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INFLUENCE OF SUPERVISORY RELATIONSHIP AND SUPERVISION CONTEXTUAL FACTORS ON SUPERVISION OUTCOMES AMONG TRAINEE COUNSELLORS

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By

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the Degree of Doctor of Philosophy

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October 2015

Chairperson : **Wan Marzuki Bin Wan Jaafar, PhD**
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The purpose of this study was to investigate the influence of the supervisory relationship and contextual supervision factors on supervision outcomes among trainee counsellors. There were 120 trainee counsellor respondents and 18 supervisors from four universities UM, UUM, UMT and UMS. The respondents were selected using the stratified random sampling technique. This study utilized the correlational research design. Nine scales were used in this study. The Supervisory Working Alliance Trainee Inventory (SWAI-T) measured the supervisory working alliance among trainee counsellors and Role Conflict Role Ambiguity Inventory (RCRAI) measured role conflict among trainee counsellors. The Supervision Interaction Questionnaire – Supervisee and Supervisor Inventory (SIQ-S) measured the interaction between trainee counsellors and supervisor and the Counsellor Rating Form – Short (CRF-S) measured the characteristics of the supervisors in supervision. The Selective Theory Sorter (STS) inventory was used to measure the counselling orientations among the trainee counsellors and supervisors, and the Multicultural Counselling Knowledge and Awareness Scale (MCKAS) measured the knowledge and awareness of cultural counselling among trainee counsellors. The Supervision Outcomes Survey (SOS) and Counsellor Performance Inventory (CPI) were used to measure the satisfaction and performance among trainee counsellors.

The results of the study were analysed using Pearson Product Moment Coefficient and Multiple Regression. Based on the findings, there was a significant correlation between the supervisory relationship (supervisees' working alliance, supervisees' role conflict, supervision interaction, supervisors' attributes) and supervision outcomes, $r (118) = .53$; $p < .05$. Other factors that contributed to the significant correlations of supervision outcomes were supervisees' working alliance, supervisees' role conflict and supervisors' attributes $r (120) = .55$; $p < .05$; $r (120) = .21$; $p < .05$; and $r (116) = .50$; $p < .05$ respectively. This research revealed there was no significant correlations between supervision contextual factors (supervisees' and supervisors' counselling orientation and supervisees' cultural knowledge and awareness) and supervision outcomes. Multiple Regression analyses reported the supervisory relationship

influenced the supervision outcomes, R^2 = .28, F (1,105) = 40.2, p < .05. The supervision contextual factors had no influence on the supervision outcomes.

In conclusion, the implications of the research were divided into two categories, the theoretical and practical implications. In terms of theoretical implication, the model underlying the research signified that the supervision process could bring out changes in the supervisees. Practically, the supervisees' working alliance was a significant factor that influenced the supervisees' development and the academic supervisor should consider the supervisees' role conflict, supervision interaction and supervisors' attributes during supervision. There were several recommendations outlined by the study which included, (i) the supervision contextual factors (cultural knowledge and awareness) should be examined from the supervisors' perspective, (ii) future researchers should personally give explanations to the respondents when conducting the question and answer sessions and (iii) future researchers could also expand this investigation by examining the differences between supervision interaction of the supervisors and the supervisees.

Abstrak tesis yang dikemukakan kepada senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

PENGARUH HUBUNGAN PENYELIAAN DAN FAKTOR KONTEKSTUAL PENYELIAAN TERHADAP HASIL PENYELIAAN DALAM KALANGAN KAUNSELOR PELATIH

Oleh

NOR MAZLINA GHAZALI

Oktober 2015

Pengerusi : **Wan Marzuki Bin Wan Jaafar, PhD**
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Kajian ini bertujuan mengenalpasti pengaruh hubungan penyeliaan dan faktor kontektual penyeliaa terhadap hasil penyeliaan dalam kalangan kaunselor pelatih. Sampel kajian adalah seramai 120 orang kaunselor pelatih dan 18 orang penyelia daripada empat universiti iaitu UM, UUM, UMT dan UMS di Malaysia dengan menggunakan rawak berlapis. Rekabentuk kajian ini merupakan kajian korelasi. Alat kajian yang digunakan terdiri daripada inventori *Supervisory Working Alliance ± Trainee* bertujuan untuk mengukur ikatan kerjasama penyeliaan dalam kalangan kaunselor pelatih, inventori *Role Conflict Role Ambiguity* bertujuan mengukur konflik peranan dalam kalangan kaunselor pelatih, inventori *Supervision Interaction Questionnaire* digunakan bagi mengukur interaksi penyeliaan antara kaunselor pelatih dan penyelia dan inventori *Counsellor Rating Form as applied to supervisor* untuk mengukur karakteristik penyelia. Seterusnya inventori *Selective Theory Sorter* adalah digunakan bertujuan mengukur orientasi kaunselor dalam kalangan kaunselor pelatih dan penyelia dan inventori *Multicultural Counselling Knowledge and Awareness Scale* bertujuan mengukur pengetahuan dan kesedaran kaunseling budaya dalam kalangan kaunselor pelatih. Manakala untuk mengukur kepuasan dan prestasi kaunselor pelatih, inventori *Supervision Outcome Survey* dan *Counsellor Performance Inventory* digunakan.

Analisis data adalah menggunakan ujian korelasi *Pearson*, dan *Multiple Regression*. Hasil kajian menunjukkan bahawa terdapat korelasi yang signifikan antara hubungan penyeliaan (ikatan kerjasama kaunselor pelatih, konflik peranan kaunselor pelatih, interaksi penyeliaan dan karakteristik penyelia) dan hasil penyeliaan, $r(118) = .53$; $p < .05$. Selain itu, antara faktor lain yang mempunyai korelasi yang signifikan terhadap hasil penyeliaan ialah ikatan kerjasama kaunselor pelatih, konflik peranan kaunselor pelatih, dan karakteristik penyelia, $r(120) = .55$; $p < .05$; $r(120) = .21$; $p < .05$; and $r(116) = .50$; $p < .05$. Seterusnya, hasil kajian menunjukkan tidak terdapat hubungan yang signifikan antara faktor kontektual penyeliaan (kaunseling orientasi penyelia dan kaunselor pelatih dan pengetahuan dan kesedaran kaunselor pelatih pada budaya) dan hasil penyeliaan. Analisis *Multiple Regression* pula menunjukkan bahawa hubungan penyeliaan mempengaruhi hasil penyeliaan, $R^2 = .28$, $F(1,105) = 40.2$, $p < .05$.

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Manakala, faktor kontektual penyeliaan menunjukkan tidak terdapat pengaruh terhadap hasil penyeliaan.

Implikasi daripada kajian ini dibahagikan kepada dua bahagian iaitu teoretikal dan praktikal. Implikasi teori menerangkan bahawa model yang menjadi dasar kepada kajian ini membuktikan bahawa proses penyeliaan yang dilalui oleh kaunselor pelatih adalah menjadi pemangkin kepada perubahan mereka. Manakala, implikasi praktikal menjelaskan ikatan kerjasama adalah faktor penting dalam pembangunan kaunselor pelatih sepanjang penyeliaan dan penyelia (akademik) sepatutnya menimbangkan hubungan penyeliaan (ikatan kerjasama kaunselor pelatih, konflik peranan kaunselor pelatih, interaksi penyeliaan dan karakteristik penyelia) semasa menjalankan penyeliaan. Selain itu, antara cadangan hasil daripada kajian ini ialah (i) faktor kontektual penyeliaan perlu diukur daripada perspektif penyelia (pengetahuan dan kesedaran terhadap budaya). Manakala, (ii) pengkaji masa hadapan seharusnya menerangkan secara personal kepada kaunselor pelatih dan penyelia semasa mereka menjawab soal selidik yang berkaitan faktor kontektual penyeliaan (kaunseling orientasi kaunselor pelatih dan penyelia) dan (iii) mereka juga boleh menggembangkan kajian mereka dengan mengkaji dari perspektif perbezaan dalam hubungan penyeliaan (interaksi penyeliaan) antara penyelia dan kaunselor pelati

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I certify that a Thesis Examination Committee has met on 6 October 2015 to conduct the final examination of Nor Mazlina Ghazali on her thesis entitled "Influence of Supervisory Relationship and Supervision Contextual Factors on Supervision Outcomes among Trainee Counsellors" in accordance with the Universities and University Colleges 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 Doctor of Philosophy.

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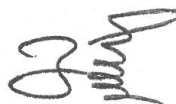(Chairman)

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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This is to confirm that:
- x   the research conducted and the writing of this thesis was under our supervision;
- x   supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

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LIST OF ABBREVIATIONS

SWA	Supervisees' Working Alliance
SR	Supervisees' Role Conflict
SI	Supervision Interaction
SA	Supervisors' Attributes
SSCO	Supervisors' and Supervisees' Counselling Orientation
SCKA	Supervisees' Cultural Knowledge and Awareness
SO	Supervision Outcome

CHAPTER 1

INTRODUCTION

1.1   Overview

Counselling supervision is one of the fundamental courses developed under the counselling curriculum in Malaysia and it is essential to monitor counselling practices. Much attention has been given by the Board of Counsellors (Malaysia) to the curriculum of counselling education programme and in particular the supervision process. It is important to provide practical guides in the supervision process so as to facilitate the supervisor and trainee counsellors' personal and professional development, promote their counselling competencies and the accountability of their practices. Hence, much emphasis has been put on the supervision component in the counselling training programme especially during practicum and internship.

Through supervision, trainee counsellors could improve self - development, enhance skills, implement therapeutic relationships, and protect the clients (Tromski-Klingshirm & Davis, 2007).   Supervisory relationships can be a positive form of working alliance between the trainee counsellors and supervisors because supervision sessions are correlated with satisfaction, performance and supervisors' multicultural competence (Inman, 2006).

The System Approach of Supervision Model (SAS) explains the supervisory relationship and supervision contextual factors. SAS model is referred to as the establishment of an on-going relationship where the "supervisor designs specific learning tasks and teaching strategies related to the trainee counsellor's development" (Holloway & Carroll, 1999 p.10). Based on the SAS model, the supervisor educates trainee counsellors to master the skills, attitudes, and knowledge related to the profession. Trainee counsellors receive the opportunities to explore the professional attitudes, skills and knowledge from a broad spectrum. SAS model also addresses a successful supervision involving a "complex professional relationship" between the supervisor and the trainee counsellors (Holloway & Carroll, 1999 p.11). In the SAS model, the supervisory relationship drives the trainee counsellors to achieve the goals of supervision. Power has a great influence on the supervisory relationship in the SAS model. Good management in power will develop good relationship between supervisor and trainee counsellor. The supervisor focuses on the content and process of supervision as it allows the supervisor to construct appropriate approaches in maintaining a good supervisory relationship. This model also gives empowerment to the trainee counsellors through skills and knowledge gained upon completion of the professional tasks and the acquisition of knowledge through experiences and articulations in interpersonal situations.

The SAS model consists of seven dimensions. Two of the dimensions were the Supervisory relationship and supervision contextual factors as adopted in this study. These two variables compliment the broad spectrum of the supervision process. In the

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supervisory relationship component, interpersonal structure is related to power and involvement. Power and involvement influence the nature of the supervisory relationship. The interpersonal structure involves a formal relationship between the supervisor and the trainee counsellors in a continuous interaction which develops the knowledge and skills in the counselling practice. The other component in the supervisory relationship is the supervision contract. Supervision contract is a clarification of rules and procedures during supervision process. Contract is a crucial component because it may also affect the learning goals. Discussion on norms, rules and commitments at the initial stage of the relationship would decrease the ambiguity and shift the involvement towards the trust level. Trust can lead to an appropriate intervention for trainee counsellors in the supervision. Alertness on changing the characteristics of the relationship is driven by the discussion of the goals. The negotiation process takes place when the supervisor and trainee counsellors communicate on the topics related to the counselling issues. Hence, the discussion in supervision will be more objective.

Meanwhile supervision contextual factors in the SAS model is described as a condition where the supervisor and the trainee counsellors empirically and practically choose tasks and functions as well as the act of the relationships. The contextual factors consist of the supervisor, trainee, client, and institution.

Supervisory relationship and supervision contextual factors determine the supervision outcomes. There is no distinct research that explains variables that emphasize on the supervision process or outcomes such as the pre and post supervision satisfaction (Ladany & Bradley, 2010). There is a belief that the supervision outcomes are beneficial for researchers to manage and conceptualise the supervision experience holistically.

In accordance with the emphasis on supervision, the Board of Counsellors (Malaysia) has established a guideline entitled "Counsellors' Training Requirement and Standard". The guideline is useful for counsellors, educators and practitioners to conduct and design counselling training or /and programme. According to the guideline, a supervisor is required to have a certificate counselling degree and register under the Board of Counsellors (Malaysia), (Counsellor Training Requirement & Standard, 2003).

Supervision can be defined as a dynamic relationship in which a supervisor evaluates the trainee counsellors' performance or professional growth and competency in the clinical process (Liddle & Saba, 1982). The, purpose of supervision focuses more on the therapeutic growth rather than the clients (Cheon, Blumer & Shih, 2008). Therefore, the role of the supervisor in supervision has an influence on the supervisory relationship.

The supervisory relationship involves a motion and systemic process which covers three main concepts including (i) interpersonal structure, (ii) the phases, and (iii) the contract. From the primary elements, the supervisory relationship is a continuous

process and interconnected with the supervision process (Holloway, 1995). The supervisory relationship also shows the interaction between the supervisor and the trainee counsellors which involves the structure of power and involvement. The application of these structures may assist trainee counsellors to develop knowledge and skills.

The supervisory relationship also involves the supervisee's working alliance, role conflict, supervision interaction, and supervisor's attributes. Working alliance is correlated with the therapeutic relationship between the counsellor and the client (Bordin, 1979). The supervisee's working alliance determines the their satisfaction. For example, if the supervisory working alliance is positive, it is highly likely that the trainee counsellor is satisfied with the supervision process. Bordin **(**1983**)** emphasised on the importance of working alliance for a therapeutic supervisory relationship. The supervisory working alliance is proposed as a primary concept in the supervisory relationship that leads to the effectiveness of supervision (Thome, 2006).

The study also examined the effect of supervisee's role conflicts on the perceptions of the trainee counsellor toward supervision. Role conflict is related to the negative self-statement and poor performance. Previous research indicated that a high score in role conflict might be correlated with low satisfaction and poor performance among trainee counsellors. Role conflict is related to the negative self-statements which can lead to anxiety and low performance in supervision (Friedlander, Keller & Peca-Baker, 1986).

Another related variable in a supervisory relationship is supervision interaction. The supervision interaction revolves around control and conflict which demands power struggle and involvement between supervisor and trainee counsellor. The interaction can be measured from the supervisor and trainee counsellor perspectives. Power creates impact on the supervision outcomes such as satisfaction and performance. Green and Dekkers (2010) also supported power has direct or indirect influence on the outcomes of supervision. Hence, the ineffective management on these main factors can deeply affect the supervisory relationship between supervisor and trainee counsellors which leads to negative outcomes. Hence, the literature obviously explains the use of power in supervision whether formal or informal to produce impact to the relations of supervision outcomes.

The supervisor's attributes are social factors that can affect the supervision outcomes. Supervisors who are attractive, trustworthy, and viewed as an expert can create social influences resulting in higher satisfaction among trainee counsellors during the supervision process.

The contextual factors of supervision are related either empirically or practically to the supervisor's and supervisee's choice of task and function as well as the relationship (Holloway & Carroll, 1999) which include the supervisor, trainee counsellor, client, and institution or organization. The explanation on the contextual factors seem to have no difference with the actual interactional process; that is task and function gathered from the process of communication (Holloway & Carroll, 1999). In this research, the

investigation on the supervision contextual factors from the trainee counsellors' context consist of two main variables which include the supervisor's and supervisee's counselling orientation and supervisee's cultural knowledge and awareness. Discussion on the supervisee's counselling orientation covers the theoretical orientation which works as a foundation and guidance for the supervisor and trainee counsellor in conducting counselling sessions. The disclosure of the theoretical orientation during supervision process may improve their understanding in terms of counselling and supervisory style.

The second supervision contextual factor variable is the supervisee's cultural knowledge and awareness. This variable represents the cultural and multicultural elements displayed by the trainee counsellor. Literatures have reported there was a positive supervision outcome when the trainee counsellor has been equipped with knowledge and awareness of culture of the clients. According to Buchanan (2006), supervisors' lack of multicultural competence quite alarming promote unawareness of multicultural competence among trainee counsellors. This element of cultural competence awareness is very important because the trainee counsellors typically have direct contacts with the clients. According to Buchanan (2006) clinical supervision is crucial for the trainee counsellors professional growth and development in multicultural counselling skills. An effective supervision enables the trainee counsellor's transformation in the holistic understanding of and the capability in working with clients from various cultural background (Buchanan, 2006). Theoretical orientation could keep the supervisor and trainee counsellors on the right track while managing the supervision and counselling process.

1.2   Statement of Problem

There were few literatures on counselling supervision in Malaysia that investigated factors contributing to supervision outcomes. Wan Marzuki Wan Jaafar (2011) reported there should be a strong emphasis on counsellors' performance in order to produce competent counsellors. Counsellors' performance is one of the essential components in the supervision outcomes besides satisfaction. Supervision outcomes are reflected by the supervisory process. The supervisory process involves several components such as supervisory relationships and supervision contextual factors. The System Approach of Supervision Model (1995) outlined that the supervisory relationship and supervision contextual factors are salient in identifying the supervision outcomes. Supervisors and trainee counsellors learned and developed through the supervisory process.

The findings from Wan Marzuki Wan Jaafar (2007) stated serious attention should be given on the supervision of counsellors where he found the low rate of performance affected the development of the trainee counsellors. Due to this situation, research related to factors influencing supervision outcomes (satisfaction and performance) amongst trainee counsellors should be conducted.

However, current research focused more on investigating the influence of working alliance on therapy outcomes, and very few focused on investigating the relationships between working alliance and supervision outcomes such as satisfaction or supervision

effectiveness (Cheon, Blumer, Shih, Murphy & Sato, 2008). Based on the existing research gap, the supervisees' working alliance was included in the study. Another factor that might affect supervision outcomes is role conflict. Negative supervisory events can affect the outcomes of supervision. Role conflict between supervisors and trainee counsellors could create discomfort, anxiety and dissonance (Korinek & Kimball, 2003) which can affect the outcomes of supervision. Therefore, role conflict was also included since contributed negative effect to the outcomes of supervision and there was no existing literature in Malaysia for this variable.

In the supervision process, the interaction between the supervisor and trainee counsellors is also a critical aspect to consider. The quality of interaction between them originates from the supervisory relationship which has a direct effect on the supervision outcome (Storm, 2002). This supervision interaction variable was included in the study. The knowledge of the effects and interactions of supervisor expertise, trainees' and supervisor's gender was deemed important and contributory to an increased understanding of supervision as a social influence process (Corrigan and Schmidt, as cited in Schiavone and Jessel, 1988). On the other hand, Wan Marzuki Wan Jaafar (2007) found there was no relationship between social influence and counsellors' performance. Based on these contradicting results, this study investigated the supervisor's attributes as one of the variables so as to negate or support those findings.

To determine factors influencing the supervision outcomes, the contextual factors should be taken into account. Contextual factors are one of the critical components under the System Approach of Supervision Model (SAS) (1995). Theoretical orientation is a form of contextual factor in supervision. There is a lack of research in examining the relationship between theoretical orientation and supervision outcome (Storm, 2002). Previous researches were mostly conducted on the early stages of training and not during the practicum or internship (Worthington, 1987). Hence this study took into account the theoretical orientation and its influence on supervision outcomes. Other factors included as variables in the study were cultural knowledge and awareness. According to Storm (2002), research in cultural knowledge and awareness rarely emerged unless explicitly studied. Research in this area was mainly theoretical based rather than the empirical in nature (Chang, Hays & Shoffner, 2003).

1.3   Research Objectives

The general objective of the study is to investigate the influence of supervisory relationship and supervision contextual factors on supervision outcomes.

The specific objectives are to:

i)   investigate the relationship between supervisory relationships (supervisees' working alliance, supervisees' role conflict, supervision interaction and supervisors' attributes) and supervision outcomes.

ii)   investigate the relationship between supervision contextual factors (supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness) and supervision outcomes.

iii)   investigate the influence of supervisory relationships (supervisees' working alliance, supervisees' role conflict, supervision interaction and supervisors' attributes) on supervision outcomes.

iv)   investigate the influence of supervision contextual factors (supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness) on supervision outcomes.

1.4   Research Questions

Based on the above research objectives, this research outlined four (4) research questions.

i)   Is there any relationship between supervisory relationships (supervisees' working alliance, supervisees' role conflict, supervision interaction and supervisors' attributes) and supervision outcomes.

ii)   Is there any relationship between supervision contextual factors (supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness) and supervision outcomes.

iii)   Is there any influence of supervisory relationships (supervisees' working alliance, supervisees' role conflict, supervision interaction and supervisors' attributes) on supervision outcomes.

iv)   Is there any influence of supervision contextual factors (supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness) on supervision outcomes.

1.5   Research Hypotheses

The research hypotheses are important in making assumption towards the result from the data. According to Creswell (1994), hypothesis is an official statement that explains the expected relationship between an independent and dependent variable. A hypothesis is a guess statement on the connection between two or more factors in research (Kerlinger, 1986).

Twelve (12) hypotheses were formed in predicting the research:

Ho_1:   There is no significant relationship on supervisory relationships (*supervisees' working alliance, supervisees' role conflict, supervision interaction and supervisors' attributes) and supervision outcomes.

Ho_2:   There is no significant relationship between supervisees' working alliance and supervision outcomes.

Ho_3:   There is no significant relationship between supervisees' role conflict and supervision outcomes.

Ho_4:   There is no significant relationship between supervision interaction and supervision outcomes.

Ho_5:   There is no significant relationship between supervisors' attributes and supervision outcomes.

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Ho$_6$: There is no significant relationship between supervision contextual factors (supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness) and supervision outcomes.

Ho$_7$: There is no significant relationship between supervisors' and supervisees' counselling orientation and supervision outcomes.

Ho$_8$: There is no significant relationship between supervisees' cultural knowledge and awareness and supervision outcomes.

Ho$_9$: There is no significant influence of the supervisory relationship and supervision contextual factors on supervision outcomes.

Ho$_{10}$: There is no significant influence of the supervisory relationship (supervisees' working alliance, supervisees' role conflict, supervision interaction, supervisors' attributes) on supervision outcomes.

Ho$_{11}$: There is no significant influence of the supervision contextual factors (supervisors' and supervisees' counselling orientation, supervisees' cultural knowledge and awareness) on supervision outcomes.

Ho$_{12}$: There is no significant influence of the supervisees' working alliance, supervisees' role conflict, supervision interaction, supervisors' attributes, supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness on supervision outcomes.

1.6   Conceptual and Operational Definitions

1.6.1 Supervisory Relationships

The conceptual definition of supervisory relationship according to Nelson (2006) is when a supervisor and supervisee actively participate and manage power in the relationship. The supervisory relationship is a means whereby supervisors facilitate the growth of the supervisees (Holloway, 1987). The supervisory relationship can be defined as a notion of power and involvement between supervisors and supervisees (Ladany & Bradley, 2010).

Supervisory relationship in this study included the supervisee's working alliance, supervisee's role conflict, supervision interaction, and supervisor's attributes. The supervisory relationship was measured through the supervisee's working alliance using the Supervisory Working Alliance Inventory – Supervisee (SWAI-T) by Patton, Efstation and Kardash (1990). The inventory measured rapport and client focus. Another component in the supervisory relationship is role conflict. The supervisee's role conflict was measured by the Role Conflict Role Ambiguity Inventory (RCRAI) under the role – conflict sub-scale (Olk & Friedlander, 1992). Supervision interaction was measured by the Supervision Interaction Questionnaire – Supervisor (SIQ – Supervisor) and Supervision Interaction Questionnaire – Supervisee (SIQ-Supervisee) developed by Quarto (2002). These questionnaires were used to gather supervisor's and supervisee's perspectives such as supervisee control, supervision conflict, and supervisor control. Meanwhile, the supervisor's attributes were measured using the Counsellor Rating Form – Short as applied to supervisor and three subscales investigated attractiveness, expertness, and trustworthiness (Corrigan & Schmidt, 1983)

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1.6.1.1 Supervisees' Working Alliance

Supervisees' working alliance is defined as a collaboration between goal and task as well as an affection bonding between the supervisor and trainee counsellors (Bordin, 1979). Supervisees' working alliance is indicated as the notion of mutuality or mutual connections between supervisors and trainee counsellors (Ladany & Bradley, 2010, p.16). The supervisory working alliance in the study was measured by the Supervisory Working Alliance Inventory – Supervisee (SWAI-T) by Patton, Efstation and Kardash (1990), that measured rapport and client focus.

1.6.1.2 Supervisees' Role Conflict

Supervisee's role conflict is referred to as assumptions on the role of trainee counsellors that are contradicting to the role of the supervisors (Olk & Friedlander, 1992). Supervisors have to be aware of signs of conflict to improve their roles in supervision as well as minimize harm in supervisory relationships (Olk & Friedlander, 1992). In this study this variable was measured by using the Role Conflict and Role Ambiguity Inventory (RCRAI). Only the Role Conflict subscale was taken into account to analyse the role conflict variable.

1.6.1.3 Supervision Interaction

Supervision interaction is defined as the relationship between supervisors and trainee counsellors (Shulman, 1993). Supervision interaction is described as the relationship between supervisors and trainee counsellors where they share common goals that may come in many forms in terms of skill training, skill clarifications, supervision process and objective development (Learning Module, Syracuse University, 2014). The supervision interaction in this study was the interaction between supervisor and trainee counsellors during the supervision process. This variable was measured using the Supervision Interaction Questionnaire – Supervisor (SIQ – Supervisor) and Supervision Interaction Questionnaire – Supervisee (SIQ-Supervisee). The subscale of the SIQ-Supervisor consisted of supervisor control and supervision conflict whereas the SIQ – Supervisee subscale encompassed the supervisee control, supervision conflict and supervisor control.

1.6.1.4 Supervisor's Attributes

The supervisor's attributes is conceptually defined as a personality or characteristics that are the inherent part of a supervisor, for example, the supervisor displays seriousness and expertness in counselling supervision (Bernard & Goodyear, 2009). In this study, the supervisor's attributes were the characteristics of the supervisor (attractiveness, trustworthiness and expertness) that influence the supervision outcomes and trainee counsellors' evaluation toward supervision. In measuring the supervisor's attributes, the Counsellor Rating Form – Short (CRF-S) was utilised. The CRF–S has 12 items which identify attractiveness, expertness and trustworthiness.

1.6.2 Supervision Contextual Factor

Supervision contextual factors are conditions that are related the supervisor's and supervisee's choice of task and function and the formation of the relationship empirically and practically (Holloway and Carroll, 1999, p.22-23). In this study, the supervision contextual factors were referred to as supervisors' and supervisees' counselling orientation and supervisees' cultural knowledge and awareness. The counselling orientations were measured by using the Selective Theory Sorter (STS) (Duane and Kimberly, 2006). The are twelve (12) types of counselling theoretical orientation and are categorised under four (4) approaches such as Psychodynamic, Humanistic, Behavioural and Cognitive Behavioural approaches. The supervisee's cultural knowledge and awareness were measured by using the Multicultural Knowledge and Awareness Scale (MCKAS) (Ponterotto,1996).

1.6.2.1   Supervisors' and Supervisees' Counselling Orientation

Supervisors' and supervisees' counselling orientations are defined based on the model utilised in the supervision process (Carroll, 2001). Bernard and Goodyear (2009) described counselling orientations as the "psychotherapy-bound models". In this study, the matching approaches between the supervisors' and supervisees' counselling orientations were utilised. This variable was measured by using the Selective Theory Sorter (STS).

1.6.2.2   Supervisees' Cultural Knowledge and Awareness

Supervisees' cultural knowledge is conceptually defined as "an academic and or intellectual understanding of how factors such as gender, race, sexual orientation, disability, nationality, religion, and so forth may influence a client's life as well as knowledge unique to the specific clients seen for counselling" (Ladany & Bradley, 2010, p.55). Cultural awareness can be interpreted as the "ability to respond and give feedback as well as understand one's own varied cultural identities and how these identities can be interpreted into a counselling relationship (Ladany & Bradley, 2010). In this study, supervisee's cultural knowledge and awareness were measured by the Multicultural Knowledge and Awareness Scale (MCKAS) established by Ponterotto (1996).

1.6.3   Supervision Outcomes

Supervision outcomes are described as the composite of supervisor external events, supervisor characteristics, supervisee characteristics of supervision, and supervisee external events during the supervision process (Bradley & Ladany, 2001). The Supervision Outcomes Survey (SOS) and Counsellor Performance Inventory (CPI) were used to gather the information on the supervision outcomes (supervisees' satisfaction and performance). The SOS measured the supervisee's satisfaction (Worthen and Isakson, 2000) and the CPI (Iannelli, 2000) measured supervisees' performance.

1.6.3.1   Supervisees' Satisfaction

Supervisees' satisfaction is described as supervisees' response to their supervisor's perception pertaining to qualities and performance, the evaluation on personal behaviour in supervision, and pleasant state in describing their own thoughts in supervision (Holloway & Wampold's, 1983). In addition, the supervisees' satisfaction can be also defined as the supervisee's perception of the overall quality of supervision and the extent to which supervision met the needs and facilitated the growth of the counsellor" (Ladany, Lehrman_Waterman, Minaro & Wolgast, 1999, p.448). In this study, the supervisees' satisfaction was gathered from the Supervision Outcomes Survey (SOS) by Worthen and Isakson (2000).   This instrument measures the satisfaction as an outcome of the supervision process.

1.6.3.2   Supervisees' Performance

Supervisees' performance is conceptually described as an evaluation on the supervisees' clinical process and their professional development (Ladany & Bradley, 2010). In this study, supervisees' performance was their performance in counselling practice. It was the trainee counsellors' achievement during the supervision process which might be influenced by several predictor factors. The Counsellor Performance Inventory (CPI) was to utilised to measure this variable. The CPI consists of three constructs that include skill, knowledge and interpersonal (Iannelli, 2000). These three components of performance are also forms of satisfaction of the trainee counsellors.

1.6.4   Supervisor

According to Dye and Borders (1990), supervisors have particular roles and goals. Competent supervisors are not only effective counsellors but also deliver their counselling knowledge and skills (i.e. create the learning environment) in ways that promote trainee counsellors and professional identity. In this study, the supervisor was referred to as the academic lecturer (academic supervisor) in the higher educational institutions. The supervisor evaluated, monitored, advised and gave support to the trainee counsellors. He/she conducted the counselling sessions (individual and group), and guided the trainee counsellors in their activity or administrative work.

1.6.5   Trainee Counsellor

According to Robert (2001), trainee counsellors are those who are at the final stage of the study programme who spend considerable time at the designated site(s). In this study, the trainee counsellors were undergraduate students who were in their final year of study in the counselling programme. They were undergoing the internship either at the agency, school or hospital settings.

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1.7   Significance of Study

Supervision process during Internship or practicum training is an essential period to instill satisfaction in a supervisory relationship (Cheon, et.al, 2008). A strong working alliance will contribute to positive supervision outcomes and decrease the possibility of having supervisory conflict.

The results of this study are significant to supervisors. By knowing the factors influencing the supervision outcomes, supervisors will gain confidence in working with supervisees during the supervision process. Supervisors will focus on factors that influence supervision outcomes in order to ensure the trainee counsellors' positive development. The exploration on factors that lead to supervision outcomes may assist supervisors to enhance their personal characteristics during the supervision process. These considerations on factors that influence the supervision outcomes can enhance the specific positive styles of supervision among supervisors.

The outcomes from this research are also significant to the trainee counsellors. Knowledge on factors that influence the supervision outcomes will enable them to improve their performance and become good professional counsellors. Good performance also enables them to develop professionally and possessing high personal quality. The considerations on supervision working alliance, role conflict, supervision interaction and supervisor's attributes can assist trainee counsellors develop their competency during the supervision process.

This study's findings are also significant for site supervisors. Knowing the factors that influence the supervision outcomes may provide valuable information for site supervisors to manage and monitor the development process of the trainee counsellors. Enhancement on management and monitoring process in organisations will enable trainee counsellors to explore their self- potential.

Findings from this research are also significant to the Board of Counsellor (Malaysia). Investigation on factors influencing the supervision outcomes may strengthen the standard guidelines for counsellors. The influencing factors can be listed in the guidelines for considerations in creating an effective supervision process. A better understanding of the clinical supervision outcomes may be sources in developing skills among the trainee counsellors (Sterner, 2009).

The reflections on the supervision administration may be indicators for supervisees' satisfaction (Sterner, 2009). The reflection on the supervisees' satisfaction will enforce the supervisors to provide comprehensive guidelines to trainee counsellors. As a result, the trainee counsellors will have a clear understanding on the dynamics of supervision and how to create therapeutic relationship and increase their professional development in supervision. Also the findings from this study can provide information to the counselling department in the universities to upgrade their supervision process as an effort to increase the supervision outcomes.

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1.8 Summary

The outcomes of the supervision process are not only beneficial for supervisors and trainee counsellors but also to the universities. The evaluation of supervision outcomes can be used as one of the indicators of good quality counselling training or practice. Thus, supervisors and trainee counsellors could create a more collaborative partnership after much improvement based on the supervision outcome findings.

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