



Faculty of Cognitive Sciences and Human Development

**The Relationship Between Supervisory Relationship, Coping Mechanisms and Burnout
Among Trainee Counsellors**

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The Relationship Between Supervisory Relationship, Coping Mechanisms and Burnout
Among Trainee Counsellors

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ABSTRACT

The Relationship Between Supervisory Relationship, Coping Mechanisms and Burnout Among Trainee Counsellors

Florence Anak Girik

This study aimed to investigate the relationship between supervisory relationship, coping mechanisms, and burnout among trainee counsellors. The study sample consisted of 120 trainee counsellors, comprising fourth-year counselling students from Universiti Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS), and Universiti Putra Malaysia (UPM). The sample for this study was selected using a stratified random sampling method. The research design employed was a correlational study, utilizing a quantitative research approach. Three instruments were used in this study which are The Short Supervisory Relationship Questionnaire (S-SRQ), Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE), and Maslach Burnout Inventory (MBI). The Short Supervisory Relationship Questionnaire (S-SRQ) was used to examine the quality of the relationship between trainee counsellor and their supervisors from the trainee counsellor perspective. The Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) was used to investigate coping strategies employed by trainee counsellors when facing stress or challenges during training, practicum, or supervision. The Maslach Burnout Inventory (MBI) was used to measure the level of burnout among trainee counsellors. The findings of this study were analyzed using Spearman's Rank-Order Correlation Coefficient (Spearman's Rho) and Bootstraps Multiple Linear Regression. The study findings revealed a significant relationship between supervisory relationship, its subscales (safe base, reflective education, and structure), coping mechanisms, and burnout among trainee counsellors, specifically, (safe base and coping mechanisms: $r_s = .545, p < .001$; reflective education and coping mechanisms: $r_s = .797, p < .001$; structure and coping mechanisms: $r_s = .616, p < .001$; safe base and burnout: $r_s = .893, p < .001$; reflective education and burnout: $r_s = .783, p < .001$; structure and burnout: $r_s = .696, p < .001$). Safe Base emerged as a significant positive predictor, with a bootstrap coefficient $B = 0.390$ ($SE = 0.089, p = .008$), and a 95% bias-corrected and accelerated (BCa) confidence interval between [0.228, 0.567]. Reflective Education also showed a

significant positive predictive relationship with coping mechanisms ($B = 0.516$, $SE = 0.145$, $p = .008$), with a 95% BCa confidence interval between $[0.219, 0.834]$. The Structure subscale did not significantly predict coping mechanisms ($B = -0.385$, $SE = 0.296$, $p = .215$, 95% BCa CI $[-1.062, 0.171]$). These findings highlight the importance of supportive and reflective supervision in fostering adaptive coping, while also indicating the need for further research to identify and understand additional predictors of burnout in this population. The implications of this study are twofold which are theoretical implications and practical implications. For theoretical implications, the findings directly challenge existing theoretical frameworks, such as Marina Palomo's Bi-Directional Model of Supervisory Relationship, which typically portrays a strong supervisory relationship as a direct protective factor against burnout. The results of this study suggest a more complex dynamic, where an increase in the quality of this relationship is also associated with an increase in reported burnout levels. As for practical implications, the findings highlight important areas for intervention and focus within the context of supervision. Therefore, for future studies, this research can be improved by (i) conducting longitudinal studies, (ii) integrating qualitative research methodologies, (iii) conducting in-depth interviews, and (iv) facilitating focus group discussions with trainee counsellors.

Keywords: Supervisory Relationship, Coping Mechanisms, Burnout, Trainee Counsellors

ABSTRAK

Hubungan Antara Hubungan Penyeliaan, Mekanisme Daya Tindak dan *Burnout* dalam Kalangan Kaunselor Pelatih

Florence Anak Girik

Kajian ini bertujuan untuk mengkaji hubungan antara hubungan penyeliaan, mekanisme daya tindak dan *burnout* dalam kalangan kaunselor pelatih. Sampel kajian ini ialah 120 orang kaunselor pelatih terdiri daripada pelajar tahun empat dalam jurusan kaunseling dari Universiti Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS) dan Universiti Putra Malaysia (UPM). Sampel bagi kajian ini dipilih dengan menggunakan kaedah persampelan rawak berstrata. Reka bentuk kajian ini ialah kajian korelasi. Reka bentuk penyelidikan yang digunakan ialah reka bentuk penyelidikan kuantitatif. Tiga instrument yang digunakan dalam kajian ini ialah *The Short Supervisory Relationship Questionnaire* (S-SRQ), *Brief-Coping Orientation to Problems Experienced Inventory* (Brief-COPE) dan *Maslach Burnout Inventory* (MBI). *The Short Supervisory Relationship Questionnaire* (S-SRQ) digunakan untuk mengkaji kualiti hubungan antara kaunselor pelatih dan penyelia mereka daripada sudut pandangan kaunselor pelatih. *Brief-Coping Orientation to Problems Experienced Inventory* (Brief-COPE) pula digunakan untuk mengkaji strategi daya tindak yang digunakan oleh kaunselor pelatih apabila berhadapan dengan tekanan atau cabaran semasa latihan, praktikum, atau penyeliaan. *Maslach Burnout Inventory* (MBI) digunakan untuk mengukur tahap burnout dalam kalangan kaunselor pelatih. Dapatan kajian ini dianalisis menggunakan *Spearman's Rank-Order Correlation Coefficient* (*Spearman's Rho*) dan *Bootstraps Multiple Linear Regression*. Dapatan kajian ini mendapati bahawa terdapat hubungan yang signifikan antara hubungan penyeliaan, subskalanya (asas selamat, pendidikan reflektif dan struktur), mekanisme daya tindak dan burnout dalam kalangan kaunselor pelatih, iaitu (asas selamat dan mekanisme daya tindak: $r_s = .545$, $p < .001$; pendidikan reflektif dan mekanisme daya tindak: $r_s = .797$, $p < .001$; struktur dan mekanisme daya tindak: $r_s = .616$, $p < .001$; asas selamat dan burnout: $r_s = .893$, $p < .001$; pendidikan reflektif dan burnout: $r_s = .783$, $p < .001$; struktur dan burnout: $r_s = .696$, $p < .001$). Asas Selamat muncul sebagai peramal positif yang signifikan, dengan pekali bootstrap $B = 0.390$ ($SE = 0.089$, $p = .008$), dan selang keyakinan 95% bias-corrected and accelerated (BCa) antara [0.228, 0.567]. Pendidikan Reflektif juga menunjukkan hubungan ramalan positif yang signifikan dengan mekanisme daya tindak ($B = 0.516$, $SE = 0.145$, $p = .008$), dengan selang keyakinan 95% BCa antara [0.219, 0.834]. Subskala Struktur tidak

meramalkan mekanisme daya tindak secara signifikan ($B = -0.385$, $SE = 0.296$, $p = .215$, 95% BCa CI $[-1.062, 0.171]$). Dapatan kajian ni menunjukkan kepentingan penyeliaan yang menyokong dan reflektif dalam menggalakkan daya tindak yang adaptif, di samping menunjukkan keperluan untuk kajian lanjut bagi mengenal pasti dan memahami peramal tambahan kepada burnout dalam populasi ini. Implikasi bagi kajian ini terbahagi kepada dua iaitu implikasi teori dan implikasi praktikal. Untuk implikasi teori, dapatan kajian ini secara langsung mencabar kerangka teori yang sedia ada, seperti Model Dua Hala Hubungan Penyeliaan oleh Marina Palomo, yang lazimnya menggambarkan hubungan penyeliaan yang kukuh sebagai pelindung langsung terhadap burnout. Hasil kajian ini mencadangkan dinamik yang lebih kompleks, di mana peningkatan dalam kualiti hubungan ini turut dikaitkan dengan peningkatan tahap burnout yang dilaporkan. Sementara untuk implikasi praktikal pula, dapatan kajian ini menyerlahkan bidang-bidang penting untuk intervensi dan tumpuan dalam konteks penyeliaan. Oleh itu, untuk kajian yang akan datang, kajian ini boleh bertambah baik dengan (i) pelaksanaan kajian longitudinal, (ii) pengintegrasian metodologi penyelidikan kualitatif, (iii) menjalankan temu bual mendalam dan (iv) memfasilitasi perbincangan kumpulan fokus bersama kaunselor pelatih.

Kata Kunci: Hubungan Penyeliaan, Mekanisme Daya Tindak, Burnout, Kaunselor Pelatih

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Finally, I extend my sincere gratitude to all the participants in this research. Their willingness to generously contribute their time and engage openly with the study's objectives was absolutely fundamental. Their participation not only enriched the data but also lent significant validity and depth to the findings, making this research a truly meaningful endeavor.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter will discuss on the introduction for this research which is the relationship of supervisory relationship, coping mechanisms and burnout among trainee counsellors. This chapter includes the background of the study, problem statement, purpose of the study, research objectives, research questions, research hypothesis, theoretical and conceptual framework, conceptual and operational definitions of the study, significance of the study, limitation of the study and conclusion that is related to this study.

1.1 Background of the study

The supervisory relationship is essential to trainee counsellors' professional development because it helps them develop the coping skills, self-efficacy, and abilities needed to handle the psychological and emotional demands of counseling. According to Keum, B. T., & Wang, L. (2021), many people agree that supervisory relationship plays a crucial role in raising the standard of psychological care clients receive by enhancing the overall caliber of counselling services therapists offer. In addition to being educators, supervisors act as support networks, helping trainees navigate the intricacies of ethical dilemmas and client interactions. However, increased stress, poor coping mechanisms, and eventually burnout can result from an ineffective supervisory relationship. For instance, in places such as Universiti Malaysia Sarawak (UNIMAS), where the distinct organizational and cultural contexts may intensify these dynamics, this is especially important.

The phenomenon of counsellor burnout is well-documented and is typified by depersonalization, emotional exhaustion, and a diminished sense of personal accomplishment. According to studies, trainee counsellors' coping mechanisms for the

stressors that come with their jobs are greatly influenced by their supervisory relationships. While negative or careless supervision can worsen burnout symptoms, positive supervision fosters resilience and adaptive coping strategies (Bovee, 2024). Additionally, because counselling involves frequent exposure to the trauma and distress of clients, trainee counsellors who do not have strong support networks are more likely to experience compassion fatigue and professional discontent.

Supervisory alliances that prioritize empathy, teamwork, and constructive criticism are essential to reducing burnout. By providing a secure space for trainees to reflect on their experiences and create better-coping mechanisms, these partnerships improve their general well-being and professional competence. In contrast, unsupportive supervisory relationships can result in emotional detachment and feelings of inadequacy, ultimately lowering the standard of care given to clients (Bovee, 2024). According to Andriopoulou, P., & Prowse, A. (2020), supervision has been viewed as a professional endeavor and a unique type of education in which supervisors balance a variety of duties and perform a range of tasks, from project management and research skills instruction to helping students cope with upsetting emotions. However, supervisory training emphasizes the development of students' skills and university policies and procedures more than the relationship itself, ignoring the fact that the research supervisory relationship is fundamentally a human relationship governed by interpersonal and relational processes.

Investigating the relationship between supervisory relationship, coping mechanisms and burnout levels among trainee counsellors is the goal of this study. Researchers discovered that the client-counsellor relationship is just as crucial as the particular therapy treatment, and that the alliance is the cornerstone of therapeutic services (Bright, S., & Evans, A. M., 2019). In order to improve the supervisory process, the research aims to identify the essential characteristics of good supervision and how they relate to the well-being of trainees. Assuring the provision of high- quality counselling services is crucial, as is the personal and professional development of aspiring counsellors.

1.2 Problem Statement

Trainee counsellors' professional growth and well-being are significantly influenced by their supervisory relationship. According to Tangen & Borders (2016), stronger supervisee-client relationships and greater supervisee disclosure are just two of the favorable outcomes that are predicted by a strong supervisory relationship. Positive supervisory relationships have been repeatedly demonstrated to reduce burnout and improve coping mechanisms, while inadequate supervisory leads to maladaptive strategies and decreased well-being (Bouhaba et al., 2024). Strong supervisory relationships can create a haven, encourage reflective learning, and offer structured support, which can help trainees create healthy coping strategies and lessen burnout. Although supervisory is vital in psychological counselling, there is limited research on its influences and outcomes of good supervision (Johnson, Corker & O'connor, 2020).

Although numerous studies have investigated burnout and coping mechanisms among professionals, there is little empirical evidence focusing on trainee counsellors in their formative years. Effective consultation training is thought to be the key to developing consulting skills. However, limited research backs up this claim (Newman, Barrett & Hazel, 2015). Research has primarily focused on fully qualified counsellors or professionals from other fields, ignoring the unique challenges that trainees face. Furthermore, existing research does not adequately measure the interaction of supervisory relationship dimensions and their combined effects on burnout and coping, resulting in a gap in the empirical literature.

The conceptual framework for understanding how supervisory relationships influence trainee counsellors' coping mechanisms and burnout is incomplete. According to Lawrence (2017), counselling professionals face burnout and lack specific supervision for their roles. While individual components of the supervisory relationship are investigated, they are frequently treated in isolation, ignoring potential interactions. Furthermore, coping mechanisms and burnout are often conceptualized broadly, with insufficient consideration given to how supervisory factors may mediate or moderate these constructs. The lack of a cohesive conceptual model limits the ability to create targeted interventions for trainee counsellors.

Few studies have examined cultural, institutional, and systemic factors in Southeast Asia, especially Malaysia. Most research on the supervisory relationship in counseling has been done in Western contexts. According to Ali et al., there is limited research on supervisory styles in the Malaysian context. Significant tensions arise when balancing multiple supervisor roles and responsibilities that require multicultural and global competence (Falender & Shafranske, 2017). A unique setting for examining these dynamics is offered by UNIMAS, a preeminent counsellor training institution in the area. Different stressors, coping mechanisms, and supervisory techniques may be encountered by trainee counsellors in Malaysia as a result of institutional and cultural influences. This contextual gap emphasizes the necessity of conducting studies that look at the effects of supervisory relationships in the unique context of UNIMAS.

Previous studies have frequently used qualitative or mixed-method designs to investigate the nuances of the supervisory relationship, highlighting the need for strong quantitative approaches to establish statistically significant relationships and causality. There is also a lack of research that uses advanced statistical techniques, such as regression or structural equation modeling, to examine the direct and indirect effects of these subscales on coping mechanisms and burnout. According to Edú- Valsania, Laguía & Moriano (2022), depersonalization and exhaustion are the main components of the burnout syndrome at work, whereas a lack of professional fulfillment is thought to be either a cause or an effect of burnout.

1.3 Purpose of the study

This study aimed to investigate the relationship of supervisory relationship, coping mechanisms and burnout among trainee counsellors. A crucial component of counsellor training is supervision, which offers direction, encouragement, and feedback to help trainees deal with the emotional and professional demands of their position. The purpose of this study is to investigate how the type and quality of these relationships affect trainees' capacity to effectively manage stress and preserve their emotional health.

The study specifically seeks to comprehend how supportive supervisory relationships promote flexible coping mechanisms that improve resilience and lessen burnout. On the other hand, it will also look into how poor supervision can make stress worse and result in emotional exhaustion, depersonalization, or a lower sense of achievement. Through the identification of these dynamics, the study will shed light on the particular characteristics of good supervision within the framework of counsellor training.

The ultimate goal of this research is to aid in the creation of evidence-based supervisory practices that enhance trainee counsellors' professional preparedness and well-being. The findings are intended to guide training programs and policies that promote sustainable counsellor development while lowering the risk of burnout by taking into account the particular organizational and cultural elements at higher institution.

1.4 Objective of the study

1.4.1 General Objective:

The general objective of this research is to investigate the relationship between supervisory relationship, coping mechanisms and burnout levels among trainee counsellors.

1.4.2 Specific Objectives:

- a) To investigate the relationship between the supervisory relationship (safe base) and coping mechanisms among trainee counsellors.
- b) To investigate the relationship between the supervisory relationship (reflective education) and coping mechanisms among trainee counsellors.
- c) To investigate the relationship between the supervisory relationship (structure) and coping mechanisms among trainee counsellors.
- d) To investigate the relationship between the supervisory relationship (safe base) and burnout among trainee counsellors.
- e) To investigate the relationship between the supervisory relationship (reflective education) and burnout among trainee counsellors.
- f) To investigate the relationship between the supervisory relationship (structure) and burnout among trainee counsellors.

- g) To investigate the influence of supervisory relationship on coping mechanisms among trainee counsellors.
- h) To investigate the influence of supervisory relationship on burnout among trainee counsellors.

1.5 Research Questions

The purpose of this research is to answer the following questions:

- a) What is the relationship between supervisory relationship (safe base) and coping mechanisms among trainee counsellors?
- b) What is the relationship between supervisory relationship (reflective education) and coping mechanisms among trainee counsellors?
- c) What is the relationship between supervisory relationship (structure) and coping mechanisms among trainee counsellors?
- d) What is the relationship between supervisory relationship (safe base) and burnout among trainee counsellors?
- e) What is the relationship between supervisory relationship (reflective education) and burnout among trainee counsellors?
- f) What is the relationship between supervisory relationship (structure) and burnout among trainee counsellors?
- g) How does the quality of the supervisory relationship influence the use of coping mechanisms among trainee counsellors?
- h) How does the quality of the supervisory relationship influence the levels of burnout among trainee counsellors?

1.6 Research Hypothesis

H_{a1}: There is a significant relationship between supervisory relationship (safe base) on coping mechanisms among trainee counsellors.

H_{a2}: There is a significant relationship between supervisory relationship (reflective education) on coping mechanisms among trainee counsellors.

H_{a3}: There is a significant relationship between supervisory relationship (structure) on coping mechanisms among trainee counsellors.

H_{a4}: There is a significant relationship between supervisory relationship (safe base) on burnout among trainee counsellors.

H_{a5}: There is a significant relationship between supervisory relationship (reflective education) on burnout among trainee counsellors.

H_{a6}: There is a significant relationship between supervisory relationship (structure) on burnout among trainee counsellors.

H_{a7}: There is a significant influence of supervisory relationship on coping mechanisms among trainee counsellors.

H_{a8}: There is a significant influence of supervisory relationship on burnout levels among trainee counsellors.

1.7 Theoretical Framework

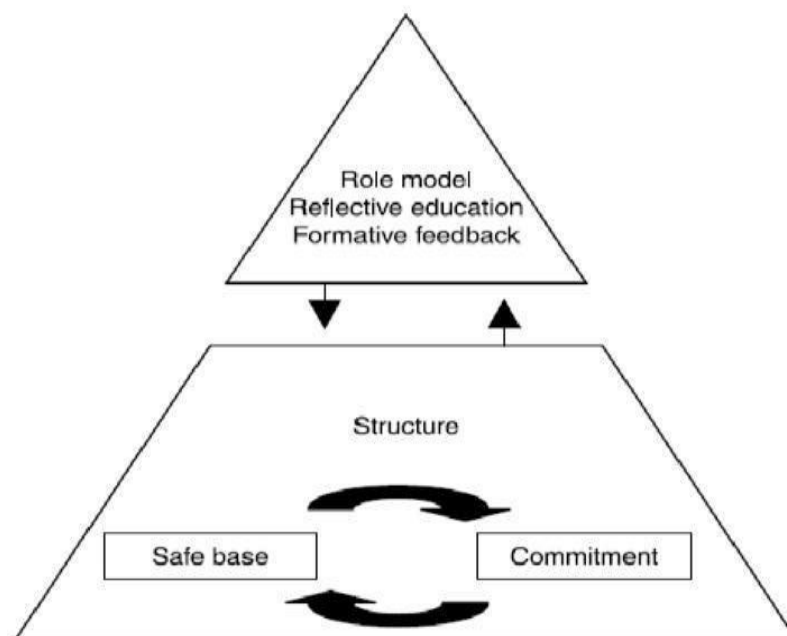


Figure 1.0 Bi-Directional Model of the Supervisory Relationship

1.8 Conceptual Framework

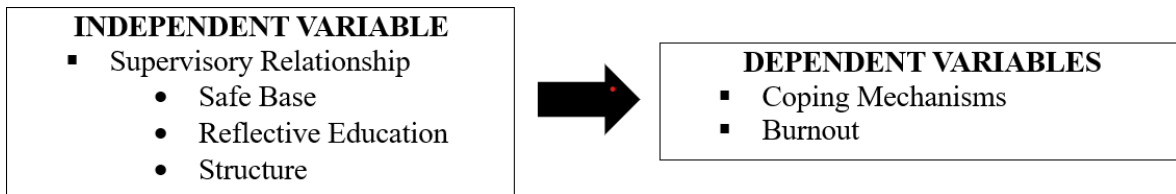


Figure 2.0 Conceptual Framework for Independent Variable and Dependent Variables

1.9 Definition of Terms

This section will give explanation on the conceptual and operational definition for terms that is used in this research. Conceptual definition refers to the general meaning of a term based on existing literature or theories. Besides, operational definition specifies how a concept will be measured or observed in this study.

1.9.1 Supervisory Relationship

Conceptual: The professional relationship between a supervisor and supervisee, characterized by guidance, support, feedback, and emotional assistance to promote the supervisee's development and well-being (Beinart, Spector & Cooper, 2018).

Operational: Measured using the Short Supervisory Relationship Questionnaire (S-SRQ), which consists of 18 self-report items assessing supervisee's perceptions of support, trust, feedback and overall relationship quality. The subscales in this questionnaire are Safe Base Subscale, Reflective Education Subscale and Structure Subscale.

1.9.2 Coping Mechanisms

Conceptual: Cognitive and behavioral strategies used by individuals to manage stress and adversity. These mechanisms can be adaptive (e.g., problem-solving) or maladaptive (e.g., avoidance). Coping mechanisms are crucial for managing stress and maintaining well-being (Tsaousis, 2019).

Operational: Measured using the Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE), which includes 28 self-report items assessing both adaptive and maladaptive coping strategies.

1.9.3 Burnout

Conceptual: A psychological state of chronic emotional exhaustion, depersonalization, and reduced personal accomplishment, often due to prolonged stress and job-related demands, particularly in helping professions (Schaufeli, 2021).

Operational: Measured using the Maslach Burnout Inventory (MBI), a 22-item self-report instrument assessing burnout, depersonalization and personal achievement.

1.10 Significance of Study

The research on "The Relationship of Supervisory Relationship, Coping Mechanisms and Burnout Among Trainee Counsellors" advances on understanding of counselling and workplace well-being while having significant implications for several trainees.

First of all, it gives a contribution to higher education institutions especially UNIMAS and beyond. The research shed light on how supervisory relationships affect the coping strategies and burnout levels of aspiring counsellors. These findings can be used by academic institutions and training centers, like UNIMAS, to enhance supervisory frameworks and create evidence-based policies that will improve the rapport between supervisors and trainees. Understanding how supervision can improve coping mechanisms and lessen burnout can help educational institutions create more encouraging and successful training programs that better prepare aspiring counsellors for the demands of the field.

According to Keum, B. T., & Wang, L. (2021), a key element in raising the general standard of counselling services that therapists offer is supervisory, which raises the standard of psychological care that clients receive. This research is also believed to improve the well-being of the trainee counsellors whereas the goal of this research is to pinpoint aspects of the supervisory relationship that encourage coping strategies and lessen burnout. By providing them with improved support

systems to manage the demands of their education and professional practice, these findings will directly assist counsellors in training.

By addressing important issues like burnout, improving the supervisory process, and improving the well-being of trainee counsellors, this study has the potential to have a significant impact on several sectors. Its conclusions will help communities, organizations, and mental health systems around the world in addition to helping individual counsellors and the training facilities where they receive their training. In the end, this study contributes to the general advancement of knowledge in counselling and mental health by advancing our understanding of the role that supervision plays in promoting resilience and professional growth in a demanding field.

Hence, the finding of this research also advance the fields of mental health and counselling by emphasizing how supervisory relationships influence trainee counsellors' coping strategies and burnout levels. Gaining an understanding of this relationship is essential for enhancing supervisory procedures, building resilience, and lowering the risks to future counsellors' mental health. Effective supervisory has been linked to lower burnout rates and enhanced professional development, ultimately leading to improved client outcomes (Bernard & Goodyear, 2019). The mental health workforce can be strengthened by higher institutions better preparing counsellors to manage the emotional demands of their profession by addressing burnout early in training.

1.11 Limitation of Study

This research is limited to Malaysian trainee counsellors who are currently enrolled. Using subscales like Safe Base, Reflective Education, and Structure, it analyzes the supervisory relationship as the independent variable. Coping strategies, as determined by the Brief COPE Inventory, and burnout, as determined by the Maslach Burnout Inventory, are the dependent variables. The research employs a quantitative research design and gathers data from Universiti Malaysia Sarawak (UNIMAS), Universiti Putra Malaysia (UPM) and Universiti Malaysia Sabah (UMS) counselling training programs using structured questionnaires.

One significant limitation of the study is its limited generalizability. This is because the study focuses solely on UNIMAS, UPM and UMS trainee counsellors, the results may not apply to other institutions, other trainee populations, or geographic regions. Cultural, institutional, and program-specific differences may result in varying outcomes in different settings. Furthermore, the sample size may be limited by the number of available trainee counsellors at UNIMAS, UPM and UMS which may not be representative of the larger population of counselling trainees. These factors reduce the study's external validity.

Another limitation of the study's design is its cross-sectionality. It is because the study collects data at a single point in time, it only captures a snapshot of the relationships between variables, making it difficult to detect changes or trends over time. This design also limits the ability to establish causal links between the supervisory relationship, coping mechanisms, and burnout because it relies solely on correlational data rather than longitudinal or experimental methods.

Potential biases and subjectivity are introduced by the use of self-reported data. Instruments such as the Maslach Burnout Inventory (MBI), Brief COPE Inventory, and Supervisory Relationship Questionnaire (S-SRQ) used to collect responses, and social desirability or recall errors may have an impact. Social desirability bias and recall errors may affect accuracy and individual perceptions of stress or coping mechanisms may vary. Furthermore, the data collection process can be subject to variability due to individual perceptions of burnout levels, coping mechanisms, and supervisory relationships.

1.12 Conclusion

This chapter has briefly introduced this research through its introduction and background, which focuses on supervisory relationships, coping mechanisms, burnout among trainee counsellors, and the theory that is used in this research. In addition, this chapter stated the problem statement for supervisory relationships, coping mechanisms, and burnout in the absence of evidence-based supervision approaches. The conceptual framework consists of independent variables (supervisory relationship)

and dependent variables (coping mechanisms and burnout), while the theoretical framework is Marina Palomo's Bi-Directional Supervisory Relationship Model. The conceptual and operational definitions of the terms used in this study were explained in this chapter.

CHAPTER 2

LITERATURE

REVIEW

2.0 Introduction

This chapter will discuss on the literature review on supervisory relationship, coping mechanisms and burnout. Previous studies on the relationship between supervisory relationship, coping mechanisms and burnout will be discussed in this chapter. The theoretical base for this research which are Bi-directional model of supervisory relationship (by Marina Palomo) and the overview of related literature will also be discussed in this chapter.

2.1 Supervisory Relationship

A key component of successful counsellor training and development is the supervisory relationship. It provides a cornerstone around which trainees develop their confidence, self-awareness, and professional competencies. According to Bernard & Goodyear (2014), an essential component of effective supervision is the supervisor-subordinate relationship, which provides the framework for professional growth and learning. Mutual respect, trust, and open communication define this relationship, which creates an atmosphere that is favorable to development and education. Effective supervision and open communication depend on the supervisee and supervisor having mutual respect and trust (Falender & Shafranske, 2004). The supervisory relationship is crucial in determining the future of mental health professionals in the setting of higher education, where counsellor training frequently takes place. The definition, theoretical foundations, and importance of the supervisory relationship are examined in this section, focusing on the importance of mutual respect, trust, and communication in building an effective supervisory alliance.

According to Ladany & Inman (2012), the supervisory relationship is critical in developing the supervisee's counselling skills, ethical competence, and professional identity. This relationship is frequently based on fundamental theories, like Bordin's

working alliance model (1983). According to Bordin (1983), the working alliance in supervision consists of three components: agreement on goals, task assignments, and the development of a bond. These components establish a structure for efficient supervision, enabling both sides to strive toward shared goals and cultivating a safe and dependable atmosphere. Effective supervision combines skill development, ethical practice, and professional identity formation in a supportive supervisory relationship (Falender & Shafranske, 2004). Supervisors serve as both supporters and evaluators, striking a balance between accountability and motivation to promote development (Bernard & Goodyear, 2019). Based on Watkins Jr (2014), the supervisory alliance provides a structured yet flexible framework that caters to each trainee's unique developmental needs.

The success of the supervisory relationship depends heavily on the supervisory alliance. Establishing goals together guarantees that the supervisee and the supervisor are working toward common goals, like ethical competence or skill mastery. The emotional connection, which is defined by mutual respect and trust, provides a secure environment where supervisees can examine their areas of strength and growth without worrying about criticism. According to Sterner (2009), reduced stress at work and higher supervisee satisfaction is linked to a strong supervisory working alliance. Supervisees who perceive a strong supervisory alliance report higher levels of self-efficacy and openness to feedback (Gnilka, Chang & Dew, 2012). A positive supervisory alliance facilitates supervisee development, including increased confidence and willingness to engage in the supervisory process (Ladany & Inman, 2012). As a result, the supervisory alliance facilitates trainees' empowerment and motivation in addition to their professional development.

Counsellor-in-training development is significantly impacted by the supervisory relationship. According to Bernard & Goodyear (1998), effective supervision is essential for the development of technical skills, ethical awareness, and cultural competence in counsellors-in-training. The supervisory relationship serves as a model for future client interactions, aiding supervisees in developing empathy, active listening, and the ability to form therapeutic alliances (Borders & Brown, 2022). The significance of the supervisory relationship in fostering trainees' self-efficacy and lowering their anxiety levels is demonstrated by empirical research. For example,

trainees under supportive supervision express more confidence in their capacity to manage challenging client situations and resolve moral conundrums. Furthermore, it has been demonstrated that culturally responsive supervision improves trainees' capacity to collaborate with a variety of populations, underscoring the crucial role that supervision plays in preparing counsellors for obstacles they may face in the real world.

The supervisory relationship is not without difficulties, despite its significance. Conflicts of interest, power imbalances, and cultural differences can all strain a relationship and make it less effective. Due to their dual roles as mentors and evaluators, supervisors have a great deal of authority, which, if not handled carefully, can lead to conflict. Cultural differences can lead to varying conflict resolution strategies, which may cause misunderstandings in cross-cultural interactions (Gómez & Taylor, 2018). It takes deliberate work to create open communication, set clear boundaries, and encourage cultural humility to overcome these obstacles (Gómez & Rosen, 2001). Potential conflicts can be reduced by employing techniques like frequent check-ins, the use of feedback tools, and multicultural competency training. Integrating involves openness, exchange of information, and examination of differences to reach a mutually acceptable solution (Rahim, 2002). To support each trainee's individual needs, supervisors must be conscious of their prejudices and work to establish a fair and inclusive supervision environment. According to Maznevski et al., (2002), understanding individual cultural orientations can improve cross-cultural interactions and reduce misalignments.

A useful way to understand the dynamics of the supervisory relationship is through quantitative research. The degree of the supervisory alliance and trainee satisfaction, performance, and retention have all been studied. It is because based on Ibrahim & Hassan (2016), this study found that there was a significant relationship between supervisees' working alliance and supervision outcomes (supervisees' satisfaction and performance) as according to Mehr, Ladany & Caskie (2015), supervisory working alliance contributed indirectly to supervisory satisfaction via supervisee disclosure in supervision. The study's focus on how supervisory relationships affect coping mechanisms and burnout is directly related to the supervisory relationship discussion. This study intends to fill in knowledge gaps and

add to the body of existing research by investigating the elements and difficulties of the supervisory relationship. The study will specifically look at how differences in the supervisory alliance affect trainee burnout and coping strategies and find ways to improve supervision in counselor education programs.

2.2 Coping Mechanisms

Coping mechanisms, their applicability in counsellor education, and their function in reducing stress and burnout in aspiring counsellors are all covered in this section. According to Thompson, Frick & Trice-Black (2011), discussions in supervision about the potential for emotional exhaustion, the counsellor-in-training's degree of emotional investment in client outcomes, elusive measures of success in counselling, coping skills for managing stress, meaning-making and sources of inspiration, and personalized self-care activities are several ways supervisors can promote self-care and prevent burnout. Coping strategies are crucial for handling the different stressors that counsellors face in the high-stakes setting of counselling training. Based on Elder, Norris & Morgan (2022), there is a consensus in the profession that burnout is the gradual onset of emotional, cognitive and physical exhaustion related to work. The conversation is framed in the framework of the supervisory relationship, emphasizing how good supervision can encourage the creation and application of flexible coping mechanisms, thereby reducing the risk of burnout.

The behavioral and cognitive techniques people use to deal with stress and emotional distress are referred to as coping mechanisms. Usually, these tactics fall into one of two categories: maladaptive or adaptive. Adaptive coping strategies include emotion-focused strategies, which try to control emotional reactions to stress, and problem-focused strategies, which deal directly with the source of stress. Maladaptive coping strategies, on the other hand, like disengagement and avoidance, can offer short-term respite but frequently make stress worse over time. According to Thompson & Cooper (2018), problem-focused coping was negatively correlated with burnout, whereas emotion-focused and avoidant coping were positively correlated with burnout. This states that coping is a dynamic process that is impacted by a person's assessment of stressors and resources. Counsellors who utilized adaptive

coping strategies reported lower levels of stress and higher levels of wellness (Lambert & Lawson, 2013). Coping strategies must be in line with the particular requirements of the situation to be effective. Cognitive appraisal plays a significant role in how counsellor trainees experience stress and burnout (Puig et al., 2012). Counsellor educators who employed adaptive coping strategies reported lower levels of burnout compared to those using maladaptive strategies (Lawson & Myers, 2011). This theoretical framework emphasizes how crucial it is to give aspiring counsellors flexible coping mechanisms so they can handle the difficulties that come with their training.

Due to their dual responsibilities as students and aspiring professionals, trainee counsellors deal with a special set of stressors. Thus, there is a need for counsellor educators to use awareness creation, curriculum infused with emotional intelligence activities, and stress management workshops to assist counsellor trainees in demonstrating higher emotional intelligence levels and stress resilience and coping mechanisms to enrich their empathetic tendencies (Adade & Wang, 2024). The emotional demands of working with clients, the demanding academic standards, and the pressure to be judged by peers and supervisors are some of these stressors. Counsellors typically encounter substantial occupational stress in their work settings, exerting a direct influence on their coping styles (Chen et al., 2024). The intensity of these experiences can lead to high levels of stress, making the development of effective coping mechanisms critical for maintaining mental well-being and professional efficacy. According to Pillay & Kritzinger (2007), the multiple clinical, client-related and academic demands inherent in the professional training process were associated with the sources of stress that were experienced by the trainees. Trainees can process and handle the emotional labor involved in counselling work by using adaptive coping mechanisms. For instance, problem-focused techniques like asking for extra instruction or supervision can assist trainees in filling in knowledge or skill gaps. According to Hogan & McKnight (2021), a comprehensive and descriptive review of the empirical research on coping and emotion regulation strategies among faculty members, identifies adaptive stress management and emotion regulation strategies for coping with emotional demands of the academic profession. Peer support and mindfulness are two examples of emotion-focused techniques that offer ways to manage the emotional toll of difficult client interactions. Trainees might

find it difficult to maintain their effectiveness and engagement in their clinical and academic roles without these coping mechanisms.

How trainee counsellors create and employ coping mechanisms is significantly influenced by the nature of their supervisory relationship. A supportive supervisory alliance that is marked by open communication, mutual respect, and trust gives trainees a safe place to examine their stressors and find useful coping mechanisms. The working alliance and the supervisory working alliance were negatively related to perceived stress and positively related to multiple coping resources (Gnilka, Chang & Dew, 2012). Supervisors also can teach and model self-care and positive coping strategies for stress, which may influence supervisees' practice of self-care (O'Halloran & Linton, 2000). So, the resilience of their supervisees is greatly enhanced by supervisors who actively model adaptive coping strategies and offer advice on stress management. Trainees' use of adaptive coping strategies is positively correlated with a strong supervisory relationship. For example, when faced with challenges, trainees who believe their supervisors are approachable and sympathetic are more likely to seek advice rather than avoid or disengage. A positive supervisory relationship grounded by trust, respect, rapport, and empathy is essential for counteracting resistance (Ladany & Friedlander, 1995). Wellness is fundamental to counselling and the training of counselors, and is primary in developmental, strengths-based counselling (Lenz et al., 2012). Furthermore, supervision sessions that cover stress management and self-care can emphasize the value of preserving one's own well-being and promote the application of flexible coping mechanisms. The signs of distress that may become evident in supervision include changes in counsellors' behavior with and reaction to clients, signs of burnout, and indications of general stress (Lenz & Smith, 2010).

A strong supervisory relationship is essential for fostering effective coping strategies that help reduce burnout in aspiring counsellors. Emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment are some of the many characteristics that define burnout. Counsellors and counsellor trainees are particularly at-risk for burnout because of psychologically intense work with clients and high-stress work environments (Long & Clark, 2015). Insufficient coping skills or

unsupportive supervision put trainees at risk for burnout, which can impair their capacity to deliver high-quality client care and excel in their training.

Burnout in counsellor training, supervisory quality, and coping strategies are all related, and empirical research sheds light on these relationships. According to Skovholt & Trotter-Mathison (2011), findings from this study highlight the importance of the role of supervisory relationship in promoting resilience as a protective factor against burnout among counsellors-in-training. The topic of coping mechanisms is directly related to the study's main focus, which is how the supervisory relationship affects trainee counsellors' coping and burnout. In order to further our understanding of the protective factors that promote trainee well-being, this study will look at how supervisory relationship influences the creation and use of coping mechanisms.

2.3 Burnout

This section investigates the idea of burnout, how common it is among counsellors-in-training, and how it affects counsellor education. In counsellor training, burnout is a serious problem that has a significant impact on trainees' professional growth and well-being. The relationship between coping strategies, the supervisory relationship, and burnout is also examined in this conversation, highlighting the value of supportive supervision in reducing burnout.

Chronic workplace stress can lead to the psychological syndrome known as burnout. Three fundamental dimensions are identified by Maslach and Jackson's burnout framework: diminished personal accomplishment, depersonalization, and emotional exhaustion. According to Maslach, C., & Jackson, S. E. (1981), burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job, characterized by three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. The term "emotional exhaustion" describes how one feels emotionally spent and worn out by their job. While reduced personal accomplishment refers to a diminished sense of competence and achievement in one's role, depersonalization is typified by a detached or cynical attitude toward clients. Burnout in counselling training can show up as symptoms like

extreme exhaustion, a diminished capacity for client empathy, and self-doubt about one's professional skills. Emotional exhaustion refers to feelings of being overextended and depleted of one's emotional resources, while depersonalization reflects an unfeeling and impersonal response towards recipients of one's service (Schaufeli & Bakker, 2004). In contrast to general stress or exhaustion, burnout is a persistent, unresolved psychological strain that can hinder trainees' capacity to perform their jobs well. Burnout is characterized by emotional exhaustion that can lead to feelings of ineffectiveness and cynicism towards one's work (Ahola & Hakanen, 2014). To create focused interventions to address burnout in counsellor training, it is imperative to comprehend these differences.

Due to their dual responsibilities of clinical and academic work, trainee counsellors are particularly susceptible to burnout. Emotional demands, like handling difficult client situations and resolving moral conundrums, frequently lead to elevated stress levels. Counsellors and counsellors in training are particularly susceptible to burnout due to work overload, lack of control, and unsupportive work peers (Thompson, Amatea & Thompson, 2014). These difficulties are made worse by pressures on performance, such as peer and supervisor assessments. Furthermore, trainees' insufficient work experience may make it more difficult for them to manage these pressures. The demands of counselling psychology training can lead to burnout, characterized by emotional exhaustion and a diminished sense of personal accomplishment (Cornér et al., 2020). It is essential to address burnout in this population for both their health and the standard of care that clients receive. Burnout is often exacerbated by poor supervisory relationships and a lack of systemic support mechanisms (Maslach & Leiter, 2016). Burnout levels are also significantly influenced by the supervisory relationship. Trainees who experience unsupportive or conflict-filled supervision may feel more stressed and inadequate, which makes them more susceptible to burnout. High demands and low support create an environment ripe for burnout, particularly for those in helping professions like counselling (Lee, J., Cho, Y., Kissinger, M., & Ogle, R, 2010). On the other hand, good supervisory relationships can act as a buffer, offering the support and direction required to overcome the difficulties of training. According to Bianchi, R., Schonfeld, I. S., & Laurent, E. (2017), burnout can lead to significant long-term consequences if unaddressed, including emotional exhaustion and a sense of inadequacy.

According to empirical research, trainees who have a positive supervisory relationship experience report feeling less depersonalized and emotionally exhausted. For instance, trainees report higher resilience and a lower risk of burnout when they believe their supervisors are approachable and sympathetic. Findings indicate that supportive supervisory behaviors directly correlate with increased resilience and lower burnout levels among counsellors-in-training (Miller, L. D., & Sprang, G, 2017). These results highlight how crucial it is to develop strong supervisory relationships in order to support trainee wellbeing.

Since this study focuses on the relationship between supervisory relationships, coping mechanisms among trainee counsellors, the discussion of burnout is directly related to that topic. This study attempts to advance knowledge of the protective factors that promote trainee well-being by investigating the effects of supervisory quality on burnout.

2.4 Relationship Between Supervisory Relationship, Coping Mechanisms and Burnout

This section explores the interconnected role of the supervisory relationship in shaping trainee counsellor's ability to develop effective coping mechanisms and manage burnout. It examines how supervisory relationship quality influences adaptive coping strategies and burnout prevention, drawing insights from existing research and empirical studies. Supervisory relationship can effectively support trainee therapists in their personal and professional development. However, it can also lead to feelings of distress and self-doubt (Hughes, J., & Youngson, S, 2009). A strong supervisory relationship fosters resilience, supports stress management, and reduces the risk of burnout, highlighting the critical role of effective supervisory in the professional development and well-being of aspiring counsellors. According to Thompson, Amatea & Thompson (2014), the signs of distress that may become evident in supervisory relationship include changes in counsellor's behavior with and reaction to clients, intrusions of client stories in counsellor's lives, signs of burnout.

The quality of the supervisory relationship plays a crucial role in shaping trainee counsellors' coping mechanisms and resilience against burnout. Supportive supervisory fosters the development of adaptive coping strategies, such as problem- solving, seeking social support, and emotional regulation, which help trainees navigate the complex demands of their training. Supervisors who model effective stress management and encourage open communication contribute significantly to the professional growth and psychological well-being of their supervisees (Rando, 2017). Supervisors who provide constructive feedback, model effective stress management, and encourage open communication contribute to trainees' professional growth and psychological well-being. In contrast, unsupportive or overly critical supervisory relationship may lead trainees to adopt maladaptive coping strategies, such as avoidance or disengagement, increasing their vulnerability to stress and burnout. Supportive supervisory relationships foster the development of adaptive coping strategies, reducing the risk of burnout among counsellors-in-training (Bercier, M., & Maynard, B. R, 2015). This study highlights the importance of cultivating a collaborative and positive supervisory alliance to enhance coping capacity and reduce the risk of burnout among aspiring counsellors.

The supervisory relationship plays a pivotal role in shaping trainee counsellor's ability to cope with stress and prevent burnout. A strong supervisory alliance fosters emotional support, constructive feedback, and a sense of psychological safety, which are essential in mitigating burnout's core dimensions such as emotional exhaustion, depersonalization, and reduced personal accomplishment. According to Milne, D., & James, I. (2002), the quality of the supervisory relationship is critical in shaping supervisees' ability to cope with stress and prevent burnout. When trainees perceive their supervisors as empathetic and supportive, they report lower levels of burnout and demonstrate greater resilience. Conversely, a strained supervisory relationship is characterized by conflict, excessive criticism, or neglect can heighten stress levels, leading to feelings of isolation and professional self-doubt. A positive supervisory environment promotes adaptive coping mechanisms and reduces the risk of burnout among counselors-in-training (Holloway, E. L, 1995). This underscores the importance of a positive and collaborative supervisory environment in promoting adaptive coping mechanisms and reducing the risk of burnout among aspiring counsellors.

Studies indicate that a strong supervisory alliance is positively associated with the use of adaptive coping strategies, while also being negatively correlated with burnout symptoms such as emotional exhaustion and depersonalization. A strong working alliance is characterized by agreement on goals, collaboration on tasks, and the development of a personal bond between the supervisor and supervisee (Lambie, J. A., & Baker, E. L, 2010). Understanding the relationship of supervisory relationships, coping mechanisms and burnout is essential for enhancing counsellor training programs. Effective supervisory practices should be prioritized to support trainee well-being and professional development. Competent supervisors are aware of the multiple roles they occupy and the potential for role conflict. They strive to maintain clear boundaries and ethical conduct in their supervisory relationships (Falender, C. A., & Shafranske, E. P, 2004). Key strategies include equipping supervisors with training in stress management and communication skills, fostering regular feedback sessions, and promoting a culture of mutual respect and collaboration. Supervisees valued supervisors who provided support, were respectful, and created a safe and collaborative learning environment (Ladany, 2004). Additionally, creating opportunities for peer support within training programs can strengthen trainee resilience and reduce the likelihood of burnout, ensuring a more sustainable and supportive learning environment.

This study directly explores the relationship of supervisory relationships, trainee counsellors' coping mechanisms and experiences of burnout. By investigating how supervisory quality affect these outcomes, the study aims to contribute to a deeper understanding of the protective factors that support trainee well-being. Specifically, it examines the interplay between burnout, coping strategies, and supervisory relationship within the context of counsellor training, addressing existing gaps in the literature. Through this analysis, the study seeks to enhance knowledge on effective supervisory relationship practices that foster resilience and reduce burnout risk among aspiring counsellors.

2.5 Bi-directional Model of the Supervisory Relationship

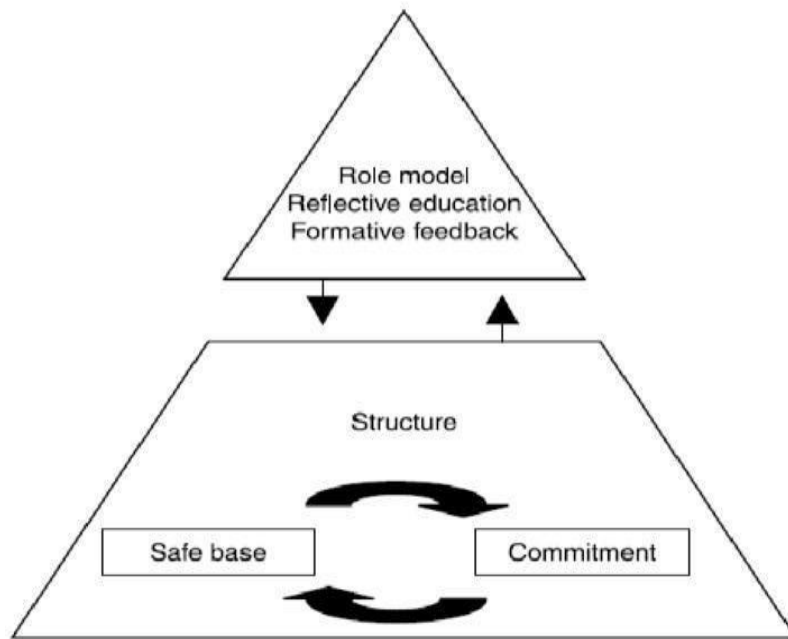


Figure 3.0 Bi-Directional Model of the Supervisory Relationship

Bi-directional Model of the Supervisory Relationship is a model that was proposed Marina Palomo, Beinart and Cooper. This researcher used findings from Beinart's research as a theoretical base to construct own measure for supervisory relationship which is the Supervisory Relationship Questionnaire (SRQ). The SRQ is designed to assess the supervisory relationship through various dimensions, including the Safe Base, Structure, and Reflective Education subscales (Palomo, M., Beinart, H., & Cooper, M, 2010). However, in this study will be using The Short Supervisory Relationship Questionnaire (S-SRQ). There are 3 components in this S-SRQ which are safe base, structure and reflective education subscales. The Safe Base Subscale typically consists of items that assess the supervisee's perception of the supervisor's ability to foster a nurturing and empowering supervisory relationship. High scores on this subscale indicate that the supervisee feels secure in the relationship, which facilitates effective learning and growth. Low scores, on the other hand, may indicate that the supervisory alliance requires improvement. Secondly, Structure Subscale. It assesses the extent to which the supervisor provides clear guidance, organization, and direction throughout the supervisory relationship. This subscale assesses how effectively the supervisor creates a framework to support the supervisee's learning and

development. High scores on the Structure Subscale indicate that the supervisee views the supervision process as well-organized, with clear goals and consistent support. Supervisors who provide clear structure and reflective opportunities contribute significantly to their supervisees' professional growth and satisfaction (Inman, A. G., & Ladany, N, 2008). Low scores may indicate a lack of direction or unpredictability in the supervisory relationship, which could impede the supervisee's professional development. Thirdly, Reflective Education Subscale. It assesses how effectively a supervisor encourages the supervisee to reflect on their practice, develop critical thinking skills, and increase self-awareness. This subscale focuses on the educational aspects of supervision, which encourage personal and professional development through reflection. High scores on the Reflective Education Subscale indicate that the supervisee believes the supervisor promotes a reflective learning environment, which is critical for developing a deeper understanding of their role and improving clinical skills. Low scores may indicate a lack of emphasis on reflective practices, limiting the supervisee's ability to engage in critical self-evaluation and professional development.

This section investigates the bi-directional model of supervisory relationship. Through an analysis of this dynamic, the section demonstrates how it influences trainee counsellors' ability to manage burnout, develop coping strategies, and receive effective supervisory relationship. Knowing this model offers important insights into developing mutually beneficial adaptive supervisory techniques.

The bi-directional model of the supervisory relationship places a strong emphasis on supervisees and supervisors working together, exchanging feedback, and influencing one another. Supervisory is most effective when it is a two-way street, allowing for feedback and learning opportunities for both supervisors and supervisees (Milne, D, 2007). The bi-directional model emphasizes the mutual influence between supervisors and supervisees, highlighting that both parties contribute to the supervisory experience (Palomo, M., Beinart, H., & Cooper, M, 2010). In contrast to conventional hierarchical methods, which see supervisory relationship as a one-way exchange of information and direction, the bi-directional model acknowledges that both parties influence and contribute to the supervisory experience. Through their interactions with their supervisees, supervisors become not only educators and assessors but also learners who change and develop.

Supervisory approaches are greatly influenced by supervisees' behavior, feedback, and coping mechanisms in a bi-directional model of the supervisory relationship. According to Ladany, N., & Inman, A. G. (2011), supervisees' feedback is crucial in shaping the supervisory process, allowing supervisors to tailor their approaches based on the unique needs and coping mechanisms of their supervisees. For instance, supervisors can adjust their support and guidance to meet specific needs when supervisees freely discuss their difficulties and preferred coping mechanisms. A dynamic supervisory process that adjusts to the changing needs of counsellor training is produced by this reciprocal engagement.

The bi-directional model of the supervisory relationship is supported by empirical research, especially in settings related to counsellor training. Research indicates that open communication, respect, and mutual trust improve supervision results and create a more encouraging and productive atmosphere for trainees. According to Meydan, B., & Sağkal, A. S. (2023), the supervisory working alliance significantly contributes to supervisory satisfaction, with supervisee disclosure acting as a crucial mediator. For instance, quantitative results show a strong relationship between supervisees' use of adaptive coping strategies and the quality of the supervisory alliance. Furthermore, research indicates that supervisees who believe their managers are cooperative and sympathetic report feeling less burned out. Additionally, there aren't many studies discussing bi-directional supervision in higher education settings, which emphasizes the need for more research on this mutually reinforcing dynamic.

The bi-directional model of the supervisory relationship is directly related to the study's focus on how supervision influences trainee counsellors' coping mechanisms and burnout. Through investigating the reciprocal dynamics of supervision, this study seeks to deepen our understanding of how cooperation and mutual engagement support trainee resilience and well-being.

2.6 Overview of Related Literature

The importance of supervisory relationship and its relationship on coping mechanisms and burnout can be seen from previous studies on it. These studies

emphasize on the importance of supervisory relationship in supervisory relationship as one of the factors that can affect the outcome of the trainee counsellor's coping mechanisms and burnout. These studies have contributed to the growth of supervisory relationship in counselling.

A study was conducted to explore the role of the supervisory relationship. This study is conducted by Hiebler-Ragger, Nausner L and Blaha on the year 2021. 346 participants have participated on this research. The instruments that have been used in this research was (1) The SRQ, (2) The Experiences in Close Relationships-Revised Scale (ECR-RD), (3) The Maslach Inventory (MBI), and (4) The short form of the Sense of Coherence Scale (SOC-13). The data collected was analysed by using Pearson's Correlation statistics and Hierarchical Regression analysis. The result emphasize that the supervisee's general attachment patterns have an impact on these relationships in addition to the fact that a positive supervisory relationship is linked to fewer burnout symptoms and a greater sense of coherence in supervisees. For future study, this research recommended the influence of different supervision settings, supervision goals and the professional background of supervisor and supervisee on the quality of the supervisory relationship will also have to be considered.

Another related previous study is conducted by E. Heather Thompson, Melodie H. Frick and Shannon Trice-Black on the year of 2011. This study was conducted to investigate counsellor-in-training perceptions of self-care, burnout, and supervisory practices in relation to promoting counsellor resilience. The data collected was analyzed by using Stratified Random Sampling to select participants in an intentional manner to understand specified counselling student's experiences in supervisory relationship. Furthermore, the result shows that counsellors experience increased stress due to a lack of life-work balance and boundaries. For future study, this research recommended to ensure accuracy, sources were triangulated, including a follow-up questionnaire. Internal stability was reinforced through researcher consensus on domains, core ideas, and categories. An auditor was used to evaluate the analysis and prevent bias.

Hence, this shows that several of previous study has been conducted to investigate the relationship of supervisory relationship, coping mechanisms and

burnout among trainee counsellors. Based on the finding, it portrays that there is a significant relationship between supervisory relationship on coping mechanisms and burnout trainee counsellors and previous research also include other variables too to study on this context such as to include the supervisory pattern by the supervisors in the research. The recommendations for future research or future study are encourage to use different supervisory settings, supervisory goals and the professional background of supervisor and supervisee on the quality of the supervisory relationship. In addition, a triangulated sources and a follow-up questionnaire is recommended to ensure accuracy of the study.

2.7 Conclusion

This chapter has explained the findings of previous study and literature review of the relationship of supervisory relationship, coping mechanisms and burnout among trainee counsellors. Based on the literature, it has discussed on the supervisory relationship and the outcomes that influence by the supervisory relationship between supervisors and trainee counsellors. The previous study on the relationship of the supervisory relationship, coping mechanisms and burnout among trainee counsellors is also discussed in this chapter. Based on the previous study, there is a significant relationship of supervisory relationship, coping mechanisms and burnout among trainee counsellors. The theory that supports this research has also been explained in this chapter which is Bi-directional Model of Supervisory Relationship by Marina Palomo.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will delve into the comprehensive research design, the selection of the research sample, the designated research location, the instruments employed for data collection, and the procedures for data gathering and analysis. Each aspect will be strategically outlined to ensure the clarity and precision of the research objectives.

3.1 Research Design

This research is quantitative research where it is a systematic and structured framework used to collect and analyze numerical data. This design emphasizes objectivity and reliability, making it a fundamental approach for this research that aim to produce quantifiable and generalizable results. According to Ghanad (2023), quantitative research is grounded in systematic data collection and analysis. It employs a logical approach that emphasizes theory testing and is shaped by empiricist and positivist perspectives. This researcher also stated that quantitative research outlines the particular characteristics and significant variations that are used to produce research findings. The problem is therefore given more thought as a result of quantitative research.

Other than that, quantitative research uses a range of quantitative analysis techniques, from describing the variables in simple terms to establishing statistical relationships among them through complex statistical modeling. It is based on deductive reasoning or deduction (Khalid, Abdullah & Kumar, 2012). According to Mehrad & Zangeneh (2019), regulating the relationship between an independent variable and a dependent or consequence variable in a population is the main goal of quantitative research design.

For the purpose of this research, which is to investigate the relationship between supervisory relationship, coping mechanisms and burnout among trainee counsellors, a quantitative research is used because the data collection for independent variable and dependent variables where the independent variable is supervisory relationship while the dependent variables are coping mechanisms and burn out used questionnaires. In this study, questionnaires are used to collect data from respondents. The data are analyzed through statistical analysis, which includes collecting and analyzing numerical data. Later in this chapter, more details on data collection and analysis will be covered.

In addition, research type that is used in this research is Correlational Research. It is because this research focuses on investigating the relationship between supervisory relationship dimensions which are (safe base, reflective education, structure) and outcomes (coping mechanisms and burn out). With correlational research, the goal is to determine the strength and direction of the relationship between two or more variables that are unaffected by any unrelated factors (Sentürk & Zeybek, 2019). The researcher also stated this kind of research aims to clarify the concepts of significant phenomena by disclosing the connections among the variables. For this research, the type of correlational that are used is Spearman's Rank-Order Correlation Coefficient.

Furthermore, researchers used a correlational research design to measure the relationship between two or more variables (Seeram, 2019). The results of the analysis of this study will demonstrate the strength of the relationship as well as its nature, whether it is positive or negative. For this research, the independent variable will be the supervisory relationship and the dependent variables are coping mechanisms and burnout.

3.2 Research Subject

3.2.1 Population

The population that is used in this research are the trainee counsellors in Universiti Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS) and Universiti Putra Malaysia (UPM). Trainee counsellors for this research are the one

that are currently having their counselling practicum and practice as trainee counsellors under the supervision of lecturers UNIMAS, UMS and UPM. Only counselling students from fourth year in UNIMAS, UMS and UPM are qualified to participate in this research because they fulfilled the requirement to become the participants. The total student fourth year in UNIMAS is 63 students, UMS is 76 students and UPM is 40. So, the population of this research is 179 students.

3.2.2 Sample

The sample for this research is the trainee counsellors in Universiti Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS) and Universiti Putra Malaysia (UPM). The total sample that are used in this research are 120 participants. Trainee counsellors for this research are the one that are currently having their counselling practicum and practice as trainee counsellors under the supervision of lecturers UNIMAS, UMS and UPM. According to Andrade (2020), when a study is proposed, the sample size should be estimated because a sample that is too big is pointless and unethical, and one that is too small is unscientific and unethical.

In regression analysis, determining an adequate sample size is essential to ensure statistical power and the reliability of results. A widely used rule of thumb for calculating the minimum sample size is based on the number of predictor variables included in the analysis. The formula for this estimation is:

$$n = k \times p$$

This guideline suggests that a minimum of 10 participants per variable is sufficient for basic analysis, while 15 participants per variable is recommended for more robust and reliable results. For instance, this study includes three predictor variables, the sample size would be calculated as minimum requirement is $n = 10 \times 3 = 30$ participants and more robust requirement is $n = 15 \times 3 = 45$ participants. So, the minimum requirement for sample size is 30 participants and more robust requirement is 45 participants.

In Green's Rule of Thumb, it helps to ensure that the study has adequate power to detect medium-sized effects in the population. According to this guideline, the recommended sample size can be calculated using the formula:

$$N \geq 50 + 8m$$

Where N represents the minimum required sample size and m denotes the number of predictor variables. Since this study involves 3 predictors, the required sample size is calculated as:

$$N \geq 50 + 8(3) = 74$$

Therefore, a minimum of 74 participants is necessary to ensure sufficient statistical power for detecting medium effect sizes in the regression model. This sample size aligns with standard practices in quantitative research, ensuring the robustness and reliability of the statistical analysis in this study.

A power analysis was conducted using G*Power Software to determine the appropriate sample size for this study. Power analysis is a crucial step in ensuring that the study has sufficient power to detect statistically significant effects. The study includes three predictors (independent variable) and aims to assess the strength of their relationship with the dependent variables, a multiple regression model was selected for the analysis. A medium effect size (f^2) which is 0.15 was chosen to reflect the expected moderate strength of the relationship between the predictors and dependent variable. The significance level was set at 0.05, which is the standard threshold for determining statistical significance and allows for a 5% probability of committing a Type I error (rejecting a true null hypothesis). The analysis aimed for a power level of 80% (0.80), which is considered sufficient to detect a true effect, while minimizing the risk of a Type II error (failing to detect a true effect). The analysis was conducted to estimate the minimum sample size required to test the relationship between 3 number of predictors and dependent variable.

Hence, the results from the G*Power analysis indicated that a sample size of 77 participants is required to achieve the desired power of 0.80, with an effect of 0.15,

an alpha level of 0.05, and three predictors. This sample size ensures that the study has sufficient statistical power to detect a medium effect size, reducing the Type II errors and ensuring that the relationships between the predictors and the outcome variable can be reliably assessed.

Based on comparison between the formulas to calculate the sample size for the research in which Rule of Thumb for Regression Analysis suggested the minimum requirement for sample size is 30 participants and more robust requirement is 45 participants, Green's Rule of Thumb suggested 74 participants and G*Power Software for power analysis suggested 77 participants, it is decided to use 80 trainee counsellors as participants for this research. The sample size that has been chosen is more than the sample size that is suggested by all of the formulas. Hence, the total sample that are used are 120 participants.

3.2.3 Sampling Method

The sampling method that will be used in this research is Stratified Random Sampling. It is because this research most likely includes subgroups, such as trainee counsellors by gender or race, all of which may impact burnout, coping strategies, and supervisory relationships. This sampling technique selects a subset of items from the population using random selection and classification. The target population is divided into homogeneous, mutually exclusive segments, and simple random sampling is selected from each segment (Iliyasu & Etikan, 2021). For this research, the subgroups are the race, religion and institution.

3.3 Instruments

3.3.1 The Short Supervisory Relationship Questionnaire (S-SRQ)

The first instrument for this research is The Short Supervisory Relationship Questionnaire (S-SRQ) by Tom Cliffe, Helen Beinart and Mick Cooper where it was developed by Marina Palomo. According to Cliffe, Beinart & Copper (2016), one of the few psychometrically and theoretically sound instruments for assessing SR in clinical supervision is the Supervisory Relationship Questionnaire (SRQ). Nevertheless, its length may make it challenging to apply in research and clinical settings. By creating a shorter version of the SRQ, known as the Short Supervisory

Relationship Questionnaire or S-SRQ, its psychometric validity and reliability will be retained. This instrument consisted of 18 items, rated on a 7-point Likert Scale ranging from 1=Strongly Disagree to 7=Strongly Agree. Most items except for item 17, follow this scoring pattern. Item 17 is a reverse-scored where 1=Strongly Agree to 7=Strongly Disagree. Therefore, the questionnaire evaluates three subscales which are Safe Base (Items 1-9), Reflective Education (Items 10-14) and Structure (Items 15- 18). Back-to-Back translation into Malay has been prepared for this questionnaire to ensure the accuracy and reliability of the study.

3.3.2 Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE)

The second instrument for this research is Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) by Charles S. Carver. The Brief- COPE is a shortened version of the COPE (Coping Orientation to Problems Experienced) Inventory, which is a self-report questionnaire designed to assess a wide range of coping strategies (García, et al., 2018). This instrument is used to measure coping mechanisms used by individual when under stress. This instrument scoring involves summing the responses for each item on a 4-point Likert Scale, ranging from “1=I haven’t been doing this at all” to “4=I’ve been doing this a lot”. The total score for each subscale is calculated by adding the individual item scores. The higher the subscale score, the more frequently that coping strategy is used. The instrument calculates scores for various coping domains, including problem-focused, emotion- focused, and avoidant coping. Back-to-Back translation into Malay has been prepared for this questionnaire to ensure the accuracy and reliability of the study.

3.3.3 Maslach Burnout Inventory (MBI)

The third instrument for this research is Maslach Burnout Inventory (MBI) by Christina Maslach and Susan E. Jackson. The Maslach Burnout Inventory (MBI) is the "gold standard" for measuring burnout. It includes three scales: emotional exhaustion, depersonalization, and personal accomplishment. Correlations between MBI and other well-being instruments suggest key relationships that can guide well- being efforts in different settings (Williamson, et al., 2018). The Maslach Burnout Inventory (MBI) uses a 7-point Likert Scale, ranging from 0=Never to 6=Every Day.

The MBI includes 22 items divided into three subscales, whereas Section A (9 items) is Burnout, Section B (5 items) is Depersonalization and Section C (8 items) is Personal Achievement. Higher scores on Emotional Exhaustion and Depersonalization indicate burnout, as do lower scores on Personal Accomplishment. Back-to-Back translation into Malay has been prepared for this questionnaire to ensure the accuracy and reliability of the study.

3.3.4 Demographic Question

The demographic question consists simple questions with purpose of gaining basic information about the participants. The questions asked about gender, race, religion, age and institution.

3.4 Data Collection Procedures

Data collection for this research is by using quantitative method. Email has been sent to the owners of the instruments that are used in this research which is to Tom Cliffe (S-SRQ), Charles S. Carver (Brief-COPE) and Christina Maslach (MBI). After that, a letter has been sent to the head of counselling department or Counselling program coordinator in UNIMAS to ask permission for counselling students to participate in this research.

In addition, questionnaires for this research are distributed among the fourth's year counselling students in UNIMAS, UMS and UPM. The questionnaires which consist of Section A, B, C and D is complete with the instructions on how to answer each section. There are 50 students of year 4 in UNIMAS, 40 students of year 4 in UMS and 30 students of year 4 in UPM have participated for the completion of this research. All the questionnaires that have been submitted are used for the purpose of this research.

3.5 Data Analysis

The data collected for this research are analyzed through descriptive analysis and inferential analysis. The descriptive analysis was used to summarize the basic characteristics of the data collected from UNIMAS, UMS and UPM trainee

counsellors. This included measures of central tendency (mean) and variability (standard deviation) to describe the supervisory relationship dimensions (safe base, reflective education, and structure), as well as coping mechanisms and burnout rates. Demographic variables like gender, race, religion, age and institution are categorized using frequencies and percentages. This provides an overview of the sample's general trends and characteristics.

Spearman's Rank-Order Correlation Coefficient (Spearman's Rho) are used to investigate the strength and direction of the monotonic relationships between supervisory relationship dimensions (safe base, reflective education, and structure), coping mechanisms, and burnout. This non-parametric test determined if there are any significant links between the supervisory relationship and coping strategies, as well as between coping mechanisms and burnout. A positive correlation implied that higher ranks in supervisory relationship quality are associated with higher ranks in adaptive coping mechanisms and lower ranks in burnout, whereas a negative correlation implied that lower ranks in supervisory relationship quality are associated with increased ranks in burnout and less effective coping strategies.

Bootstraps Multiple Linear Regression are employed to determine the predictive power of the supervisory relationship dimensions (safe base, reflective education, and structure) for both coping mechanisms and burnout. This method allowed to estimate the sampling distribution of the regression coefficients, providing more reliable standard errors and confidence intervals, particularly when assumptions for traditional linear regression might not be perfectly met. This approach enabled to determine how much variation in coping mechanisms and burnout can be explained by the supervisory relationship, while controlling for other variables like gender and age. The bootstrap-derived regression coefficients indicated the strength and direction of the relationship, allowing for a more in-depth and stable understanding of how supervisory relationships influence these two outcomes.

3.6 Conclusion

In this chapter, the research design which is correlational research has been explained as well as the explanation of the population for this research which is trainee counsellors UNIMAS, UMS and UPM. The sample size that has been determined and

used is Stratified Random Sampling. The instruments that are used in this research is The Short Supervisory Relationship Questionnaire (S-SRQ), Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) and Maslach Burnout Inventory (MBI) which is to measure how the supervisory relationship impacted the coping mechanisms and burnout of the trainee counsellors in UNIMAS, UMS and UPM. The procedure of the data collection also has been explained in this chapter.

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.0 Introduction

This chapter presents the research findings and the analysis, which were conducted using both descriptive analysis and inferential analysis with IBM SPSS Statistics Version 26.

4.1 Reliability Analysis

The reliability of instruments that is used for this research which are The Short Supervisory Relationship Questionnaire (S-SRQ), Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) and Maslach Burnout Inventory (MBI) has been tested before the analysis has been done. The Cronbach's coefficient alphas of these three instruments for this research have shown similar and even stronger internal consistency compared to the previous studies. The value of Cronbach's coefficient alphas for S-SRQ is .962, Brief-COPE is .764 and MBI is .978. The value is consistent and have high reliability, showing that the instruments used were reliable for this research sample.

4.2 Demographic Data

120 of trainee counsellors have participated in this research and all of them are consist of fourth's year counselling students in Universiti Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS) and Universiti Putra Malaysia (UPM). Each of the respondents have submitted or returned the questionnaire feedback within 25 to 30 minutes while the data collected for all of the respondents is in 3 months. Table 1, Table 2, Table 3, Table 4 and Table 5 shows the demographic data of the respondents.

Table 1: Distribution of respondents by gender.

Gender	Frequency (N)	Percentage (%)
Male	61	50.8

Female	59	49.2
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N = 120

Table 1 shows the distribution of respondents by gender and it portrays that this research has been dominated by male respondents with 50.8% (N=61) while the female respondents is 49.2% (N=59) have participated in this research.

Table 2: Distribution of respondents by race.

Race	Frequency (N)	Percentage (%)
Malay	81	67.5
Chinese	16	13.3
Indian	8	6.7
Bumiputera Sarawak	11	9.2
Bumiputera Sabah	4	3.3

N = 120

Table 2 shows the distribution of respondents by race. Most of the respondents are reported to be Malay which is 67.5% (N=81), followed by Chinese with 13.3% (N=16) of the respondents. Bumiputera Sarawak and Indian respondents reported to be 9.2% (N=11) and 6.7% (N=8) and the least is Bumiputera Sabah which is consists of 3.3% (N=4) from the total of 120 trainee counsellors.

Table 3: Distribution of respondents by religion.

Religion	Frequency (N)	Percentage (%)
Islam	82	68.3
Christian	24	20.0
Buddhist	11	9.2

Hindu	3	2.5
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N = 120

Table 3 shows the distribution of respondents by religion. Most of the respondents are reported to be Islam which is 68.3% (N=82), followed by Christian with 20.0% (N=24) of the respondents. Buddhist respondents reported to be 9.2% (N=11) and Hindu which consists of 2.5% (N=3) from the total of 120 trainee counsellors.

Table 4: Distribution of respondents by age.

Age	Frequency (N)	Percentage (%)
23	36	30.0
24	53	44.2
25	28	23.3
26	3	2.5

N = 120

Table 4 shows the distribution of respondents by age. Most of the respondents are reported to be 24 years old which is 44.2% (N=53), followed by 23 years old with 30.0% (N=36) of the respondents. 25 years old respondents reported to be 23.3% (N=28) and the least is 26 years old which consists of 2.5% (N=3) from the total of 120 trainee counsellors.

Table 5: Distribution of respondents by institution.

Institution	Frequency (N)	Percentage (%)
Universiti Malaysia Sarawak (UNIMAS)	50	41.7
Universiti Malaysia Sabah (UMS)	40	33.3

Universiti Putra Malaysia	30	25.0
(UPM)		

N = 120

Table 5 shows the distribution of respondents by institution. Most of the respondents are reported to be from Universiti Malaysia Sarawak (UNIMAS) which is 41.7% (N=50), followed by Universiti Malaysia Sabah (UMS) with 33.3% (N=40) of the respondents. The least is Universiti Putra Malaysia (UPM) which consists of 25.0% (N=30) from the total of 120 trainee counsellors.

4.3 Mean and Standard Deviation

Overall value for mean and standard deviation for respondents based on S-SRQ, Brief-COPE and MBI are shown in Table 6. The values for all of the subscales within S-SRQ which are safe base, reflective education and structure are calculated using Likert scale of 1 (strongly disagree) to 7 (strongly agree). The value for the mean and standard deviation for Brief-COPE and MBI are also reported in Table 6 with Likert scale for Brief-COPE is 1 (I haven't been doing this at all) to 4 (I've been doing this a lot) while MBI is 0 (never) to 6 (every day).

Table 6: Descriptive Analysis on the Short Supervisory Relationship Questionnaire (S-SRQ) subscales, Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) and Maslach Burnout Inventory (MBI).

Instruments	Maximum	Mean	Standard Deviation
S-SRQ			
Safe Base	7	4.90	1.63
Reflective Education	7	4.91	1.64
Structure	6	4.76	.76
Brief-COPE – total score	88	76.91	9.46

MBI – total score	39	30.06	9.53
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N = 120

Based on Table 6, descriptive statistics were calculated for all study variables, including the subscales of the Short Supervisory Relationship Questionnaire (S-SRQ), Brief-COPE, and the Maslach Burnout Inventory (MBI). The results are summarized below.

For the S-SRQ, the highest possible score for each subscale was 7 (except Structure, which had a maximum of 6). The mean scores were as follows, Safe Base ($M = 4.90$, $SD = 1.63$), Reflective Education ($M = 4.91$, $SD = 1.64$), and Structure ($M = 4.76$, $SD = 0.76$). These results indicate that trainee counsellors generally perceived a high level of supervisory support across all subscales, with slightly higher ratings for Reflective Education and Safe Base. The relatively lower standard deviation for Structure suggests that responses on this subscale were more consistent across participants.

The Brief-COPE total score had a mean of $M = 76.91$ ($SD = 9.46$), with a maximum possible score of 88. This suggests that participants reported a generally high level of coping mechanisms usage, with moderate variability in how different individuals coped with stress. Compared to recent normative data, where Brief-COPE total scores commonly range between 60 and 75 depending on subscale emphasis and population characteristics (Shields et al., 2020), the mean score in this study ($M = 76.91$, $SD = 9.46$) appears slightly higher. This may reflect the increased use of coping strategies among trainee counsellors during the demands of counsellor training.

The Maslach Burnout Inventory (MBI) total score had a mean of $M = 30.06$ ($SD = 9.53$), with a maximum of 39. This indicates a moderate to high level of burnout among participants. Compared to Maslach's original findings (Maslach & Jackson, 1981), where average total burnout scores typically ranged from 20 to 30, the mean score in this study appears to be slightly elevated. This may suggest that trainee counsellors in this sample experience relatively high burnout levels, potentially due to trainee counsellors workload, supervision expectations, or academic pressure during training.

4.4 Analysis of Spearman's Rank-Order Correlation Coefficient

For this research, Spearman's Rank-Order Correlation Coefficient is used to investigate the relationship between the supervisory relationship (safe base, reflective education and structure) with coping mechanisms and burnout among trainee counsellors. The analysis of Spearman's Rank Order-Order Correlation Coefficient is shown in Table 7, Table 8, Table 9,

Table 10, Table 11 and Table 12. The following are the findings found in this research based on the constructed research hypothesis for the research:

Table 7: The relationship between supervisory relationship (safe base) and coping mechanisms among trainee counsellors.

Variables	N	Sig. (2 tailed)	Correlation Coefficient (<i>rs</i>)
Safe Base	120	.00	.545
Brief-COPE – Total	120	.00	.545

N = 120, $p < .001$

a) There is a significant relationship between supervisory relationship (safe base) on coping mechanisms among trainee counsellors.

There is a significant relationship between the Safe Base subscale and coping mechanisms among trainee counsellors, with a Spearman's rho value of $rs = .545$, $p < .001$. This shows that the relationship between the Safe Base subscale and coping mechanisms is a moderate, positive correlation. Alternative hypothesis is implemented.

Table 8: The relationship between supervisory relationship (reflective education) and coping mechanisms among trainee counsellors.

Variables	N	Sig. (2 tailed)	Correlation Coefficient (<i>rs</i>)
Reflective Education	120	.00	.797
Brief-COPE – Total	120	.00	.797

N = 120, $p < .001$

b) There is a significant relationship between supervisory relationship (reflective education) on coping mechanisms among trainee counsellors.

There is a significant relationship between the Reflective Education subscale and coping mechanisms among trainee counsellors, with a Spearman's rho value of $rs = .797$, $p < .001$. This shows that the relationship between the Reflective Education subscale and coping

mechanisms is a strong, positive correlation. Alternative hypothesis is implemented.

Table 9: The relationship between supervisory relationship (structure) and coping mechanisms among trainee counsellors.

Variables	N	Sig. (2 tailed)	Correlation Coefficient (<i>rs</i>)
Structure	120	.00	.616
Brief-COPE - Total	120	.00	.616

N = 120, $p < .001$

c) There is a significant relationship between supervisory relationship (structure) on coping mechanisms among trainee counsellors.

There is a significant relationship between the Structure subscale and coping mechanisms among trainee counsellors, with a Spearman's rho value of $rs = .616$, $p < .001$. This shows that the relationship between the Structure subscale and coping mechanisms is a moderate, positive correlation. Alternative hypothesis is implemented.

Table 10: The relationship between supervisory relationship (safe base) and burnout among trainee counsellors.

Variables	N	Sig. (2 tailed)	Correlation Coefficient (<i>rs</i>)
Safe Base	120	.00	.893
MBI – Total	120	.00	.893

N = 120, $p < .001$

d) There is a significant relationship between supervisory relationship (safe base) on burnout among trainee counsellors.

There is a significant relationship between the Safe Base subscale and burnout among trainee counsellors, with a Spearman's rho value of $rs = .893$, $p < .001$. This shows that the relationship between the Safe Base subscale and burnout is a strong, positive correlation. Alternative hypothesis is implemented.

Table 11: The relationship between supervisory relationship (reflective education) and burnout among trainee counsellors.

Variables	N	Sig. (2 tailed)	Correlation Coefficient (<i>rs</i>)
Reflective Education	120	.00	.783
MBI – Total	120	.00	.783

N = 120, $p < .001$

e) There is a significant relationship between supervisory relationship (reflective education) on burnout among trainee counsellors.

There is a significant relationship between the Reflective Education subscale and burnout among trainee counsellors, with a Spearman's rho value of $rs = .783$, $p < .001$. This shows that the relationship between the Reflective Education subscale and burnout is a strong, positive correlation. Alternative hypothesis is implemented.

Table 12: The relationship between supervisory relationship (structure) and burnout among trainee counsellors.

Variables	N	Sig. (2 tailed)	Correlation Coefficient (<i>rs</i>)
Structure	120	.00	.696
MBI – Total	120	.00	.696

N = 120, $p < .001$

f) There is a significant relationship between supervisory relationship (structure) on burnout among trainee counsellors.

There is a significant relationship between the Structure subscale and burnout among trainee counsellors, with a Spearman's rho value of $rs = .696$, $p < .001$. This shows that the relationship between the Structure subscale and burnout is a moderate, positive correlation. Alternative hypothesis is implemented.

4.5 Bootstraps Multiple Linear Regression Analysis

For this research, a Bootstraps Multiple Linear Regression Analysis has been conducted

to investigate the influence of supervisory relationship (safe base, reflective education and structure) on coping mechanisms and burnout among trainee counsellors. Table 13 and Table 14 shows the result of regression analysis for supervisory relationship on coping mechanisms and burnout. The following are the findings found in this research based on the constructed research questions for the research:

Table 13: The supervisory relationship subscales influence coping mechanisms among trainee counsellors.

Bootstrap for Coefficients							
		Bootstrap ^a					
		B	Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
Model						Lower	Upper
1	(Constant)	54.348	.334	3.362	.008	48.085	61.867
	SafeBaseTotal	.390	-.003	.089	.008	.228	.567
	ReflectiveEducationTotal	.516	.008	.145	.008	.219	.834
	StructureTotal	-.385	-.020	.296	.215	-1.062	.171

a. Unless otherwise noted, bootstrap results are based on 120 bootstrap samples

g) There is a significant influence of supervisory relationship on coping mechanisms among trainee counsellors.

The overall regression model was statistically significant and demonstrated a strong fit, $R^2 = .872$, indicating that approximately 87.2% of the variance in coping mechanisms was explained by the three supervisory subscales. The bootstrap coefficients revealed that two predictors were statistically significant. Safe Base significantly predicted coping mechanisms, $B = 0.390$, $SE = 0.089$, $p = .008$, with a 95% bias-corrected and accelerated (BCa) confidence interval of [0.228, 0.567]. Reflective Education was also a significant predictor, $B = 0.516$, $SE = 0.145$, $p = .008$, with a 95% BCa CI of [0.219, 0.834]. In contrast, Structure did not significantly predict coping mechanisms, $B = -0.385$, $SE = 0.296$, $p = .215$, with a 95% BCa CI of [-1.062, 0.171]. Alternative hypothesis is implemented.

Table 14: The supervisory relationship subscales influence the levels of burnout among trainee counsellors.

Bootstrap for Coefficients							
		Bootstrap ^a					
		B	Bias	Std. Error	Sig. (2- tailed)	BCa 95% Confidence Interval	
Model						Lower	Upper
1	(Constant)	-5.330	.788	4.888	.273	-15.992	7.261
	SafeBaseTotal	.208	-.015	.112	.058	.028	.348
	ReflectiveEducationTotal	.457	.055	.255	.140	-.029	1.185
	StructureTotal	.789	-.077	.447	.116	-.130	1.526

a. Unless otherwise noted, bootstrap results are based on 120 bootstrap samples

h) There is a significant influence of supervisory relationship on burnout levels among trainee counsellors.

The overall regression model was statistically significant and demonstrated a strong fit, $R^2 = .872$, indicating that approximately 87.2% of the variance in burnout was explained by the three supervisory subscales. The bootstrap coefficients revealed that none of the predictors reached conventional significance at $p < .05$, but one predictor approached significance and had a confidence interval that did not include zero. Safe Base showed a near-significant relationship with burnout, $B = 0.208$, $SE = 0.112$, $p = .058$, with a 95% bias-corrected and accelerated (BCa) confidence interval of [0.028, 0.348]. Reflective Education was not a significant predictor of burnout, $B = 0.457$, $SE = 0.255$, $p = .140$, with a 95% BCa CI of [-0.029, 1.185], indicating that the effect was not statistically significant as the confidence interval includes zero. Likewise, Structure did not significantly predict burnout, $B = 0.789$, $SE = 0.447$, $p = .116$, with a 95% BCa CI of [-0.130, 1.526], also indicating a non-significant result. Alternative hypothesis is implemented.

As a conclusion, the findings from the bootstraps multiple linear regression analyses show that the quality of the supervisory relationship plays an important role in predicting how trainee counsellors cope with challenges. Specifically, both Safe Base and Reflective Education were significant positive predictors of coping mechanisms, suggesting that when trainees feel

emotionally supported and are encouraged to reflect during supervision, they are more likely to use effective coping strategies. In contrast, the same supervisory subscales did not significantly predict burnout. Although Safe Base approached significance, the results overall suggest that other factors beyond the supervisory relationship may contribute more strongly to trainee counsellors' experiences of burnout. These results portrayed the importance of supportive and reflective supervision in enhancing coping, while also pointing to the need for further research into other possible predictors of burnout.

4.6 Conclusion

In this chapter, Spearman's Rank-Order Correlation Coefficient has been conducted to investigate the relationship between the supervisory relationship (safe base, reflective education and structure) with coping mechanisms and burnout among trainee counsellors has a positively significant relationship with coping mechanisms and burnout. All of its subscales also have significant relationship with coping mechanisms and burnout. Analysis by using Bootstraps Multiple Linear Regression Analysis found that safe base and reflective education were both significant positive predictors of coping. However, the same supervisory subscales did not significantly predict burnout. Although safe base approached significance, overall, the predictors did not reach statistical significance for burnout. This shows that while a strong supervisory relationship supports better coping, other factors may contribute more directly to burnout levels in trainee counsellors.

CHAPTER 5

FINDINGS AND DISCUSSIONS

5.0 Introduction

This chapter will summarize and discuss the research findings. This chapter will also offer recommendations for future related studies and explore the implications of this research for both the theoretical and practical aspects of supervisory relationships.

5.1 Discussion

Previous studies have explored aspects of these variables individually or in pairs. For instance, a significant body of literature establishes the link between the quality of the supervisory relationship and supervisee well-being, including burnout (Swords & Ellis, 2017). Similarly, research has investigated coping mechanisms in relation to stress and burnout among counsellors and trainees (Aren & Pisal, 2022; Wilkerson, 2009). The purpose of this research is related with the previous study which is to investigate the relationship between supervisory relationship, coping mechanisms and burnout levels among trainee counsellors.

The finding of this research found that there is significant relationship between supervisory relationship, its subscales (safe base, reflective education and structure), coping mechanisms and burnout among trainee counsellors, where (safe base and coping mechanisms: $rs = .545, p < .001$, reflective education and coping mechanisms: $rs = .797, p < .001$, structure and coping mechanisms: $rs = .616, p < .001$, safe base and burnout: $rs = .893, p < .001$, reflective education and burnout: $rs = .783, p < .001$, structure and burnout: $rs = .696, p < .001$). The finding of this research is similar with previous study where the supervisory relationship significantly supports trainee counsellor's coping mechanisms, with reflective education showing the strong significant relationship, followed by structure and safe base, highlighting the importance of emotional support, reflective dialogue, and structured guidance in supervision (Keum & Wang, 2021; Newman et al., 2015).

Previous studies by Skovholt and Trotter-Mathison (2016), framed the supervisory relationship as a buffer against burnout, suggesting that a strong supervisory relationship reduces burnout. In contrast, this study found a strong, positive, and statistically significant relationship between components of the supervisory relationship and burnout. This means that

as the quality supervisory relationship increases, burnout among trainee counsellors also increases. Consistent with the study's objectives, a statistically significant relationship was identified between the quality of the supervisory relationship and burnout among trainee counsellors. However, contrary to the previous theoretical frameworks and empirical findings, this relationship was found to be positive, indicating that as the perceived quality of the supervisory relationship increased, so too did the levels of reported burnout among the trainee counsellors. This finding stands in direct contrast to the established view, exemplified by Skovholt and Trotter-Mathison (2016), who conceptualized the supervisory relationship as a crucial buffer against burnout, suggesting that a strong supervisory alliance mitigates the experience of professional exhaustion and disengagement.

This unexpected positive correlation necessitates an analytical discussion and exploration of potential underlying mechanisms. One plausible explanation for this paradoxical finding is that a high-quality supervisory relationship fosters an environment of increased psychological safety and trust, which, in turn, enables trainee counsellors to more openly acknowledge and report their experiences of burnout. In a less supportive or trusting supervisory context, trainees might be inclined to conceal or minimize their struggles with burnout due to fears of negative evaluation, professional inadequacy, or perceived impact on their training progression. Thus, the observed increase in reported burnout may not necessarily reflect an exacerbation of symptoms caused by the supervision itself, but rather a more accurate and uninhibited disclosure of pre-existing or developing burnout symptoms within a secure relational space (Johnson et al., 2021).

Furthermore, the nature of high-quality supervisory relationship, while ultimately beneficial for professional development, can be inherently demanding. Effective supervision often involves rigorous self-reflection, critical feedback on clinical performance, and the exploration of emotionally challenging client material (Swords & Ellis, 2017). A supervisor deeply invested in a trainee's growth may push them to confront their limitations, engage with complex ethical dilemmas, or take on more challenging cases to expand their competencies. This intensified engagement, even within a supportive framework, can increase the cognitive and emotional load on trainee counsellors, who are already navigating the inherent stressors of their academic and practical training. Consequently, the heightened demands associated with comprehensive, high-quality supervision could contribute to temporary increases in stress and emotional exhaustion, which are core components of burnout (Maslach, 2003).

Another perspective considers the potential amplification of "imposter syndrome" within a high-quality supervisory dynamic. Trainee counsellors, by virtue of their developmental stage, often grapple with feelings of inadequacy and self-doubt regarding their clinical skills and professional identity (Aten et al., 2008). When supervised by a highly competent and experienced professional in a close, high-quality relationship, trainees might become acutely aware of the perceived gap between their current abilities and the ideal professional standard. This heightened self-awareness, while a catalyst for growth, could inadvertently intensify feelings of personal accomplishment deficiency or emotional exhaustion, thereby contributing to reported burnout. The very process of striving for excellence under expert guidance might, for some trainees, be accompanied by an increased sense of pressure and self-criticism.

Finally, it is imperative to consider the broader contextual factors influencing trainee counsellors. These individuals often balance demanding academic coursework, personal responsibilities, and financial pressures alongside their practicum requirements. While a strong supervisory relationship can facilitate the processing of work-related stress, it cannot entirely alleviate the cumulative impact of these multifaceted stressors. If trainee counsellors are experiencing significant burnout due to overwhelming external demands, a high-quality supervisory relationship might simply provide the necessary space for these underlying struggles to surface and be articulated, rather than directly causing the burnout itself. The supervisory relationship, in this view, acts as a mirror, reflecting the trainee's overall state of well-being, which may be compromised by factors beyond the immediate supervisory interaction. Hence, this finding underscores the need for future research to move beyond simple linear relationships and explore mediating and moderating variables that could explain this paradox for example, longitudinal studies.

This study has used 3 different instruments to investigate the relationship such as S-SRQ, Brief-COPE and MBI. Based on previous study by Johnson et al. (2021), it used the Supervisory Relationship Questionnaire (SRQ), the longer version from S-SRQ is derived to assess the quality of the supervisory relationship and the Maslach Burnout Inventory (MBI) to measure burnout. Additionally, it included the Experiences in Close Relationships–Revised (ECR-RD) for attachment. There is a direct overlap in the measurement of the supervisory relationship (SRQ/S-SRQ) and burnout (MBI). This makes this current study's contrasting findings particularly notable, as the instruments for these two core variables are either the same or closely related.

Analysis on the influence of supervisory relationship on coping mechanisms and burnout has found that, the overall regression model predicting coping mechanisms from the three supervisory subscales (Safe Base, Reflective Education, and Structure) was statistically significant and demonstrated a robust fit, accounting for approximately 87.2% of the variance in coping mechanisms ($R^2=.872$). This indicates that the chosen supervisory subscales collectively explain a substantial proportion of how trainee counsellors engage in coping mechanisms.

Further examination of the bootstrap coefficients revealed that two specific components of the supervisory relationship significantly predicted coping mechanisms. Safe Base emerged as a significant positive predictor, with a bootstrap coefficient of $B=0.390$ ($SE=0.089$, $p=.008$), and a 95% bias-corrected and accelerated (BCa) confidence interval of $[0.228, 0.567]$. This suggests that when trainee counsellors perceive their supervisory relationship as providing a secure and supportive foundation which a "safe base" where they feel understood, respected, and able to express vulnerabilities, they are more likely to employ effective coping strategies. Similarly, Reflective Education also demonstrated a significant positive predictive relationship with coping mechanisms ($B=0.516$, $SE=0.145$, $p=.008$), with a 95% BCa confidence interval of $[0.219, 0.834]$. This indicates that supervisory interactions that actively encourage self-reflection, critical thinking about practice, and deeper understanding of clinical processes contribute positively to trainee counsellors' development and utilization of adaptive coping strategies. In contrast, the Structure subscale did not significantly predict coping mechanisms ($B=-0.385$, $SE=0.296$, $p=.215$, 95% BCa CI $[-1.062, 0.171]$), suggesting that the organizational or procedural aspects of supervision, as measured by this subscale, may not directly influence the coping strategies employed by trainees. These findings align with existing literature emphasizing the importance of emotional support and educational guidance within supervision for fostering supervisee development and resilience (Skovholt & Trotter-Mathison, 2016; Swords & Ellis, 2017).

Conversely, the regression model examining the predictive power of the same three supervisory subscales on burnout, while also demonstrating a strong overall fit ($R^2=.872$), yielded different results regarding the significance of individual predictors. None of the supervisory subscales reached conventional statistical significance at $p<.05$ in predicting burnout. Although Safe Base approached significance ($B=0.208$, $SE=0.112$, $p=.058$), its 95% BCa confidence interval of $[0.028, 0.348]$ did not include zero, suggesting a potential, albeit weak, positive association that warrants further investigation. This near-significant finding for

Safe Base, in the context of a positive relationship, aligns with the "supervision paradox" discussed previously, where a perceived increase in supervisory quality might correlate with a more open reporting of burnout, rather than a direct reduction. Reflective Education ($B=0.457$, $SE=0.255$, $p=.140$, 95% BCa CI $[-0.029, 1.185]$) and Structure ($B=0.789$, $SE=0.447$, $p=.116$, 95% BCa CI $[-0.130, 1.526]$) were not statistically significant predictors of burnout, as their confidence intervals included zero.

In conclusion, the findings from the bootstrapped multiple linear regression analyses underscore the important role of the supervisory relationship in shaping how trainee counsellors cope with professional challenges. Specifically, both Safe Base and Reflective Education emerged as significant positive predictors of coping mechanisms, indicating that a supportive and reflective supervisory environment is conducive to the adoption of effective coping strategies by trainees. This suggests that supervisors who prioritize creating a secure base and actively engage trainees in reflective learning contribute directly to their capacity to manage stressors.

However, the same supervisory subscales did not demonstrate a significant direct predictive relationship with burnout. While Safe Base approached statistical significance with a confidence interval that excluded zero, the overall results suggest that the direct influence of the supervisory relationship on trainee counsellors' experiences of burnout may be less pronounced than its influence on their coping strategies. This implies that while supportive and reflective supervision enhances coping skills, other factors beyond the direct supervisory relationship may contribute more strongly to the manifestation or alleviation of burnout among trainee counsellors. These results show the importance of supportive and reflective supervision in fostering adaptive coping, while simultaneously pointing to the need for further research to identify and understand additional predictors of burnout in this population. Future studies could explore the potential mediating role of coping mechanisms, investigating whether the positive impact of supervisory relationship quality on coping, in turn, indirectly influences burnout levels.

5.2 Summary of the Research

This research has been done with the purpose of investigating the relationship between supervisory relationship, coping mechanisms and burnout among trainee counsellors. This study has included trainee counsellors from three different universities, which are Universiti

Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS) and Universiti Putra Malaysia (UPM). The objective of this research is to investigate the relationship between supervisory relationship (safe base, reflective education and structure), coping mechanisms and burnout levels among trainee counsellors. The Bi-directional Model of the Supervisory Relationship by Marina Palomo is the theories to support this research.

A total of 120 trainee counsellors which consist of fourth year counselling students in UNIMAS, UMS and UPM has participate in this research. Stratified random sampling has been used in this research. There are three instruments that are used in this research which are The Short Supervisory Relationship Questionnaire (S-SRQ), Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) and Maslach Burnout Inventory (MBI). The S-SRQ is used to measure the quality of the supervisory relationship from the perspective of the trainee counsellor, Brief-COPE is used to measure coping mechanisms or strategies employed by trainee counsellors when facing stressful situations while MBI is to measure the level of burnout in trainee counsellors. The data that has been collected is analysed by using descriptive analysis and inferential analysis, which includes using mean, standard deviations, Spearman's Rank-Order Correlation Coefficient and Bootstraps Multiple Linear Regression.

The findings found that there is significant relationship between supervisory relationship and its subscales (safe base, reflective education and structure), coping mechanisms and burnout among trainee counsellors ($p < .001$, range of r_s value between .545 to .893). The finding of multiple linear regression analyses revealed that the quality of the supervisory relationship significantly predicts coping mechanisms among trainee counsellors, with both "Safe Base" and "Reflective Education" positively influencing coping mechanisms strategy. Conversely, the supervisory subscales did not significantly predict burnout, although "Safe Base" showed a near-significant positive. These findings show that supportive and reflective supervision plays a crucial role in enhancing trainee counsellors' coping abilities, but suggest that other factors may be more prominent in directly influencing their experiences of burnout, warranting further investigation research into additional predictors.

5.3 Recommendation

The current study's findings, characterized by highly reliable measures and significant relationships between variables, provide a reliable foundation for future inquiry. To further

elucidate the complex dynamics between supervisory relationships, coping mechanisms, and burnout among trainee counsellors, several avenues for future research are recommended.

Firstly, the implementation of longitudinal study designs is highly advisable. Given the inherent developmental nature of counsellor training and the evolving demands placed upon trainees, such studies would involve conducting repeated assessments at various critical junctures throughout a trainee's academic program, including the beginning, middle, and end of their practicum or internship, and extending into their professional careers. This temporal approach would enable researchers to observe how the impact of the supervisory relationship on both coping mechanisms and burnout evolves over time, thereby offering invaluable insights into potential causal pathways and developmental trajectories that cannot be adequately captured by cross-sectional methodologies. For instance, a longitudinal design could definitively ascertain whether the "supervision paradox" identified in the present study represents a transient phenomenon specific to early training phases or a more enduring dynamic within the supervisory context.

Secondly, to achieve a deeper and more understanding of the quantitative findings, particularly the unexpected positive correlation between supervisory relationship quality and burnout, the integration of qualitative research methodologies is deemed essential. Conducting in-depth interviews or facilitating focus groups with trainee counsellors who simultaneously report high levels of both supervisory support and burnout would be particularly illuminating. This qualitative approach would empower participants to articulate their subjective lived experiences, perceptions, and interpretations regarding how a strong and supportive supervisory relationship might coexist with or even contribute to increased experiences of professional burnout. Such research endeavours possess the potential to uncover underlying cognitive or emotional processes, intricate contextual factors, or specific, subtle aspects of supervisory interactions that collectively contribute to this phenomenon, thereby yielding rich, descriptive data that comprehensively complements the quantitative findings. Ultimately, this qualitative exploration could provide crucial clarity regarding whether the observed positive correlation is primarily attributable to enhanced self-awareness and subsequent disclosure of burnout symptoms, the heightened demands inherent in supervisory relationship, or other previously unforeseen variables.

5.4 Implication

The findings of this study offer several important implications for both the practice of supervisory relationship and our understanding of trainee counsellor well-being. The findings of this study offer several important implications, which can be broadly categorized into theoretical and practical considerations for the field of counselling.

The most notable theoretical implication stems from the unexpected positive correlation observed between the perceived quality of the supervisory relationship and burnout among trainee counsellors. This finding directly challenges prevailing theoretical frameworks, such as the Bi-directional Model of Supervisory Relationship by Marina Palomo, which often conceptualize a strong supervisory alliance as a direct buffer against burnout (e.g., Skovholt & Trotter-Mathison, 2016). The bi-directional model posits a reciprocal influence between supervisor and supervisee, where a healthy relationship fosters positive outcomes. However, the present study's results suggest a more complex dynamic, indicating that as the quality of this relationship increases, so too can the reported levels of burnout. This clear divergence necessitates a critical re-evaluation of existing simplistic linear models and encourages the development of more nuanced theoretical frameworks. One interpretation, consistent with a refined bi-directional understanding, is that a high-quality supervisory relationship, by fostering increased psychological safety and trust, might enable trainee counsellors to more openly acknowledge and report their experiences of burnout, which might otherwise remain unexpressed in less supportive environments. Alternatively, within a bi-directional framework, the demanding and deeply engaging nature of highly effective supervision, while promoting professional growth, could also increase the emotional and mental load on trainees. This added demand, even when reciprocated with support, might temporarily lead to more reported exhaustion or other signs of burnout. Therefore, future theoretical models should carefully consider mediating variables, such as increased self-awareness, the intensity of developmental challenges, or the specific nature of reciprocal influence within the bi-directional relationship, that could help explain this surprising association.

In addition, from a practical viewpoint, the study's findings highlight crucial areas for intervention and focus within supervisory. The observed significant positive link between the "Safe Base" and "Reflective Education" aspects of supervision and trainee counsellors' coping mechanisms is particularly important. This suggests that supervisors should actively prioritize creating a psychologically safe environment where trainees feel truly understood, respected, and secure enough to openly discuss their challenges without fear. Simultaneously, encouraging

reflective discussions and critical thinking about clinical work appears to be very important for improving trainees' adaptive coping strategies. These results indicate that investing in supervisor training that emphasizes building a secure relational foundation and promoting reflection can directly help equip trainee counsellors with more effective ways to handle professional stresses. Conversely, the non-significant predictive role of "Structure" on coping mechanisms implies that while organizational aspects are necessary, they might not directly influence how trainees develop their coping skills. For trainee counsellors themselves, understanding that a supportive and reflective supervisory relationship strongly relates to better coping mechanisms can empower them to actively seek out supervisors who offer these qualities. However, the fact that supervisory aspects did not directly and significantly predict a reduction in burnout shows that while supervision is vital for coping, it might not be the only or main cause of burnout. This highlights that burnout is complex, suggesting that other personal factors like personality, existing vulnerabilities and outside stressors such as academic workload or personal life, likely play a significant part. Therefore, the counselling profession must continue to support and implement comprehensive well-being programs that extend beyond just supervisory relationship, aiming to meet the overall needs of trainee counsellors and reduce the ongoing risk of burnout.

5.5 Conclusion

This chapter has discussed on the discussion of the finding of this research with previous study and it shows that the finding is contradict with the previous study. Full summary of this research also has been included in this chapter. The implication for this research has been divided into theoretical and practical. Theoretical implication for this research is the finding of this research had challenged the theoretical framework for Bi-directional Model of the Supervisory Relationship by Marina Palomo while for practical implication is that to focus on the overall needs of trainee counsellors and reduce the level of burnout. Recommendation for future study are to the implementation of longitudinal study designs and conducting in-depth interviews with trainee counsellors by using qualitative studies.

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APPENDIXES

(QUESTIONNAIRE SECTION A: DEMOGRAPHIC FACTOR)

Section A: Demographics

Gender *

- ☐ Male
- ☐ Female

Race *

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Bumiputera Sarawak
- ☐ Bumiputera Sabah
- ☐ Other: _____

Religion *

- ☐ Islam
- ☐ Christian

☐ Buddhist

☐ Hindu

☐ Other: _____

Age (example: 23) *

Your answer _____

Institution *

☐ Universiti Malaysia Sarawak (UNIMAS)

☐ Universiti Malaysia Sabah (UMS)

☐ Universiti Putra Malaysia (UPM)

APPENDIXES

(QUESTIONNAIRE SECTION B: THE SHORT SUPERVISORY RELATIONSHIP QUESTIONNAIRE (S-SRQ))

Section B: Supervisory Relationship

This section consists of 18 questions.

Bahagian ini terdiri daripada 18 soalan.

The following statements describe some of the ways a person may feel about his/her supervisor.

Pernyataan

berikut menerangkan cara-cara individu menilai penyeliaanya.

To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor?

Please choose the column which matches your opinion most closely.

Sejauh manakah anda bersetuju atau tidak bersetuju dengan kenyataan berikut mengenai hubungan anda dengan penyelia anda? Sila tandakan pada ruang yang paling tepat dengan pendapat anda.

1- Strongly Disagree / *Sangat Tidak Setuju*

2- Disagree / *Tidak Setuju*

3- Slightly Disagree / *Sedikit Tidak Setuju*

4- Neither Agree nor Disagree / *Neutral*

5- Slightly Agree / *Sedikit Setuju*

6- Agree / *Setuju*

7- Strongly Agree / *Sangat Setuju*

1. My supervisor was approachable / *Penyelia saya mudah didekati* *

	1	2	3	4	5	6	7	
Strongly Disagree / Sangat Tidak Setuju	☐	☐	☐	☐	☐	☐	☐	Strongly Agree / Sangat Setuju

2. My supervisor was respectful of my views and ideas / *Penyelia saya menghormati pandangan dan idea saya* *

	1	2	3	4	5	6	7	
Strongly Disagree / Sangat Tidak Setuju	☐	☐	☐	☐	☐	☐	☐	Strongly Agree / Sangat Setuju

3. My supervisor gave me feedback in a way that felt safe / *Penyelia saya memberikan maklum balas dalam keadaan yang berasa selamat* *

	1	2	3	4	5	6	7	
Strongly Disagree / Sangat Tidak Setuju	☐	☐	☐	☐	☐	☐	☐	Strongly Agree / Sangat Setuju

4. My supervisor was enthusiastic about supervising me / *Penyelia saya teruja* *

APPENDIXES

**(QUESTIONNAIRE SECTION C: BRIEF-COPING ORIENTATION TO PROBLEMS
EXPERIENCED INVENTORY (BRIEF-COPE))**

Section C: Coping Mechanisms

This section consists of 28 questions.

Bahagian ini terdiri daripada 28 soalan.

The following questions ask

how you have sought to cope with a hardship in your life. Read the statements and indicate how much you have been using each coping style.

Soalan-soalan berikut

bertanyakan bagaimana anda telah berusaha untuk menghadapi kesusahan dalam hidup anda. Baca kenyataan dan nyatakan tahap anda telah menggunakan setiap gaya daya tindak.

1- I haven't been

doing this at all / *Saya tidak pernah melakukan ini sama sekali*

2- A little bit / *Sedikit*

3- A medium amount /

Jumlah yang sederhana

4- I've

been doing this a lot / *Saya telah banyak melakukan ini*

26. I've been blaming myself for things that happened / *Saya telah menyalahkan diri sendiri atas perkara yang berlaku.* *

	1	2	3	4	
I haven't been doing this at all / Saya tidak pernah melakukan ini sama sekali	☐	☐	☐	☐	I've been doing this a lot / Saya telah banyak melakukan ini

27. I've been praying or meditating / *Saya telah berdoa atau bermeditasi.* *

	1	2	3	4	
I haven't been doing this at all / Saya tidak pernah melakukan ini sama sekali	☐	☐	☐	☐	I've been doing this a lot / Saya telah banyak melakukan ini

28. I've been making fun of the situation / *Saya telah mempersendakan keadaan itu.* *

	1	2	3	4	
I haven't been doing this at all / Saya tidak pernah melakukan ini sama sekali	☐	☐	☐	☐	I've been doing this a lot / Saya telah banyak melakukan ini

APPENDIXES

(QUESTIONNAIRE SECTION D: MASLACH BURNOUT INVENTORY (MBI))

Section D: Burnout

This section consists of 22 questions.

Bahagian ini terdiri daripada 22 soalan.

The objective is simply to make you aware that anyone may be at risk of burnout. For each question, indicate the score that corresponds to your response.

Objektifnya adalah untuk menyedarkan anda

bahawa sesiapa sahaja mungkin menghadapi risiko burnout. Bagi setiap soalan, nyatakan skor

yang sepadan dengan jawapan anda.

0- Never / Tidak pernah

1- A few times per year / Beberapa kali setahun

2- Once a month / Sekali sebulan

3- A few times per month / Beberapa kali sebulan

4- Once a week / Sekali seminggu

5- A few times per week / Beberapa kali seminggu

6- Every day / Setiap hari

1. I feel emotionally drained by my work / *Saya berasa letih secara emosi oleh kerja* *

saya.

0 1 2 3 4 5 6

Never / Tidak pernah ☐ ☐ ☐ ☐ ☐ ☐ ☐ Every day / Setiap hari

2. Working with people all day long requires a great deal of effort / *Bekerja dengan* *

orang sepanjang hari memerlukan usaha yang tinggi.

0 1 2 3 4 5 6

Never / Tidak pernah ☐ ☐ ☐ ☐ ☐ ☐ ☐ Every day / Setiap hari

3. I feel like my work is breaking me down / *Saya rasa kerja saya meruntuhkan* *

saya.

0 1 2 3 4 5 6

Never / Tidak pernah ☐ ☐ ☐ ☐ ☐ ☐ ☐ Every day / Setiap hari

APPENDIXES

(POSTER PRESENTATION)

The Relationship Between Supervisory Relationship, Coping Mechanisms and Burnout Among Trainee Counsellors

Florence Anak Girik (83896)

Supervised by: Miss Muliana Binti Mohamad Taha

Poster No:



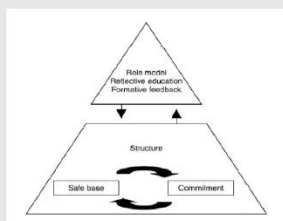
INTRODUCTION

- The supervisory relationship plays an important role in the professional growth of trainee counsellors. Supervision enhances the quality of psychological care clients receive (Keum & Wang, 2021)
- However, there is limited research that focuses specifically on trainee counsellors during their early training, especially in relation to burnout and coping mechanisms. Most studies focused on fully qualified counsellors or professionals in other fields (Newman et al., 2015)
- According to Ali et al., there is limited research on supervisory styles in the Malaysian context.
- Alternative hypotheses are implemented
- Research Objectives:

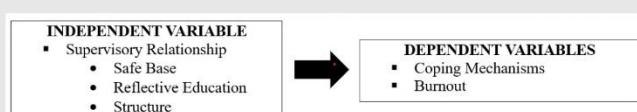
a) To investigate the relationship between the supervisory relationship (safe base) and coping mechanisms among trainee counsellors	e) To investigate the relationship between the supervisory relationship (reflective education) and burnout among trainee counsellors.
b) To investigate the relationship between the supervisory relationship (reflective education) and coping mechanisms among trainee counsellors	f) To investigate the relationship between the supervisory relationship (structure) and burnout among trainee counsellors.
c) To investigate the relationship between the supervisory relationship (structure) and coping mechanisms among trainee counsellors.	g) To investigate the influence of supervisory relationship on coping mechanisms among trainee counsellors.
d) To investigate the relationship between the supervisory relationship (safe base) and burnout among trainee counsellors.	h) To investigate the influence of supervisory relationship on burnout among trainee counsellors.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Bi-Directional Model of the Supervisory Relationship



Conceptual Framework



RESEARCH METHODOLOGY

- Quantitative Research Design (systematic and structured framework used to collect and analyze numerical data)
- Population: Trainee counsellors in Universiti Malaysia Sarawak (UNIMAS), Universiti Malaysia Sabah (UMS) and Universiti Putra Malaysia (UPM)
- Sample size: 110 Respondents
- Sampling technique: Stratified Random Sampling
- Instruments: The Short Supervisory Relationship Questionnaire (S-SRQ) by Tom Cliffe, Helen Beinart and Myra Cooper (2016) ($\alpha = .962$), Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE) by Charles S. Carver (1997) ($\alpha = .764$) and Maslach Burnout Inventory (MBI) by Christina Maslach (1981) ($\alpha = .978$)
- Data analysis: Spearman Rho, Bootstraps Multiple Linear Regression

FINDINGS/RESULTS

- There is a **moderate** significant relationship between supervisory relationship (safe base) and coping mechanisms among trainee counsellors, $p(118) = .545, p < .001$
- There is a **strong** significant relationship between supervisory relationship (reflective education) and coping mechanisms among trainee counsellors, $p(118) = .797, p < .001$
- There is a **strong** significant relationship between supervisory relationship (structure) and coping mechanisms among trainee counsellors, $p(118) = .616, p < .001$
- There is a **strong** significant relationship between supervisory relationship (safe base) and burnout among trainee counsellors, $p(118) = .893, p < .001$
- There is a **strong** significant relationship between supervisory relationship (reflective education) and burnout among trainee counsellors, $p(118) = .783, p < .001$
- There is a **strong** significant relationship between supervisory relationship (structure) and burnout among trainee counsellors, $p(118) = .696, p < .001$

Bootstraps Multiple Linear Regression:

- Safe Base is a statistically significant positive predictor on **coping mechanisms**, $B = 0.390, SE = 0.089, p = .008$, with a 95% BCa CI of [0.228, 0.567]
- Reflective Education also showing a significant positive relationship on **burnout**, $B = 0.516, SE = 0.145, p = .008$, 95% CI [0.219, 0.834]

DISCUSSION

- The supervisory relationship significantly supports trainee counsellor's coping mechanisms, with reflective education showing the **strong** significant relationship, followed by structure and safe base, highlighting the importance of emotional support, reflective dialogue, and structured guidance in supervision (Keum & Wang, 2021; Newman et al., 2015)
- Previous studies by Skovholt and Trotter-Mathison (2016), framed the supervisory relationship as a buffer against burnout, suggesting that a strong supervisory relationship reduces burnout. In contrast, this study found a **strong**, positive, and statistically significant relationship between components of the supervisory relationship and burnout. This means that as the quality supervisory relationship increases, burnout among trainee counsellors also increases
- The findings indicate that the safe base dimension of the supervisory relationship is a statistically significant **positive predictor** of coping mechanisms among trainee counsellors, aligns with previous research that emphasizes the importance of a secure supervisory base in fostering psychological resilience and professional development in counselling trainees (Keum & Wang, 2021)
- The results show that reflective education, as a dimension of the supervisory relationship, is a significant **positive predictor** of burnout, aligns with studies that highlight the complex nature of supervision, where reflective processes must be balanced with emotional support to prevent supervision from inadvertently intensifying stress (Newman et al., 2015; Ladany et al., 2007)

CONCLUSION

- The findings reveal highly reliable measures and significant between the variables
- Possible future research: Longitudinal studies where researcher conduct follow-up studies to observe how the supervisory relationship impact on coping and burnout evolves over time throughout a trainee's program and into their early career
- Qualitative studies on trainee perceptions by conducting in-depth interviews or focus groups with trainee counsellors who report high levels of both supervisory support and burnout

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