



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIP BETWEEN PERCEIVED SUPERVISORY STYLE AND  
SATISFACTION AMONG UNDERGRADUATE COUNSELLING  
INTERNS OF PUBLIC UNIVERSITIES IN MALAYSIA***

**NUR HAFIZAH BINTI MOHD ALI**

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**MASTER OF SCIENCE  
UNIVERSITI PUTRA MALAYSIA**

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OF PUBLIC UNIVERSITIES IN MALAYSIA**

**By**

**NUR HAFIZAH BINTI MOHD ALI**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra  
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Science**

**June 2013**

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Abstract of this thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science

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By

**NUR HAFIZAH BINTI MOHD ALI**

**June 2013**

**Chairman : Siti Aishah Hassan, PhD**

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Counselling supervision is an essential element to novice counsellors in developing their professional and competency during internship. Supervisors play different roles and styles during supervision process. The supervisory styles of supervisors in Malaysia and its relationship to the supervisory satisfaction has not been explored and investigated thoroughly. Therefore, this study aims (a) to identify the prevalent supervisory styles among supervisors as perceived by counselling interns in Malaysian public universities; (b) to examine the significant relationship between perceived supervisory styles and supervisory satisfaction among counselling interns in Malaysian public universities; and (c) to examine whether the perceived supervisory styles significantly explained supervisory satisfaction among counselling interns during supervision process.

A stratified random sampling technique was performed to select 138 respondents among counselling interns from four public universities in Malaysia. A descriptive and correlational research design was used in this study. Two types of inventories were used. The Adapted Supervisory Styles Inventory was used to measure four supervisory styles (Directive Teacher style, Supportive Teacher style, Counsellor style and Consultant style) as perceived by counselling interns and the Supervisory Satisfaction Questionnaire was used to measure satisfaction of counselling intern towards supervision.

The findings revealed that the majority of respondents perceived their supervisors adapted supportive teacher style (44.9%) followed by directive teacher style (40.6%) during supervision. The findings also revealed that only three types of supervisory styles have significant relationship with supervisory satisfaction. The three styles are Directive Teacher style ( $r = .42$ ,  $p < .05$ ), Supportive Teacher style ( $r = .47$ ,  $p < .05$ ) and Counsellor style ( $r = .32$ ,  $p < .05$ ). While the Consultant style is the only style that has no significant relationship with supervisory satisfaction ( $r = .10$ ,  $p > .05$ ). The result also showed that from four types of supervisory styles perceived by counselling interns, only Supportive Teacher style was significantly contribute to supervisory satisfaction ( $R^2 = .24$ ,  $F(3, 134) = 13.93$ ,  $p < .001$ ). The Supportive Teacher style was significantly explained 23.8% of the supervisory satisfaction among the counselling interns.

This study, thus, has filled the knowledge gap in counselling supervisory styles. The newly adapted instruments of supervisory styles inventory can be extended to the undergraduate level interns. Practically, it helps to enlighten supervisors in enhancing supervision process. Supervisors or counselor educators have to find the most functional and appropriate style that suit their interns.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN ANTARA TANGGAPAN GAYA PENYELIAAN DAN  
KEPUASAN PENYELIAAN DI KALANGAN PELATIH KAUNSELING  
PRASISWAZAH UNIVERSITI AWAM DI MALAYSIA**

Oleh

**NUR HAFIZAH BINTI MOHD ALI**

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Penyeliaan kaunseling adalah elemen penting untuk kaunselor baru dalam pembangunan profesional mereka dan kecekapan mereka semasa latihan. Penyelia memainkan peranan yang penting dan gaya yang berbeza semasa proses penyeliaan. Perkaitan antara gaya penyeliaan penyelia dengan kepuasan penyeliaan masih belum diterokai dan disiasat dengan teliti di Malaysia. Oleh itu, kajian ini bertujuan (a) untuk mengenal pasti gaya penyeliaan yang penyelia gunakan berdasarkan tanggapan pelatih kaunseling; (b) untuk mengkaji hubungan yang signifikan antara tanggapan gaya penyeliaan dan kepuasan pelatih kaunseling semasa penyeliaan; dan (c) untuk meneroka sama ada gaya penyeliaan menjelaskan secara signifikan terhadap kepuasan penyeliaan di kalangan pelatih kaunseling semasa proses penyeliaan.



Satu teknik persampelan rawak berstrata telah dijalankan untuk memilih 138 responden di kalangan pelatih kaunseling dari empat buah universiti awam di Malaysia. Rekabentuk kajian ini menggunakan kajian deskriptif dan korelasi. Alat kajian yang digunakan dalam kajian ini terdiri daripada inventori *Adapted Supervisory Styles* bertujuan untuk mengukur empat jenis gaya penyeliaan (*Directive Teacher, Supportive Teacher, Counselor* dan *Consultant*) dan inventori *Supervisory Satisfaction Questionnaire* bertujuan untuk melihat tahap kepuasan terhadap penyeliaan yang diterima oleh pelatih kaunseling.

Dapatan kajian menunjukkan bahawa majoriti responden berpendapat penyelia mereka menggunakan gaya *Directive Teacher* (44.9%) diikuti oleh gaya *Supportive Teacher* (40.6%) semasa proses penyeliaan. Hasil kajian juga menunjukkan bahawa tiga jenis gaya penyeliaan mempunyai hubungan yang signifikan dengan kepuasan terhadap penyeliaan. Tiga jenis gaya penyeliaan tersebut adalah gaya *Directive Teacher* ( $r = .42, p < .05$ ), gaya *Supportive Teacher* ( $r = .47, p < .05$ ) dan gaya *Counselor* ( $r = .32, p < .05$ ). Walau bagaimanapun, hanya gaya *Consultant* yang tidak mempunyai hubungan yang signifikan dengan kepuasan terhadap penyeliaan ( $r = .10, p > .05$ ). Hasil kajian seterusnya menunjukkan daripada empat jenis gaya penyeliaan yang dianggap oleh pelatih kaunseling, hanya gaya *Supportive Teacher* menyumbang kepada kepuasan terhadap penyeliaan ( $R^2 = .24, F(3, 134) = 13.93, p < .001$ ). Gaya *Supportive Teacher* secara signifikan menjelaskan 23.8% kepuasan terhadap penyeliaan di kalangan pelatih kaunseling.

Dengan adanya kajian ini, jurang pengetahuan dalam bidang penyeliaan kaunseling dapat diisi dan dikembangkan. Inventori gaya penyeliaan yang diadaptasi, boleh digunakan untuk pelatih kaunseling peringkat ijazah pertama. Secara praktikalnya, ia dapat membantu untuk memberi penerangan kepada penyelia dalam meningkatkan dan memperbaiki proses penyeliaan kaunseling. Penyelia atau pendidik kaunselor perlu mencari gaya yang paling praktikal dan sesuai dengan tahap pelatih mereka.



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I especially appreciate my mother and father for their continuing encouragement and support and for their patience and understanding during my graduate studies. Not forget my best friend ever and both siblings' angah and adek. Thank you so much.

I certify that a Thesis Examination Committee has met on 28 June 2013 to conduct the final examination of Nur Hafizah Binti Mohd Ali on her thesis entitled "Relationship between Perceived Supervisory Style and Satisfaction among Undergraduate Counselling Interns of Public Universities in Malaysia" in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Master of Science.

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## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



---

**NUR HAFIZAH BINTI MOHD ALI**

Date: 28<sup>th</sup> June 2013

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## LIST OF ABBREVIATIONS

CACREP	Counseling for Accreditation of Counseling and Related Educational Programs
ASiCT	Adaptive Supervision in Counselor Training
UM	Universiti Malaya
UKM	Universiti Kebangsaan Malaysia
UPM	Universiti Putra Malaysia
UTM	Universiti Teknologi Malaysia
IUM	International Islamic University Malaysia
USM	Universiti Sains Malaysia
UMS	Universiti Malaysia Sabah
UMS	Universiti Malaysia Sarawak
SSI	Supervisory Styles Inventory
ACT	Adaptive Counseling and Therapy

## CHAPTER 1

### INTRODUCTION

#### 1.1 Chapter Overview

This chapter provides the background of the study, which sheds light on the importance of supervision for counseling students during their internship. It subsequently presents the problem statement of this study as an effort to understand the supervisory styles as perceived by counseling interns in Malaysia. The research questions and both the general and specific research objectives are elaborated along with the research hypotheses. Finally, the significance of the study is stated and the definitions of terms are offered at the end of this chapter.

#### 1.2 Background of Study

Quite recently, the accelerated development of Malaysia's economy and technological advancements has impacted the community both directly and indirectly. These developments pose various challenges for the citizens' survival. Therefore, the needs for guidance and counseling services have increased accordingly (Zuraimey Ahmad, Mohd. Najib Sapari & Mohamed Sharif Mustafa, 2008). The Ministry of Education (MOE) in Malaysia has issued a circular stating that all schools should have guidance

and counseling teachers. The MOE proposed to increase the number of guidance and counseling teachers in every school in order to achieve a ratio of 1:300 guidance and counseling teacher to students (Zarkashi, 2012; Metro, March 2012). Even though each school currently have guidance and counseling teachers, the numbers are still insufficient (Zarkashi, 2012; Metro, March 2012).

According to the Malaysian Deputy Prime Minister, counseling is a crucial role in the country's effort towards achieving a developed nation status. Same goes to the guidance and counseling teachers in schools (Yassin, 2012; Metro, April 2012). The MOE reported that disciplinary problems among students are inversely related to the roles counseling teachers play. He added that guidance and counseling teachers play a major role in students' education. They do not only guide students in education, but also help them to understand their future career direction. In general, the counseling teachers are there to help students develop their personality, improve their discipline, psychosocial and mental well-being (Yassin, 2012; Metro, April 2012).

Due to the high expectations, it has become a challenge and has added pressure to guidance and counseling teachers in discharging their responsibilities. Moreover, additional problems exist such as the issue of gangsterism, illegal racing activities, drug abuse, murder and rape among students. All these have added to the burden of providing relevant reports

(Marzita (2003). There is also the issue of parents and the community insisting on wanting excellent results in the academic achievements of the students which puts pressure on the counselors. Thus, resulting in guidance and counseling teachers having to not only face the burden of school work, but also to face criticism blaming them for their failure in shaping students' behavior (Zasmani, 2004). This actually pressures the counselors. Therefore, one of the ways that can be done to provide adequate preparation to prospective counselors is to provide a well-established counseling training. According to Schmidt (2003), challenges by counselors need to be addressed through quality training and counseling services effectively.

In Malaysia, for a person to become a counselor or a guidance and counseling teacher, he or she must obtain a diploma, degree or postgraduate degree. There are many institutions offering counseling courses in Malaysia. Table 1 provides a list of public higher education institutions that offer training or courses in counseling in Malaysia. The information has been updated in the year 2010 based on the source website of public higher education institutions.

**Table 1: Public Universities Offering Counseling Programmes**

No.	Name of University	Degree Level	In	Master Level	In	PhD Level
1.	Universiti Putra Malaysia	Bachelor of Education (Guidance & Counseling)	√	Guidance & Counseling	√	Counseling
2.	Universiti Sains Islam Malaysia	Bachelor of Counseling	√	Counseling in Family Counseling in Substance Abuse		Counseling
3.	Universiti Malaysia Utara	Bachelor of Counseling Bachelor of Education (Guidance & Counseling)	√	Counseling		Counseling
4.	Universiti of Malaya	Bachelor of Counseling	√	Counseling		Counseling
5.	International Islamic University (IIUM)	Bachelor of Education (Guidance & Counseling)	√	Counseling		Research in Counseling
6.	Universiti Malaysia Sabah (UMS)	Bachelor of Psychology (Counseling Psychology)	√	Psychology Counseling		Counseling Psychology
7.	Universiti Malaysia Sarawak (UNIMAS)	Bachelor of Counseling	√	Not offered		Not offered
8.	Universiti Terengganu (UMT)	Bachelor of Counseling	√	Master research in counselling (career, family & process counselling)		Counseling
9.	Universiti Teknologi Malaysia	Not offered		Master Education (Guidance & Counseling)		Guidance & Counseling
10.	Universiti Sultan Idris Perguruan	Bachelor Edu (Guidance & Counseling)	√	Master of Education (Guidance & Counseling)		Guidance & Counseling
11.	Universiti Malaysia Sains	Not Offered		Master of Education (Guidance & Counseling)		Not offered



Nonetheless, Abdul Halim Othman, Md. Shuaib Che Din and Sapora Sipon (2000) stated that a consensus among these institutions on a strong training model has not been established. Each institution uses their own syllabus and model in conducting the counseling courses. As such, Abdul Halim Othman, et al. (2000) postulated that there are still a huge number of issues relating to counseling training, which requires discussion and review in order to produce more established counseling services in Malaysia.

Among the issues raised by Abdul Halim Othman, et al. (2000) is the issue of practicum and internship. Counseling practicum and internship are clinical experiences under supervision. The aim is to enable counseling interns to build and expand their basic counseling skills while integrating their professional knowledge in the process (Education and Technical Training Committee and Board of Counselor, 2003 in Rahimi Che Aman & Nor Shafrin Ahmad, 2010). Internship in counseling is vital because it helps students familiarize themselves with the clients' personalities and problems. It also trains interns as counselors to deal appropriately with clients during the counseling sessions. Moreover, it helps interns to build confidence in facing future challenges and problems when they finally become a professional counselor.

In Malaysia, supervisors are usually lecturers at the institution where the students are trained. During the supervisory process, supervisors are responsible for overseeing, guiding, monitoring, evaluating and serve as a

gate keeper, while helping to develop and maintain clinical skills to meet professional standards as a counselor (Bernard & Goodyear, 2004; Drapela, 1983; Othman Mohamed, 2008).

As defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), supervision is a mentoring process or tutorial for practicum or internship students. During the supervision, the skills, knowledge, and attitudes are transmitted to the supervisee by the supervisor (Bernard & Goodyear, 2004). During this process, the supervisor will facilitate the supervisee to ensure that he or she can practice ethically, effectively and in accordance with best practices.

According to Bernard and Goodyear (2004), supervision is an important component in counseling training and counselor development. It is an essential element in producing competent and ethical counselors. With consistent supervision, supervisees can improve their self-confidence, counseling skills, utilizing different types of counselling techniques, while enhancing their professional growth and the way they function from the learning processes that occur during supervision (Bernard & Goodyear 2004; Drapela, 1983). Supervisees' improvement during internship can bring positive outcomes to counseling services and indirectly benefit the clients without jeopardizing them (Drapela, 1983).

On the contrary, the counseling skills of supervisees who are not consistently supervised will tend to decline or remain stagnant. The professional development and growth of the supervisee during the internship period will be stifled. To establish and maintain good supervision process, it is important to ensure that ideas are mutually shared, while challenging assumptions and relationship factors are set (Kilminster & Jolly, 2000).

During supervision, a relationship exists because the supervisor will necessarily maintain contact with the supervisee. Both will work together to achieve their goals. Moreover, supervisory relationships are influenced by many demographic variables and personal characteristics (Dye, 2001). Several identified factors are gender, role attitude, supervisory styles, age, race, and ethnicity. These factors must be observed in greater details in order to ensure a good supervision process.

In this study, the researcher focuses on supervisory styles used by supervisors in supervising their counseling interns during the supervision process. The current study examines the counseling interns' perspectives in order to determine supervisory styles used by their supervisors. As stated by supervision theorists and researchers, supervisors work with their supervisees using a variety of styles, perspectives, and roles (Bernard & Goodyear, 2004; Friedlander & Ward, 1984; Ladany et al., 2001). According to Dow, Hart and Nance (2009), a supervisory style is a significant part of the supervision process. Different supervisory styles elicit different actions,

thoughts and behaviors of supervisees during supervision (Stenack & Dye, 1983). In addition, when the style used by the supervisor brings conflict to the supervisee, the supervisee tends to distance himself or herself from the supervisor. Thus, the supervisee is not satisfied with the supervision (Stenack & Dye, 1983).

As Friedlander and Ward (1984) wrote, "...this is especially interesting because the supervisor's orientation seems to influence his or her style considerably, and the supervisor's predominant style may, in turn, be predictive of not only an intern's willingness to work with him or her but also the intern's eventual satisfaction with supervision...". (p. 556)

Therefore, supervisory styles are important factors to be investigated in relation to supervisory satisfaction. If they are not clearly addressed, the supervisee might experience inner dissonance (Taylor & Bentley, 2005). In order to help improve the counseling training in Malaysia, this study aims to identify supervisory styles prevalent as perceived by counseling interns in Malaysia. This study also further examines the influence of supervisors' supervisory styles to counseling interns' satisfaction.

### **1.3 Problem Statement**

Although counseling services has long been established in Malaysia, attention given to counselling supervision process is still far behind (Othman Mohamed, 2008). Counselling interns, who need to undergo internship, are usually unsure of who will supervise them during their internship and may feel anxious. "What type of supervisor will they face?" are the common

recurring questions among the counseling interns. If the supervisory styles do not match the intern's expectation, conflict will occur. This situation will lead to nondisclosure during the supervision process. Even worse the supervisee may distance him or herself from the supervisor when there is conflict (Stenack & Dye, 1983).

Besides counseling interns, supervisors also need to be addressed in the type of styles used in counseling supervision. Despite supervisors having their own prominent styles, they need to be informed on the best style of supervision to be practiced on their interns. Rando (2001) proposed that directive style is more suitable for an intern who has a lowest level of readiness. Supportive teacher style is more suitable for those with low level of readiness. Counselor style is more suitable for interns who have a medium level of readiness and consultant style is more suitable for interns who have high level of readiness. Therefore, they cannot simply use any supervisory styles that they are comfortable with. Rather, they need to match the style with the readiness of the counseling interns. When the supervisory styles match the interns' expectations, they will be satisfied with the supervision process.

To date, none of the styles has been investigated with any variables in Malaysia. Therefore, there is a wide research gap in examining the relationship between perceived supervisory styles and satisfaction. Previously, supervisory styles as proposed by Hart and Nance (2003) were

studied among the Master Counseling students in the United States. This study, however, selected undergraduate counselling interns of public universities in Malaysia as the respondents.

Previous study by Fernando and Hulse-Killacky (2005) indicated that supervisory styles (attractive, interpersonally sensitive and task oriented) contributed toward supervisory satisfaction. Nevertheless, Hart and Nance (2003) proposed four different types of supervisory styles namely directive teacher, supportive teacher, counsellor and consultant. These four types have yet to be investigated in relation to supervisory satisfaction.

Despite counselling services being offered in Malaysia since 1960s, studies on the process of supervision are sadly lacking. Previous studies from developed countries such as the United States indicated that the competencies of counsellors, especially supervisory styles are related to many supervision processes and outcome variables (Ladany et al., 2001). Therefore, research on supervision is necessary in order to enhance the counselor education process and counseling profesion in Malaysia (Othman Mohamed, 2008; Wan Marzuki Wan Jaafar, 2007).

#### **1. 4 Research Questions**

1. What are the prevalent supervisory styles of supervisors as perceived by counseling interns in Malaysian public universities?

2. What are the levels of supervisory satisfactions among counselling interns in Malaysian public universities?
3. Is there any significant relationship between each perceived supervisory styles and the satisfaction among counseling interns in Malaysian public universities?
4. Do the perceived supervisory styles significantly contribute to the supervisory satisfaction among counseling interns in Malaysian public universities?

### **1.5 Research Objectives**

#### **General Objectives**

Generally, the purpose of this study is to examine the relationship between perceived supervisory styles and supervisory satisfaction among counseling interns of public universities in Malaysia.

#### **Specific Objectives**

Specifically, this study aims:

1. To identify the prevalent supervisory styles of supervisors as perceived by counseling interns in Malaysian public universities.
2. To describe the levels of supervisory satisfaction among counselling interns in Malaysian public universities.

3. To examine the significant relationship between each perceived supervisory styles and satisfaction among counselling interns in Malaysian public universities.
4. To examine the significant contributors of the perceived supervisory styles towards the supervisory satisfaction among counseling interns in Malaysian public universities.

### **1. 6 Research Hypotheses**

H<sub>1</sub> There is a significant relationship between the perceived supervisory styles (directive teacher style, supportive teacher style, counselor style, consultant style) and supervisory satisfaction.

H<sub>1a</sub> There is a significant relationship between the perceived directive teacher style and supervisory satisfaction

H<sub>1b</sub> There is a significant relationship between the perceived supportive teacher style and supervisory satisfaction

H<sub>1c</sub> There is a significant relationship between the perceived counselor style and supervisory satisfaction

H<sub>1d</sub> There is a significant relationship between the perceived consultant style and supervisory satisfaction

H<sub>2</sub> The perceived supervisory styles (directive teacher, supportive teacher, counselor, consultant) significantly contribute to supervisory satisfaction.



- H<sub>2a</sub> The perceived directive teacher style significantly contribute to supervisory satisfaction
- H<sub>2b</sub> The perceived supportive teacher style significantly contribute to supervisory satisfaction
- H<sub>2c</sub> The perceived counselor style significantly contribute to supervisory satisfaction
- H<sub>2d</sub> The perceived consultant style significantly contribute to supervisory satisfaction

### **1. 7 Significance of Study**

As mentioned earlier, to date, no research has explored and examined the supervisory styles used by supervisors on counseling interns in Malaysia and its relationship with supervisory satisfaction. This study is significant because it provides additional information to a limited knowledge based on the subject of counseling supervision. It is believed that with such knowledge, counseling interns or students will have an idea of the styles involved in the supervision process and that different people may use different styles during the supervision process. They will also find out the significance of these supervisory styles in relation to their personalities and attitudes.

In addition, this study will also add new knowledge to supervisory styles and will provide evidence concerning the styles used in Malaysia. This will help counseling interns or students prepare themselves to face and handle their

supervisors during supervision process. For example, students who need to undergo internship, but is unsure as to who will supervise them during their internship, may be anxious about the supervisory process or the supervisor. However, if they were to know the supervisory styles that will be applied by the supervisor, they can be better prepared and match their personality and attitude with the style. This will help boost the counseling interns' confidence and enhance their competence in counseling.

The results of this study may also help counseling interns, students, lecturers, supervisors and universities to understand the typical styles available. They will know the relationship between the difference styles with satisfaction, or whether they are related in any way. The information from this study will increase the awareness among supervisors. They will be able to know the styles they have been using in their supervision process and how they can help counseling interns or students with the style in order to gain a higher level of satisfaction among them.

Another significant aspect of this research is that the supervisors, lecturers and the universities will be able to intentionally find the best way to facilitate the professional development of their counseling interns or supervisees.

They can discuss what they can do to help the counseling interns develop professional skills during the supervision process. It is believed that this information can contribute to the profession of counseling. Students can also

make better decisions in order to complete their internship and pass their supervision process.

### **1. 8 Limitations of the Study**

Creswell (1994) identified limitations as potential weaknesses of a study. This study is limited in that it only relies on the participants. As with all studies that are self-report in nature, there is an inherent bias. Reliance on self-report may be valid for counselling interns demographics; however, it may be biased to perceive the supervisory styles of the supervisor during supervision. Despite its limitations and difficulties, surveying both counselling interns and lecturers may be more beneficial.

Another limitation of this study is due to the selected sample. Only final year students from universities in Peninsular Malaysia were selected. Interns from East Malaysia were excluded due to time and financial constraints. Since the sample is only taken from four universities, the generalization of the results may be limited only to the universities involved in this study.

The study also focuses only on counseling interns' perceptions. The judgment concerning supervisors may incorporate some bias. By doing an actual observation in future researches may eliminate the bias.

## 1. 9 Definition of Terms

The important terms used in this study are defined conceptually and operationally.

### 1.9.1 Supervisory Styles

#### **Conceptual definition**

Supervision is a process of giving assistance to the intern or supervisee in order to improve their performance. In other words, supervisory style is the approach used by the supervisors and the distinctive manner the supervisors respond to supervisees during the supervision (Ladany et al., 2001).

#### **Operational definition**

Supervisory styles are the perceptions of the counseling interns on the styles adapted by the supervisors. Operationally, in this study, there are four supervisory styles involved in this research, namely directive teacher style, supportive teacher style, counselor style and consultant style. These styles are measured by using the adapted Supervision Styles Inventory (Hart & Nance, 2003).

## 1.9.2 Supervisory Satisfaction

### **Conceptual definition**

Supervisory satisfaction is defined as supervisee's perception of the overall quality of supervision and the extent to which supervision meets the needs and facilitates the growth of the counselor (Ladany, et al., 1999).

### **Operational definition**

In this study, the level of satisfaction will be measured using the Supervisory Satisfaction Questionnaire (Ladany, Hill, & Nutt; 1996).

## 1.9.3 Counseling Interns

### **Conceptual definition**

Internship is a post-practicum clinical experience, supervised by supervisor in order to enable students to refine, improve and strengthen the application of knowledge and counselling skills in professional training (Lembaga Kaunselor Malaysia, 2013). Based on Lembaga Kaunselor Malaysia, internship training shall be performed at the premises where professional counselling services conducted. The internships are intended to augment existing curriculum to provide a real world experience (Richard McCarthy & Robert Petrusch, 2008). Counselling interns are supervised by their supervisors, and

are engaged in a variety of counselling skills that professional counsellors are expected to perform in their career.

#### **Operational definition**

In this study, counseling intern is defined as bachelor's degree students that are majoring in counseling from four public universities who are completing the required hours for their internship.

#### **1.9.4 Public university**

##### **Conceptual definition**

A public university is defined as the public higher educational institutes that established under the Act 30: University and College University Act 1971 (MOHE (a), 2013). It provides higher education leading to the award of diploma, degree or equivalent (MOHE (b), 2013). Public university in Malaysia had a high total financial allocation from the government (MOHE(c), 2013). A public university also is defined as the organizations that granted by laws and regulations and funded by public money where the funding comes partly from state taxpayers (Tian-en &Jing, 2006).

##### **Operational definition**

In this study, public universities refer to universities that offer undergraduate counseling program comprising of 9 universities throughout Malaysia, namely Universiti Putra Malaysia, Universiti Sains Islam Malaysia, Universiti Utara Malaysia, Universiti Malaya,

International Islamic University Malaysia, Universiti Malaysia Sabah, Universiti Malaysia Sarawak, Universiti Malaysia Terengganu and Universiti Pendidikan Sultan Idris.

### **1.9.5 Supervisor**

#### **Conceptual definition**

A supervisor is a person who has been appointed by the institution as a supervisor and at least has a degree in counseling. Supervisors must be registered counselor with the Certificate of Practice (Lembaga Kaunselor Malaysia, (2013) .A supervisor is the person who has direct responsibility for monitoring and evaluating the performance of intern (University of Toledo, 2011). A supervisor also need to have relevant experience and appropriate credentials/licensure and/or demonstrated. It is also preferable for a supervisor to have relevant supervision training and experience (CACREP, 2009).

#### **Operational definition**

Supervisors in this study are defined as counseling lecturers who supervise counseling interns at their own universities which are classified as public universities during the supervision period. At the same time, supervisors also teach counseling subject at their universities.

## 1. 10 Summary

This chapter gives an overview, specifically on aspects of the research background and reveals some of the issues that led to the formation of the appropriate problem questions forming the basis of this research. Based on these elements, the researcher has developed the objectives and determined the importance of the study while identifying a number of limitations that may exist in the study. The definitions of terms are also included at the end of the chapter to facilitate a better understanding of the research study.



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