



Faculty of Cognitive Sciences and Human Development

**The Relationship Between Attachment Styles, Supervisory Styles and Supervision
Satisfaction Among Trainee Counsellors**

SARA DEBORAH DE SILVA (86969)

Bachelor of Counselling with Honours

2024

The Relationship between Attachment Styles, Supervisory Styles and Supervision Satisfaction
Among Trainee Counsellors

SARA DEBORAH DE SILVA

This project is submitted
in partial fulfillment of the
requirements for a Bachelor of
Counselling with Honours

Faculty of Cognitive Sciences and Human
Development

UNIVERSITI MALAYSIA SARAWAK
(2024)

The project entitled The Relationship Between Attachment Styles, Supervisory Styles and Supervision Satisfaction Among Trainee Counsellors and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Counselling with Honours.

Received for examination by:

(Miss Muliana Binti Mohamad Taha)

Date:

Grade

ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere gratitude to everyone who has supported me throughout the journey of completing this Final Year Project. I am especially grateful to my supervisor, Miss Muliana Binti Mohamad Taha, for her continuous guidance, encouragement, and valuable insights that have shaped this research. Her patience and dedication have been truly appreciated.

I would also like to extend my sincere appreciation to all the lecturers and staff of the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak (UNIMAS), for their ongoing support and for the valuable knowledge and guidance they have provided throughout my academic journey thus far.

A heartfelt thank you goes to all the trainee counsellors who generously took the time to participate in this research. Your openness, honesty, and willingness to contribute your experiences have been invaluable to the success of this study. Your input has not only enriched the findings but also contributed meaningfully to the field of counselling education and practice.

To my parents and family, thank you for your unwavering love, motivation, and belief in me. Your support has been the foundation of my academic journey. I am also thankful to my friends, classmates, and research peers who have been a constant source of encouragement and positivity. Your help and companionship made this research journey a meaningful and memorable experience. Lastly, thank you to everyone who has supported me, directly or indirectly in completing this project. I am truly grateful for your presence and contributions.

ABSTRACT

The Relationship Between Attachment Styles, Supervisory Styles and Supervision Satisfaction Among Trainee Counsellors

This research examined the relationship between attachment styles, supervisory styles, and supervision satisfaction among trainee counsellors in Malaysia. Grounded in Attachment Theory (Bowlby, 1969; Ainsworth, 1978) and Holloway's Systems Approach to Supervision (SAS) Model (1995), the study explored how individual relational tendencies and supervisor behaviours influence trainee perceptions of supervision. A total of 155 counselling trainees from Universiti Malaysia Sarawak (UNIMAS), Universiti Malaya (UM), and Universiti Pendidikan Sultan Idris (UPSI) participated through convenience sampling. Data were collected using the Revised Adult Attachment Scale (RAAS), Supervisory Styles Inventory (SSI), and Supervision Satisfaction Questionnaire (SSQ). Data analysis involved descriptive statistics, Pearson correlation, and multiple linear regression. The results showed no statistically significant correlations between the attachment subscales Close ($r = .149$, $p > .05$), Depend ($r = .145$, $p > .05$), and Anxiety ($r = -.099$, $p > .05$) and supervision satisfaction. Regression analysis also confirmed that attachment styles did not significantly predict supervision satisfaction $F(3, 151) = 2.405$, $p = .070$, although the Close subscale was a weak individual predictor ($\beta = .173$, $p = .046$). In contrast, all supervisory style subscales showed significant positive correlations with supervision satisfaction: Attractive ($r = .621$, $p < .001$), Interpersonally Sensitive ($r = .600$, $p < .001$), and Task-Oriented ($r = .493$, $p < .001$). Regression results indicated that the Attractive ($\beta = .389$, $p < .001$) and Interpersonally Sensitive ($\beta = .228$, $p = .016$) styles were significant predictors of supervision satisfaction. The findings suggest that supervisory behaviours, particularly those involving warmth, empathy, and interpersonal sensitivity, have a stronger impact on trainee satisfaction than internal relational traits. Theoretically, this challenges the predictive role of Attachment Theory in the Malaysian context while reinforcing the relevance of Holloway's SAS model. Practically, the study highlights the need to prioritize relational competence and culturally responsive supervision training in Malaysian counselling programs.

Keywords: Attachment styles, Supervisory styles, Supervision satisfaction, Trainee counsellors, Malaysian counselling

ABSTRAK

Hubungan Antara Gaya Keterikatan, Gaya Penyeliaan, dan Kepuasan Penyeliaan Dalam Kalangan Kaunselor Pelatih

Kajian ini meneliti hubungan antara gaya keterikatan, gaya penyeliaan, dan kepuasan penyeliaan dalam kalangan pelatih kaunselor di Malaysia. Berasaskan Teori *Attachment* (Bowlby, 1969; Ainsworth, 1978) dan Model *Holloway's Systems Approach to Supervision* (1995), kajian ini meneroka bagaimana kecenderungan hubungan individu dan tingkah laku penyelia mempengaruhi persepsi pelatih terhadap penyeliaan. Seramai 155 kaunselor pelatih dari Universiti Malaysia Sarawak (UNIMAS), Universiti Malaya (UM), dan Universiti Pendidikan Sultan Idris (UPSI) telah terlibat melalui persampelan mudah. Data dikumpulkan menggunakan *Revised Adult Attachment Scale- Close Relationships Version* (RAAS), *Supervisory Styles Inventory* (SSI), dan *Supervision Satisfaction Questionnaire* (SSQ). Analisis data melibatkan analisis deskriptif *Pearson Product-Moment Correlation Coefficient* dan *Multiple Linear Regression*. Hasil kajian menunjukkan tiada korelasi yang signifikan secara statistik antara subskala keterikatan iaitu *Close* ($r = .149$, $p > .05$), *Depend* ($r = .145$, $p > .05$), dan *Anxiety* ($r = -.099$, $p > .05$) dengan kepuasan penyeliaan. Analisis regresi turut mengesahkan bahawa gaya keterikatan tidak secara signifikan meramalkan kepuasan penyeliaan $F(3, 151) = 2.405$, $p = .070$, walaupun subskala *Close* merupakan peramal individu yang lemah ($\beta = .173$, $p = .046$). Sebaliknya, semua subskala gaya penyeliaan menunjukkan korelasi positif yang signifikan dengan kepuasan penyeliaan: Menarik (*Attractive*) ($r = .621$, $p < .001$), Sensitif Interpersonal (*Interpersonally Sensitive*) ($r = .600$, $p < .001$), dan Berorientasikan Tugas (*Task-Oriented*) ($r = .493$, $p < .001$). Keputusan regresi menunjukkan bahawa gaya Menarik ($\beta = .389$, $p < .001$) dan Sensitif Interpersonal ($\beta = .228$, $p = .016$) merupakan peramal yang signifikan terhadap kepuasan penyeliaan. Dapatan ini mencadangkan bahawa tingkah laku penyelia, khususnya yang melibatkan kehangatan, empati dan kepekaan interpersonal, mempunyai pengaruh yang lebih besar terhadap kepuasan pelatih berbanding sifat hubungan dalaman mereka. Dari sudut teori, ini mencabar peranan ramalan Teori *Attachment* dalam konteks Malaysia, namun mengukuhkan kepentingan Model SAS Holloway. Dari sudut praktikal, kajian ini menekankan keperluan untuk mengutamakan kecekapan hubungan dan latihan penyeliaan yang responsif secara budaya dalam program kaunseling di Malaysia.

Kata kunci: Gaya keterikatan, Gaya penyeliaan, Kepuasan penyeliaan, Pelatih kaunselor, Kaunseling di Malaysia

Table of Contents

ACKNOWLEDGEMENT.....	i
ABSTRACT	ii
ABSTRAK	iii
Table of Contents	2
List of Tables	5
List of Figures	6
CHAPTER ONE INTRODUCTION	7
1.1 Research Introduction	7
1.2 Background of Study.....	9
1.3 Problem Statement	10
1.4 Research Objectives	12
1.5 Research Questions	13
1.6 Research Hypothesis	14
1.7 Conceptual Framework and Theoretical Framework.....	15
1.7.1 Conceptual Framework.....	15
1.7.2 Theoretical Framework.....	15
1.8 Significance of the study	17
1.9 Limitations of Study.....	19
1.10 Definition of Terms	20
1.10.1 Attachment Styles	20
1.10.2 Supervisory Styles.....	20
1.10.3 Supervision Satisfaction	20
1.11 Conclusion	21
CHAPTER TWO LITERATURE REVIEW.....	22
2.0 Introduction.....	22
2.1 Attachment Styles	22
2.2 Supervisory Styles.....	23
2.3 Supervision Satisfaction.....	26
2.4 The Influence of Attachment Styles on Supervision Satisfaction	27
2.5 The Influence of Supervisory Styles on Supervision Satisfaction.....	29
2.6 Attachment Theory	31

2.7	Systems Approach to Supervision Model	32
2.8	Conclusion	34
CHAPTER THREE RESEARCH METHODOLOGY		35
3.0	Introduction	35
3.1	Research Design	35
3.2	Research Subject	36
3.2.1	Population	36
3.2.2	Sample	36
3.2.3	Sampling Method	37
3.3	Instruments	38
3.3.1	Revised Adult Attachment Scale- Close Relationship Version (RAAS)	38
3.3.2	Supervisory Style Inventory (SSI)	38
3.3.3	Supervision Satisfaction Questionnaire (SSQ)	39
3.3.4	Demographic Questionnaire	39
3.4	Data Collection	40
3.5	Data Analysis	40
3.6	Conclusion	41
CHAPTER FOUR RESULTS		42
4.0	Introduction	42
4.1	Reliability Analysis	42
4.2	Demographic Data	43
4.3	Mean and Standard Deviation	46
4.4	Analysis of Pearson Product-Moment Correlation Coefficient	48
4.5	Multiple Linear Regression Analysis	51
4.6	Conclusion	52
CHAPTER FIVE DISCUSSION		53
5.0	Introduction	53
5.1	Discussion	53
5.2	Summary of the Research	55
5.3	Limitations and Recommendation for Future Research	56
5.4	Implication	57
5.5	Conclusion	59
References		60
Appendix		71
INFORMED CONSENT		71

SECTION A:	72
SECTION B:	73
SECTION C:	75
SECTION D:	77

List of Tables

Table 1: Distribution of respondents by age.....	43
Table 2: Distribution of respondents by gender.	43
Table 3: Distribution of respondents by year of study.	44
Table 4: Distribution of respondents by year universities.....	44
Table 5: Distribution of respondents by ethnicity.	45
Table 6: Descriptive Analysis on Revised Adult Attachment Scale – Close Relationships Versions (RAAS) subscales, Supervisory Styles Inventory (SSI) subscales and Supervision Satisfaction Questionnaire (SSQ).....	46
Table 7: The relationship between attachment styles and supervision satisfaction.	48
Table 8: The relationship between supervisory styles and supervision satisfaction.	49
Table 9: The prediction of attachment styles on supervision satisfaction.....	51
Table 10: The prediction of supervisory styles on supervision satisfaction.....	51

List of Figures

Figure 1: Conceptual Framework for independent variables and dependent variable.....	15
Figure 2: Holloway's Systems Approach to Supervision Model	16

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter outlines the research focused on the relationship between attachment styles, supervisory styles and supervision satisfaction among trainee counsellors. It covers the background of the study, problem statement, research objectives, research questions, and research hypothesis. Additionally, it includes the theoretical and conceptual frameworks, the significance of the study, limitations of the study and definitions of terms relevant to this research.

1.1 Research Introduction

At the heart of every successful trainee counsellor lies a supportive supervision process, yet the contributing factors of that success remains complex and not fully understood. According to Levitt and Jacques (2005), counselling, as a helping profession, requires specialized education and training to equip trainees with the knowledge and skills essential for developing their professional identity. This foundation is important, as counselling aims to provide effective support to individuals in need. Both academic learning and practical experience play a critical role in preparing trainee counsellors. For example, trainees gain hands-on experience through supervised practicums, where they interact directly with clients under professional guidance.

Supervision in counselling is a process where trainee counsellors assess and reflect on their progress in counselling to enhance their skills and development (Carroll, 2007). Supervision is very helpful in the development process of trainee counsellors, serving as an interactive process that promotes learning and growth for both supervisors and trainees. According to Falender and Shafranske (2004), supervision serves as an essential learning environment where trainees can develop the skills and knowledge needed to become effective counsellors. It creates opportunities to explore various counselling techniques, enhance critical thinking skills, and engage in a supportive dialogue where uncertainties can be addressed and clarified.

Despite the many benefits of supervision, the experience and effectiveness of it may vary for every trainee. One of the reasons is the supervisor's level of experience and training. Supervisors who possess extensive training and experience in supervision are better equipped to offer valuable support and guidance to their trainees (Bernard & Goodyear, 2012). Other than that, trainee's workload and stress levels can also impact their engagement in supervision. Trainees may face significant stress and anxiety from academic pressures, clinical responsibilities, and personal issues, which can hinder their ability to concentrate, absorb information, and fully participate in supervision sessions (Smith, 2023).

The overall dynamic between the trainee and supervisor is a huge determinant of the effectiveness of supervision. It has the potential to either promote or hinder the trainee's development (Bernard & Goodyear, 2018). A positive relationship can foster a supportive environment in which the trainee feels understood, encouraged, and challenged. This compatibility goes beyond professional qualifications, encompassing shared values, work styles, and expectations (Jones & Brown, 2022). On the other hand, a poor fit can result in ineffective supervision, negatively impacting the trainee's learning process and their overall satisfaction with supervision (Bowers et al., 2018). Therefore, fostering a cooperative relationship is needed to ensure that supervision produces meaningful outcomes and enhances supervision satisfaction for the trainee.

This research seeks to investigate the level of supervision satisfaction among trainee counsellors, with a particular focus on how attachment styles and supervisory styles influence their experiences. This study will assess these factors from the viewpoint of the supervisees in order to gain insights into the current state of counselling supervision offered to these trainees. Attachment Theory will be used as the primary theoretical framework, complemented by Holloway's Systems Approach to Supervision to explore the dynamics between supervisees and their supervisors. This approach aims to provide a comprehensive understanding of how these variables shape the overall supervision process.

1.2 Background of Study

According to Breaux III (2005), supervision satisfaction refers to the supervisee's positive evaluation of the guidance and management provided by their supervisor. Meanwhile, for supervision satisfaction in counselling, it refers to a trainee counsellor's sense of overall fulfilment and contentment with the supervisory process and relationship (Ladany et al., 2010). The supervisory relationship refers to the working alliance between a supervisor and supervisee, focusing on achieving supervision goals (Ladany et al., 2001). The effectiveness of the supervisory relationship is largely influenced by the dynamic interplay between the supervisee's attachment style and the supervisor's approach to supervision.

Attachment theory, developed by John Bowlby and later extended by Mary Ainsworth, explains how early relational experiences influence individuals' patterns of interaction and emotional regulation in adulthood (Bowlby, 1969; Ainsworth et al., 1978). Attachment styles are commonly categorized into four types which are secure, anxious, avoidant, and disorganized. These attachment styles influence how individuals form relationships, respond to authority, and process feedback in professional settings (Ainsworth & Bowlby, 1991). In supervision, trainees' attachment styles can significantly affect the supervision experience and the trainee's level of satisfaction. Understanding trainees' attachment styles is crucial in the context of supervision because these styles directly influence how trainees interact with their supervisors, process feedback, and approach learning experiences. A supervisors' awareness of attachment styles will be helpful to accommodate the different ways one might foster an appropriate supportive environment. For example, adopting particular communications styles, providing reassurance, or setting firm boundaries, in response to trainees' differing attachment tendencies. This finally brings a better supervision process, satisfaction for the trainees, and the development of better professionals.

Supervisory styles, as described by Shaffer and Friedlander (2017), are the individualized approaches supervisors adopt when interacting with trainees. Depending on their philosophy and perception of a trainee's needs, supervisors may adopt directive, collaborative, or supportive strategies (Ladany & Holloway, 2004). The choice of supervisory style is important because it directly influences the trainee's professional development, emotional well-being, and satisfaction with the supervision process. A well-matched supervisory style can foster a positive learning environment, promote open communication,

and encourage the trainee's growth and autonomy. By adopting a supervisory style that aligns with the needs and developmental level of the trainee, supervisors can enhance the effectiveness of the supervision process and contribute to the trainee's professional competence and self-efficacy.

In counselling supervision, relational dynamics and adaptability are crucial for effective outcomes. This research uses John Bowlby's Attachment Theory and Holloway's Systems Approach to Supervision Model to explore these dynamics. The Attachment Theory highlights the role of secure, supportive relationships in fostering supervisee growth, particularly for those with varying attachment styles, such as secure, anxious, or avoidant (Powell et al., 2014). Meanwhile, the Systems Approach to Supervision highlights the complexities of supervisory relationships, considering broader interpersonal and systemic contexts. This perspective helps supervisors understand how various factors, such as organizational culture and personal histories, influence their dynamics with supervisees (Holloway, 1995). Together, these models provide a robust framework for examining the interplay between attachment and supervisory styles, addressing a critical gap in understanding their impact on supervision satisfaction, especially in the Malaysian cultural context.

1.3 Problem Statement

Although existing studies have explored attachment styles and supervisory styles separately, limited research has investigated how these two variables interact to influence supervision satisfaction, particularly in Malaysia. Research in Malaysia such as Nur Hafizah Mohd Ali et al. (2020) & Nor Mazlina Ghazali (2021) has predominantly focused on supervisory styles and their direct impact on supervisee satisfaction without considering the role of attachment styles in the supervisory relationship.

While attachment theory has been explored in various contexts within Malaysia, its specific influence on the supervision process, particularly in professional or educational settings, is under-researched. This gap presents an opportunity for further studies to examine how attachment styles might affect supervisory relationships, communication, and overall outcomes in settings like counselling, education, and management. For instance, Khodarahimi et al. (2016) investigated the relationships between attachment styles, perceived stress, and social support among Malaysian young adults, providing insights into how attachment orientations may influence interpersonal dynamics in educational settings. Another study by

Hasim et al. (2023) investigates the dynamics of marital communication during conflicts, focusing on how attachment styles influence interaction patterns between partners. Addressing this gap is essential for developing a comprehensive understanding of the factors that contribute to effective supervision in the Malaysian context.

Meanwhile, international research such as a study by Soliman (2023) discussed the application of attachment theory in supervision, emphasizing the importance of understanding supervisory dynamics through an attachment lens. Additionally, other studies by Riggs and Bretz (2006) and Mckibben et al. (2023) has explored attachment processes in supervisory relationships. Although not specific to Malaysia, these research highlights the relevance of attachment styles in supervisory relationships and their potential impact on supervision outcomes. However, they lack direct applicability to the Malaysian context.

Without research addressing the interaction between attachment styles and supervisory styles, there is a risk of perpetuating supervision practices in Malaysia that may not adequately support all trainees, particularly those with insecure attachment patterns or diverse cultural backgrounds. The study by Arifin et al. (2020) emphasizes that structured and frequent supervision enhances competency in Malaysian trainees. It supports the need for inclusive and responsive practices that address diverse needs, leading to greater satisfaction and professional development. This aligns with the need for supervision practices in Malaysia that effectively support trainees' growth. Addressing this gap is essential for improving supervision quality, fostering professional growth, and ensuring that counsellor training programs in Malaysia adequately prepare future counsellors.

1.4 Research Objectives

- a) To investigate the relationship between close subscale and supervision satisfaction among trainee counsellors.
- b) To investigate the relationship between depend subscale and supervision satisfaction among trainee counsellors.
- c) To investigate the relationship between anxiety subscale and supervision satisfaction among trainee counsellors.
- d) To investigate the relationship between attractive subscale and supervision satisfaction among trainee counsellors.
- e) To investigate the relationship between interpersonally sensitive subscale and supervision satisfaction among trainee counsellors.
- f) To investigate the relationship between task-oriented subscale and supervision satisfaction among trainee counsellors.
- g) To examine the prediction of attachment styles dimensions on supervision satisfaction among trainee counsellors.
- h) To examine the prediction of supervisory styles dimensions on supervision satisfaction among trainee counsellors.

1.5 Research Questions

- a) Is there any significant relationship between close subscale and supervision satisfaction among trainee counsellors?
- b) Is there any significant relationship between depend subscale and supervision satisfaction among trainee counsellors?
- c) Is there any significant relationship between anxiety subscale and supervision satisfaction among trainee counsellors?
- d) Is there any significant relationship between attractive subscale and supervision satisfaction among trainee counsellors?
- e) Is there any significant relationship between interpersonally sensitive subscale and supervision satisfaction among trainee counsellors?
- f) Is there any significant relationship between task-oriented subscale and supervision satisfaction among trainee counsellors?
- g) Do attachment styles dimensions significantly predict supervision satisfaction among trainee counsellors?
- h) Do supervisory styles dimensions significantly predict supervision satisfaction among trainee counsellors?

1.6 Research Hypothesis

This research uses alternative hypotheses to examine the relationships and predictions between attachment styles, supervisory styles, and supervision satisfaction among trainee counsellors.

- a) **H^a**: There is a significant relationship between close subscale and supervision satisfaction among trainee counsellors.
- b) **H^a**: There is a significant relationship between depend subscale and supervision satisfaction among trainee counsellors.
- a) **H^a**: There is a significant relationship between anxiety subscale and supervision satisfaction among trainee counsellors.
- c) **H^a**: There is a significant relationship between attractive subscale and supervision satisfaction among trainee counsellors.
- a) **H^a**: There is a significant relationship between interpersonally sensitive subscale and supervision satisfaction among trainee counsellors.
- d) **H^a**: There is a significant relationship between task-oriented subscale and supervision satisfaction among trainee counsellors.
- b) **H^a**: Attachment styles dimensions significantly predict supervision satisfaction among trainee counsellors.
- c) **H^a**: Supervisory styles dimensions significantly predicts supervision satisfaction among trainee counsellors.

1.7 Conceptual Framework and Theoretical Framework

1.7.1 Conceptual Framework

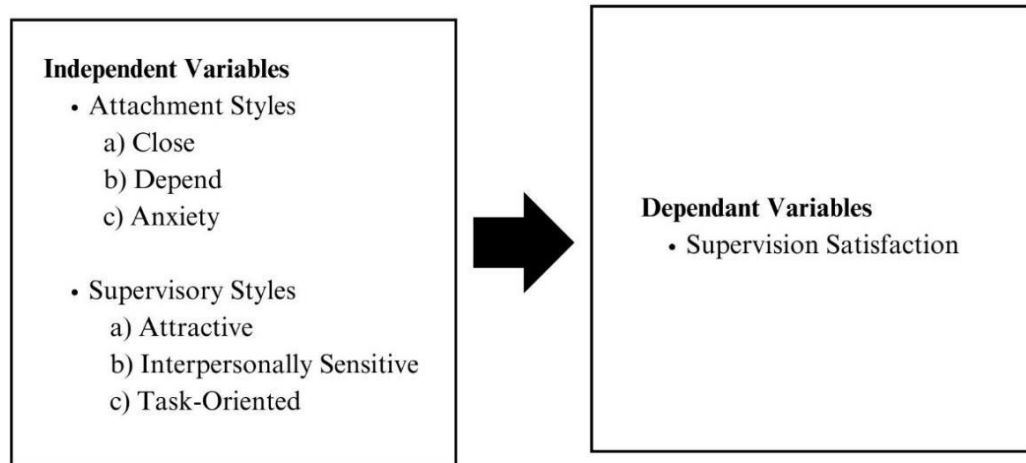


Figure 1: *Conceptual Framework for independent variables and dependent variable.*

1.7.2 Theoretical Framework

Attachment theory provides the foundation for understanding how early caregiving experiences influence interpersonal relationships across the lifespan. In the context of supervision, attachment styles shape how trainees perceive and interact with their supervisors, impacting trust, communication, and feedback acceptance. To measure attachment styles in this study, the Revised Adult Attachment Scale was utilized. The instrument aligns with attachment theory by assessing dimensions of closeness, dependence, and anxiety, providing valuable insights into the trainees' attachment patterns and their potential influence on supervision satisfaction.

Holloway's Systems Approach to Supervision (1995) emphasizes the interaction between the supervisor, supervisee, and the organizational context. This model highlights how a supervisor's style and approach contribute to creating an effective learning environment. Supervisory styles play a critical role in addressing the developmental needs of supervisees while meeting institutional and professional requirements. In this study, the Supervisory Style

Inventory (SSI) was used to measure supervisory styles. The SSI is directly connected to Holloway's framework as it examines various supervisory behaviors and their impact on the supervisee's learning experience.

Together, these theories provide a robust framework for exploring the interplay between attachment styles, supervisory styles, and supervision satisfaction. The integration of the RAAS and SSI ensures that both individual attachment patterns and supervisory behaviors are systematically evaluated, offering a comprehensive understanding of their influence on supervision outcomes.

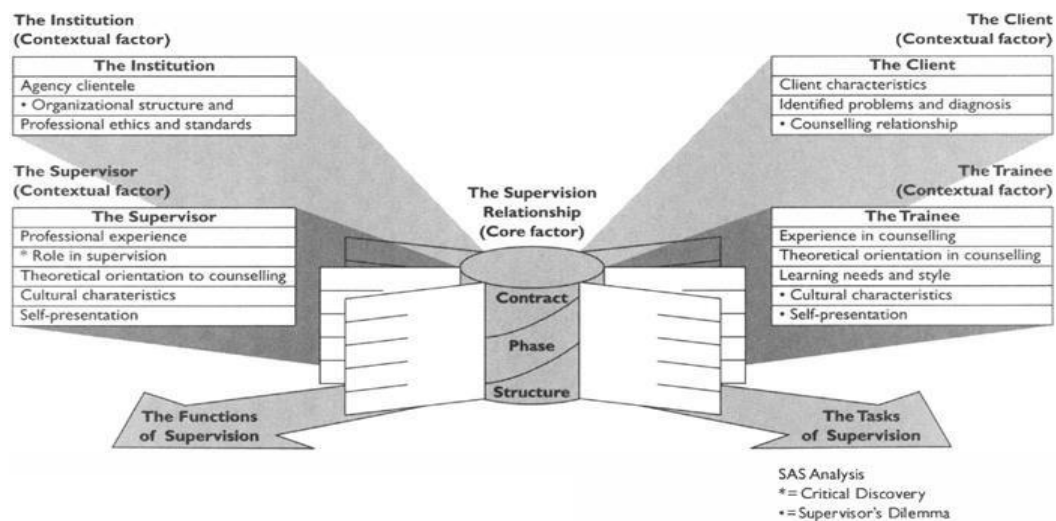


Figure 2: Holloway's Systems Approach to Supervision Model

1.8 Significance of the study

This study has significant implications for both theoretical and practical aspects of counselling supervision, particularly within the Malaysian context. By exploring the influence of attachment styles and supervisory styles on supervision satisfaction among trainee counsellors, it addresses critical gaps in existing research and offers valuable insights for improving supervision practices, counsellor education, and trainee development.

Supervision is a key element in counsellor training, essential for shaping trainees' professional growth, skill development, and confidence (Falender et al., 2014). However, there has been limited research examining how personal factors, such as attachment styles, interact with supervisory styles to impact supervision satisfaction. Much of the available research is based on Western perspectives, which may not fully reflect the cultural dynamics present in Malaysia (Wong et al., 2018). This study focuses on the Malaysian context, offering culturally specific insights that contribute to a deeper understanding of supervision processes in non-Western environments.

This research applies Attachment Theory and Systems Approach to Supervision Model as a foundation for understanding the relational aspects of supervision. By investigating how attachment styles and supervisory styles interact, it expands current theoretical frameworks on supervision satisfaction and highlights the importance of both individual and relational factors in shaping effective supervision outcomes. The findings are expected to refine existing models and demonstrate how these elements collectively influence the supervision process.

The practical implications of this study are equally important. Supervisors in counsellors training programs can benefit by gaining a better understanding of how attachment styles shape trainee behavior and perceptions. By adapting their supervisory styles to align with trainees' individual needs, supervisors can create a more supportive and effective supervision environment (Gazzola & Thériault, 2007). This is especially relevant in Malaysia, where cultural norms, such as respect for authority and interpersonal harmony, often influence interactions within supervisory relationships.

In Malaysia's multicultural context, the development of culturally responsive supervision practices is essential. This study provides empirical evidence on how cultural norms, such as hierarchical relationships and the emphasis on interpersonal harmony, interact with attachment and supervisory styles to influence supervision satisfaction. These findings

can guide the creation of supervision practices that are sensitive to the unique cultural and personal needs of trainees.

Counsellor education programs may use the findings from this study to enhance their curriculum by including training modules on attachment styles and supervisory dynamics. Such training can equip supervisors with the skills needed to address relational challenges and provide tailored support to trainees. Moreover, this research emphasizes the importance of preparing supervisors to foster strong working alliances, ultimately improving supervision satisfaction and learning outcomes.

For counselling trainees, this study sheds light on the factors that contribute to supervision satisfaction, providing them with insights into how they can better engage with and benefit from the supervision process. Understanding their own attachment styles and how these impacts their relationships with supervisors can help trainees develop self-awareness, address potential challenges, and maximize their professional growth (White & Queener, 2003).

Additionally, the study contributes to policy-making in counsellor education and supervision. Educational institutions and professional organizations can use the findings to develop guidelines that promote effective supervision by matching supervisory styles to trainees' attachment profiles. Finally, this research opens the door for future studies to explore related topics, such as cultural influences, power dynamics, and the long-term impact of supervision satisfaction on professional practice.

1.9 Limitations of Study

While this study provides valuable insights into the influence of attachment styles and supervisory styles on supervision satisfaction among trainee counsellors, several limitations must be acknowledged.

One significant limitation of this study is the time constraint. As a cross-sectional study, data were collected at a single point in time, which restricts the ability to observe changes in supervision satisfaction over an extended period. A longitudinal design could have provided a more comprehensive understanding of how supervision satisfaction evolves throughout the trainee counsellors' practicum and internship experiences. Longitudinal research allows for the exploration of causal relationships and the identification of patterns over time, offering a more robust framework for understanding the dynamic interplay between attachment styles, supervisory styles, and supervision satisfaction levels (Menard, 2002; Singer & Willett, 2003). Such an approach could also help identify critical periods where intervention or support may be most beneficial, thereby enhancing the practical implications of the findings.

Additionally, the reliance on self-report measures such as the Supervisory Styles Inventory (SSI) and the Adult Attachment Scale (AAS) may introduce biases related to social desirability or inaccurate self-assessment. While these tools are widely used and validated, their subjective nature can limit the precision of the data collected (Crowne & Marlowe, 1960). Future studies could incorporate mixed-methods approaches or include supervisor evaluations to triangulate data and reduce potential biases.

The study's generalizability is another limitation. Although the sample includes trainee counsellors from three universities in Malaysia, it may still not fully capture the diversity of trainee populations nationwide. Differences in institutional structures, training environments, and regional contexts could influence supervision satisfaction, suggesting the need for broader multi-site studies to further enhance external validity.

Despite these limitations, the study contributes valuable knowledge to the field of counselling supervision. Addressing these constraints in future research could provide a deeper and more nuanced understanding of the factors influencing supervision satisfaction, ultimately supporting the development of more effective supervisory practices.

1.10 Definition of Terms

This section will give an explanation on the conceptual and operational definition for terms that are used in this research. Conceptual definition is understanding of the theory ideas derived from various sources such as previous studies, journal articles and other reference materials. Operational definition is a set of procedures that is used to explain this research based on the basic theory and the suitability with the procedure.

1.10.1 Attachment Styles

Conceptual: According to Bartholomew and Horowitz (1991), attachment styles are patterns of behavior in relationships, shaped by early interactions with caregivers, that influence how individuals form connections, handle intimacy, and respond to others' availability.

Operational: The attachment styles of the trainee counsellors in UNIMAS are determined using Revised Adult Attachment Scale (RAAS). There are three subscales in the instrument which are close, depend and anxiety.

1.10.2 Supervisory Styles

Conceptual: Supervisory styles, as described by Shaffer and Friedlander (2017), are the individualized approaches supervisors adopt when interacting with trainees.

Operational: The supervisory styles of the supervisors in UNIMAS are measured from trainee counsellors' perspective using the Supervisory Styles Inventory (SSI). There are three subscales in the instrument: attractive, interpersonally sensitive, and task-oriented.

1.10.3 Supervision Satisfaction

Conceptual: According to Breaux III (2005), supervision satisfaction is supervisee approval of overall guidance and management received from supervisors.

Operational: Supervision satisfaction is the quality of supervision or the level of expectation in supervision by trainee counsellors in UNIMAS which can be measured by the Supervision Satisfaction Questionnaire (SSQ).

1.11 Conclusion

In conclusion, this study aims to address critical gaps in the understanding of supervision satisfaction among counselling trainees by exploring the interplay between attachment styles and supervisory styles within the Malaysian context. Drawing on Attachment Theory and Systems Approach to Supervision Model, the research seeks to provide a comprehensive framework for understanding how individual and relational factors contribute to supervision outcomes. By examining these dynamics through culturally relevant lenses, the study not only enhances theoretical knowledge but also offers practical insights for improving supervision practices, counsellor education programs, and trainee development. Ultimately, the findings are expected to inform culturally responsive supervision strategies, strengthen the supervisory process, and contribute to the professional growth of counselling trainees, ensuring their readiness for the complexities of counselling practice.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will provide a literature review focused on attachment styles, supervisory styles, and overall satisfaction with supervision. It will examine prior research concerning the influence of attachment styles and supervisory styles on supervision satisfaction, as well as the theoretical frameworks underpinning this study, namely Attachment Theory and Systems Approach to Supervision Model. Additionally, it will present an overview of relevant literature in this area.

2.1 Attachment Styles

Attachment is a strong emotional connection between two individuals. Typically, our initial experience of attachment occurs with a parent during infancy (Davis & Carnelley, 2023). Attachment styles are defined as the emotional and behavioural patterns that individuals exhibit in relationships, stemming from their early experiences with caregivers. They significantly affect how individuals connect with others and navigate intimacy, trust, and conflict (Levine & Heller, 2010). The main attachment styles recognized in attachment theory include secure, anxious, avoidant, and disorganized, with unique traits that affect adult behaviours in different ways. John Bowlby (1969) primarily focused on secure, anxious, and avoidant attachments, while disorganized attachment was introduced later by Mary Main and Judith Solomon (1990). These styles arise from early relationships and significantly affect an individual's sense of security and emotional well-being throughout their life, adjusting to different life experiences.

A secure attachment style is marked by trust, comfort with intimacy, and a balanced approach to emotional independence and connection. Individuals with secure attachment typically have a positive self-concept and view others positively as well (Mikulincer & Shaver, 2007). They are resilient in managing stress and are adept at seeking and providing support in relational contexts (Brennan et al., 1998). Research consistently highlights the advantages of secure attachment in fostering stable relationships. Securely attached individuals are capable of expressing emotions healthily and demonstrate high levels of interpersonal trust, making them effective in both personal and professional relationships (Mallinckrodt, 2010).

The anxious attachment style is characterized by heightened sensitivity to rejection, excessive need for reassurance, and a dependency on others for emotional regulation (Bartholomew & Horowitz, 1991). Individuals with this style often possess a negative self-view while idealizing others, leading to persistent fear of abandonment (Mikulincer & Shaver, 2016). Anxiously attached individuals are often vigilant to signs of rejection and can become overly dependent on their partners or significant others. This can result in emotional intensity and challenges in managing relational boundaries (Collins & Feeney, 2004).

Avoidant attachment, also referred to as dismissive-avoidant, is characterized by a preference for independence and emotional distance. Individuals with this style often have a positive self-view but perceive others negatively, leading to a reluctance to rely on or trust others (Bartholomew & Horowitz, 1991). This attachment pattern is often linked to the suppression of emotions and avoidance of vulnerability (Fraley & Shaver, 2000). Avoidantly attached individuals tend to downplay the importance of relationships and often exhibit emotional withdrawal during interpersonal conflicts. This tendency to avoid closeness can hinder the development of deep, meaningful relationships (Mikulincer & Shaver, 2007).

Disorganized attachment, also known as fearful-avoidant attachment, reflects a contradictory blend of seeking intimacy and fearing emotional closeness. This style often stems from early experiences of trauma or inconsistent caregiving, leading to difficulties in emotional regulation and trust (Main & Solomon, 1990). Disorganized individuals may exhibit unpredictable or erratic behavior in relationships, oscillating between seeking closeness and withdrawing to avoid vulnerability. These conflicting tendencies can contribute to relational instability and emotional distress (Hazan & Shaver, 1987).

2.2 Supervisory Styles

The term "supervisory style" typically refers to the traits associated with an individual's supervisory personality. It is frequently generalized, seldom clearly defined, and often assumed without question (Munson, 2002). Supervisory styles shape the overall effectiveness of supervision and influence supervisees' professional growth and job satisfaction (Brisebois, 2008). Supervisors' approaches vary based on their personal values, techniques, and interactions with workers, making it essential for them to reflect on their supervisory style to enhance their effectiveness (Brisebois, 2008).

Indeed, there are a number of supervisory styles that have been identified to date in specific professions. For instance, studies in law enforcement categorize supervisory styles in

the following four categories: traditional, innovative, supportive, and active. Each style has characteristics differing from others and influences the behaviours of patrol officers differently. Of these, the active supervisory style, whereby supervisors set an example and continue to be actively involved in the fieldwork, has been most influential on officers' performance (National Institute of Justice, n.d.).

In counsellor training, supervisory styles are essential for fostering a productive learning environment that allows supervisees to develop clinical skills, reflect on their professional growth, and navigate complex client situations (Ladany et al., 1999). Moreover, supervisory styles influence the effectiveness of the supervision process and contribute to supervisee satisfaction, making them a key component of successful training outcomes.

A variety of supervisory styles have been identified in the literature, each reflecting different theoretical orientations and practical approaches. For example, directive supervision is typically used with novice trainees and emphasizes structured guidance, clear expectations, and detailed feedback to foster skill development (Watkins, 2012). Non-directive supervision, rooted in Carl Rogers' person-centred theory, encourages supervisees to take the lead in their learning, promoting autonomy and self-reflection (Rogers, 1951). Participative supervision, a collaborative approach, focuses on shared decision-making and mutual goal-setting, which enhances engagement and ownership of the learning process (Tsui, 2005). Integrative supervision blends elements from various styles, offering flexibility to meet the supervisee's developmental needs and address unique challenges (Holloway, 1995). These diverse approaches underscore the importance of tailoring supervisory methods to individual supervisee needs and the context of the supervision relationship.

Friedlander and Ward (1984) proposed a framework that categorizes supervisory styles into three dimensions which are attractive, interpersonally sensitive, and task-oriented. These dimensions have been influential in shaping subsequent research on supervision effectiveness. The attractive supervisory style is characterized by warmth, friendliness, and encouragement, which foster a supportive and collaborative environment. Supervisors who adopt this style prioritize building rapport and fostering positive relationships with supervisees, which is crucial for promoting psychological safety and trust (Friedlander & Ward, 1984). Research has demonstrated that the attractiveness of the supervisory relationship is positively related to supervisee satisfaction and engagement (Ladany et al., 1999). However, some studies suggest that an overemphasis on rapport-building may result in less focus on skill development

(Goodyear & Nelson, 1997), highlighting the need for a balance between personal connection and professional guidance.

The interpersonally sensitive style emphasizes empathy, active listening, and understanding, focusing on the emotional and psychological well-being of supervisees. Supervisors who adopt this style encourage self-reflection and the exploration of vulnerabilities, which supports the supervisee's professional growth (Friedlander & Ward, 1984). Research has consistently shown that supervisees value supervisors who demonstrate empathy and understanding, as these behaviours contribute to a more positive and emotionally safe supervision experience (Berg et al., 2017). However, some studies have raised concerns that an over focus on emotional support may limit the supervisor's ability to address the technical and clinical aspects of the supervisee's development (Ladany et al., 2005). This suggests that an effective supervisor must strike a balance between emotional sensitivity and skill development.

The task-oriented style is characterized by structure, goal-setting, and clear expectations, focusing on developing practical skills and clinical competencies. Supervisors using this approach provide supervisees with detailed feedback to help them acquire the skills necessary to meet professional standards (Friedlander & Ward, 1984). Studies have found that task-oriented supervision is particularly effective in helping supervisees develop technical skills and address the procedural aspects of counselling (Falender et al., 2014). However, some critics argue that task-oriented supervision may neglect the emotional and relational aspects of counselling, which are equally important for professional growth (Watkins, 2011).

Research has demonstrated that the effectiveness of task-oriented approaches can be significantly enhanced when integrated with relational elements, particularly in fostering collaboration and satisfaction. For example, a study by Bhatti et al. (2020) highlights how combining task-oriented and relational leadership styles positively impacts employee performance, especially when communication competence is emphasized. Similarly, meta-analyses in leadership contexts have shown that both task-oriented and relational behaviours contribute to perceived team effectiveness and productivity, with relational elements often enhancing interpersonal dynamics (Judge et al., 2004). While these studies primarily focus on organizational settings, their findings can be applied to supervision in counselling, where balancing structured guidance with relational rapport is crucial for supervisee development. This integration allows supervisors to address technical skill-building while simultaneously

fostering a supportive environment, ultimately enhancing supervision satisfaction and supervisee outcomes.

2.3 Supervision Satisfaction

Satisfaction can be described as the successful result of a task or job that boosts an individual's self-esteem (Athiyaman, 1997). Meanwhile supervision satisfaction refers to the degree to which supervisee feel content, supported, and positively impacted by their supervisory experience (Shulman, 2010). In an educational context, satisfaction significantly influences student development (Ishak et al., 2021). Supervision satisfaction is influenced by several factors, including the supervisory style, the supervisor's interpersonal skills, the quality of the supervisory relationship, and the supervisee's personal characteristics (Watkins, 2012). Clear communication, constructive feedback, mutual respect, and emotional support are key contributors to satisfaction, while ambiguity, criticism, and lack of empathy may lead to dissatisfaction (Rønnestad & Skovholt, 2003).

Supervision satisfaction is a crucial element in the professional development of counsellors, as a satisfying supervisory relationship fosters greater learning, self-efficacy, and emotional well-being. When trainees feel supported and understood by their supervisors, they are more likely to experience increased confidence, job satisfaction, and overall growth as professionals (Holloway, 1995). Conversely, dissatisfaction with supervision can lead to emotional distress, decreased motivation, and hindered development (Bernard & Goodyear, 2014).

Several studies have identified factors contributing to supervisee satisfaction or dissatisfaction during the supervision process. These include supervisor-related factors, supervisory relationship dynamics, supervisee-related factors, supervision process factors, and cultural and contextual factors. Supervisor characteristics, such as their level of experience, personality, and emotional intelligence, significantly impact supervision satisfaction. Supervisors who display empathy, openness, and an understanding of the supervisee's needs are more likely to foster positive outcomes (Watkins, 2002). Additionally, supervisors who adopt a flexible and integrative supervisory style often create a supportive environment that leads to higher satisfaction (Goodyear & Nelson, 1997).

The quality of the supervisory relationship is a critical determinant of satisfaction. Trust, rapport, and mutual respect between supervisor and supervisee are essential for effective supervision (Holloway, 1995). A strong relationship allows for open communication,

constructive feedback, and vulnerability, all of which contribute to the supervisee's overall satisfaction and professional growth. Furthermore, the personal characteristics of the supervisee, such as their attachment style, developmental stage, and emotional resilience, can influence their satisfaction. For example, supervisees with secure attachment styles tend to feel more comfortable in supervision, experience less anxiety, and report higher satisfaction with the process (McCarthy & Fitzpatrick, 2021).

The structure, frequency, and content of supervision also play a role in satisfaction. Supervision that is clear, well-structured, and tailored to the trainee's developmental needs is associated with higher satisfaction levels (Watkins, 2012). Conversely, lack of clarity, irregular sessions, or irrelevant feedback can lead to dissatisfaction. Cultural competence is another crucial factor. Supervisors who are sensitive to the cultural backgrounds, values, and experiences of their supervisees foster a more inclusive and supportive environment, leading to higher satisfaction. Similarly, the context in which supervision takes place such as the institutional setting, workload, and training environment can also influence satisfaction (Rønnestad & Skovholt, 2003).

2.4 The Influence of Attachment Styles on Supervision Satisfaction

Attachment styles significantly influence the dynamics of supervisory relationships, impacting supervision satisfaction and the overall development of trainees. Empirical research has increasingly explored how trainees' attachment styles affect their satisfaction with supervision and their engagement with the supervisory process.

Trainees with secure attachment styles typically experience greater supervision satisfaction, as they are more likely to perceive their supervisors as supportive and trustworthy. Secure attachment has been positively correlated with higher levels of supervision satisfaction and professional efficacy (Bennett & Saks, 2006). These individuals are generally comfortable with emotional closeness and open communication, which fosters a productive supervisory relationship. They engage constructively with feedback, demonstrating high levels of self-reflection and professional growth (Mallinckrodt, 2010). Bennett and Saks (2006) found that supervisees with secure attachment styles form strong, trusting relationships with their supervisors, enhancing their satisfaction with supervision. Furthermore, securely attached individuals benefit from supervision that emphasizes emotional attunement and interpersonal sensitivity, contributing to both their learning and emotional growth.

In contrast, trainees with anxious attachment styles often struggle with supervision satisfaction due to their heightened need for reassurance and fear of rejection. Anxiously attached individuals typically require more emotional support, and their sensitivity to criticism can inhibit their ability to reflect on feedback constructively (Collins & Feeney, 2004). Li et al. (2023) highlight that anxious trainees may feel overwhelmed in supervisory relationships, potentially leading to dependency on their supervisor and an inability to engage fully in the learning process. According to Gunn and Pistole (2012), these trainees benefit from supervisors who demonstrate high levels of interpersonal sensitivity and effectively address their emotional insecurities. Supervisors who provide emotional support while maintaining clear boundaries are more likely to improve supervision satisfaction and foster professional growth in anxious trainees.

Trainees with avoidant attachment styles often experience lower supervision satisfaction due to their tendency to withdraw emotionally and resist feedback. Avoidantly attached individuals may perceive feedback as a threat to their independence, making them less likely to engage in the supervisory relationship (Fraley & Shaver, 2000). As a result, these trainees may prefer supervisors who maintain a task-oriented approach, focusing primarily on concrete goals and outcomes rather than relational dynamics (Riggs & Bretz, 2006). Research by White and Queener (2003) suggests that avoidantly attached trainees are more satisfied with supervision that emphasizes structure, autonomy, and clear objectives. Such an approach reduces the perceived threat to their autonomy and enhances their satisfaction with the supervision process.

Disorganized attachment presents unique challenges for supervision satisfaction due to the ambivalence and difficulty in establishing trust that characterizes disorganized individuals. These trainees often experience fluctuating emotional states, simultaneously seeking support and valuing independence, which complicates the supervisory relationship (Simpson, 1990). Brown and Delaney (2023) emphasize that supervisors working with disorganized trainees must be attuned to their fluctuating emotional needs, offering both emotional sensitivity and goal-focused guidance. Research by White and Queener (2003) suggests that supervisors who balance task-oriented strategies with interpersonal sensitivity are more likely to enhance supervision satisfaction among disorganized trainees. This flexible approach can help mitigate the challenges associated with disorganized attachment, fostering both emotional and professional growth in these trainees.

2.5 The Influence of Supervisory Styles on Supervision Satisfaction

Supervisory styles play a critical role in determining supervision satisfaction, which is defined as the supervisee's contentment with the supervision process and relationship. Satisfaction is influenced by the supervisor's ability to adapt their style to meet the developmental and emotional needs of the trainee (Bernard & Goodyear, 2018). A positive supervisory style, characterized by support, collaboration, and learner-centered approaches, is associated with higher levels of trainee satisfaction, engagement, and professional growth. Conversely, mismatches between the supervisor's style and the trainee's needs, such as overly directive or laissez-faire approaches, can result in dissatisfaction and hinder professional development.

Studies have extensively explored the relationship between supervisory styles and supervision satisfaction. Nor Mazlina Ghazali et al. (2016) found a strong positive correlation between supervisory relationships and trainee satisfaction among undergraduate counselling trainees in Malaysia. Specifically, the "safe base" component of supervision, which reflects a supportive and trusting environment, was significantly associated with higher satisfaction levels. Supervisors who fostered a sense of security, structure, and commitment enabled trainees to feel valued and respected, which, in turn, encouraged engagement in supervision. Trainees who perceived their supervisors as supportive were more likely to openly discuss challenges, seek feedback, and benefit from the supervision process.

Similarly, Nur Hafizah Mohd Ali et al. (2014) reported that supportive supervisory styles were highly correlated with trainee satisfaction among undergraduate counselling interns in Malaysia. Supervisors who adopted a supportive teacher style, characterized by encouragement, guidance, and emotional support were linked to higher levels of trainee satisfaction. This study also highlighted the importance of balancing directive and supportive elements, as trainees preferred supervisors who provided clear structure while fostering a supportive environment. This balance ensures that interns receive the necessary guidance and direction while also having opportunities to develop their professional identity and confidence in their counselling skills.

From a developmental perspective, Lee (2013) advocated for an adaptive supervision approach, emphasizing the importance of tailoring supervisory styles to the trainee's developmental stage. Early-stage trainees, who may lack confidence and practical experience,

benefit from more directive supervision that provides clear guidance and frequent feedback. In contrast, advanced trainees, who have developed foundational skills and confidence, thrive under a collaborative and consultative style that encourages autonomy and self-reflection. This developmental approach not only enhances supervision satisfaction but also supports the gradual transition from trainee to independent practitioner.

Cultural factors also play a significant role in shaping perceptions of supervisory styles and their influence on satisfaction. Mohd Jaladin et al. (2020) highlighted that supervisors must recognize and adapt to the cultural values and communication styles of their trainees to foster effective supervision. This is particularly relevant in multicultural contexts, where power dynamics and cultural expectations may affect trainee responses to supervisory styles. Supervisors who demonstrate cultural competence can build stronger rapport with their trainees, creating a supervision environment that respects and values diversity.

Goodyear and Nelson (1997) emphasized the importance of integrating directive and non-directive elements to address the diverse needs of supervisees. Their study found that a flexible, integrative approach, combining structure and autonomy tends to yield the most favourable outcomes in terms of supervisee satisfaction and professional development. Similarly, Huyghebaert-Zouaghi et al. (2022) demonstrated that supervisors who balance autonomy support with competence-building significantly enhance supervisee motivation and satisfaction. This study highlights the importance of flexibility in supervisory styles to accommodate different supervisee needs and developmental stages.

In the Malaysian context, Nor Mazlina Ghazali (2020) found that counselling trainees preferred supervisors who combined structured guidance with empathetic support. Their research emphasized that an integrative approach, including both task-oriented and interpersonally sensitive elements was particularly valued by trainees. This finding aligns with broader research on the effectiveness of integrating multiple supervisory styles to meet the diverse needs of supervisees.

Despite valuable insights, research on supervisory styles in counselling training has notable gaps. One key limitation is the lack of studies on their long-term impact on counsellors' careers, as most focus on immediate outcomes such as skill acquisition and satisfaction (Watkins, 2011; Goodyear & Nelson, 1997). Additionally, existing research is largely Western-centric, with limited attention to cultural factors influencing supervision in non-Western contexts (Huyghebaert-Zouaghi et al., 2022). While studies in Malaysia (Nor Mazlina Ghazali,

2020) address this gap, more cross-cultural research is needed. Moreover, reliance on cross-sectional designs (Mohd Ali et al., 2014) limits understanding of supervision's evolving nature. Longitudinal studies and culturally adapted supervisory practices are crucial for enhancing supervision effectiveness.

2.6 Attachment Theory

Attachment theory provides a foundational framework for understanding human relationships across different contexts, including professional interactions such as counselling supervision. Initially conceptualized by Bowlby (1969), attachment theory posits that individuals develop internal working models based on early caregiver interactions, shaping their expectations and behaviours in relationships throughout life. While originally focused on child-caregiver bonds, the theory has since been extended to adult relationships, including those in educational and professional settings (Mikulincer & Shaver, 2013). In the context of supervision, attachment theory offers insights into how both supervisors and supervisees form relational bonds that influence the effectiveness of the supervisory process.

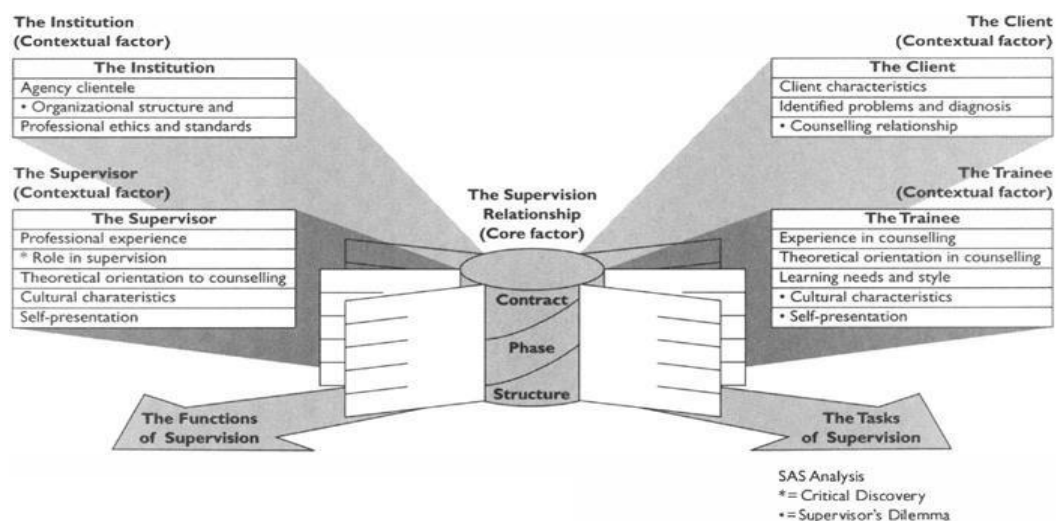
Supervisory relationships are inherently relational, and attachment theory provides a useful lens for understanding the emotional and psychological dynamics between supervisors and supervisees. According to Soliman (2023), the supervisory alliance functions similarly to other attachment-based relationships, where a secure base allows for exploration, learning, and professional growth. Soliman applied the Circle of Security model to supervision, illustrating how secure supervisory relationships foster confidence and autonomy, while insecure relationships may hinder development and create anxiety in supervisees. This perspective underscores the importance of supervisors adopting an attachment-informed approach to their role.

Research has consistently demonstrated the impact of attachment styles on supervisory interactions. For instance, a study by Kivlighan et al. (1998) found that attachment tendencies influenced the therapeutic alliance between counsellors and their clients, suggesting that similar dynamics may exist in supervision. Specifically, supervisees with secure attachment styles tend to engage more openly with their supervisors, seek feedback constructively, and exhibit greater self-efficacy in their professional roles. In contrast, those with insecure attachment styles, whether anxious or avoidant often struggle with trust, hesitate to seek support, and may experience heightened stress in the supervisory relationship (Bennett et al., 2008).

Attachment dynamics in supervision also have broader implications for mental health professionals' well-being. Mikulincer and Shaver (2013) examined how attachment orientations influence burnout and resilience among healthcare practitioners. Their findings indicated that securely attached individuals experience lower burnout and a stronger sense of coherence in their professional roles, reinforcing the importance of fostering secure attachments in high-stress environments like counselling training. Similarly, a study by Foster et al. (2020) highlighted that when supervisors exhibit responsiveness and attunement which are the key features of secure attachment, their supervisees report greater job satisfaction and reduced emotional exhaustion.

Given these findings, integrating attachment theory into supervision practices can enhance both the supervisory alliance and the overall training experience for future counsellors. Supervisors who are aware of their own attachment styles, as well as those of their trainees, can create an environment that encourages open communication, emotional safety, and professional growth. This approach not only benefits the supervisee but also contributes to the development of more competent, confident, and resilient counselling professionals.

2.7 Systems Approach to Supervision Model



The Systems Approach to Supervision (SAS) Model, developed by Elizabeth Holloway (1995), provides a structured framework for understanding the dynamic and multi-layered nature of supervision. This model views supervision as an interconnected system comprising six key components which are the client, the trainee, the supervisor, the institution, the

functions of supervision, and the learning tasks within the supervisory process. By integrating both relational and contextual factors, the SAS model emphasizes the importance of adapting supervision to fit the developmental needs of trainees while considering institutional and professional influences (Holloway, 2016).

Supervisory relationships are influenced by multiple factors, including supervisory style, trainee characteristics, and institutional culture. Nor Mazlina Ghazali et al. (2020) applied the SAS model in their study examining supervisory styles and their impact on supervision outcomes among undergraduate trainee counsellors in Malaysia. Their findings indicated that supervisory styles, categorized as attractive, interpersonally sensitive, and task-oriented were significantly related to supervision satisfaction. The study also found that interpersonally sensitive and attractive styles had the strongest influence on trainee satisfaction, reinforcing the importance of relational dynamics within the SAS framework.

Beyond individual supervisory styles, the SAS model aligns with broader research on relational dynamics in supervision. Watkins and Riggs (2012) explored the integration of attachment theory in supervision and suggested that supervisory relationships function similarly to attachment bonds. Their study emphasized the role of supervisors in providing a "secure base" that allows trainees to explore challenges and develop professional confidence. This attachment-informed perspective complements the SAS model by highlighting the necessity of emotional safety and responsive supervision.

Institutional factors also play a critical role in shaping the supervisory experience, as emphasized by Holloway's model. Bogo and McKnight (2006) examined the influence of organizational culture on supervision outcomes and found that supportive institutional environments enhanced supervisory effectiveness. Their research aligns with the SAS model's assertion that the broader institutional setting such as faculty expectations, policies, and available resources shapes the quality and impact of supervision.

Additionally, the SAS model underscores the importance of well-defined learning tasks tailored to the developmental level of supervisees. Borders and Brown (2005) emphasized that structured learning activities contribute to skill acquisition and professional growth. Their findings suggest that when supervisors use a structured approach, such as goal-setting, skills assessment, and reflective discussions, trainees experience greater satisfaction and confidence in their supervision.

In conclusion, the Systems Approach to Supervision Model provides a comprehensive framework that integrates relational, functional, and contextual factors in supervision. Studies applying this model, such as those by Ghazali et al. (2020), demonstrate its relevance in understanding supervisory styles and their influence on trainee satisfaction. By considering the interplay between individual relationships and institutional contexts, the SAS model offers valuable insights for improving supervision outcomes and fostering professional development among trainee counsellors.

2.8 Conclusion

This chapter has presented a review of previous studies and literature on the influence of attachment styles and supervisory styles on supervision satisfaction. It has explored various factors affecting supervision outcomes from the perspectives of both trainee counsellors and supervisors. Additionally, past research on the influence of attachment and supervisory styles on supervision satisfaction has been examined, with findings consistently demonstrating their significant influence on the overall supervision process. Furthermore, this chapter has outlined the theoretical foundations of the study, specifically Attachment Theory, developed by John Bowlby and Mary Ainsworth, and the Systems Approach to Supervision (SAS) Model by Elizabeth Holloway.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will discuss on the research design, the population and sample, the instruments utilized, data collection procedures, and data analysis techniques employed to achieve the research objectives.

3.1 Research Design

This research utilized a quantitative research design to examine the relationships between attachment styles, supervisory styles, and supervision satisfaction among trainee counsellors. Quantitative research is a systematic approach that focuses on collecting and analyzing numerical data to explain patterns, relationships, or phenomena (Creswell & Creswell, 2018). It is particularly suited for this research as it allows for objective measurement and statistical testing, enabling the researcher to validate findings with empirical evidence.

The research type employed is a cross-sectional survey design, which involves collecting data from respondents at a single point in time. This approach is widely used in social sciences due to its efficiency and ability to provide a snapshot of the variables under study (Bryman, 2016). Cross-sectional studies are advantageous as they allow researchers to explore correlations and predictive relationships between variables without requiring manipulation of the environment or subjects (Setia, 2016). This makes it a suitable method for examining the interplay between the three variables.

The survey design offers several benefits. It facilitates the collection of self-reported data from a large number of respondents, ensuring diversity in responses and enhancing the generalizability of findings (Fowler, 2014). Additionally, this approach is cost-effective and time-efficient, making it practical for academic research projects. The structured nature of surveys allows for standardized data collection, reducing potential biases and ensuring consistency in how data is gathered and analyzed (De Vaus, 2014).

By employing a cross-sectional design within the quantitative research framework, this study aligns with the broader goal of uncovering the dynamics within supervisory relationships. It provides a structured and evidence-based approach to understand how specific factors influence trainee counsellors' professional development.

3.2 Research Subject

3.2.1 Population

The research population consisted of trainee counsellors who were pursuing bachelor's degrees and master's degree at public universities in Malaysia, along with recent graduates from Universiti Malaysia Sarawak (UNIMAS). The respondents included trainee counsellors from three institutions, namely UNIMAS, Universiti Malaya (UM), and Universiti Pendidikan Sultan Idris (UPSI), all of whom were undergoing their counselling practicum or internship at the time of the data collection. This group was considered essential as they were actively engaged in supervision as part of their professional training and development.

In addition, alumni respondents from UNIMAS who had recently completed their practicum or internship were also included to provide insights into their supervision experiences. The selection of trainee counsellors from UNIMAS, UM, and UPSI ensured a diverse cross-section of counselling students across Malaysia. These institutions were chosen due to their prominent roles in counselling education, each offering comprehensive training programs that included structured supervision components. By incorporating respondents from these three universities, the study aimed to capture a broad and representative sample of trainee counsellors, reflecting a range of experiences from different educational and regional contexts in Malaysian.

The total population comprised 236 respondents, including 60 fourth-year undergraduate students from UNIMAS, 42 counselling alumni from UNIMAS, 21 master's degree students from UNIMAS, 58 undergraduate students from UM, and 55 undergraduate students from UPSI.

3.2.2 Sample

The sample size for this research was determined using three established approaches which are the general rule of thumb for regression analysis, Green's rule of thumb, and an a priori power analysis conducted using G*Power software. The general rule of thumb suggests that for multiple regression analysis, a minimum of 10 to 15 participants is required per predictor variable to yield stable and reliable estimates (Wilson VanVoorhis & Morgan, 2007). Given that this study involved six predictor variables, three subscales from the Revised Adult Attachment Scale (Close, Depend, and Anxiety) and three subscales from the Supervisory Styles Inventory (Attractive, Interpersonally Sensitive, and Task-Oriented), the

estimated minimum sample size based on this guideline ranged from 60 to 90 participants.

To further ensure the adequacy of the sample size, Green's (1991) rule of thumb for multiple regression was also applied. According to Green, for testing the overall model, the minimum sample size should follow the formula $N > 50 + 8m$, where m is the number of predictor variables. Applying this formula with six predictors indicated that a minimum of 98 participants was necessary to achieve sufficient statistical power for detecting meaningful relationships in the regression analysis.

In addition to these guidelines, an a priori power analysis using G*Power software was conducted to determine the optimal sample size required for this study, accounting for the desired power level, effect size, and significance level. These methods collectively reinforced the importance of acquiring a sufficiently large sample to ensure the validity and generalizability of the findings.

This research successfully exceeded all three criteria by collecting data from 155 trainee counsellors from various public universities in Malaysia. The final sample size not only met the minimum thresholds but also provided adequate statistical power for conducting both correlation and regression analyses, enhancing the robustness of the study's results and conclusions.

Before the main data collection, a pilot study was conducted with 30 respondents to assess the reliability and clarity of the research instruments. The pilot study has refined questionnaire items and ensure that the measures are appropriately understood by respondents.

3.2.3 Sampling Method

The sampling method employed in this research was convenience sampling. This non-probability sampling technique involves selecting participants who are easily accessible and willing to participate, without randomization or stratification (Etikan et al., 2016). Convenience sampling is commonly used in social science research, especially when time constraints, resource limitations, or accessibility issues make random sampling impractical. In this study, trainee counsellors from three public universities in Malaysia, Universiti Malaysia Sarawak (UNIMAS), Universiti Malaya (UM), and Universiti Pendidikan Sultan Idris (UPSI) were approached based on their availability and willingness to participate. While this method may limit generalizability due to potential sampling bias, it enabled the researcher to gather data efficiently from a specific target population relevant to the research objectives.

3.3 Instruments

3.3.1 Revised Adult Attachment Scale- Close Relationship Version (RAAS)

The first instrument of the research was the Revised Adult Attachment Scale (RAAS), developed by Collins (1996). It is a validated self-report instrument designed to measure attachment patterns in adult close relationships.

It consists of 18 items divided into three dimensions: Close, Depend, and Anxiety. Each item is rated on a 5-point Likert scale ranging from 1 ("Not at all characteristic of me") to 5 ("Very characteristic of me"), with reverse scoring applied to specific negatively worded items. Higher scores on the Close and Depend dimensions indicate secure attachment tendencies, while higher scores on the Anxiety dimension reflect attachment-related anxiety.

The RAAS has been widely validated in various studies, showcasing strong reliability. For instance, Cronbach's alpha coefficients reported in previous research by Lyvers et. al (2017) include 0.81 for the Close subscale, 0.78 for the Depend subscale, and 0.77 for the Anxiety subscale. These values indicate good internal consistency, making the RAAS a dependable instrument for assessing adult attachment patterns in research contexts.

3.3.2 Supervisory Style Inventory (SSI)

The second instrument used in this research is the Supervisory Styles Inventory (SSI), developed by Friedlander and Ward (1984). This validated quantitative instrument assesses supervisory styles as perceived by supervisees in counselling and psychology settings. The SSI includes 25 descriptors of supervisory behaviors, such as "goal-oriented," "supportive," "flexible," and "prescriptive." These are rated on a 7-point Likert scale ranging from 1 ("Not very") to 7 ("Very"), with 4 representing "Average." To ensure variability in responses, respondents are instructed to rate at least five descriptors as "Average" or below.

The SSI measures supervisors' behaviors across three dimensions: Attractiveness, Interpersonally Sensitive, and Task-Oriented styles. It provides valuable insights into how supervisory approaches impact supervision satisfaction and trainee development. Its relevance to the counselling supervision context, ease of administration, and robust psychometric properties make it a suitable tool for this research, which explores the relationship between supervisory styles and supervision satisfaction among counselling trainees in Malaysian higher education institutions.

The instrument has demonstrated strong reliability across various studies. For example, Pearce et al. (2012) reported Cronbach's alpha reliability coefficients for the SSI ranging from 0.76 to 0.87, indicating good internal consistency for the dimensions measured. These reliability scores confirm the validity of the SSI in capturing key aspects of supervisory style in diverse contexts.

3.3.3 Supervision Satisfaction Questionnaire (SSQ)

The third instrument for this research is the Supervision Satisfaction Questionnaire (SSQ), adapted by Ladany et.al (1996). This is a self-report instrument designed to evaluate supervisees' satisfaction with their supervision experience, particularly in the context of counselling training.

The questionnaire consists of eight items, each rated on a 4-point Likert scale, addressing various aspects of the supervision experience, such as the quality of supervision, its alignment with the supervisee's needs, and the supervisee's overall satisfaction. Items also assess the supervisee's willingness to recommend the supervisor to others and whether the supervision received has enhanced their effectiveness as a counsellor or therapist.

The SSQ provides a concise yet comprehensive measure of supervision satisfaction, making it a reliable tool for research exploring the quality and impact of supervision on supervisees. This research utilizes the SSQ to examine the relationship between supervisory styles, attachment patterns, and supervision satisfaction among counselling trainees. The SSQ has demonstrated good reliability in previous studies. A study by Ladany et al. (2005) reported Cronbach's alpha coefficients for the SSQ ranging from 0.87 to 0.93, indicating strong internal consistency for measuring supervision satisfaction. These findings highlight the SSQ's effectiveness in capturing various aspects of the supervisory relationship and its influence on trainees' satisfaction (Ladany et al., 2005).

3.3.4 Demographic Questionnaire

A demographic questionnaire included six straightforward questions aimed at gathering essential information about the respondents. This questionnaire will collect data on respondents' backgrounds, such as age, gender, ethnicity, year of study, universities, and level of supervision experience, to provide context for the analysis.

3.4 Data Collection

This research employed quantitative method for data collection. Emails have been sent to the authors of the selected instruments, including Myrna L. Friedlander (Supervisory Style Inventory) and Nicholas Ladany (Supervision Satisfaction Questionnaire), to request permission for their use. Nancy L. Collins (Revised Adult Attachment Scale) has indicated in an attached letter that she is open to the use of her instrument for research purposes therefore, no email was sent to her. Nicholas Ladany and Myrna Friedlander have granted their permission for the use of their instruments in this study. To enhance respondents' understanding, the instruments will undergo back translation from Malay to English. A formal letter was also submitted to the Deans of the Faculty of Cognitive Science and Human Development at UNIMAS, the Faculty of Education at UM, and UPSI to seek approval for involving counselling students in the study.

The questionnaires were distributed to the target respondents through both online and hardcopy formats. Each questionnaire was accompanied by an informational letter explaining the purpose of the study and consisted of four sections (A, B, C, and D), each with clear instructions on how to respond. For the online distribution, data was collected via Google Forms to ensure accessibility and convenience. The survey link was shared through email and social media channels associated with the faculty. In addition, hardcopy questionnaires were also personally distributed to some respondents. In all formats, informed consent was obtained before participants proceeded with the survey.

3.5 Data Analysis

The data collected in this study was analyzed using the Statistical Package for the Social Sciences (SPSS), a widely used software for quantitative data analysis (Pallant, 2020). The analysis process includes both descriptive and inferential statistical methods to provide a comprehensive understanding of the data.

Descriptive statistics was employed to summarize the demographic characteristics of the respondents and the main study variables. Measures such as mean, standard deviation, frequency, and percentage were calculated to provide a clear overview of the data. For example, the mean and standard deviation helped describe the central tendency and variability of scores on the instruments measuring attachment styles, supervisory styles, and supervision satisfaction. Descriptive statistics also aided in identifying any irregularities or outliers in the dataset (Field, 2018).

Inferential statistical methods were applied to examine relationships and predict outcomes based on the collected data. Specifically, correlation analysis using Pearson Product-Moment Correlation Coefficient were conducted to determine the strength and direction of relationships between attachment styles, supervisory styles, and supervision satisfaction. Multiple Linear Regression analysis has furthered assess whether attachment styles and supervisory styles significantly predict supervision satisfaction. These methods are essential for testing the hypotheses of the study and exploring the interplay between the variables (Tabachnick & Fidell, 2019).

To ensure the consistency and reliability of the instruments used in this study, reliability analysis was performed using Cronbach's alpha. Cronbach's alpha is a statistical tool frequently used to assess the internal consistency of a scale, with a value of 0.70 or above typically signifying acceptable reliability (Hair et al., 2020). This step is crucial to confirm that the instruments are measuring the intended constructs consistently across the sample.

3.6 Conclusion

This chapter outlined the methodology for investigating the relationship between attachment styles, supervisory styles, and supervision satisfaction among trainee counsellors in Malaysia. A quantitative cross-sectional survey design was employed, utilizing reliable instruments such as the Revised Adult Attachment Scale- Close Relationships Version (RAAS), Supervisory Style Inventory (SSI), and Supervision Satisfaction Questionnaire (SSQ). The study successfully obtained responses from 155 trainee counsellors, exceeding the required sample size of 100. A convenience sampling method was applied, where participants were selected based on their availability and willingness to participate, particularly those currently undergoing or who had recently completed their practicum. Data were collected through both online and hardcopy formats, following the necessary ethical approvals and obtaining informed consent from all participants. Data analysis was conducted using SPSS, which included descriptive statistics to summarize respondents' characteristics and inferential statistics to examine the relationships between variables. Overall, the methodology provides a systematic framework to explore how attachment and supervisory styles influence supervision satisfaction, offering valuable insights into the professional development of trainee counsellors.

CHAPTER FOUR RESULTS

4.0 Introduction

This chapter will discuss about the finding of this research and analysis of the findings. The analysis of the findings is analyzed using descriptive analysis and inferential analysis by using IBM Statistical Package for the Social Sciences Version 27.

4.1 Reliability Analysis

To assess the internal consistency of the instruments used in this study, Cronbach's alpha coefficients were computed for each subscale. The reliability of the instruments used in this research, namely the Revised Adult Attachment Scale – Close Relationships Version (RAAS), the Supervisory Styles Inventory (SSI), and the Supervision Satisfaction Questionnaire (SSQ) was tested prior to conducting the main data analysis.

For the first instrument, the Revised Adult Attachment Scale – Close Relationships Version, the alpha values were 0.603 for Close subscale and 0.501 for Depend subscale, indicating low internal consistency. The Anxiety subscale yielded a value of 0.711, suggesting acceptable reliability. Despite the lower alpha values, particularly for the Depend subscale, all original items were retained as the instrument is a standardized and widely used tool. Moreover, previous studies have reported similarly low alpha values for the Depend subscale, especially among student populations and in non-Western cultural contexts. For instance, Fernández and Dufey (2015) reported a value of 0.62 among Chilean university students, while Xiao et al. (2005) found values below 0.70 in mainland Chinese samples. These findings suggest that cultural differences in the interpretation and expression of attachment-related behaviors may influence the internal consistency of the Depend subscale.

The second instrument, the Supervisory Styles Inventory, demonstrated high internal consistency for the Attractive subscale, which recorded a Cronbach's alpha value of 0.868. The Interpersonally Sensitive subscale also showed high reliability with an alpha value of 0.841. Meanwhile, the Task-Oriented subscale demonstrated acceptable internal consistency with an alpha value of 0.764. The third instrument, the Supervision Satisfaction Questionnaire, showed high internal consistency with a Cronbach's alpha value of 0.824.

4.2 Demographic Data

A total of 155 respondents participated in this study. Majority of them were fourth-year counselling students from UNIMAS, UPSI, and UM. Additionally, master's students and recent graduates with a Bachelor's degree in Counselling from the UNIMAS counselling program were also included in the sample.

Table 1: Distribution of respondents by age.

Age	Frequency (N)	Percentage (%)
20-25	110	71.0
26-30	35	22.6
31 and above	10	6.5
Total	155	100.0

N=155

Table 1 shows the distribution of respondents by age and it shows that the majority of the respondents are in the range of age between 20 to 25 years old which is 71.0% (N=110), followed by respondents with a range of age from 26 to 35 years old which is 22.0% (N=35). 6.5% (N=10) of respondents has been reported to be in the age of 31 and above.

Table 2: Distribution of respondents by gender.

Gender	Frequency (N)	Percentage (%)
Female	118	76.1
Male	37	23.9
Total	155	100.0

N=155

Based on Table 2 which shows the distribution of respondents by gender, it shows that this research has been dominated by female respondents with 76.1% (N=118) while there is only 23.9% (N=37) of male respondents participated in this research.

Table 3: Distribution of respondents by year of study.

Year of Study	Frequency (N)	Percentage (%)
Year 4	101	65.2
Alumni	33	21.3
Master	21	13.5
Total	155	100.0

N=155

Based on Table 3, it is shown that the majority of the respondents that participated in this research are in their fourth year of studying with 65.2% (N=101), followed by alumni 21.3% (N=33) and lastly is Master's degree students with 13.5% (N=21).

Table 4: Distribution of respondents by year universities.

Universities	Frequency (N)	Percentage (%)
UNIMAS	105	67.7
UPSI	26	16.8
UM	24	15.5
Total	155	100.0

N=155

Table 4 presents the distribution of respondents by university. The majority of the respondents were from Universiti Malaysia Sarawak (UNIMAS), comprising 67.7% (N=105), followed by Universiti Pendidikan Sultan Idris (UPSI) with 16.8% (N=26), and Universiti Malaya (UM) with 15.5 % (N=24).

Table 5: Distribution of respondents by ethnicity.

Ethnicity	Frequency (N)	Percentage (%)
Malay	71	45.8
Chinese	26	16.8
Iban	16	10.3
Kadazan	9	5.8
Bidayuh	8	5.2
Melanau	5	3.2
Dusun	3	1.9
Indian	3	1.9
Brunei	2	1.3
Bugis	2	1.3
Kenyah	2	1.3
Rungus	2	1.3
Sino-Native	2	1.3
Bisaya	1	.6
Kadazandusun	1	.6
Lunbawang	1	.6
Murut	1	.6
Total	155	100.0

N=155

Table 5 displays the distribution of respondents according to ethnicity. The majority of the respondents were Malay, representing 45.8% (N = 71) of the total sample. This was followed by Chinese respondents, who made up 16.8% (N = 26), and Iban respondents at 10.3% (N = 16). Other ethnic groups represented in the study included Kadazan (5.8%, n = 9), Bidayuh (5.2%, n = 8), and Melanau (3.2%, n = 5). Smaller proportions of respondents identified as Dusun (1.9%, n = 3), Indian (1.9%, n = 3), Brunei (1.3%, n = 2), Bugis (1.3%, n = 2), Kenyah (1.3%, n = 2), Rungus (1.3%, n = 2), and Sino-Native (1.3%, n = 2). Ethnicities with only one respondent each (0.6%) included Bisaya, Kadazandusun, Lunbawang, and Murut.

4.3 Mean and Standard Deviation

Table 6 presents the overall mean and standard deviation values for respondents based on the Revised Adult Attachment Scale- Close Relationships Version (RAAS), Supervisory Styles Inventory (SSI), and Supervision Satisfaction Questionnaire (SSQ). The subscales within the RAAS: Close, Depend, and Anxiety were measured using a Likert scale ranging from 1 (not at all characteristic of me) to 5 (very characteristic of me). Similarly, the SSI subscales: Attractive, Interpersonally Sensitive, and Task-Oriented were measured using a Likert scale ranging from 1 (not very), 4 (average), to 7 (very). Lastly, the mean and standard deviation for the SSQ are also reported in the same table with Likert scale of 1 (low) to 4 (high).

Table 6: Descriptive Analysis on Revised Adult Attachment Scale – Close Relationships Versions (RAAS) subscales, Supervisory Styles Inventory (SSI) subscales and Supervision Satisfaction Questionnaire (SSQ)

Instruments	Maximum	Mean	Standard Deviation
RAAS			
Close	5.00	3.25	0.68
Depend	4.80	2.86	0.76
Anxiety	4.67	2.95	0.83
SSI			
Attractive	7.00	5.01	1.35
Interpersonally sensitive	7.00	4.85	1.19
Task-oriented	7.00	4.82	1.23
SSQ- Total Score	26.00	19.87	2.20

N= 155

For the Revised Adult Attachment Scale, the mean scores for the subscales were Close (M = 3.25, SD = 0.68), Depend (M = 2.86, SD = 0.76), and Anxiety (M = 2.95, SD = 0.83). These results suggest that respondents reported a moderate level of comfort with closeness and emotional intimacy, reflected in the Close subscale. However, the relatively lower mean for the Depend subscale indicates a lesser tendency to rely on others for support, which could suggest that participants value autonomy or may have difficulty trusting others to be dependable. The Anxiety subscale score indicates a moderate level of concern about being

rejected or abandoned in close relationships.

When compared with Collins' (1996) original validation of the RAAS, where average scores were generally higher (3.9 for Close, 3.7 for Depend, and Anxiety with 2.9), the current sample appears to have slightly more attachment insecurity, particularly in the domain of dependence. This difference may be due to cultural factors or situational stressors unique to the Malaysian context. For instance, trainee counsellors may be experiencing personal and professional challenges that make them more self-reliant and less trusting of interpersonal relationships. Moreover, collectivistic cultures such as Malaysia may emphasize emotional restraint and independence in professional settings, which may influence lower scores in the Depend subscale (Chong et al., 2017). The moderate level of anxiety found in this study aligns more closely with previous findings, which suggests that anxiety-related attachment concerns may be universally prevalent among individuals in high-stakes or transitional phases of life, such as during practicum or internship (Wei et al., 2005).

The Supervisory Styles Inventory measures supervisees' perceptions of their supervisors across three domains. The mean scores for the subscales were Attractive ($M = 5.01$, $SD = 1.35$), Interpersonally Sensitive ($M = 4.85$, $SD = 1.19$), and Task-Oriented ($M = 4.82$, $SD = 1.23$), respectively. These findings indicate that participants generally view their supervisors positively, particularly in terms of being warm and supportive. The slightly lower scores for the Interpersonally Sensitive and Task-Oriented styles suggest that while supervisors are perceived as friendly and approachable, there may be room for improvement in emotional responsiveness and in the structured, goal-focused aspects of supervision sessions.

Compared to Friedlander and Ward's (1984) original study, where mean scores on these subscales typically ranged from 5.5 to 6.0, the scores in this study are slightly lower. One plausible explanation is the hierarchical nature of supervisory relationships in some Asian educational contexts. In Malaysia, students may be less likely to express dissatisfaction or critique authority figures, which can influence both the supervisory style perceived and how openly it is reported (Yeo & Tan, 2009). Furthermore, cultural norms around power distance and communication style may lead to supervisors being less interpersonally expressive or collaborative than their Western counterparts.

In terms of supervision satisfaction, the Supervision Satisfaction Questionnaire (SSQ) produced a mean score of 19.87 ($SD = 2.20$), indicating a low level of supervision satisfaction among trainee counsellors. Based on Logan's (2014) interpretation, SSQ scores between 8 and 20 are considered low, 21 to 26 as medium, and 27 to 32 as high. Therefore, the average

score in this study falls within the low satisfaction category. One possible explanation is cultural and contextual differences, as many earlier studies were conducted in Western settings where supervisory practices, expectations, and communication styles differ significantly from those in Malaysia. Vekaria et al. (2023) emphasized that culturally responsive supervision leads to higher satisfaction, especially when supervisors are sensitive to cultural norms and the unique needs of their supervisees. In contrast, Malaysian trainees may experience a mismatch between their expectations and supervisory approaches, which could result in lower satisfaction.

4.4 Analysis of Pearson Product-Moment Correlation Coefficient

In this study, the Pearson Product-Moment Correlation Coefficient was used to examine the relationships between attachment styles (Close, Depend, and Anxiety) and supervision satisfaction, as well as between supervisory styles (Attractive, Interpersonally Sensitive, and Task-Oriented) and supervision satisfaction. Prior to the analysis, a normality test was conducted using the Kolmogorov-Smirnov test, which yielded a non-significant result ($p = .066$), indicating that the data were approximately normally distributed. Therefore, the use of Pearson correlation was deemed appropriate. The results of the Pearson correlation analyses are presented in Table 7 and Table 8.

Table 7: The relationship between attachment styles and supervision satisfaction.

Scale	N	Sig. (2 tailed)	Pearson Correlation (r)
Close	155	.077	.142
Depend	155	.130	.122
Anxiety	155	.854	-.015

N=155, $p < 0.5$

The following are the findings found in this research based on the constructed research hypothesis for the research:

Hypothesis 1:

H^a: There is a significant relationship between close subscale and supervision satisfaction among trainee counsellors.

There is no significant relationship between the close subscale supervision satisfaction among trainee counsellors with value of $r = .142$, $p = .077$ and $n = 155$. This shows that the relationship between close subscale and supervision satisfaction is very weak and not statistically significant, therefore the alternative hypothesis is rejected.

Hypothesis 2:

H^a: There is a significant relationship between depend subscale and supervision satisfaction among trainee counsellors.

There is no significant relationship between the depend subscale and supervision satisfaction among trainee counsellors, with a correlation of $r = .122$, $p = .122$, and $n = 155$. This indicates that the relationship is very weak and not statistically significant hence the alternative hypothesis is rejected.

Hypothesis 3:

H^a: There is a significant relationship between anxiety subscale and supervision satisfaction among trainee counsellors.

There is no significant relationship between anxiety subscale and supervision satisfaction among trainee counsellors with a value of $r = -.015$, $p = .854$ and $n = 155$. This shows that the relationship between anxiety subscale and supervision satisfaction is very weak and not statistically significant, and the alternative hypothesis is rejected.

Table 8: The relationship between supervisory styles and supervision satisfaction.

Scale	N	Sig. (2 tailed)	Pearson Correlation (r)
Attractive	155	< .001	.621
Interpersonally Sensitive	155	< .001	.600
Task-Oriented	155	< .001	.493

N= 155, $p < 0.5$

Hypothesis 4:

H^a: There is a significant relationship between attractive subscale and supervision satisfaction among trainee counsellors.

There is a significant relationship between the attractive subscale with value of $r = .621$, $p < .001$, and $n = 155$ and supervision satisfaction among trainee counsellors. This shows that the relationship between attractive subscale and supervision satisfaction is average positive therefore the alternative hypothesis is accepted.

Hypothesis 5:

H^a: There is a significant relationship between interpersonally sensitive subscale and supervision satisfaction among trainee counsellors.

There is a significant relationship between the attractive subscale and supervision satisfaction among trainee counsellors with value of $r = .600$, $p < .001$, $n = 155$. This shows that the relationship between attractive subscale and supervision satisfaction is average positive and the alternative hypothesis is accepted.

Hypothesis 6:

H^a: There is a significant relationship between task-oriented subscale and supervision satisfaction among trainee counsellors.

There is a significant relationship between the task-oriented subscale and supervision satisfaction among trainee counsellors with value of $r = .493$, $p < .001$, $n = 155$. This shows that the relationship between attractive subscale and supervision satisfaction is weak positive hence the alternative hypothesis is accepted.

4.5 Multiple Linear Regression Analysis

For this research, a Multiple Linear Regression Analysis was conducted to examine if attachment styles dimensions and supervisory styles dimensions significantly predict supervision satisfaction. Table 9 presents the results of the regression analysis for the prediction of attachment styles dimensions on supervision satisfaction, while Table 10 presents the results for supervisory styles dimensions predicting supervision satisfaction.

Table 9: The prediction of attachment styles dimensions on supervision satisfaction.

Variables	Adjusted R ²	R ²	B	SE	β	t
Close	.027	.046	.153	.076	.173	3.62
Depend	.027	.046	-.135	.070	-.169	2.42
Anxiety	.027	.046	-.014	.067	-.019	.143

N=155, $p < 0.5$

Hypothesis 7:

H^a: Attachment styles significantly predict supervision satisfaction among trainee counsellors.

The overall regression model was not statistically significant, $F(3, 151) = 2.405$, $p = .070$, accounting for only 4.6% of the variance in supervision satisfaction ($R^2 = .046$). Although the “Close” attachment dimension was a significant individual predictor with $\beta = .173$ and $p = .046$, the overall model did not reach statistical significance, and the other predictors were not significant. Therefore, the alternative hypothesis is rejected.

Table 10: The prediction of supervisory styles dimensions on supervision satisfaction

Variables	Adjusted R ²	R ²	B	SE	β	t
Attractive	.404	.415	.174	.048	.389	3.62
Interpersonally Sensitive	.404	.415	.141	.058	.278	2.42
Task-oriented	.404	.415	.007	.047	.014	.143

N=155, $p < 0.5$

Hypothesis 8:

H^a: Supervisory styles significantly predicts supervision satisfaction among trainee counsellors.

The overall regression model was statistically significant, $F(3, 151) = 35.772, p < .001$, accounting for 41.4% of the variance in supervision satisfaction ($R^2 = .414$). Among the predictors, Attractive style ($\beta = .389, p < .001$) and Interpersonally Sensitive style ($\beta = .228, p = .016$) were significant positive predictors, whereas Task-Oriented style was not a significant predictor ($p = .886$). The alternative hypothesis is accepted.

4.6 Conclusion

In this chapter, the Pearson Product-Moment Correlation Coefficient was conducted to examine the relationships between attachment styles, supervisory styles, and supervision satisfaction. The analysis revealed no significant relationships between the attachment style subscales: Close, Depend, and Anxiety, and supervision satisfaction among trainee counsellors. In contrast, a moderate positive relationship was found between the supervisory style subscales: Attractive and Interpersonally Sensitive and supervision satisfaction. A weak positive relationship was also observed between the Task-Oriented subscale and supervision satisfaction. Furthermore, the results of the Multiple Linear Regression Analysis indicated that attachment styles dimensions did not significantly predict supervision satisfaction. However, supervisory styles dimensions were found to be significant predictors of supervision satisfaction among trainee counsellors.

CHAPTER FIVE DISCUSSION

5.0 Introduction

This chapter presents the discussion and summary of the research findings. It also offers recommendations for future studies related to this topic and discusses the theoretical and practical implications of the research in the context of counselling supervision.

5.1 Discussion

The findings of this study revealed that there were no statistically significant correlations between the three attachment style subscales: Close, Depend, and Anxiety and supervision satisfaction among Malaysian trainee counsellors. This outcome contrasts with several studies conducted in Western contexts, which emphasize the importance of secure attachment in forming effective supervisory alliances. For instance, White and Queener (2003) found that supervisees with secure attachment tendencies, marked by comfort with closeness, trust in others, and low levels of relational anxiety tended to report more satisfying supervisory relationships. Similarly, Bennett and Deal (2009) highlighted that counsellors with secure attachment patterns were more likely to perceive supervision positively due to their openness to feedback and ability to build trust within the supervisory dyad.

The absence of a significant relationship in the current study may be partially explained by cultural and educational factors unique to the Malaysian context. As a collectivist society, Malaysia places strong emphasis on hierarchical relationships, respect for authority, and maintaining social harmony (Hofstede, 2001). In such environments, trainees may prioritize outward expressions of respect and compliance over internal relational dynamics. Consequently, attachment-related behaviors may not be as openly expressed or valued in professional relationships within the Malaysian setting, thus weakening their influence on supervision satisfaction (Ting & Mahmud, 2020).

Moreover, the formal structure of supervision in Malaysian universities often includes clearly defined roles, responsibilities, and expectations, which may serve to standardize interpersonal dynamics and reduce the variability in how attachment styles manifest. Chong and Leong (2015) observed that Asian supervisees may feel reluctant to share personal vulnerabilities in supervision sessions due to perceived power distance, further limiting the expression of attachment-based behaviors.

In contrast to the findings on attachment, all three supervisory style subscales: Attractive, Interpersonally Sensitive, and Task-Oriented showed statistically significant positive relationships with supervision satisfaction. Among them, the Attractive and

Interpersonally Sensitive styles emerged as particularly strong predictors of satisfaction. This aligns with earlier findings by Friedlander and Ward (1984), who emphasized that supervisors who are perceived as warm, engaging, and supportive contribute meaningfully to positive supervision outcomes. The Attractive style, characterized by friendliness, openness, and emotional availability, likely fosters a climate of psychological safety that is essential for trainee counsellors.

The Interpersonally Sensitive supervisory style, marked by empathy, active listening, and attentiveness to supervisee needs, may be especially salient in the Malaysian context, where relational harmony and emotional attunement are culturally valued traits (Low & Ang, 2012). This finding is reinforced by Ladany et al., (1999), who found that supervisees valued supervisors who demonstrated empathic understanding, non-defensiveness, and a genuine interest in their professional growth. When supervisors display interpersonal sensitivity, supervisees may feel more understood and supported, which enhances their satisfaction with the supervision process.

Although the Task-Oriented style also showed a positive relationship with supervision satisfaction, it was a weaker predictor compared to the other two styles. This suggests that while structure, goal-setting, and performance expectations are important, they may not be the primary drivers of satisfaction for Malaysian trainees. Wong and Wong (2014) observed that in Asian educational cultures, mentorship and holistic support often take precedence over directive or evaluative approaches. Therefore, relational factors such as empathy, supportiveness, and accessibility may carry more weight in influencing supervisee satisfaction.

Further support for these observations comes from the multiple regression analysis conducted in this study. The attachment styles dimensions: Close, Depend, and Anxiety did not significantly predict supervision satisfaction, reinforcing the correlation findings. In contrast, supervisory styles, particularly the Attractive and Interpersonally Sensitive dimensions, emerged as significant predictors. This finding resonates with earlier research by Efstation et al. (1990), who concluded that supervisee perceptions of supervisor relational competence such as warmth, attentiveness, and responsiveness were the most powerful predictors of positive supervision outcomes.

Taken together, these results highlight the primacy of supervisor behaviors over supervisee personality traits in shaping satisfaction within the Malaysian counselling supervision context. Trainees seem to place more emphasis on the quality of interactions,

emotional support, and approachability of their supervisors than on their own internal relational styles. This insight underscores the importance of training supervisors not only in technical competence but also in interpersonal and relational skills that foster trust and emotional safety. The findings also point to the necessity for culturally sensitive supervisory frameworks that take into account the collectivist orientation and hierarchical norms prevalent in Malaysian educational settings.

5.2 Summary of the Research

This study was conducted to investigate the relationship between attachment styles, supervisory styles, and supervision satisfaction among trainee counsellors in Malaysia. Specifically, it aimed to determine whether attachment styles, as well as different supervisory styles, were significantly associated with supervision satisfaction from the perspective of counselling trainees. The research was guided by Attachment Theory, originally developed by John Bowlby (1969) and later expanded by Mary Ainsworth (1978), along with Holloway's Systems Approach to Supervision (SAS) Model introduced by Elizabeth Holloway (1995).

The study involved a total of 155 respondents, comprising fourth-year undergraduate counselling students from Universiti Malaysia Sarawak (UNIMAS), Universiti Malaya (UM), and Universiti Pendidikan Sultan Idris (UPSI). The sample also included several Master's students and recent graduates from the counselling program at UNIMAS. Respondents were recruited using a convenience sampling technique due to accessibility and time limitations.

Three instruments were used to collect data which are the Revised Adult Attachment Scale – Close Relationships Version (RAAS), the Supervisory Styles Inventory (SSI), and the Supervision Satisfaction Questionnaire (SSQ). The RAAS was used to assess participants' attachment styles, the SSI evaluated the perceived interaction style of supervisors and the SSQ measured the level of satisfaction with the supervision experience from the trainees' point of view.

The collected data were analyzed using both descriptive and inferential statistics, including means, standard deviations, Pearson Product-Moment Correlation Coefficients, and Multiple Linear Regression Analysis.

The results revealed no statistically significant relationships between any of the attachment subscales, Close, Depend, and Anxiety, and supervision satisfaction. However, among the supervisory styles, both the Attractive subscale ($r = .621$, $p < .001$) and the Interpersonally Sensitive subscale ($r = .600$, $p < .001$) demonstrated moderate positive

correlations with supervision satisfaction. A weaker but still significant positive correlation was found for the Task-Oriented subscale ($r = .493, p < .001$).

The regression analysis further supported these findings. The attachment style dimensions, taken together, did not significantly predict supervision satisfaction, as shown by $F(3, 151) = 2.405, p = .070$. Only the Close subscale was a significant individual predictor ($\beta = .173, p = .046$), but the overall model lacked statistical significance. In contrast, supervisory styles were found to be significant predictors of supervision satisfaction, with the Attractive style ($\beta = .389, p < .001$) and Interpersonally Sensitive style ($\beta = .228, p = .016$) emerging as strong positive predictors.

5.3 Limitations and Recommendation for Future Research

While this study provides meaningful insights into the influence of attachment styles and supervisory styles on supervision satisfaction among trainee counsellors in Malaysia, several limitations should be acknowledged. Firstly, the study relied exclusively on self-reported data, which may have introduced social desirability bias, a common concern in psychological research where participants may respond in ways they perceive to be socially acceptable rather than expressing their genuine experiences (King & Bruner, 2000). This could have led to inflated satisfaction ratings or minimized the expression of dissatisfaction in the supervisory relationship.

Secondly, although the sample included respondents from three public universities, Universiti Malaysia Sarawak (UNIMAS), Universiti Malaya (UM), and Universiti Pendidikan Sultan Idris (UPSI), the findings may not be fully generalizable to the wider population of Malaysian counselling trainees, particularly those from private institutions, teacher-training programs, or other universities in Malaysia. Moreover, the use of convenience sampling, while practical for data collection under time constraints, limits the generalizability of the results due to potential sampling bias (Etikan et al., 2016).

Third, the research employed a cross-sectional design, capturing data at a single point in time. This limits the ability to assess how satisfaction with supervision may evolve over the course of the practicum or internship. Given that supervisory relationships often develop and fluctuate, future research should consider adopting longitudinal designs to examine how trainee satisfaction changes over time (Stoltenberg & McNeill, 2010).

An additional limitation concerns the instrumentation process. The instruments used in this study, the Revised Adult Attachment Scale (RAAS), the Supervisory Styles Inventory

(SSI), and the Supervision Satisfaction Questionnaire (SSQ) were translated into Bahasa Melayu for the convenience and better comprehension of respondents. However, due to time constraints, the translated versions were not subjected to a full validation process, such as back-translation or a pilot test with reliability and validity checks. Although the translated instruments were carefully constructed, the lack of psychometric validation may impact the internal validity and reliability of the findings, and future studies should undertake a more rigorous process of translation and validation (Beaton et al., 2000).

In light of these limitations, future research should adopt validated Malay versions of assessment instruments, possibly following procedures such as back-translation and pilot testing to ensure linguistic and cultural appropriateness (Beaton et al., 2000). In addition, future studies could integrate qualitative methods, such as interviews or focus groups, to explore supervisees' experiences and expectations in greater depth (Knox et al., 2008). Investigating how variables such as personality traits, cultural values, and supervisory working alliance interact with supervisory styles could also enrich understanding (Hofstede, 2001; Bennett & Deal, 2009). Furthermore, incorporating both trainee and supervisor perspectives in dyadic or matched-sample designs may provide a more balanced and comprehensive picture of the supervision process (Efstation et al., 1990).

By addressing these methodological and contextual limitations, future research can build upon the current study's findings to enhance the cultural relevance, psychometric rigor, and practical applicability of supervision practices in the Malaysian context.

5.4 Implication

The findings of this study offer valuable implications both theoretically and practically, particularly within the framework of Attachment Theory (Bowlby, 1988) and Holloway's Systems Approach to Supervision (SAS) Model (Holloway, 1995), as applied to the Malaysian counselling supervision context.

Theoretically, the study challenges the universal applicability of Attachment Theory in predicting supervision satisfaction. Despite existing literature suggesting that secure attachment styles (high closeness, high dependability, low anxiety) contribute to more positive supervisory relationships (White & Queener, 2003; Bennett et al., 2008), the findings of this study did not support a significant relationship between attachment styles and supervision satisfaction among Malaysian trainee counsellors. This suggests that the influence of attachment patterns may be less pronounced or differently expressed in cultures such as Malaysia, which value hierarchical relationships, social harmony, and emotional restraint (Ng

& James, 2013). In such collectivist societies, attachment-related behaviours may be less visible or suppressed in professional settings, making them a less reliable predictor of outcomes like supervision satisfaction (Mallinckrodt et al., 2005).

These results call for a culturally nuanced application of Attachment Theory. Future research and supervision models should consider how cultural norms shape the expression of relational behaviours and recognize that attachment-related tendencies may be moderated by societal values such as power distance and collectivism (Wang & Mallinckrodt, 2006). This insight encourages scholars and practitioners to be cautious in assuming that relational models developed in Western contexts will hold the same influence in non-Western, collectivist societies (Kim et al., 2006).

In contrast, the findings provide strong support for Holloway's Systems Approach to Supervision (SAS) Model (Holloway, 1995), which emphasizes the interdependent and dynamic nature of the supervision process. The significant influence of supervisory styles, particularly the Attractive and Interpersonally Sensitive styles, on supervision satisfaction aligns well with the SAS model's assertion that supervision is embedded within multiple interacting systems, including individual, relational, institutional, and cultural levels (Holloway & Wolleat, 1994). This model accommodates the reality that effective supervision could not be understood solely through internal traits such as attachment styles, but must also account for external factors like supervisor behaviour, training context, and cultural expectations (Falender & Shafranske, 2007).

Practically, these findings carry several important implications for counselling education and supervision practices in Malaysia. The strong predictive value of supervisory relational qualities suggests that supervision training should prioritize the development of interpersonal and emotional competencies (Ladany et al., 1999). Supervisors should be trained to demonstrate warmth, empathy, responsiveness, and emotional availability, traits that aligned with the Attractive and Interpersonally Sensitive styles. These qualities help foster a safe and supportive supervision environment, which is especially important in cultures where direct confrontation is often avoided and emotional harmony is highly valued (Chong & Abdullah, 2018).

Moreover, the limited predictive value of attachment styles dimensions highlights the importance of avoiding assumptions about supervisees' relational behaviours based on personality or past experiences. Instead, supervisors should adopt a trainee-centred and culturally responsive approach, focusing on building trust, understanding, and professional

growth, rather than relying on fixed personality frameworks (Borders et al., 2014). This aligns with developmental models of supervision, which emphasize adjusting supervisory strategies to match the evolving competence and confidence of trainees (Stoltenberg & McNeill, 2010).

Institutions offering counselling programs should also implement formal and ongoing feedback systems such as mid-practicum evaluations, reflective discussions, or anonymous feedback forms to allow supervisees to voice their supervision experiences and needs (Ellis et al., 2014). These mechanisms support relational attunement and continual improvement, in line with the bidirectional communication emphasized in the SAS model.

Finally, this study highlights the need to localize supervision frameworks. Western-based models of supervision, while grounded in evidence, may not fully capture the cultural and institutional dynamics of Malaysian counselling education (Ng & James, 2013). Supervision frameworks in Malaysia should be adapted to reflect collectivist values, respect for hierarchy, and a mentorship-oriented approach. Integrating culturally congruent values into supervision practices will enhance the relevance, effectiveness, and sustainability of the supervision process in Malaysia.

This research contributes to a growing body of culturally informed supervision research. It underscores the importance of moving beyond one-size-fits-all models by encouraging supervisors, educators, and policymakers to embrace context-sensitive, relationally focused, and culturally grounded supervision practices that meet the unique needs of Malaysian counselling trainees.

5.5 Conclusion

This chapter has discussed the research findings in comparison to previous studies, showing that while some findings aligned, others differed. A full summary of the research was also provided. The theoretical implication is that the results challenge the relevance of Attachment Theory by John Bowlby and Mary Ainsworth in the Malaysian supervision context, where attachment styles were not significant predictors of supervision satisfaction. Conversely, the study supports Holloway's Systems Approach to Supervision, highlighting its suitability in culturally sensitive and relationally complex settings. For the practical implication, the findings stress the importance of developing supervisors' interpersonal skills such as empathy, warmth, and sensitivity to foster supportive supervision relationships, especially in collectivist cultures like Malaysia. Recommendations for future research include using longitudinal and qualitative methods, validating translated instruments, and involving a more diverse trainee population to enhance generalizability and cultural relevance.

References

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). Patterns of attachment: A psychological study of the strange situation. Lawrence Erlbaum Associates.
- Ainsworth, M. S., & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist*, 46(4), 333–341. <https://doi.org/10.1037/0003-066x.46.4.333>
- Arifin, S., Zakaria, N. S., Jaafar, W. M. W., Ghazali, N. M., & Sakari, N. S. (2023). The Impact of Supervision Process toward Counselling Competencies among Malaysian Trainee Counsellors. *IAFOR Journal of Education*, 11(3), 94–111. <https://doi.org/10.22492/ije.11.3.05>
- Athiyaman, A. (1997). Linking student satisfaction and service quality perceptions: the case of university education. *European Journal of Marketing*, 31(7), 528-540
- Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of Personality and Social Psychology*, 61(2), 226–244. <https://doi.org/10.1037/0022-3514.61.2.226>
- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the process of cross-cultural adaptation of self-report measures. *Spine*, 25(24), 3186–3191. <https://doi.org/10.1097/00007632-200012150-00014>
- Bennett, S., & Deal, K. H. (2009). Attachment style and supervisory working alliance: A model for research and practice. *Journal of Counseling & Development*, 87(4), 446–456. <https://doi.org/10.1002/j.1556-6678.2009.tb00129.x>
- Bennett, S., Mohr, J., BrintzenhofeSzoc, K., & Saks, L. (2008). General and supervision- specific attachment styles: Relations to student perceptions of field supervisors. *Journal of Social Work Education*, 44(2), 75-94. <https://doi.org/10.5175/JSWE.2008.200700032>
- Bennett, S., & Saks, N. S. (2006). A conceptual application of attachment theory and research to the social work student–field instructor supervisory relationship. *Journal of Social Work Education*, 42(3), 669–682.
- Berg, K. C., Berkel, L. A., & Pride, M. C. (2017). Enhancing counselor competence through reflective practices in supervision. *Journal of Counseling Practice*, 8(1), 12–22.
- Bernard, J. M., & Goodyear, R. K. (2012). *Fundamentals of clinical supervision*. Pearson Education.

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.). Pearson.

Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision* (6th ed.).

Pearson Education.

Bhatti, M. N., Mat Zin, M. L., & Danish, R. Q. (2020). Effect of task-oriented and relational leadership styles on employee performance: Moderating impact of communicator competence. *Journal of Business and Social Review in Emerging Economies*, 6(3), 1045– 1053.

Bowers, L. D., Lee, J. Y., & Brown, B. C. (2018). Supervisor-trainee relationships and satisfaction with supervision: Implications for counselor development. *Journal of Counseling and Development*, 96(3), 285-296. <https://doi.org/10.1002/jcad.12200>

Bowlby, J. (1969). Attachment and loss: Vol. 1. Attachment. Basic Books.

Brennan, K. A., Clark, C. L., & Shaver, P. R. (1998). Self-report measurement of adult attachment: An integrative overview. In J. A. Simpson & W. S. Rholes (Eds.), *Attachment theory and close relationships* (pp. 46–76). Guilford Press.

Brisebois, K. (2008). Discovering your supervisory style. *OACAS Journal*, Fall 2008.

Retrieved from <https://www.oacas.org/pubs/oacas/journal/2008Fall/style.html>

Brown, M., & Delaney, R. (2023). Challenges of supervision: Addressing disorganized attachment in trainees. *Clinical Supervisor Journal*, 41(2), 150–168.

Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford University Press.

Bogo, M., & McKnight, K. (2006). Clinical supervision in social work: A review of the research literature. *The Clinical Supervisor*, 24(1-2), 49-67.

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*.

Lawrence Erlbaum Associates

Carroll, C. (2007). Supervision in counselling. *British Journal of Guidance & Counselling*, 35(2), 183-196.

Chong, W. Y., & Abdullah, M. C. (2018). Cross-cultural supervision in Malaysia: The supervisory relationship and cultural issues. *Malaysian Journal of Learning and Instruction*, 15(2), 1–23.

Chong, W. H., Mak, M. C. K., Hamid, A. R. A., & Lee, C. C. (2017). Attachment styles and psychological well-being among Malaysian university students: The mediating role of self-esteem. *International Journal of Adolescence and Youth*, 22(4), 425–435. <https://doi.org/10.1080/02673843.2016.1209333>

- Chong, W. H., & Leong, F. T. L. (2015). Asian cultural values and supervision: Impact on supervisee self-disclosure. *Asia Pacific Journal of Counselling and Psychotherapy*, 6(1), 1–14.
<https://doi.org/10.1080/21507686.2014.1002540>
- Collins, N. L. (1996). *For better or for worse: The role of adult attachment in marital functioning*. In J. A. Simpson & W. S. Rholes (Eds.), *Attachment theory and close relationships* (pp. 198-219). The Guilford Press.
- Collins, N. L. (1996). Working models of attachment: Implications for explanation, emotion, and behavior. *Journal of Personality and Social Psychology*, 71(4), 810–832. <https://doi.org/10.1037/0022-3514.71.4.810>
- Collins, N. L., & Feeney, B. C. (2004). Working models of attachment shape perceptions of social support: Evidence from experimental and observational studies. *Journal of Personality and Social Psychology*, 87(3), 363–383. <https://doi.org/10.1037/0022-3514.87.3.363>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Crowne, D. P., & Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24(4), 349–354. <https://doi.org/10.1037/h0047358>
- Davis, A. M. B., & Carnelley, K. B. (2023). Attachment: the What, the Why, and the Long- Term Effects. *Frontiers for Young Minds*, 11. <https://doi.org/10.3389/frym.2023.809060>
- De Vaus, D. A. (2014). *Surveys in Social Research* (6th ed.). Routledge.
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. *Journal of Counseling Psychology*, 37(3), 322–329. <https://doi.org/10.1037/0022-0167.37.3.322>
- Ellis, M. V., Creaner, M., Hutman, H., & Timulak, L. (2014). A qualitative study of supervisees' and supervisors' experiences of rupture and repair in supervision. *Counselling and Psychotherapy Research*, 14(3), 174–183. <https://doi.org/10.1080/14733145.2013.782654>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.
<https://doi.org/10.11648/j.ajtas.20160501.11>
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis

- program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39(2), 175–191.
<https://doi.org/10.3758/BF03193146>
- Falender, C. A., & Shafranske, E. P. (2004). *Psychotherapy supervision: A practitioner's guide*. American Psychological Association.
- Falender, C. A., Shafranske, E. P., & Falicov, C. J. (2014). *Multiculturalism and diversity in clinical supervision: A competency-based approach*. American Psychological Association.
<https://doi.org/10.1037/14370-000>
- Falender, C. A., Shafranske, E. P., & Wilder, L. L. (2014). *Casebook for clinical supervision: A competency-based approach*. American Psychological Association.
- Fernández, A. M., & Dufey, M. (2015). *Adaptation of Collins' Revised Adult Attachment Dimensional Scale to the Chilean context*. [Journal Name], Volume(Issue), pages. (Study 1: $\alpha_{depend} = .62$).
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology*, 4(2), 132–154.
<https://doi.org/10.1037/1089-2680.4.2.132>
- Friedlander, M. L., & Ward, G. (1984). Development and validation of the Supervisory Styles Inventory. *Journal of Counseling Psychology*, 31(4), 541–557. <https://doi.org/10.1037/0022-0167.31.4.541>
- Foster, J. T., Lichtenstein, M., & Wimmer, C. (2020). The impact of attachment-based supervision on counselor burnout and job satisfaction. *Clinical Supervisor*, 39(1), 23-40.
<https://doi.org/10.1080/07325223.2020.1713652>
- Fowler, F. J. (2014). *Survey Research Methods* (5th ed.). Sage.
- Gazzola, N., & Thériault, A. (2007). Supervision of counseling trainees: A focus on relational dynamics and supervisory styles. *Journal of Counseling & Development*, 85(1), 31–39. <https://doi.org/10.1002/j.1556-6678.2007.tb00446.x>
- Ghazali, N. M., Beddu, N., Wan Jaafar, W. M., Anuar, A., Aden, E., & Yahya, F. (2020). Influence of supervisory style on supervision outcomes among undergraduate trainee counsellors. *Economic and Business Journal*, 39(1). <https://doi.org/10.25115/eea.v39i1.4274>
- Ghazali, N. M., Taha, M., Wan Jaafar, W. M., Anuar, A., Yahya, F., & Roose, M. A. R. (2016). Influence of

- supervisory relationship and satisfaction among trainee counselors in practicum process. *Journal of Cognitive Sciences and Human Development*, 2(1), 85-95. Universiti Malaysia Sarawak.
- Goodyear, R. K., & Nelson, M. L. (1997). The balance between rapport and technique in clinical supervision. *The Clinical Supervisor*, 15(2), 23–37. https://doi.org/10.1300/J001v15n02_03
- Green, S. B. (1991). How many subjects does it take to do a regression analysis? *Multivariate Behavioral Research*, 26(3), 499–510. https://doi.org/10.1207/s15327906mbr2603_7
- Gunn, J., & Pistole, M. C. (2012). Trainee supervisor attachment: Implications for supervisory working alliance. *Training and Education in Professional Psychology*, 6(4), 270–277. <https://doi.org/10.1037/a0030805>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2020). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hasim, M. J. M., Mustafa, H., & Hashim, N. H. (2023). Marital Communication during Conflict: A Study on Attachment Dimensions and Interaction Patterns. *Jurnal Komunikasi Malaysian Journal of Communication*, 39(1), 53–72. <https://doi.org/10.17576/jkmjc-2023-3901-04>
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52(3), 511–524. <https://doi.org/10.1037/0022-3514.52.3.511>
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Sage Publications.
- Holloway, E. L. (2016). *Supervision essentials for a systems approach to supervision*. American Psychological Association.
- Holloway, E. L. (1995). *Clinical supervision: A systems approach*. Sage Publications.
- Holloway, E. L., & Wolleat, P. L. (1994). Supervision: The pragmatics of empowerment. *Journal of Educational and Psychological Consultation*, 5(1), 23–43. https://doi.org/10.1207/s1532768xjepc0501_2
- Huyghebaert-Zouaghi, C., Druart, L., & Vandercammen, M. (2022). Autonomy-supportive supervision and supervisee satisfaction: An integrative review. *Clinical Supervision*, 41(2), 141–162.
- Ishak, N., Khairuddin, F. N., & Aziz, N. S. (2021). Perceived postgraduate research supervisory practices and satisfaction towards supervision among supervisees at Faculty of

Education. *IIUM Journal of Educational Studies*, 9(2), 109–122. <https://doi.org/10.31436/ijes.v9i2.278>

Jones, M., & Brown, K. (2022). The role of supervision in supporting trainee well-being.

Professional Psychology: Research and Practice, 53(1), 45-52.

Judge, T. A., Piccolo, R. F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. *The Leadership Quarterly*, 15(6), 811–839.

<https://doi.org/10.1016/j.leaqua.2004.09.007>

Khodarahimi, S., Hashim, I. H. M., & Mohd-Zaharim, N. (2016). Attachment styles, perceived stress, and social support in a Malaysian young adults sample. *International Journal of Educational and Psychological Assessment*, 22(2), 58–72.

Kim, B. S. K., Atkinson, D. R., & Umemoto, D. (2006). Asian cultural values and the counseling process: Current knowledge and directions for future research. *The Counseling Psychologist*, 29(4), 570–603.

<https://doi.org/10.1177/0011000001294006>

King, M. F., & Bruner, G. C. (2000). Social desirability bias: A neglected aspect of validity testing. *Psychology & Marketing*, 17(2), 79–103. [https://doi.org/10.1002/\(SICI\)1520-6793\(200002\)17:2<79::AID-](https://doi.org/10.1002/(SICI)1520-6793(200002)17:2<79::AID-MAR2>3.0.CO;2-0)

[MAR2>3.0.CO;2-0](https://doi.org/10.1002/(SICI)1520-6793(200002)17:2<79::AID-MAR2>3.0.CO;2-0)

Kivlighan, D. M., Patton, M. J., & Foote, D. (1998). Moderating effects of client attachment on the counselor experience–working alliance relationship. *Journal of Counseling Psychology*, 45(3), 274–278.

<https://doi.org/10.1037/0022-0167.45.3.274>

Ladany, N., Hill, C. E., Corbett, M. M., & Nutt, E. A. (1996). Nature, extent, and importance of what psychotherapy trainees do not disclose to their supervisors. *Journal of Counseling Psychology*, 43(1), 10–24.

<https://doi.org/10.1037/0022-0167.43.1.10>

Ladany, N., Walker, C. J., & Melincoff, J. (2001). Supervisors' reflections of their supervisory styles. *Journal of Counseling & Development*, 79(4), 417–425.

Ladany, N., & Holloway, E. L. (2004). *The supervisory relationship: Theory, research, and practice*. American Psychological Association.

Ladany, N., Friedlander, M. L., & Nelson, M. L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. American Psychological Association.

Ladany, N., Ellis, M. V., & Friedlander, M. L. (1999). The supervisory working alliance, trainee self-efficacy,

- and satisfaction. *Journal of Counseling and Development*, 77(4), 447–455. <https://doi.org/10.1002/j.1556-6676.1999.tb02472.x>
- Ladany, N., Ellis, M. V., & Friedlander, M. L. (2010). Supervision satisfaction and supervisory racial identity interactions.
- Lee, E. J. (2013). Developmentally adaptive supervision: Supporting novice to advanced trainees. *The Clinical Supervisor*, 32(1), 84–105.
- Levitt, N., & Jacques, D. (2005). Counseling as a profession. In D. B. Pope & H. L. Vasquez (Eds.), *Ethics in psychotherapy and counseling: A practitioner's guide* (3rd ed., pp. 3-22). American Psychological Association.
- Levine, A., & Heller, R. (2010). *Attached: The new science of adult attachment and how it can help you find—and keep—love*. TarcherPerigee.
- Li, S., Zhou, W., & Hu, Y. (2023). Anxious attachment and supervision satisfaction: A moderated mediation model. *Journal of Counseling Psychology*, 70(1), 55–68.
- Low, K. S., & Ang, R. P. (2012). Cultural considerations in supervision: The relevance of collectivism. *The Clinical Supervisor*, 31(2), 236–250. <https://doi.org/10.1080/07325223.2013.733305>
- Lyvers, M., Edwards, M. S., & Thorberg, F. A. (2017). Alexithymia, attachment and fear of intimacy in young adults. *IAFOR Journal of Psychology & the Behavioral Sciences*, 3(2). <https://doi.org/10.22492/ijpbs.3.2.01>
- Main, M., & Solomon, J. (1990). Procedures for identifying infants as disorganized/disoriented during the Ainsworth Strange Situation. In M. T. Greenberg, D. Cicchetti, & E. M. Cummings (Eds.), *Attachment in the preschool years* (pp. 121–160). University of Chicago Press.
- Mallinckrodt, B. (2010). Attachment, social competencies, social support, and interpersonal process in psychotherapy. *Psychotherapy Research*, 20(1), 1–15. <https://doi.org/10.1080/10503300903470743>
- Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2005). The Attachment System in Graduate Clinical Training: A Longitudinal Study of the Development of the Working Alliance. *Journal of Counseling Psychology*, 52(4), 535–545. <https://doi.org/10.1037/0022-0167.52.4.535>
- McCarthy, P., & Fitzpatrick, M. (2021). Attachment in professional supervision: The influence on trainee outcomes. *Counselling Psychology Review*, 36(3), 34–50.
- McKibben, W. B., Lenz, A. S., & Sheperis, D. (2023). A meta-analysis of supervisee attachment style and the

- supervisory relationship. *Journal of Counseling & Development*, 101(3), 323–333.
<https://doi.org/10.1002/jcad.12476>
- Menard, S. (2002). *Longitudinal research*. Sage Publications. <https://doi.org/10.4135/9781412984775>
- Mikulincer, M., & Shaver, P. R. (2007). *Attachment in adulthood: Structure, dynamics, and change*. Guilford Press.
- Mikulincer, M., & Shaver, P. R. (2013). The supervisory relationship from an attachment perspective: Connections to burnout and sense of coherence in health professionals. *PLOS ONE*, 8(9), e76289.
<https://doi.org/10.1371/journal.pone.0076289>
- Mikulincer, M., & Shaver, P. R. (2016). Adult attachment and affect regulation. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (3rd ed., pp. 507–533). Guilford Press.
- Mohd Jaladin, R. A., Zuria, M., & Ismail, R. (2020). Cultural sensitivity in counseling supervision: A Malaysian perspective. *Asian Journal of Counseling Psychology*, 7(1), 50- 68.
- Munson, C. (2002). *Handbook of Clinical Social Work Supervision* (3 rd ed.). New York: The Haworth Press.
- Nur Hafizah Mohd Ali, Siti Aishah Hassan, Othman Jailani, Zaremohzzabieh & Lee Z. J. (2020). The impact of supervisory styles on satisfaction of undergraduate counselling interns in Malaysia. *Asian Journal of University Education*, 16(3), 138. <https://doi.org/10.24191/ajue.v16i3.11079>
- Ng, K.-M., & James, S. (2013). Counseling in Malaysia: History, current status, and future trends. *Journal of Counseling and Development*, 91(1), 124–130. <https://doi.org/10.1002/j.1556-6676.2013.00077.x>
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge.
- Pearce, N., Beinart, H., Clohessy, S., & Cooper, M. (2012). Development and validation of the supervisory relationship measure: A self-report questionnaire for use with supervisors. *British Journal of Clinical Psychology*, 52(3), 249–268. <https://doi.org/10.1111/bjc.12012>
- Powell, B., Spector, N., & Renaud, S. (2014). *Attachment theory and clinical supervision: Implications for practice*. *Journal of Clinical Supervision*, 33(2), 143-158. <https://doi.org/10.1080/07325223.2014.939173>
- Riggs, S. A., & Bretz, K. M. (2006). Attachment processes in the supervisory relationship: An exploratory investigation. *Professional Psychology: Research and Practice*, 37(5), 558–566.

- Rogers, C. R. (1951). *Client-centered therapy: Its current practice, implications, and theory*. Houghton Mifflin.
- Rønnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development*, 30(1), 5–44.
- Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61(3), 261–264. <https://doi.org/10.4103/0019-5154.182410>
- Shaffer, D. R., & Friedlander, M. L. (2017). Supervisory styles and therapeutic alliance: A conceptual model. *Psychotherapy: Theory, Research, Practice, Training*, 54(2), 187–197.
- Shulman, L. P. (2010). *Interactional supervision* (3rd ed.). NASW Press
- Simpson, J. A. (1990). Influence of attachment styles on romantic relationships. *Journal of Personality and Social Psychology*, 59(5), 971–980. <https://doi.org/10.1037/0022-3514.59.5.971>
- Smith, J. (2023). The impact of stress on trainee engagement in supervision. *Journal of Counseling Psychology*, 50(2), 123–132.
- Singer, J. D., & Willett, J. B. (2003). *Applied longitudinal data analysis: Modeling change and event occurrence*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195152968.001.0001>
- Soliman, S. (2023). Attachment in supervision: Using a relational lens to understand supervisory dynamics. *Psychotherapy and Counselling Journal of Australia*, 11(2). <https://doi.org/10.59158/001c.90756>
- Stoltenberg, C. D., & McNeill, B. W. (2010). *IDM supervision: An integrative developmental model for supervising counselors and therapists* (3rd ed.). Routledge.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Ting, R. S. K., & Mahmud, Z. (2020). Exploring trainee counselors' cultural and emotional responses in supervision. *Malaysian Journal of Learning and Instruction*, 17(1), 55–78. <https://doi.org/10.32890/mjli2020.17.1.3>
- Tsui, M. S. (2005). *Social work supervision: Contexts and concepts*. SAGE Publications.
- Vekaria, B., Thomas, T., Phiri, P., & Ononaiye, M. (2023). Exploring the supervisory relationship in the context of culturally responsive supervision: A supervisee's perspective. *The Cognitive Behaviour Therapist*, 16, e3. <https://doi.org/10.1017/S1754470X230000X6>

- Wang, C. D., & Mallinckrodt, B. (2006). Acculturation, attachment, and psychosocial adjustment of Chinese/Taiwanese international students. *Journal of Counseling Psychology*, 53(4), 422–433.
<https://doi.org/10.1037/0022-0167.53.4.422>
- Watkins, C. E. Jr. (2002). Psychotherapy supervision in the 21st century: The challenges we face. *Journal of Clinical Psychology*, 58(2), 139–146.
- Watkins, C. E., Jr. (2011). Does psychotherapy supervision contribute to patient outcomes? Considering thirty years of research. *The Clinical Supervisor*, 30(2), 235–256.
<https://doi.org/10.1080/07325223.2011.619417>
- Watkins, C. E., Jr., (2012). Developmental trends in counseling supervision: Adaptations for better outcomes. *The Clinical Supervisor*, 31(4), 102–120.
- Watkins, C. E., Jr., (2012). On structure and flexibility in psychotherapy supervision: Recommendations for the novice supervisor. *Journal of Contemporary Psychotherapy*, 42(4), 241–250.
<https://doi.org/10.1007/s10879-011-9194-3>
- Watkins, C. E., & Riggs, S. A. (2012). Psychotherapy supervision and attachment theory: Review, reflections, and recommendations. *The Clinical Supervisor*, 31(2), 256–289.
- Wei, M., Heppner, P. P., & Mallinckrodt, B. (2005). Attachment, social self-efficacy, social support, and psychological distress for international students. *Journal of Counseling Psychology*, 52(4), 395–406.
<https://doi.org/10.1037/0022-0167.52.4.395>
- White, L., & Queener, J. (2003). Attachment theory and counseling: An integrative approach. *Journal of Counseling & Development*, 81(4), 446–453. <https://doi.org/10.1002/j.1556-6678.2003.tb00245.x>
- Wilson VanVoorhis, C. R., & Morgan, B. L. (2007). Understanding power and rules of thumb for determining sample sizes. *Tutorials in Quantitative Methods for Psychology*, 3(2), 43–50.
<https://doi.org/10.20982/tqmp.03.2.p043>
- Wong, M. Y., Ng, J. K., & Lee, P. Y. (2018). Exploring cultural dynamics in Malaysian counseling supervision. *Asian Journal of Counseling*, 25(2), 123–139.
- Wong, Y. J., & Wong, G. K. (2014). The psychology of Asian American values. In N. Zane, D. T. Ho, & F. T. L. Leong (Eds.), *Cultural Competency in Psychological Assessment* (pp. 207–231). Elsevier Academic

Press.

- Xiao, Y. M., Wang, Z. M., Wang, M. Z., & Lan, Y. J. (2005). The reliability and validity of Adult Attachment Scale (AAS-1996 revised edition): A report on its application in China. *Zhonghua Lao Dong Wei Sheng Zhi Ye Bing Za Zhi*, 23(3), 178–181.
- Yeo, L. S., & Tan, C. T. (2009). Supervisory alliance and trainee development in counseling supervision: A Malaysian perspective. *Asian Journal of Counselling*, 16(1), 21–38.

Appendix

INFORMED CONSENT

Hello,

Thank you for taking the time to participate in my research! My name is Sara Deborah De Silva (86969), and I am a third-year counselling student conducting a study titled "The Influence of Attachment Styles and Supervisory Styles on Supervision Satisfaction. The purpose of this research is to explore how different attachment styles and supervisory styles influence the satisfaction level of supervision among counselling trainees. Your valuable input will contribute to a better understanding of these dynamics and potentially improve the supervision process for future trainees.

Important Information:

- This survey is voluntary, and you can choose not to participate or withdraw at any point without any consequences.
- The survey is dual language (English and Bahasa Melayu) for your convenience.
- Your responses will be strictly confidential. They will only be used for research purposes and will not be shared with anyone else.
- The survey consists of four sections:
 - Section A: Demographics Questionnaire
 - Section B: Revised Adult Attachment Scale
 - Section C: Supervisory Style Inventory
 - Section D: Supervision Satisfaction Questionnaire

What You Need to Know:

- Completing the survey should take approximately 10–15 minutes of your time.
- There are no right or wrong answers—please respond honestly based on your own experiences and feelings.
- Your participation and the data collected will remain anonymous. Any identifying information (if requested) will only be used to ensure data accuracy and will not be linked to your responses.

By completing and submitting the survey, you are indicating that you understand the above information and agree to participate in this study.

If you have any questions or concerns about this research, please feel free to contact me at @86969.siswa.unimas.my or 01151489713.

Thank you for helping me with my research! Your contribution is greatly appreciated.

Best regards,

Sara

**Sara Deborah De Silva, University
of Malaysia Sarawak.**

SECTION A: Demographics Questionnaire

1. Age:

- ☐ Below 20
- ☐ 20–25
- ☐ 26–30
- ☐ 31 and above

2. Gender:

- ☐ Male
- ☐ Female

3. Year of Study:

- ☐ Year 3
- ☐ Year 4
- ☐ Others

4. Ethnicity:

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Other (please specify): _____

5. Current Practicum or Internship Status:

- ☐ Currently in Practicum
- ☐ Currently in Internship
- ☐ Completed Practicum/Internship

6. Universities

- ☐ UNIMAS
- ☐ UPSI
- ☐ UM

SECTION B:

Revised Adult Attachment Scale (Collins, 1996)- Close Relationship Version

The following questions concern how you **generally** feel in **important close relationships in your life**. Think about your past and present relationships with people who have been especially important to you, such as family members, romantic partners, and close friends. Respond to each statement in terms of how you **generally** feel in these relationships.

Soalan-soalan berikut berkaitan dengan bagaimana anda secara umumnya merasa dalam hubungan rapat penting dalam hidup anda. Fikirkan tentang hubungan masa lalu dan semasa anda dengan orang yang sangat penting bagi anda, seperti ahli keluarga, pasangan romantik, dan rakan rapat. Jawab setiap pernyataan berdasarkan bagaimana anda secara umumnya merasa dalam hubungan ini.

Sila gunakan skala di bawah dengan meletakkan nombor antara 1 hingga 5 dalam ruang yang disediakan di sebelah kanan setiap pernyataan.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

1-----2-----3-----4-----5

Not at all

characteristics of me

*(Tidak sama sekali
berciri pada saya)*

Very Characteristic

of me

*(Sangat berciri
pada saya)*

1. I find it relatively easy to get close to people.

Saya mendapati agak mudah untuk rapat dengan orang lain. _____

2. I find it difficult to allow myself to depend on others.

Saya merasa sukar untuk membiarkan diri saya bergantung pada orang lain. _____

3. I often worry that other people don't really love me.

Saya sering bimbang bahawa orang lain tidak benar-benar menyayangi saya. _____

4. I find that others are reluctant to get as close as I would like.

Saya mendapati orang lain keberatan untuk menjadi sedekat yang saya inginkan. _____

5. I am comfortable depending on others.

Saya selesa bergantung pada orang lain. _____

6. I don't worry about people getting too close to me.

Saya tidak bimbang tentang orang yang terlalu rapat dengan saya. _____

7. I find that people are never there when you need them.

Saya mendapati bahawa orang tidak pernah ada ketika anda memerlukan mereka. _____

8. I am somewhat uncomfortable being close to others.

Saya agak tidak selesa menjadi rapat dengan orang lain. _____

9. I often worry that other people would not want to stay with me.
Saya sering bimbang bahawa orang lain tidak mahu bersama saya. _____

10. When I show my feelings for others, I am afraid they will not feel the same about me.
Apabila saya menunjukkan perasaan saya kepada orang lain, saya takut mereka tidak akan merasa perkara yang sama tentang saya. _____

11. I often wonder whether people really care about me.
Saya sering tertanya-tanya sama ada orang lain benar-benar mengambil berat tentang saya. _____

12. I am comfortable developing close relationships with others.
Saya selesa membina hubungan rapat dengan orang lain. _____

13. I am uncomfortable when anyone gets too emotionally close to me.
Saya tidak selesa apabila sesiapa menjadi terlalu rapat secara emosi dengan saya. _____

14. I know that people will be there when I need them.
Saya tahu bahawa orang akan ada apabila saya memerlukan mereka. _____

15. I want to get close to people, but I worry about being hurt.
Saya ingin rapat dengan orang lain, tetapi saya bimbang akan dilukai. _____

16. I find it difficult to trust others completely.
Saya mendapati sukar untuk mempercayai orang lain sepenuhnya. _____

17. People often want me to be emotionally closer than I feel comfortable being.
Orang sering mahu saya menjadi lebih rapat secara emosi daripada apa yang saya rasa selesa _____

18. I am not sure that I can always depend on people to be there when I need them.
Saya tidak pasti sama ada saya sentiasa boleh bergantung pada orang lain untuk ada ketika saya memerlukan mereka. _____

SECTION C:

Supervisory Styles Inventory- Friedlander & Ward (1984)

Instructions:

Arahan:

Indicate your perception of the style of your supervisor in your supervision sessions on each of the following descriptors. When nominating a response “Not very” to “Very”, please mark AT LEAST five qualities as “Average” or below.

Nyatakan persepsi anda terhadap gaya penyelia anda dalam sesi penyeliaan berdasarkan setiap deskriptor berikut. Semasa memilih jawapan "Tidak sangat" hingga "Sangat", sila tandakan SEKURANG KURANGNYA lima kualiti sebagai "Purata" atau di bawah.

	1-Not Very (Tidak sangat)	2	3	4- Average (Purata)	5	6	7-Very (Sangat)
1. goal-oriented <i>berorientasikan matlamat</i>							
2. perceptive <i>berwawasan</i>							
3. concrete <i>konkret</i>							
4. explicit <i>jelas</i>							
5. committed <i>komited</i>							
6. practical <i>praktikal</i>							
7. intuitive <i>intuitif</i>							
8. reflective <i>reflektif</i>							
9. structured <i>berstruktur</i>							
10. evaluative <i>evaluatif</i>							
11. friendly <i>ramah</i>							
12. flexible <i>fleksibel</i>							

13. prescriptive <i>preskriptif</i>							
14. didactic <i>didaktik</i>							
15. thorough <i>teliti</i>							
16. focused <i>fokus</i>							
17. creative <i>kreatif</i>							
18. supportive <i>menyokong</i>							
19. open <i>terbuka</i>							
20. resourceful <i>banyak sumber</i>							
21. invested <i>terlibat</i>							
22. therapeutic <i>terapeutik</i>							
23. positive <i>positif</i>							
24. trusting <i>mempercayai</i>							
25. warm <i>mesra</i>							

SECTION D:

Supervision Satisfaction Questionnaire- Ladany et al. (1996)

Please indicate your honest opinions regarding your master's degree individual supervision experience, whether they are positive or negative. If you had more than one supervisor while you were receiving master's degree supervision, respond to these items in relation to your current university supervisor. Please answer all the questions.

Sila nyatakan pendapat jujur anda mengenai pengalaman penyeliaan individu anda semasa program ijazah sarjana, sama ada positif atau negatif. Jika anda mempunyai lebih daripada seorang penyelia semasa penyeliaan ijazah sarjana, jawab soalan-soalan ini berdasarkan penyelia universiti anda yang terkini. Sila jawab semua soalan.

1. How would you rate the quality of the supervision you never see?

Bagaimana anda menilai kualiti penyeliaan yang anda terima?

1	2	3	4
Excellent	Good	Fair	Poor
<i>Sangat baik</i>	<i>Baik</i>	<i>Sederhana baik</i>	<i>Lemah</i>

2. Did you get the kind of supervision you wanted?

Adakah anda menerima jenis penyeliaan yang anda inginkan?

1	2	3	4
No, definitely not	No, not really	Yes, generally	Yes, definitely
<i>Tidak, pastinya tidak</i>	<i>Tidak, tidak sangat</i>	<i>Ya, secara amnya</i>	<i>Ya, pasti</i>

3. To what extent has the supervision fit your needs?

Sejauh manakah penyeliaan memenuhi keperluan anda?

1	2	3	4
Almost all of my needs have been met	Most of my needs have been met	Only a few of my needs have been met	None of my needs have been met
<i>Hampir semua keperluan saya</i>	<i>Sebahagian besar keperluan saya</i>	<i>Hanya beberapa keperluan saya</i>	<i>Tiada keperluan saya dipenuhi</i>

4. If a friend were in need of supervision, would you recommend this supervisor to him or her?

Jika seorang rakan memerlukan penyeliaan, adakah anda akan mengesyorkan penyelia ini kepada mereka?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely
<i>Tidak, pastinya tidak</i>	<i>Tidak, saya rasa tidak</i>	<i>Ya, saya rasa</i>	<i>Ya, pasti</i>

5. How satisfied are you with the amount of supervision you have received?

Sejauh manakah anda berpuas hati dengan jumlah penyeliaan yang telah anda terima?

1	2	3	4
Quite dissatisfied	Indifferent or mildly satisfied	Mostly satisfied	Very satisfied
<i>Sangat tidak berpuas hati</i>	<i>Tidak peduli atau kurang berpuas hati</i>	<i>Kebanyakannya berpuas hati</i>	<i>Sangat berpuas hati</i>

6. Has the supervision you received helped you to deal more effectively in your role as a counsellor or therapist?

Adakah penyeliaan yang anda terima membantu anda untuk berfungsi dengan lebih berkesan sebagai kaunselor atau ahli terapi?

1	2	3	4
Yes, definitely	Yes, generally	No, not really	No, definitely not
<i>Ya, pasti</i>	<i>Ya, secara amnya</i>	<i>Tidak, tidak sangat</i>	<i>Tidak, pastinya tidak</i>

7. In an overall, general sense, how satisfied are you with the supervision you have received?

Secara keseluruhan, sejauh manakah anda berpuas hati dengan penyeliaan yang telah anda terima?

1	2	3	4
Very satisfied	Mostly satisfied	Indifferent or mildly satisfied	Quite dissatisfied
<i>Sangat berpuas hati</i>	<i>Kebanyakannya berpuas hati</i>	<i>Tidak peduli atau kurang berpuas hati</i>	<i>Sangat tidak berpuas hati</i>

8. If you were to seek supervision again, would you come back to this supervisor?

Jika anda memerlukan penyeliaan lagi, adakah anda akan kembali kepada penyelia ini?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely
<i>Tidak, pastinya tidak</i>	<i>Tidak, saya rasa tidak</i>	<i>Ya, saya rasa ya</i>	<i>Ya, pasti</i>