



**Faculty of Cognitive Sciences and Human Development**

**THE INFLUENCE OF SUPERVISORY STYLE ON SUPERVISION  
OUTCOME AMONG UNDERGRADUATE TRAINEE COUNSELORS**

**Norasyikin Binti Beddu  
(57063)**

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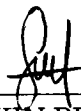
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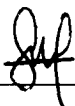
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**THE INFLUENCE OF SUPERVISORY STYLE ON SUPERVISION  
OUTCOME AMONG UNDERGRADUATE TRAINEE COUNSELORS**

**NORASYIKIN BINT BEDDU**

**This project is submitted in partial fulfilment of the requirements for a  
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The project entitled The Influence of Supervisory Styles on Supervision Outcome among Undergraduate Trainee Counsellors was prepared by Norasyikin Binti Beddu and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for a Bachelor of Counselling with Honour.

Received for Examination by:



.....  
Dr Nor Mazlina binti Ghazali  
(Dr. Nor Mazlina Ghazali)  
Academic Training Coordinator  
Centre for Applied Learning and Multimedia  
Universiti Malaysia Sarawak

Date

25/10/2019  
.....

Grade
A

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## **LIST OF ABBREVIATIONS**

<b>SAS</b>	System Approach to Supervision Model
<b>UNIMAS</b>	Universiti Malaysia Sarawak
<b>UUM</b>	Universiti Utara Malaysia
<b>UMS</b>	Universiti Malaysia Sabah

## **ABSTRACT**

### **THE INFLUENCE OF SUPERVISORY STYLES ON SUPERVISION OUTCOME AMONG TRAINEE COUNSELLORS**

**NORASYIKIN BINTI BEDDU**

The study aimed to investigate the influence of supervisory styles on supervision outcome among undergraduate trainee counsellors. This study was quantitative in nature with correlational research design to study both of the influence and relationship between supervisory styles and supervision outcome which trainee counsellor's satisfactions. 100 respondents from UUM and UMS were recruited. Stratified random sampling technique was utilized to select the respondent and proportional stratification was used to determine the sample size of each stratum. Supervisory Styles Inventory (SSI) and Supervisory Satisfaction Questionnaire (SSQ) was the instrument used in this study. The System Approach to Supervision (SAS) Model served as the basis to carry out the study. The results of the study were analyzed by using Pearson's product-moment Coefficients and Multiple Regression. Based on the findings, the supervisory styles showed that there was significant relationship with supervision outcome ( $r= 0.49, p< 0.05$ ). Three of supervisory styles which were attractive ( $r= 0.48, p< 0.05$ ), interpersonally sensitive ( $r= 0.48, p< 0.05$ ) and task-oriented ( $r= 0.42, p< 0.05$ ). The supervisory styles also showed there was significant influence with supervision outcome. Among the three supervisory styles, attractive and interpersonally sensitive was the most influence on supervision outcome ( $R^2=0.23$ , Adjusted  $R^2=0.22$ ,  $F(1, 98) = 29.05, p<0.05$ ). The findings of this study perhaps could expand knowledge and understanding on the individual differences to supervision field. Supervisors could examine and reflect upon their styles based on theoretical framework provided and can restructure the styles. Lastly, it also can improve the quality and effectiveness of supervision for both supervisor and supervisee.

## ABSTRAK

### ***PENGARUH GAYA PENYELIAAN TERHADAP HASIL PENYELIAAN DALAM KALANGAN KAUNSELOR PELATIH***

**NORASYIKIN BINTI BEDDU**

Kajian ini bertujuan menegnalpasti pengaruh gaya penyeliaan terhadap hasil penyeliaan dalam kalangan Kaunselor pelatih. Kajian ini adalah jenis kajian kuantitatif dengan reka bentuk korelasi untuk mempelajari pengaruh dan hubungan antara gaya penyeliaan denagn hasil penyeliaan iaitu tahap kepuas hatian Kaunselor pelatih. Sampel kajian ini seramai 100 orang Kaunselor pelatih daripada UMS dan UUM. Teknik rawak berlapis digunakan untuk membuat pemilihan responden manakala cara stratifikasi berkadar digunakan untuk menentukan saiz sampel bagi setiap lapisan. Inventori Gaya Penyeliaan dan Soal Selidik Kepuasan Penyeliaan digunakan di dalam kajian ini. *System Approach to Supervision (SAS) Model* dijadikan asas semasa menjalankan kajian ini. Analisi data adalah menggunakan ujian korelasi Pearson dan *Multiple Regression*. Hasil kajian menunjukkan bahawa terdapat korelasi yang signifikan antara gaya penyeliaan dan hasil penyeliaan ( $r= 0.49, p< 0.05$ ). Ketiga-tiga penyeliaan iaitu *attractive* ( $r= 0.48, p< 0.05$ ), *interpersonally sensitive* ( $r= 0.48, p< 0.05$ ) and *task-oriented* ( $r= 0.42, p< 0.05$ ) menunjukkan signifikan terhadap penyeliaan. Analisis *Multiple Regression* pula menunjukkan bahawa gaya penyeliaan mempengaruhi hasil penyeliaan ( $R^2=0.23, Adjusted R^2=0.22, F (1, 98) = 29.05, p<0.05$ ). Dapatan kajian ini meluaskan ilmu pengetahuan dan pemahaman yang lebih mendalam terhadap perbezaan individu dalam bidang penyeliaan. Selain daripada itu, dapat member peluang kepada penyelia dan Kaunselor pelatih untuk menambahbaik hubungan penyeliaan dari segi kualiti dan keberkesanan.



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter devoted to describe in detail the introduction of the research of the influence of supervisory style on the supervision outcome among undergraduate trainees counsellor. Accordingly, after a general overview of the approach and the chapter contents, there are subsections that detail which are introduction, research background, problem statement, research objectives, research questions, research hypotheses, significant of study, scope of study, definition of terms, limitation of study and summary.

#### **1.1 Research background**

The supervisory styles used not only have an impact on the development of counselling skills, but also function as a model of conduct and behavior that supervisees will remember throughout their careers (Herbert & Ward, 1990; Ladany, Walker, & Melincoff, 2001). Both the supervisory style used and personality of the supervisor have a major impact on supervisees' development and the counselling relationship (Patton & Kivlighan, 1997). The supervisor serves as a role model working to teach and train supervisees, but also ensure that consumers are receiving competent counselling (Bernard & Goodyear, 2009; Hensley, Smith, & Thompson, 2003; Morgan & Sprenkle, 2007; Nelson & Holloway, 1990). Dye and Borders (1990) asserted that supervisors need to be capable counselors with the ability to cultivate skills and pass on knowledge to supervisees.

In counselling supervision, supervisor work directly with supervisee either individual or group and the interaction between supervisors and supervisees shows pronounced effect on the supervision process and outcome. Friedlander and Ward (1984) identified supervisory styles to be a supervisors 'personal manner of interacting with supervisees and implementing supervision. The attractive style is associated with supervisors who demonstrate warmth, empathy, consideration, and support toward their supervisees. In the second interpersonally sensitive style, the supervisors are more inclined to be highly perceptive and committed to their supervisees often engaging in something that resembles a counseling session rather than supervision. The third style, task-oriented directs attention to specific goal-oriented tasks similar to that of a didactic teacher. Herbert and Ward (1990) and Ladany et al. (2001) stated that identifying which supervisory styles enhance or impede student development could benefit the trainees throughout their careers.

Different styles showing different traits and characteristics and Bernard (1997) has indicated that supervisors should be flexible in adopting various supervisory styles and roles with supervisees at any developmental level. Hopefully, this research could bring some understanding and ideas to the counsellors, educators and supervisors on the influence of supervisory styles to supervision satisfaction outcome.

## **1.2 Problem Statement**

### **1.2.1 Empirical Gap**

The research of supervision study has been relatively recent development within the counselling field in Malaysia. Supervisory style is relevant to supervision process and some variable outcomes and the study found that supervisor styles have relationship with frequency of supervisor's self disclosure during the supervision (Ladany and Lehrman-Waterman ,1999) but the study on supervisory style in Malaysia is lack of research (Fernando &HulseKillacky, 2005; Shuss , 2012 &Terranova Nirenberg, 2013).

Empirical studies posited that supervisors use a variety of styles and approaches while working directly with their supervisees (Bernard, 1979, 1997; Carroll, 1996; Friedlander & Ward, 1984; Hess, 1980; Holloway, 1995; Stoltenberg & McNeill, 1997; Williams, 1994) which ultimately affects overall supervisees' experiences both during and after supervision but there is no empirical study has addresses the relationship between supervisory styles on supervisions outcome (satisfaction). Researchers consider the supervisory relationship to be the most important factor in successful outcomes and fostering growth and confidence in supervisees (Corey, Haynes, Moulton, &Moratori, 2010; Nelson& Friedlander, 2001). Thus, findings this research could contribute some useful information and data on predicting the dominant influence of supervisory style on supervision outcome in Malaysia to deliver the gap.

## **1.2.2 Methodological Gap**

The past research studied many took the target population from doctoral level students population and master levels counselling students population (Terranova-Nirenberg, 2013; Berger, 2012; Fernando & Hulse Killacky, 2005). There is no continuous research in supervisory style and it is consider as undergraduate population. Thus, this study will take the target population from undergraduate counselling students in Malaysia to deliver the gap according to the influence of supervisory style on supervision outcome.

Another methodology gap was present by Terranova-Nirenberg (2013) which focus only for the female respondent. This may cause the generalizability of the results which may effects the external validity in this research study. Thus, in this research, heterogeneous sample involving both gender of female and male will be taken as the respondent to deliver the gap.

## **1.3 Research Objective**

### 1.3.1 General Objective

To investigates the influence of supervisory style on the supervision outcome among undergraduate trainee counsellors.

### 1.3.2 Specific Objective

To investigate the relationship between supervisory style (attractive, interpersonally-sensitive and task oriented) and the supervision outcome (trainee counsellors' satisfaction)

- a. To investigate the relationship between supervisory style (attractive,) and the supervision outcome (trainee counsellors' satisfaction).
- b. To investigate the relationship between supervisory style (interpersonally-sensitive) and the supervision outcome (trainee counsellors' satisfaction)
- c. To investigate the relationship between supervisory style (task oriented) and the supervision outcome (trainee counsellors' satisfaction)

To investigate the influence of supervisory style (attractive, interpersonally-sensitive and task oriented) and the supervision outcome (trainee counsellors' satisfaction)

- a. To investigate the influence of supervisory style (attractive) and the supervision outcome (trainee counsellors' satisfaction)
- b. To investigate the influence of supervisory style (interpersonally-sensitive) and the supervision outcome (trainee counsellors' satisfaction)
- c. To investigate the influence of supervisory style (task oriented) and the supervision outcome (trainee counsellors' satisfaction)

#### **1.4 Research Question**

- 1) What is the relationship between supervisory style (attractive, interpersonally-sensitive and task oriented) and the supervision outcome (trainee counsellors' satisfaction)?
- 2) What is the influence of supervisory style (attractive, interpersonally-sensitive and task oriented) and the supervision outcome (trainee counsellors' satisfaction)?

## **1.5 Research Hypothesis**

H<sub>01</sub>: There is no significant relationship between supervisory style and the supervision outcome (trainee counsellors' satisfaction)

H<sub>02</sub>: There is no significant relationship between supervisory style (attractive) and the supervision outcome (trainee counsellors' satisfaction)

H<sub>03</sub>: There is no significant relationship between supervisory style (interpersonally-sensitive) and the supervision outcome (trainee counsellors' satisfaction)

H<sub>04</sub>: There is no significant relationship between supervisory style (task-oriented) and the supervision outcome trainee counsellors' (trainee counsellors' satisfaction)

H<sub>05</sub>: There is no significant influence of supervisory style and the supervision outcome (trainee counsellors' satisfaction)

H<sub>06</sub>: There is no significant influence between supervisory style (attractive, interpersonally-sensitive and task-oriented) and the supervision outcome (trainee counsellors' satisfaction).

## **1.6 Significant of study**

The significant is the ability to find out the influence of supervisory style either attractive, interpersonally-sensitive and task oriented on supervision outcome among counsellor trainee of Universiti Malaysia Sabah (UMS) and Universiti Utara Malaysia (UUM) and this research is emphasized not only by the importance of gaining a better understanding of supervisory style, but also the personal growth and overall development of the counsellor trainee.

This research expands the knowledge and understanding on individual differences in counselling supervision such as supervisory styles which may influence the supervision outcome and it also the same goes to other fields of supervision like site supervision and organizational supervision. Supervisor is a profession required specialized skills to demonstrate specific skills during supervision with supervisees. There are many qualified clinical supervisors and yet some still having immature professional experience and insight, and insufficient clinical training facilitate successful and positive outcome for supervisees. This is not only causing negative impact to supervisees but also indirectly posing risk to the clients.

Other than that, the results of this research study also are significant to trainee counsellors who undergo practicum training and play the role as supervisee in the supervisory relationship. They could realise their current supervision situation and aware of whether they are satisfied with their current supervision or not. It also creates awareness towards the supervision issues and perhaps both supervisors and supervisee could have some ideas to improve their interaction manner for a better supervisory relationship. From that, they could achieve a mutual understanding.

Moreover, this study is significant to clinical supervisors as well. It gives advantages to counselling practicum supervisors especially those who supervise low level training or novice counsellor trainee by helping them to determine which supervisory styles is appropriate to be used with the counsellor trainees. Based on the SAS Model and theoretical framework provided, perhaps could give supervisees during the supervision. From that, it could help the supervisors to reach the flexibility to engage in various supervisory styles and roles with their supervisees at different level.

Since every person is unique by having different character and behaviour styles, either practicum supervisors or site supervisors, they could examine their supervisory styles with the information and knowledge provided in this study. Throughout this study, they could have deep understanding and reflection of the supervisory behaviours and its impact on supervision satisfaction. From that, they could get some insight on improving the effectiveness and the outcome of the supervision.

## **1.7 Scope of Study**

The type of research that been used in this study is quantitative research design and will used Supervisory Style Inventory (SSI) by Friedlander & Ward (1984) and Supervision Satisfaction Questionnaire (SSQ) by Ladany, Hill & Nutt (1996) as the instrument to analysis data of the trainee counsellor of UUM, Kedah and UMS, Sabah.

## **1.8 Definition of term**

### **1.8.1 Trainee Counsellor**

#### **Conceptual Definition**

A counsellor trainee is an individual seeking licensure as a professional counsellor. In order to qualify for training status they must be enrolled in a practicum or internship in a counsellor education program (Brian Carnahan, 2018). Trainee counsellor is the specified instruction and acquisition of counselling skills (Bernard & Goodyear, 2004).