervision services are more preferred by clients than those who do not	3.42	1.163

All items indicate positive outcomes with the mean ranging from 3.42 to 4.04 on a scale of 1 for “strongly disagree” to 5 for “strongly agree”. High scores indicate that counselors agree with the statements on the role of Mimetic Reinforcement in influencing intention to use supervision services which is consistent with previous studies’ findings (Ali, & Soar, 2016; Bistricky, Tran, & Muths, 2016; Bozan, Parker, & Davey, 2016; Guo, & Bouwman, 2016; Jan, Lu, Chou, 2012), who observed a significant effect related to mimetic reinforcement on adoption of new innovations and behaviour.

4.3.1.6 *Coercive Pressure*

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the *Coercive Pressure* constructs. The descriptive results are presented in Table 66.

Table 66

Means and standard deviations of the Coercive Pressure scale

	Mean	Std. Deviation
My counselling training requires me to seek supervision services.	4.28	.807
The Counselling Association demands that I should show evidence of use supervision services	3.68	1.128
Many counselling issues can be solved only with the help of supervision services.	3.42	1.201
My interactions with other counsellor force me to seek supervision services	3.16	1.214

All items indicate positive outcomes with the mean ranging from 3.16 to 4.28 on a scale of 1 for “strongly disagree” to 5 for “strongly agree”. High scores indicate that counselors agree with the statements on the role of Coercive Pressure in influencing intention to use supervision services. This also agrees with Lampropoulos (2003) who found that coercive pressure had a strong influence on the adoption of a behaviour e.g. counselling supervision.

4.3.1.7 *Intention to Seek Supervision Services*

Individual item analysis was performed to investigate the means and standard deviations of the items pertaining to the *Intention to seek supervision services* construct. The descriptive results are presented in Table 67.

Table 67

Means and standard deviations of the Intention to seek supervision services scale

	Mean	Std. Deviation
I would continue to seek supervision services for my counselling needs	4.33	.791
I see myself continuing to seek supervision services in handling my client issues	4.30	.599
Continuing to seek supervision services for handling my counselling work is something I would do in the future	4.19	.723

All items indicate positive outcomes with the mean ranging from 4.30 to 4.33 on a scale of 1 for “strongly disagree” to 5 for “strongly agree”. High scores indicate that counselors agree with the statements on their intention to seek supervision services.

4.3.1.8 *Duration Spent in a Supervision Session.*

The time spent in a supervision session was as presented in Table68.

Table68

Duration Spent in a Supervision Session.

Duration	Frequency	Percent
Less than 60 minutes	7	6.5
60 min to 2 hours	88	82.2
More than 2 hours	12	11.2
Total	107	100.0

Most of the respondents (82.2 %, n=88) indicated that they spend 60 min to 2 hours in a supervision session. This is in line with the supervision guidelines in most counselling organisations that a supervision session should take a minimum of one hour. Some respondents in the study felt this time is not adequate especially when dealing with some client's issues especially trauma and cultural issues. This was supported by Martin (2015) who says inadequate time in supervision to explore cultural issues properly is a great challenge to effective counselling supervision.

According to Despenser (2011) accreditation is one and a half hours individual or equivalent per month for each month that counselling is undertaken. Only formal and regular supervision time is counted. Different professional bodies prescribe the minimum number of hours per month of counseling supervision, that a counselor must attend. For example, the NASW Standards of Practice for Clinical Supervision provides a guide of "one hour of supervision for every 15 hours of face-to-face contact with a patient during the first two years of professional experience, and reduce supervision to one hour for every 30 hours of face-to-face contact with patients after the first two years of practice (Coleman, 2003, p. 2).

4.3.2 Bivariate Correlation

In order to test the hypothesis, multiple linear regression was used. Further, correlation analysis was also conducted. The results of bivariate correlation were as indicated in Table 70.

The Pearson Correlation coefficient ranges from a minimum of 0 to a maximum of 1. A positive value indicates a positive relationship, which implies that as one variable increases, the other increases. As can be seen from Table 69, the results indicate that the

correlation between *intention to seek supervision services* and *attitude* is significant, with a strong positive relationship ($r= 0.608$, $p<0.05$). This implies that, as the attitude to seek supervision increases there is an increase in intention to seek supervision services. This implies that to have the counselors more engaged in seeking supervision services there should be deliberate attempts to help them develop a positive attitude towards supervision by helping them realize the benefits of seeking supervision services.

Table69

Bivariate Correlation between Intention to seek supervision services and individual and institutional factors.

	Mean	Std. Dev.	Intention Decision	Attitude Scale	Subjective Norm	Perceived Behav.	Normative values	Mimetic reinforcement	Coercive Pressure
Intention Decision	4.19	.534	1						
Attitude Scale	3.47	.327	.608**	1					
Subjective Norm	3.83	.620	-.110	.134	1				
Perceived Behavioural	3.37	.539	-.011	-.157	.227*	1			
Normative values	3.56	.762	.569**	.380**	.166	.110	1		
Mimetic reinforcement	3.93	.629	.150	.185	.206*	.029	.337**	1	
Coercive Pressure	3.81	.793	.319**	.181	-.122	.087	.262**	.181	1

*p<0.05, **p<0.01

One of the recommendations of this study as indicated in chapter 5 of this study is that deliberate move to create awareness on benefits of counselling supervision need to be taken among the practising counselors. The results also indicate that the correlation between *intention to seek supervision services* and *normative values* is significant, with a strong positive relationship ($r=0.569$, $p<0.05$). This implies that as the normative values to seek supervision increases there is an increase in intention to seek supervision services. Consequently, counselors seek supervision services for normative purposes, whereby they seek to do what every other counsellor is supposed to do. To increase the frequency of seeking counselling supervision services, there should be deliberate attempts to help them develop a positive attitude towards supervision, by helping counselors realize the benefits of seeking supervision services.

Further, the results suggest that the correlation between *intention to seek supervision services* and *coercive pressure* is significant ($r= 0.319$, $p<0.05$), with a strong positive relationship. This implies that, as the coercive pressure to seek supervision increases there is an increase in intention to seek supervision services. Hence, counselors would be more inclined to seek supervision services when there is coercive pressure especially from organisations they work for. Further, the results suggest that there was no significant correlation between intention to seek supervision services and *subjective norm* ($r= -0.110$, $p>0.05$), *perceived behavioral control* ($r=-0.011$, $p>0.05$) and *mimetic reinforcement* ($r= 0.150$, $p>0.05$).

4.3.3 Hypotheses Testing using Regression Analysis

To investigate objectives 2 and 3, multiple linear regression analysis was employed to test the six hypotheses on the individual and institutional factors that predict intention to seek supervision services. The results are presented in Table 70.

Table 70

Simultaneous Multiple Regression Analysis of predictors of intention to use counselling supervision services

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig.	F
.759 ^a	.577	.550	.31447	.577	21.556	6	95	.000	

The model is significant ($R^2=.577$, $F(6, 95) = 21.556$, $p < 0.05$) and accounts for 57.7% of the variance in intention to seek, which implies that there are other variables not included in this study that account for 42.3% of the variance in intention to seek supervision services accounted by other factors not in the present study. The results of the regression indicated that individual and institutional factors individual are significant predictors of intention to seek supervision services and explained 57.7% of the variance ($R^2=.577$, $F(6, 95) = 21.556$, $p < 0.05$). This implies that there are other variables that explain the remaining 42.3%, of the variation in intention to seek supervision services. The regression coefficients were as presented in Table 71.

Table 71*Regression coefficients of predictors of intention to use counselling supervision services*

Scale Item	B	SEB	β
(Constant)	.973	.387	
Attitude Scale	.511	.079	.486**
Subjective Norm	-.144	.044	-.236**
Perceived Behavioural	.051	.054	.068
Normative values	.347	.066	.407**
Mimetic reinforcement	-.029	.044	-.048
Coercive Pressure	.057	.042	.098

Note $R^2=.577$; $F(6, 95) = 21.556$, $p<.001$)

** denotes $p<0.01$

The results suggest that there were significant relationships between intention to seek supervision services and three of the six variables of the study. The three (3) significant variables were Attitude ($\beta=.486$, $p<0.05$), Subjective Norm ($\beta= -0.236$, $p<0.05$). Normative values ($\beta=.407$, $p<0.05$). However, PBC, Mimetic reinforcement and Coercive Pressure had p values >0.05 , hence were not significant predictors of intention to seek counselling supervision. The results of the multiple linear regression tested the six (6) hypotheses of the study and the results are as follows.

4.3.3.1 *Influence of Attitude on Intention to Seek Counselling Supervision Services*

Attitude refers to the overall evaluation either positive or negative of performing the behaviour of interest related to counselling supervision. According to Fishbein and Ajzen (1975), it is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. A full exploration of this construct is important, as attitude directly affects behaviour (Chaudary, Ahmed, Gill and Rizwan, 2014). Consequently, the study sought to test the hypothesis, which stated that:

Hypothesis 1. H_{01} : There is no significant relationship between counselors attitudes towards counselling supervision and their intention to seek supervision services.

The results of multiple linear regression in Table 70 suggests that Attitude ($\beta = .486$, $p < 0.05$) has a significant relationship with the counselors intention to seek supervision service. Hence, the null hypothesis H_{01} was rejected. The findings posit that attitude is the most significant predictor in determining counselors intention to seek supervision services. To seek or not to seek supervision is all about counselors attitude towards supervision. This finding is consistent with previous findings that report positive and significant influence related to the influence of attitude on the adoption of new innovations (Al Qeisi, & Al Zagheer, 2015; Akhavan, Garmabdari, & Hosseini, 2015; Chiyangwa, 2015; Dey, 2009; Young, 2012).

Shook and Bratianu (2010) found that one forms attitude based on one's beliefs in the possible outcomes. The more favourable the possibility is, the stronger the intention to do the behaviour, and vice versa. The less favourable the outcome possibility is, the weaker the intention to do the behaviour. This implies that counselors who perceive counselling supervision as beneficial, will seek supervision as supported by Kim, Jeong

and Hwang (2012) who have stated that the TRA, the TPB, in predicting human behaviour, behavioural intentions influence it.

4.3.3.2 Influence of Subjective Norms on Intention to Seek Supervision Services

The study sought to test the 2nd hypothesis, which stated that:

H₀2: There is no significant relationship between counselors subjective norms and their intention to seek supervision services.

Subjective norms refers to a counselors own estimate of the social pressure to seek or not to seek Counselling Supervision services. The results of multiple linear regression in Table 70 suggests that Subjective Norm ($\beta = -0.236$, $p < 0.05$) has a significant relationship with the counselors intention to seek supervision service. Hence, the null hypothesis H₀2 was rejected. The findings posits that subjective norm is a significant predictor in determining counselors intention to seek supervision services. This shows a counsellor's own estimate of the social pressure to seek Counselling Supervision services will influence the counsellor's intention to seek supervision services.

Subjective norm concern individuals' views of the normative expectations of others about performing a behaviour, are also expected to fulfil perceived expectations (Ajzen, 1991). This implies that in the mind of a counsellor, they estimate the social pressure to seek or not to seek Counselling Supervision services. This finding is consistent with previous findings that report positive and significant influence related to the influence of *subjective norms* on the adoption of new innovations (Arapaci, 2016; Borges, & Lansink, 2016; Borges, Tauer, & Lansink, 2016; Ellis, 2016; Fornara, Pattitoni, Mura, & Strazzera, 2016; Sarkar, 2016; Shiao, & Chau, 2016).

4.3.3.3 *Influence of PBC on Intention to Seek Supervision Services*

The study sought to test the 3rd hypothesis, which stated that:

H₀₃: There is no significant relationship between PBC and their intention to seek supervision services.

PBC refers to the extent to which a counsellor feels able to enact and be in control of the behaviour of seeking supervision services. PBC denotes the perceived ease or difficulty of performing behaviour (Ajzen, 2002). Perceived behavioral control is thus viewed as the amount of confidence a person has about his/her ability to perform the behavior and the amount of control an individual perceives he/she has over performing the behavior.

This construct also takes into consideration barriers, enhancers, and perception about how easy or how difficult performing the behavior might be. The results of multiple linear regression in Table 70 suggests that perceived control behaviour ($\beta = .068$, $p > 0.05$) has no significant relationship with the counselors intention to seek supervision service. Hence, the null hypothesis H₀₃ is accepted. The findings posit that perceived behaviour control is not a significant predictor in determining counselors intention to seek supervision services.

The findings could be explained by what most respondents attested that the supervision calendar is not in their control and thus do not have the freedom to decide when and where to attend the supervision session. The calendar is determined by the institution or the supervisors offering the supervision service and this limits the counselors 'freedom in seeking supervision. A supportive environment and positive supervisory relationship can enhance counselor self-efficacy which greatly influence counselors perceived behavioural control (Lent & Brown, 2006, p. 16). The findings agree with Smith

(2015) who found out Perceived Behavioral Control did not have a significant influence on intention to use EBCT teaching strategies.

The findings seem to contradict the findings of Rhodes, Jones, and Courneya (2002) who argues that perceived behavioral control is a key determinant in intention to perform a behaviour like exercise. This finding is inconsistent with previous studies' findings (Akhavan, Garmabdari, & Hosseini, 2015; Al Qeisi, & Al Zagheer, 2015; Chiyangwa, 2015; Dey, 2009; Young, 2012) that observed significant effects related to the influence of perceived behaviour control on intention to adoption of an innovation. Since counselling supervision is still in its early stages in Kenya, it is possible that Counselors perception of their control of the opportunity and the supervision session calendar, could explain why the intake of counselling supervision is low in Kenya.

PBC is the perceived simplicity or struggle of executing a behaviour, and is influenced by the perceptions of access to necessary skills, resources, and opportunities to perform the behaviour. It can be achieved by assessing counselors' beliefs about controllability of the supervision process i.e. whether seeking counselling supervision is up to them or whether factors beyond their control determine their seeking supervision. In this study, most counselors felt they have no control over the supervision activity and this could explain why perceived control behaviour factor is not a significant determinant in counselors intention to seek counselling supervision services.

The lack of a significant relationship between PBC and intention to seek counselling supervision services was rather surprising. Many help-seeking models incorporate perceptions of control over behaviour (Ajzen, 1991; Mansfield, Addis & Courtenay, 2003; Chiyangwa, 2015), suggesting that increased feelings of control will result in greater help-seeking behaviour. There may be need for further studies to investigate this variable.

Nelson and Friedlander (2001) reported that the following supervisee reactions were typical in their negative supervisory events; (a) experienced lack of support, (b) lost trust in the supervisor, (c) felt unsafe, (d) pulled back from the relationship, (e) felt powerless, (f) developed self-doubts, (g) experienced extreme stress, and (h) experienced fears. These experiences greatly affect the counselors' intentions to seek supervision as it greatly impact negatively on their perceived behavioral control in relation to seeking counselling supervision. This is also supported by Gray et al. (2001) who interviewed 13 supervisees who acknowledged experiencing a counterproductive supervisor and examined the type of supervisor behaviors that occur frequently in a negative supervisory interaction; the most common precipitator of a counterproductive event involved the supervisor dismissing the trainee's thoughts and feelings and being unemphatic.

Redmond (2011) study explored the use of strength-based and normalizing statements in counselors' supervision. The findings suggest that a supervisee's perception of their supervisor's style is significantly influenced using strength-based and normalizing feedback within the context of critical feedback which contributes greatly to counselors perceived behavioural control.

4.3.3.4 *Influence of Coercive Pressure on Intention to Seek Supervision Services*

The study sought to test the 4th hypothesis which stated that:

H₀4: There is no significant relationship between coercive pressure on counsellor and their intention to seek supervision services.

Coercive pressure refers to the "formal and informal pressure exerted on social actors to adopt the same attitudes, behaviours and practices, because they feel pressured to do so by more powerful actors" (Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p. 330). Coercive pressure is further categorized into competitive pressure and regulatory

pressure. Competitive pressure emanates from fear of losing competitive advantage, while Regulatory pressure emanates from government and professional regulatory agencies (Alyahya, Hijazi, & Harvey, 2016; Cavusoglu, Cavusoglu, Son, & Benbasat, 2015; He, Dong, Rose, Li, Yin, & Cao, 2016; Joo, Joo, Larkin, Larkin, Walker, & Walker, 2017). In the counselling context, coercive pressure may arise from the organizations and the professional bodies that regulate counselling services.

The results of multiple linear regression in Table 70 suggests that Coercive Pressure ($\beta = .098$, $p > 0.05$) has no significant relationship with the counselors intention to seek supervision service. Hence, the null hypothesis H_{04} was accepted. The findings posit that coercive pressure is not a significant predictor in determining counselors intention to seek supervision services. A logical explanation is that currently there is still very little pressure from the counselling regulating bodies requiring the counselors to regularly seek counselling supervision. Most respondents in this study suggested there should be a policy by the counselling regulating bodies that would require practicing counselors to regularly seek counselling supervision.

Coercive pressures can be exerted by users of counselling services, employers, and counselling regulative bodies such as KCPA. Such pressures may take several forms, including recommendations, encouragement, and promotion (Khalifa & Davison, 2006). Coercive pressure especially from the counselling regulatory bodies like KCPA and training institutions, can be leveraged on to increase the uptake of supervision in Kenya. This finding is inconsistent with previous findings that report positive and significant influence related to the influence of Coercive pressures on the adoption of innovation (Ahmadi, Nilashi, Almaee, Soltani, Zare, Sangar, & Alizadeh, 2016; Ali, & Soar, 2016; Bistricky, Tran, & Muths, 2016; Bozan, Parker, & Davey, 2016; Guo, & Bouwman, 2016).

For instance, Muthusamy, Quaddus, and Evans (2010) found that coercive pressures from stakeholder groups, such as the board of directors and banks, had a significant influence on behavioural intention to adopt forensic accounting services. This would imply that the new KCPA Board of Directors have a role to play in increasing the coercive pressure on counselors' uptake of counselling supervision. If counselling supervision is viewed as a technology that needs adoption, then the finding is inconsistent with studies on technology adoption that have found Coercive pressure to be a significant predictor of new technologies (Shi, Shambare & Wang, 2008).

Coercive pressure can also emanate from the clients who choose to be counselled by counselors who regularly seek supervision. Such pressure may take the form of rejection of counselors who do not possess some qualities in the view of the counsellor that are critical in provision of quality counselling supervision services. Counselors who do not seek supervision are prone to be burnt out and thus are not capable of offering quality counselling services (Gachutha, 2006).

The lack of significant positive relationship between coercive pressure and intention to seek supervision services, was a key finding. This agrees with the findings of Jan, Lu, Chou, (2012), who found that coercive pressure was not a significant determinant on intention to adopt e-learning. It implies that the psychological ionosphere does not get influence by coercion. This could be due to lack of any significant coercive mechanism and regulation that require counselors to seek supervision. Indeed, an examination of the KCPA Act (2015) reveals that there is no mention of penalties in default of seeking counselling supervision services.

Based on Valadez and Garcia (1998) environmental metaphor of layers of the atmosphere (ionosphere, stratosphere, and troposphere) to explain the intrapsychic and interpersonal dynamics of supervision, there is a need to focus on the troposphere of normative values at play. These outer layers of the atmosphere include the absence of any significant coercive pressure from professional bodies and training institutions.

4.3.3.5 *Influence of Normative Values on Intention to Seek Supervision Services*

The study sought to test the 5th hypothesis which stated that:

H₀5: There is no significant relationship between normative values on counsellor and their intention to seek supervision services.

In this study, Normative values referred to the influence of professional standards and the influence of professional counselling community on a counsellor by impacting ways in which counsellor are expected to conform to standards of professionalism and to adopt theories and techniques considered legitimate in the counselling world. The results of multiple linear regression in Table 70 suggest that Normative values ($\beta = 0.407$, $p < 0.05$) has a significant relationship with the counselors intention to seek supervision service. Hence, the null hypothesis H₀5 was rejected. The findings posit that normative values is a significant predictor in determining counselors intention to seek supervision services.

Normative values suggest that counselors are likely to adopt counselling supervision if they observe that a significant number of counselors in their workplace and profession have already adopted and seek counselling supervision, as counselors may fear suffering from burnout and lack of competence if they do not seek supervision services. In many cases, counselors may have concerns of being viewed as being old fashioned, if they fail to move with the trend.

This finding is consistent with previous findings that report positive and significant influence related to the influence of normative values on the adoption of innovations (Cao, Dang, & Nguyen, 2016; Fornara, Pattitoni, Mura, & Strazzera, 2016; Koksal, 2016; Martinez, & Lewis, 2016; Krell, Matook, & Rohde, 2016; Mello, & Hovick, 2016; Tan & Lau, 2016; Tsai, Compeau, & Meister, 2016).

The results agree with the findings of (DiMaggio & Powell, 1983; Iyengar, Van den Bulte & Valente, 2011) who posits that normative values influence social actors that have not adopted an innovation, by causing them discord and discomfort in the presence of peers that have adopted the innovation. Similarly, the findings agree with Jan, Lu, Chou, (2012), who found that normative values were a significant determinant of intention to adopt e-learning.

Normative values relate to “the professionalization of fields and disciplines, and occurs when social actors voluntarily, but unconsciously, replicate other actors’ same beliefs, attitudes, behaviours and practices” (Pi-Tzong, Hsi-Peng, & Tzu-Chuan, 2012, p.331). Counselors are more likely to seek counselling supervision services if other counselors in the same organisation have embraced and are seeking supervision services. The adoption of new behaviours based on legitimacy consideration and expectations and not the suitability of the action. This implies that in the mind of counselors, they estimate the normative values to seek or not to seek Counselling Supervision services. This also implies that if more colleague counselors in an organisation embrace and seek counselling supervision, due to increased normative values more counselors will be pushed into seeking supervision.

4.3.3.6 *Influence of Mimetic Reinforcement on Intention to Seek Supervision Services*

The study sought to test the 6th hypothesis which stated that:

H₀6: There is no significant relationship between mimetic reinforcement on counsellor and their intention to seek supervision services.

In this study, Mimetic reinforcement refers to pressure on a counsellor to seek examples of established behaviours and practices to follow through voluntarily and consciously copying the same behaviours and practices of other high-status and successful counsellor. The results of multiple linear regression in Table 70 suggests that Mimetic reinforcement ($\beta = -.029$, $p > 0.05$) has no significant relationship with the counselors intention to seek supervision service. Hence, the null hypothesis H₀6 is accepted. The findings posit that Mimetic reinforcement is not a significant predictor in determining counselors intention to seek supervision services.

Mimetic reinforcement causes counselors to voluntarily and consciously look for exemplary and established behaviours and practices and replicating the behaviours of successful counselors. This is based on the belief that actions taken by successful counselors are more likely to get positive outcomes. In addition, through imitating, counselors can reproduce with a minimal effort on search costs and experimentation costs, and avoid risks inherent from being the first-movers (Teo, Wei, & Benbasa, 2003).

However, this finding is inconsistent with previous studies' findings (Ahmadi, Nilashi, Almaee, Soltani, Zare, Sangar, & Alizadeh, 2016; Ali, & Soar, 2016; Bistricky, Tran, & Muths, 2016; Bozan, Parker, & Davey, 2016; Guo, & Bouwman, 2016; Jan, Lu, Chou, 2012), that observed significant effects related to mimetic reinforcement on adoption of innovations.

Since counselling supervision is still in its early stages in Kenya, it is possible that mimetic reinforcement has not gained momentum due to the low level of uptake of counselling supervision by counselors. As a result, counselors may not perceive the mimetic reinforcement exerted by the senior counselors to be critical.

Another plausible explanation is that of the voluntary status of counseling supervision and use within the Kenyan context. In this case, counselors might prefer not to seek counselling supervision, particularly when their related knowledge and experience are weak. As such, they may not seek to imitate other successful counselors. Based on institutional theory, some empirical studies have recognised the important role of mimetic reinforcement on the adoption of technologies (Gullkvist, 2011; Henderson, Sheetz, & Trinkle 2011). The study findings disagree with who found that mimetic reinforcement was a significant determinant on intention to adopt e-Learning.

Mimetic reinforcement would only be a significant predictor to counselors intention to seek supervision services if the senior and successful counselors would attribute their success in counselling practice to their seeking of supervision services. When the upcoming counselors attribute the success of the senior counselors to seeking supervision, they too will embrace and seek counselling supervision services.

According to Openshaw (2012) “many supervisors have had no specific training on how to do the supervision, thus creating a need for evidence-based clinical supervision” (p. 7). Further, Milne & Reiser (2011, p. 149) asserts that “evidence-based clinical supervision process is vital in providing a flexible, intelligent way to adapt to changing contexts or demands”.

4.3.3.7 *Summary of Testing of Hypotheses*

Based on the results of the regression analysis, a summary of the results of hypothesis testing is presented in Table 72.

Table 72

	Hypotheses	Result
H ₀ 1:	There is no significant relationship between counselors attitudes towards counselling supervision and their intention to seek supervision services.	($\beta=.511$, $p<0.05$) rejected
H ₀ 2:	There is no significant relationship between counselors subjective norms and their intention to seek supervision services	($\beta= -0.144$, $p<0.05$) rejected

Summary of Testing of hypotheses

H ₀ 5:	There is no significant relationship between normative values on a counsellor and their intention to seek supervision services.	($\beta = -0.347$, $p < 0.05$) rejected
H ₀ 3:	There is no significant relationship between perceived control behaviour and their intention to seek supervision services	($\beta = .051$, $p > 0.05$) accepted
H ₀ 4:	There is no significant relationship between coercive pressure on a counsellor and their intention to seek supervision services.	($\beta = .057$, $p > 0.05$) accepted
H ₀ 6:	There is no significant relationship between mimetic reinforcement on a counsellor and their intention to seek supervision services.	$\beta = -.029$, $p > 0.05$ accepted

In summary, three (3) of the hypotheses (H₀1, H₀2 and H₀5) were rejected as the p values were less than .05, while three (3) of the hypotheses (H₀3, H₀4 and H₀6) were accepted, as the p values were greater than 0.05

4.4 Regression Equation

Based on the analysis a multiple linear regression equation with intention to seek supervision yielded an equation of determinants of intention to seek supervision services as follows

$$\text{Intention to seek} = .486 (\text{Attitude}) + .407 (\text{Normative values}) - .236 (\text{Subjective Norm}) + 0.973$$

The results of multiple linear regression emphasized the role of Attitude in increasing the uptake and adoption of counselling supervision. An increase in positive attitude yields a corresponding increase in the uptake and adoption of counselling supervision. The study uses the definition of attitude by Ajzen (1991) who defines it as "degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question" (Ajzen, 1991, p. 188). Psychological research suggests that attitudes are significant influences on behaviour (Nagai, 2015; Skogstad, Deane, & Spicer, 2006). Further, TPB theorizes that intention is the best predictor of behaviour. In this instance, if attitude and subjective norm influence counsellor's intention possibly regarding seeking counselling supervision as admitting weakness, and associate it with discontent and discomfort, then as TPB warns it is unlikely that these counselors will seek counselling supervision services.

4.5 Prevalence of Seeking Supervision Services

To examine objective one which sought "to establish the prevalence of seeking counselling supervision services among practicing counsellor in Kenya." The prevalence of seeking counselling supervision was examined by computing the frequency of seeking supervision and the findings were as presented in Table 73.

Table 73

Frequency of Seeking Counselling Supervision

Frequency	Frequency	Valid Percent
Every Week	11	10.3
Every 2 weeks	8	7.5
Every Month	46	43.0
Once every 3 months	16	15.0
Twice a year	13	12.1
Once a year	13	12.1
Total	97	100.0

Most of the respondents (43%, n=46), seek supervision once in a month. Only 10.3% (n=11) attend supervision in a weekly basis. A logical explanation is that most counselling organisations require their counselors to attend supervision at least once per month. Lack of a policy in Kenya requiring counselors to seek supervision regularly could also explain the low uptake of supervision services among counselors.

Professional competence is not attained once and for all.” Being a competent professional demands not only continuing education but also a willingness to obtain periodic supervision when faced with ethical or clinical dilemmas”. (Corey, Corey, & Callanan, 2014, p.360). According to Openshaw (2012), “clinical supervision should take place at a time that is regularly scheduled with either a group or individuals receiving supervision from the same supervisor” (p. 7). This implies that it is unprocedural for a supervisor to conduct a supervision setting in an improper setting due to the confidentiality required.

4.6 Inclusion of Counselling Supervision as a Teaching Unit

The 8th objective of the study sought “to document the inclusion of Counselling Supervision as a teaching unit in the Counselling programmes in higher education in Kenya” The study sought to establish the inclusion of counselling supervision as a teaching unit in the counselling programmes in the Kenyan Universities. Literature suggests that for developing countries in Africa, it may be beneficial to research how training and on-going supervision may impact counselors’ efficacy (Baggaley et al. 1996; Richards and Marquez 2005). The researcher examined the inclusion of supervision as a unit in the counselling programmes of Universities in Kenya and the results were as indicated in Table 74.

From the available evidence, it was observed that in most Universities Counselling Supervision is offered as a unit in the counselling programme. Further, supervision is emphasised during practicum, as counselors in training are required to attend a 3 hour supervision session every week. However, it was noted that in some universities, there is no reference to supervision in the programme. The lack of inclusion of supervision in some institutions could be a reason for the low uptake of supervision by counselors after training, as the newly trained counselors have little awareness of the value and importance of counselling supervision in the profession.

Table 74***Status of inclusion of supervision in counselling programmes of Universities in Kenya.***

1.	University	Programme(s)	Status of Inclusion of Counselling Supervision
2.	Africa International University	B.A in Counselling Psychology	Not included as a unit but emphasized during practicum
3.	Daystar University	M.A in Counselling Psychology Doctor of Philosophy in Counselling Psychology	Included as a unit
4.	Jaramogi Oginga Odinga University	Masters of Education in Counselling	Offers only Guidance and Counselling
5.	Kenyatta University	B.A in Counselling M.A in Counselling Psychology Phd in Counselling Psychology	Included as a unit during practicum
6.	Mount Kenya University	B.A in Counselling M.A in Counselling Psychology Phd in Counselling Psychology	Included as a unit
7.	Moi University	B.SC in Counselling M.SC in Counselling Psychology	Not taught as a unit. Mentioned during practicum as "supervised group supervision"
8.	Pan Africa Christian University	B.A in Counselling	Included as a unit
9.	St Paul's University	B.A in Counselling	Done during practicum
10.	United States International University	M.A in Counselling	Included as a unit
11.	Tangaza University College	B.A in Counselling Psychology M.A in Counselling	Included as a unit
12.	International Leadership University	Bachelor of Education and Counselling Psychology	Too broad a content to include supervision as a unit
13.	Africa Nazarene University	B.A in Counselling Psychology	Included as a unit
14.	Africa International University	B.A in Counselling Psychology	Not included in the units taught
15.	Catholic University Of East Africa	B.A in Counselling Psychology M.A in Counselling	Included as a unit
16.	Egerton University	PhD in Counselling Psychology.	Pg 1379. PhD programmes distinct for Counselling Psychology with no mention of Counselling Supervision

Source: Commission for University Education 2016

Taylor and Harrison (2010), suggested that Clinical supervision courses should be planned and developed with the objective of preparing counselors to undertake, and also to deliver clinical supervision. This will assist counselors understanding of the rationale and merits of supervision. They posit that teaching people clinical supervision results in increased knowledge and skills which motivates counselors to seek supervision. This agrees with the qualitative findings in this study which suggests that continuous training and awareness creation on counselling supervision be enhanced among the practising counselors in every county. While supervision is considered to be an integral training requirement for supervisees, supervisors often have little training or support with regard to how supervision is to be conducted and where the focus of supervision should be placed (Campbell 2006; Peake et al. 2002). Hence, Schamess (2006) asserts that “clinical supervision should be designed to achieve both educational and therapeutic goals” (p. 428).

Clinical supervision is a fundamental aspect of training counselors and it is not only considered paramount for counselors -in-training, but it is also a fundamental cornerstone for counsellor educators and clinicians alike (Bernard & Goodyear, 2004). It is expected that clinical supervision is a component of any program that prepares students for professional counselling. Relevant practicum and internship will require coordinated supervision from both the university instructor and the field supervisor. This can only be achieved through partnership between the university and the schools (Romano, Goh, & Wahl, 2005).

Some of the respondents attested by the fact that limited knowledge on supervision process is a great hindrance to seeking counselling supervision services. One of the recommendations of this study is that institutions that train counselors should include

counselling supervision unit as a core unit of the counselling curriculum. This will help equip counselors with the relevant knowledge on counselling supervision process, and eventually increase the uptake of supervision services by practicing counselors. This agrees with the findings of Stockton, Paul, Voils-Levenda, Robbins, Li and Zaitsoff. (2015), who posited that lack of continuous, high quality training and supervision placed practitioners at risk of burnout.

It is reasonable to assume that ethical violations committed by the supervisor would have a negative impact on the supervisory process and all the reasons why counselors need to be trained on the supervision process. This will help them be able to choose their supervisors and even be able to assess adherence to ethical principles and standards for counsellor supervisors which include autonomy, beneficence, fidelity, justice, and veracity (Cottone & Tarvydas, 2007). “the function and tasks of supervision are at the foreground of interaction, while the latter four dimensions represent unique contextual factors” (Smith, 2009, p.7).

4.7 Suggestions to Encourage Counselors Embrace and Seek Supervision Services.

The study sought to explore the 9th research objective which stated:

What interventions or measures should be put in place to encourage counselors embrace and seek supervision services?

To answer the above question, a qualitative analysis of the responses of the semi-structured research questions was done. First, the responses were coded and percentages generated. Thematic analysis involved sorting information into themes; that is, recurring ideas or topics in a set of data (Braun & Clarke, 2006; Hayes, 2000), coding of data involved organizing raw data into conceptual categories and themes (Neuman, 2000). For

instance, where the respondents mentioned “*need more training on counselling supervision*” this was coded as a training theme. The results are presented in Table 75 in descending order of the responses.

The results suggest that the dominant theme (45.3%, n=53) from the coded data was the need for the counselling associations to formulate a policy that will coerce practicing counselors to seek supervision services. Most respondents suggested that for supervision to be relevant to counselors, there should be a mandatory requirement that all practicing counselors should attend supervision at least once per month. This agrees with the findings of Lampropoulos, (2003) who found that coercive pressures had a strong influence on the adoption of behaviour. This implies if policy would be formulated in relation to counselling supervision, counselors would embrace and supervision in their practice.

Table 75

Frequency of qualitative responses on Suggestions for Improving Uptake of Counselling Supervision

Suggestion	Frequency	%
Policy from counselors ' association	53	45.3
Sensitize counselors on supervision	48	41.0
Training counselors on supervision	33	28.2
Accessibility to accredited supervisors	24	20.5
Institutions to embrace supervision	21	17.9
Make supervision cost effective	18	15.4
Train supervisors	8	6.8
Program supervision sessions	6	5.1
Peer supervision to be encouraged	3	2.6

The second dominant theme (41.0%, n=48) from the participants to make practicing counselors embrace and seek supervision services, counselors should be sensitized on the importance of supervision, this many felt should be done at County level where seminars and workshops can be held to sensitize the counselors on supervision issues. This finding resonates with the position of Richards, Zivave, Govere, Mphande, and Dupwa (2011), who posit that a key issue to consider in Zimbabwe over the coming years is the establishment of a supervision system to help support counselors and enhance their practical skills.

The third theme (28.2%, n=33) was the need to train counselors on supervision especially the process of supervision. Gachutha (2006) asserts counselors should be trained to be equipped with the necessary skills to handle client issues leading to the question *“how would one fix what is broken if one does not have the right tools in the form of theoretical approach and techniques”* (p.325). Counseling supervision provides specific training on the use of assessment, diagnosis, treatment, and termination. A counselor supervisor is required to *“have mastery of the relevant knowledge and skills of clinical supervision, and excel in helping supervisees to develop clinical skills in their work with clients in many settings and contexts”* (Openshaw, 2012, pp. 4-5)”. This could explain why *there was no significant correlation between intention to seek supervision services and perceived behavioral control* ($r=-0.011, p>0.05$).

Perceived Behavioral Control (PBC) concerns individuals' evaluation of the presence of variables that may facilitate or impede performance of the behaviour, as well as the perceived power in executing a given behaviour (Ajzen & Manstead, 2007). Consequently, when a counsellor's evaluation of their perceived behavioral control is high, such a counsellor will seek supervision and vice versa. Hence, there is need to train counselors on aspects of supervision such as the process, the models of supervision, the

responsibility of supervisee as supported by Masambia (2014) who posits that students seeking a practicum site are severely handicapped by the lack of trained psychologists able to offer supervision, hence the need to have more counselors trained and accredited as Supervisors.

According to Smith, 2009, (p.1) it envisaged that clinical supervision and counselling utilize distinct and different skills, implying “that a “master” clinician may not be always be a “master” supervisor without the addition of training and competency in supervisory knowledge and skills”. Initially an experienced counsellor was also thought to make a good supervisor, Hence, “the concept of “master-apprentice” supervision evokes a hierarchy of power that favors the master as the “authority,” a dynamic that is not supported in today’s literature on supervision” Smith, 2009, (p.1).

From literature, the transference of supervision knowledge and skills is not an easy task as it follows the master-apprentice framework (Falender & Shafranske, 2008), hence the need to have more counsellor supervisors trained and equipped with the necessary skills in supervision process. According to Smith (2009, p. development and growth in counselling practice “is facilitated when the supervisee engages in reflection on the counseling work and relationship, as well as the supervision itself.” (p.1). Consequently, clinical supervision has lately been viewed as a composite interaction between the supervisor and supervisee, while hinged on a framework of supervision theories.

The other themes that emerged include issues such as making accredited supervisors accessible to counselors at the County level. A total of 24 respondents (20.5%,) suggested the Kenya Counselling and Psychological Association should avail the list of all trained and accredited supervisors to the counselors. The absence of a credible master list of accredited counselors left counselors at a loss on whom to seek supervision services from.

Wambui and Fisher (2015) noted that school counselors in Kenya are supervised by their course instructors in the university during training, which is insufficient without the involvement of site supervisors, due to time limitation and frequency. Further, there was noted absence of field supervisors which compromises the effective training of school counselors. There is need to document all the trained and accredited supervisors and an updated register of practitioners in Kenya be developed and be made accessible in all counties. This will help the counselors plan their supervision sessions in consultations with supervisors in their area of operation.

Other suggestions included, more supervisors should be trained and posted to every county in the country. Further it was suggested that counselors professional bodies should ensure that every supervisor meets the requirements. There are no clear regulations and guidelines on the requirements for one to be accredited as a counselling supervisor in Kenya. Based on global best practise, and specifically from the Association of Social Work Boards, the minimum qualifications of a supervisor include:

- i) “a license to practice in the area in which supervision is going to be provided;
- ii) Specific coursework in supervision and/or a specified minimum number of continuing education hours;
- iii) a minimum of three years of post-licensure experience in a supervisory role for ongoing currency, continuing education course in supervision that are updated every five years, and approved by the licensing boards” (Association of Social Work Boards, 2009, p. 7).

Further, the National Association of Social Workers published guidelines for Clinical Social Work Supervision. These guidelines include those listed above as well as the following:

- i) Have no active sanction by a disciplinary proceeding
- ii) Have formalized training in supervision and ongoing participation in the professional development of supervision
- iii) Have experience and expertise in the supervisee's work setting and the patient population served
- iv) Be familiar with the administrative and organizational policies of the workplace setting of the supervisee
- v) Be familiar with the community resources available to the supervisee for appropriate referrals of patients" (Coleman, 2003, p. 2).

Institutions where counselors work should embrace supervision by organizing supervision sessions for their counselors, supervision should be made cost effective to enable every practicing counsellor access supervision. According to the qualitative results 18 respondents (15.4%,) stated that the current charges for a supervision session are still high. Currently, there are no guidelines on the applicable fee for the professional service, and whereas some counselors stated that the fee was high, a balanceon fee and quality of service should be maintained, to attract and retain a healthy pool of qualified supervisors.

Other suggestions were that more supervisors need to be trained and that peer supervision among the counselors should be encouraged. This suggestion can be investigated further as the adequacy of the existing number of counselors and what is the optimal number to meet the skill gap and skill need. Having adequate numbers of counselors would be critical in reducing counsellor's burnout, enhancing professional development, increasing competence, and efficiency in counselling, are to be realized.

Supervisees can contribute to the effectiveness of their supervision by being proactive in their learning and by being transparent with their supervisors. Supervisors can increase the likelihood of these contributions through a strong supervisory working alliance. Supervisees share more openly when there is a strong supervisory working alliance (Ladany et al., 1996), and Gnilka et al. (2012) recommended adherence to supervisee-initiated goals, encouragement of supervisees to taking control in the supervision process, and monitoring of the supervisory relationship as ways to strengthen that alliance. In accrediting supervisors, professional bodies should ensure they observe ACES standards for Counselling Supervisors (1990) which include:

- i) effective counselors with appropriate training
- ii) committed to embodying personal characteristics congruent with role of professional supervisor
- iii) knowledgeable and able to apply ethical, regulatory, and legal principles of profession
- iv) actively aware of professional and personal context of supervision and supervisory relationship
 - i) competent and consistent in applying professionally supported supervision methods and techniques
 - ii) aware of the developmental processes of counsellor growth
 - iii) competent in case conceptualization and management of clinical cases
 - iv) competent in client assessment and evaluation
 - v) competent in professional documentation, both verbal and written
 - vi) competent in counsellor evaluation
 - vii) knowledgeable of contemporary counselling and supervision research.

When a supervisor possesses these qualities, counselors will seek to emulate them and be confident enough to seek supervision services. Some of the participants suggested peer supervision should also be encouraged among the practicing counselors. According to Hawkins, Shohet, Ryde and Wilmot (2012) peer supervision occurs when counselors are unable to obtain “good supervision as their immediate line senior has neither the time nor the ability to supervise them” (p. 164).

4.8 Summary of Chapter Four

The chapter has examined the influence of individual and institutional factors of counsellor's intention to seek supervision services in Kenya. The factors examined included individual level factors of counsellor's attitude, subjective norms and perceived behavioral control of supervision process. The institutional level factors of coercive, mimetic, and normative values in the context of seeking supervision services have been examined.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This study examined the influence of individual and institutional factors of counsellor's intention to seek supervision services in Nairobi County, Kenya. The factors examined included individual level factors of counsellor's attitude, subjective norms and PBC of supervision process. The institutional level factors of coercive, mimetic, and normative values in the context of seeking supervision services have been examined. This chapter concludes with a summary of the major findings, suggestions for future research and recommendations for educators, policy planners and practicing.

5.2 Summary of Findings

The results of the regression analysis indicated that individual and institutional factors individual are significant predictors of intention to seek supervision services. It explained 57.7% of the variance ($R^2=.577$, $F(6, 95) = 21.556$, $p < 0.05$). This implies that there are other variables that explain the remaining 42.3% of the variation in the intention to seek supervision services. Further, the findings suggest that relationships between intention to seek supervision services and three of the six variables of the study was significant.

The findings suggest that there is a significant relationship between intention to seek supervision services and three of the six variables of the study. The three (3) significant variables were: Attitude ($\beta = .511$, $p < 0.05$), Subjective Norm ($\beta = -0.144$, $p < 0.05$). Normative values ($\beta = .347$, $p < 0.05$) leading to the rejection of the null hypothesis.

However, perceived behavioural control, mimetic reinforcement and coercive pressure had $p > 0.05$ hence was not significant leading to the acceptance of the null hypothesis.

The qualitative data suggests that most respondents are of the view that for supervision to be relevant to counselors, there should be a mandatory requirement for all practicing counselors to attend supervision at least once per month, which will enhance their skills in counselling. Further, document analysis of the course outlines of Universities offering counselling programmes at undergraduate and postgraduate level indicated that counselling supervision was not well entrenched as a core unit in the curriculum. This implies that most counselors are not aware of the benefits and importance of counselling supervision in their practice, hence the low uptake of counselling supervision.

The data suggests that there are more female 67% (n=71) counselors than male counselors 33% (n=35) practicing counselling in Nairobi County. Further, most of the respondents (37.7%, n=40), had less than five (5) years' experience in counselling. In addition, 43%, of the respondents (n=46), indicated that they sought supervision services once in a month. Most of the respondents (82.2 %, n=88) indicated that they spent 60 min to 2 hours in a supervision session. This is in line with the supervision policy that a supervision session should take a minimum of one hour.

The results indicate that there is a significant correlation between *intention to seek supervision services* and *attitude* ($r=0.608$, $p<0.05$), *normative values* ($r=0.569$, $p<0.05$) and *coercive pressure* ($r=-0.319$, $p<0.05$), is significant, with a strong positive relationship. Most of the respondents suggested the need for the counselling associations to formulate a policy that will coerce practicing counselors to seek supervision services. They further suggested that the counselors should be sensitized on the importance of supervision; many

felt this should be done at County level where seminars and workshops can be held to sensitize and train the counselors on supervision issues.

5.3 Conclusion

This is one of the few empirical studies investigating the individual and institutional factors that influence counselors intention to seek supervision in developing countries in general, and in Kenya. Since counselors play an important role in the uptake of counselling supervision within supervision field, this research is one of the very few empirical to address the issue of adoption of counselling supervision at the individual level and organizational level.

This research fills a gap in counseling research, particularly counselling supervision in developing countries and attempts to quantify an area where research on counselling supervision adoption is very limited. It is worth noting that the importance of conducting this research is based on the findings of the literature review, which state that the bulk of conceptual works and empirical research are on counselling and not counselling supervision. There is a paucity of writings focusing on counselling supervision issues in developing countries, such as Kenya.

It is expected that the results of this quantitative and qualitative research will provide a better understanding of the phenomenon under investigation. As a result, this research provides new insights into the intention decision to seek counselling supervision services. This research innovates by simultaneously integrating the TPB model and Institutional Theory model to the counselling supervision field. Accordingly, this research can be regarded as making theoretical and practical contributions in this area of counselling supervision research. These contributions are discussed below.

5.3.1 Contribution to Theory

This research makes several theoretical contributions to the literature on adoption of counselling supervision. It contributes to the counseling literature in relation to the adoption of the counselling supervision by counselors in Kenya. The results provide important insights into the roles of several factors that relate to individual and institutional factors that simultaneously influence counselors' intention to seek counselling supervision services. The study found a significant influence of the attitude, normative values, and subjective norms on counselors' intention to seek supervision services. Thus, this research supports the capability of these multi-disciplinary theories to work together to explain individuals' behavioural intentions towards the adoption of counselling supervision.

5.3.2 Contribution to Practice

From a practical perspective, this research has contributed to a better understanding of individual and institutional factors influencing the counselors' intention to seek counselling supervision services in Kenya, and simultaneously confirm the pivotal role of attitude in increasing the adoption and utilization of counselling supervision. The findings may help establish strategies to promote the adoption of counseling supervision among practising counselors. It provides a framework for informed direction to establish or refine implementation plans and training programmes geared towards enhancing the adoption of counselling supervision. The results indicate that, to ensure successful adoption of counseling supervision by counselors, several aspects are important. These relate to individual (such as attitude and subjective norms), and institutional (such as normative values) aspects.

Further, this research increases practising counselors' awareness of the adoption of counselling supervision services. Thus, this might enable them to better manage their own client cases. Similarly, the results of the research can be of value to counselling curriculum developers and designers. For example, the findings can offer guidelines for a

counselling supervision programme at undergraduate level that would be more likely lead to uptake of counselling supervision.

5.4 Recommendations

In the light of the present study, the following recommendations are proposed and are categorized as per the sectors involved.

5.4.1 Policy Recommendations

5.4.1.1 Training Institutions

Institutions of higher learning that train counselors should include supervision as a unit in the curriculum to ensure counselors are sensitized and trained in supervision. Clinical supervision courses should be planned and developed with the objective of preparing counselors to undertake, and to deliver clinical supervision. Many participants felt this assist counselors understanding of the rationale and merits of supervision. Taylor and Harrison (2010) found out teaching people about clinical supervision results in increased knowledge and skills which motivates counselors to seek supervision. Similarly, Stockton, Paul, Voils-Levenda, Robbins, and Zaitsoff (2015) in the context of supervision in Zimbabwe suggested that supervision could be more frequent, supportive, and generally be improved in quality especially during training and after training.

5.4.1.2 Professional Bodies

Organizations and Government agencies that accredit counselors should formulate policy statement that will make supervision a mandatory requirement for every practicing counsellor. This will also encourage and sustain regular seeking of counselling supervision services in their practice. Counseling professional associations such as Kenya Counselling and Psychological Association (KCPA) formerly Kenya Counselling Association (KCA);

the Kenya Psychological Association, Kenya Association of Professional Counselors, Kenya Universities Professional Counselors Association (KUPCA), the Kenya Guidance, Counselling and Psychological Association (KGCPA), and the Kenya Association of Clinical Psychologists (KACP) should borrow from what happens in other countries like Australia where the Psychotherapy and Counselling Federation of Australia (PACFA), the first national body to viably represent the counselling profession in Australia (Schofield & Pelling, 2002, p. 219), has a policy that to become a member, a practitioner must provide evidence of training and supervised practice experience. Practising members are required to engage in ongoing supervision, irrespective of their status or experience (PACFA Professional Standards, 2006).

Ongoing clinical supervision is “central to effective practice” and promotes an “enhanced capacity to utilize oneself in the therapeutic endeavour” (PACFA Professional Standards and Ethical Guidelines, 2006, p. 6). PACFA Professional Standards and Ethical Guidelines (2006, p. 11) require that “psychotherapists and counselors have regular suitable supervision and use such supervision to develop counselling skills, maintain performance and provide accountability for practice”.

For legal reasons, the KCPA should enact regulations and provide guidelines on counselling supervision to leverage on the influence of coercive pressure. In this context, it is obvious that the KCPA should initiate planning actions that seek to improve the uptake and adoption of counselling supervision. This is also supported by what happens in CANADA where the accreditation of Canadian Certified Counsellor (CCC) indicates that the counsellor holds valid training in the areas required to meet the standards of practice designated by the CCPA.

This certification requires, in part, a Master's degree in Counselling and a supervised practicum during training (CCPA, 2010). If supervision would be made to part of accreditation requirement for practising counselors in Kenya, it will not only improve the uptake of counselling supervision but also counselling services in Kenya would improve greatly.

As mentioned previously, the descriptive results showed a low frequency in seeking counselling supervision services, which is not only the irregular, but also confirmed the existence of a problem in seeking counselling supervision services. Hence, it is critical that actions to advance the uptake and adoption of counselling supervision services be established and evaluated with a view to attain the anticipated results and outcomes. Whereas many counselors are aware of the benefits of seeking counselling supervision services, the low uptake of supervision services may compromise the intended benefits of counselling.

5.4.1.3 Employers

School administrators should support the provision of counselling supervision services to the counselors in their schools by supporting them to attend supervision, at least once a month. Counselling Supervision programs should be organized at County level to create awareness and to help counselors deal with burnout conditions and to help maintain safe and ethical practice as suggested by Corey (2001) who urge counselors to develop strategies for keeping themselves alive personally and professionally in their practice.

5.4.1.4 Practicing Counselors

Every practicing counsellor should plan to attend counselling supervision at least twice in a month. According to Gould and Baldwin (2004) supervision is the key to counselors' professional development and practice. This was conveyed by the responses of the participants in this research. Further, Kiarie (2015) posits that this will shield clients from mal practices and client harm in the counselling practice. Most of the respondents felt their need to have more supervisors trained and posted in every county to increase the access to the counselling services.

5.4.2 Recommendations for Further Research

This study does not claim perfection and may be limited by limitations inherent in the study design. Firstly, the present study investigated selected individual and institutional level variables. Future research may consider multiple variables as possible drivers or consequences of seeking counselling supervision services, with a view of further documenting the complexities of the counselling work environment. Further, it is suggested that tests on gender differences be conducted, based on levels of intention to seek counselling supervision services. This test could also be conducted among different set ups such as among trainee counselors and practicing counselors.

The findings and conclusions were based on a sample of 220 counselors from Nairobi County, this may limit the generalizations of the study findings to populations and areas that are different from the study populations and locations. A similar study should be duplicated in other parts of the country to generalize the findings to counselors and other helping professions. Similarly, additional research may be conducted to replicate the research among University students undertaking counselling programmes, for universities that have counseling supervision initiatives, to compare the results with the present study.

The current study was cross sectional as data was collected once to establish effects of individual and institutional factors on the counselors' intention to seek supervision services. Therefore, the study was limited regarding causal inferences. There is need for longitudinal study to examine effects of individual and institutional factors on the counselors' intention to seek supervision services over time. It is important to capitalise on continuous professional education for administrators and managers, involved in supervision and management of practicing counselors in Kenya, as their backing is critical.

The topics would focus on the benefits of counselling supervision and the institutional barriers to seeking counselling supervision services, with an aim of increasing the uptake of counselling supervision. In addition, there should be targeted efforts to provide training to counselors, to enhance their ability to cope with institutional pressures that impact their intention to seek counselling supervision services.

It is also important to develop an organizational model with capacity to support a rational blend between counselling and counselling supervision. Such initiatives may include self-scheduling for supervision and rewarding top counselors based on their uptake of counselling supervision. Further, on training, it is suggested that the professional body responsible for counselling mediates between counselors and supervisors, thus limiting excessive requests for supervision. Finally, there should be efforts aimed at offering psychological support to counsellors, during times when they deal with difficult clients. This may entail individual supervision using professional supervisors facilitated by employers, or small group meetings of counselors facilitated by an external professional body responsible for counselling.

The data was collected using self-reported instruments on the influence of individual and institutional factors on counselors' intention to seek supervision. Using

other methods like observations, record searches, peer and supervisory ratings could be employed in later studies to develop further the understanding of factors that determine counselors intention to seek supervision. Finally, there is need to carry out a study on other unique factors that determine counselors intention to seek supervision services now that the model accounts for 57.7% of the variance in intention to seek counselling supervision. This implies that there are other variables not included in this study, which account for 42.3% of the variance in intention to seek supervision services accounted by other factors not in the present study.

5.5 Summary of Chapter Five

The chapter concludes the study by presenting a discussion on the practical and theoretical contributions of the study. Further, the chapter gives recommendations to training institutions, professional bodies, employer and practicing counselors on how to increase the uptake of counselling supervision. It concludes with recommendations for future research, based on the limitations of the study.

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APPENDICES

Appendix I

Cover Letter

Survey on: The influence of individual and institutional factors on counselors intention to seek supervision services in Nairobi County.

Dear Participant,

Thank you for agreeing to participate in this research. My name is Jane Kiarie, and I am currently enrolled in a Doctoral degree programme at Kabarak University. Being a counsellor by profession, I am interested in how counsellors seek counselling supervision. The aim of this research is to gain your perceptions, as a counsellor, about the adoption and utilisation of counselling supervision that enable you to accomplish your counselling tasks more effectively. More specifically, my research seeks to explore, identify, and understand your intentions and the factors that influence the adoption and utilisation of supervision services at individual and group level.

The insights you provide as part of this study may be of benefit to your organisation by enabling management, counsellors, universities, and the professional regulatory body to understand the successful implementation processes of counseling supervision. Even though your organisation may not yet have embraced or embarked on any counselling supervision related initiatives, the researcher would still like to know your opinion. In understanding this phenomenon, the researcher kindly requests your assistance, which entails completing the enclosed questionnaire, then return it to the researcher. This

questionnaire will take approximately 25-30 minutes to complete. The information that you provide will only be reported in an aggregated form, which means that you and your organisation will not be identifiable in my research or any other related research output. Further, the data will ONLY be used for academic purposes.

As with your responses to the questionnaire, your interview responses will be kept CONFIDENTIAL. Because this questionnaire is an important part of my PhD, I would greatly appreciate it if you could complete and return the questionnaire within **5 days**.

If you require any clarification or further information, please feel free to contact me on Email kiariejane@gmail.com

Thank you for your participation and valuable contribution to this research.

Yours sincerely,

Jane M. Kiarie
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Consent

Having understood the above information and knowledge that the survey is voluntary, confidentiality and anonymity are guaranteed, I do hereby accept to participate in the survey.

Participant's Signature_____

Date_____

Appendix II

Counsellor Supervision Questionnaire

SECTION A: DEMOGRAPHIC CHARACTERISTICS

The following questions request biographical information. Your responses will be used for statistical purposes only. Confidentiality is guaranteed.

Gender. Male Female

(b) Length of experience as a counsellor in years _____

1-5 years 6-10 years 11-15 years 16 years or over

Frequency of attendance to Counselling Supervision sessions

Every week Every 2 weeks Every month

Once every 3 months Twice a year Once a year

Duration of Supervision Session

Less than 60 minutes 60 minutes - 2 hours More than 2 hours

Instructions: Below are statements that describe how you may think about seeking supervision services as a counsellor. Use the following scales to indicate your level of agreement or disagreement with each statement. (1= Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA) Please circle one answer for each of the following statements.

	Subjective Norms Scale	SD	D	U	A	SA
	Most counselors who are important to me seek supervision services.					
	The people in my life whose opinions I value think I should seek supervision services.					
	My colleagues in counselling to seek supervision services.					
	My trainers think I should continue seeking supervision services					
	Perceived Behavioural Control Scale	SD	D	U	A	SA
	It is possible for me to attend supervision services regularly					
	If I wanted to, I could stay out of supervision services.					
	I have control over the supervision process.					
	It is mostly up to me to decide when to seek supervision services.					

	I am able to attend supervision services whenever I desire.					
	I am confident that I can access supervision services whenever I desire.					
	I can accurately determine my times of supervision.					
	Whether or not I attend, supervision services is completely up to me.					
	How many times I attend supervision services is completely up to me.					
	I only attend supervision services when I know I need it.					

Adoption intention	SD	D	U	A	SA
I would continue to seek supervision services for my counselling needs					
Continuing to seek supervision services for handling my counselling work is something I would do in the future					
I see myself continuing to seek supervision					

services in handling my client issues					
Coercive forces					
My counselling training requires me to seek supervision services.					
Many counselling issues can be solved only with the help of supervision services.					
The Counselling Association demands that I should show evidence of using supervision services					
My interactions with other counsellors force me to seek supervision services					
Normative forces					
I have seen what other counsellors are able to do by seeking supervision services					
Many counsellors in my professional network seek supervision services					
The seeking of supervision services by counsellors is very important in my profession					
Mimetic forces					
Counsellors around me who seek supervision services are more preferred by clients than those who do not					
Counsellors around me who seek supervision services have a higher status in the counselling					

field.					
Seeking counselling supervision is a status symbol in the counselling field.					
I wish to counsel clients just like my supervisors who are well grounded in supervision services.					

SECTION C

In your view what should be done to encourage practicing counselors to embrace and seek supervision services?

END

Thank you for taking your time to complete this questionnaire

Appendix III: Research Permit



**THIS IS TO CERTIFY THAT:
MS. JANE METUMI KIARIE
of KABARAK UNIVERSITY, 704-1000
Thika, has been permitted to conduct
research in Nairobi County**

**Permit No : NACOSTI/P/16/60577/10721
Date Of Issue : 15th June,2016
Fee Received :Ksh 2000**

**on the topic: THE EFFECT OF
INDIVIDUAL AND INSTITUTIONAL
FACTORS ON COUNSELORS INTENTION
TO SEEK SUPERVISION SERVICES IN
KENYA**

**for the period ending:
13th June,2017**




.....
**Applicant's
Signature**


.....
**Director General
National Commission for Science,
Technology & Innovation**

Appendix IV: List of Publications

Journal items

- Kiarie J. M., Kiptiony G. J., Mwenje M. K.** (2017). Exploring institutional determinants of intention to seek supervision services: A panacea for empowered counselors. *Journal of Res. and Innov.* (Accepted) Available from: <http://eserver.kabarak.ac.ke:8082/ocs/index.php/conf06/conf06/paper/view/363>
- Kiarie J. M.** (2016). Counselors perception of the benefits of counseling supervision: A panacea for a secure world. *Journal of Res. and Innov.* 4(1), 39-48.
- Kiarie J. M., Mwenje M. Khasakala L., Nthangi A.** (2014). *Counseling Supervision.* Riverbrooks Communication Network, Nairobi, Kenya.

Books

- Kiarie, J.** (2012). *Counsellor burnout and work engagement. A panacea and a challenge in high schools.* Lambert Academic Publishing, Saarbrucken.
- Kiarie J. M., Sirera, A., Mwenje, M.** (2011). The effect of burnout of teacher counselors' work engagement. *Kenyan Journal of Guidance, Counseling and Psychology,* 1(1),23-37