



**The Relationship Between Trainee Counsellors' Skills and Clients' Satisfaction in
Counselling Sessions Among UNIMAS Students.**

EMILDA MIA ANAK RAYMOND

Bachelor of Counselling with Honours

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Student's signature: 
Date: 9 July 2025

Supervisor's signature: _____
Date: 9 July 2025

Current Address: Universiti Malaysia Sarawak, Jalan Datuk MohammadMusa,
94300 Kota Samarahan, Sarawak.

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EMILDA MIA ANAK RAYMOND

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Received for examination by:

(Miss Muliana binti Mohamad Taha)

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ABSTRACT

This study investigates the relationship between trainee counsellors' skills and clients' satisfaction in counselling sessions among Universiti Malaysia Sarawak (UNIMAS) students. As trainee counsellors play a pivotal role in shaping clients' therapeutic outcomes, understanding the impact of specific skills such as empathy, respect, helpfulness, listening skills, and counselling effectiveness is critical. A quantitative research design was employed, utilizing two standardized instruments: the Counselling and Counsellor Skills Scale (CCSS) and the Client Satisfaction Questionnaire (CSQ-18B). Data were collected from UNIMAS students who had attended counselling sessions with trainee counsellors. Descriptive statistics, Pearson correlation, and multiple linear regression analyses were conducted using SPSS. The results revealed that all five counselling skills sub-scales were significantly and positively correlated with client satisfaction. Empathy showed the strongest correlation ($r = .541$, $p < .01$), while the overall counsellor skill level significantly predicted client satisfaction ($B = 0.637$, $\beta = 0.469$, $p < .001$), accounting for 22% of the variance ($R^2 = .220$). These findings underscore the importance of developing core counselling competencies during training, as they directly influence client perceptions of satisfaction and therapeutic effectiveness. The study offers valuable implications for improving counsellor education programs and enhancing client outcomes in university-based counselling settings.

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CHAPTER 1: INTRODUCTION

1.0 Preface/Introduction

In this chapter, an idea toward the understanding of researcher's particular field of study was presented. Researcher explained the background of the study, problem statement, objectives of the study, research questions, research hypothesis, theoretical framework, conceptual framework, conceptual and operational definitions, significance of the study, limitation study, and lastly is conclusion.

1.1 Background of the study

Trainee counselor skills refer to the essential techniques and competencies that individuals in training must develop to effectively support clients in counseling sessions. These skills are foundational to establishing a therapeutic relationship and facilitating client growth. The key components of trainee counselor skills include active listening, empathy, rapport building, reflection and paraphrasing, clarifying questions, focusing, and immediacy (Ridley et al., 2011). According to Nelson-Jones (1974), trainee counsellors' skills usually include personal development, practical experience, and academic instruction. Personal development promotes self-awareness and empathy, whereas practical training emphasizes skill application, such as empathic listening and feedback procedures. Besides, training programs that are effective combine theoretical understanding with real-world application. By using feedback mechanisms and client-centered skills to discover gaps between intention and execution, trainees can enhance their skills' performance in measurable ways (Ronaldson & Evison, 1975). Furthermore, Fyffe and Oei (1979) point out that micro-skills like thoughtful listening and minimal encourages are taught methodically. As for that, supervisory input and modeling improve trainees' capacity to use such skills efficiently. Because of that, counselling practicums are essential for trainees' self-efficacy development since they allow them to practice and enhance their skills through real-world client encounters. Thus, trainee counsellor self-efficacy grows during their counselling practicum, boosting their development of skills as a counsellor through task acceptance, openness to new experiences, and realistic situational perceptions (Min, 2012). Hence, effective counsellor development includes personal development, skill development, and hands-on

experience. As for that, feedback, supervised practice, and addressing problems like confidence and flexibility are critical for developing competence in trainee counsellors.

Understanding and acknowledge client satisfaction in counseling sessions is essential for evaluating the effectiveness of therapeutic practices. Client satisfaction in counselling sessions refers to the degree to which clients feel their needs and expectations are met during the therapy sessions. This concept encompasses various dimensions, including the effectiveness of the counselling process, the quality of interactions with counsellors, and the overall experience within the sessions. According to Warner (1996), clients often indicate satisfaction regardless of the length of counselling, and quick interventions frequently address their requirements well. Besides, Rogers et.al (1995) point out that clients tend to express higher satisfaction with counselling outcomes than with counsellors' evaluations, particularly in time-limited formats. As for that, clients appreciate the rapid benefits and practical solutions offered. Client satisfaction in counselling sessions is determined by the intervention's perceived effectiveness, level of engagement, and capacity to overcome barriers. Addressing feedback from clients and prioritizing personal interaction may greatly boost satisfaction.

Hidayah et al. (2022) examined the influence of mind skills training on prospective counsellors' performance, emphasizing the relevance of metacognition in controlling thoughts to improve counselling efficacy. Besides, Ali et al. (2023) studied the association between vicarious trauma and self-efficacy among trainee counsellors and found that stronger self-efficacy leads to better counselling performance, which may improve client satisfaction. Other than that, Asrowi et al. (2021) evaluated the effectiveness of career counsellors' skills, identifying important competencies such as attending, leading, and reflecting that contribute to client satisfaction.

1.2 Problem Statement

Despite the recognized importance of counseling skills in enhancing therapeutic outcomes, there is a lack of empirical evidence specifically examining how the skills of trainee counselors influence client satisfaction in counseling sessions. Trainee counselors often face challenges in applying their theoretical knowledge to practice, which may affect their effectiveness and, consequently, the satisfaction levels of their clients. Forman and Andrews

(2021) investigated students' impressions of counselling offered by trainee counsellors in an undergraduate context. While the study received mostly good response, it also discovered that certain clients required more experienced therapists to suit their needs (Forman & Andrews, 2021).

This gap in understanding necessitates a systematic investigation into the specific skills that contribute to client satisfaction and how these skills can be developed during training. Identifying the relationship between trainee counselors' competencies and client satisfaction is crucial for improving training programs and ensuring that future counselors are adequately prepared to meet client needs effectively. Thus, this study aims to quantify the impact of various trainee counselor skills on clients' satisfaction levels in counseling sessions, providing insights that can enhance both counselor training and client outcomes.

Trainee counsellors do not consistently display effective empathy sequences or client-centered communication skills, underlining the need for specific empathy training. Research by (Ridgway & Sharpley, 1990) highlighted that three empathy sequences (empathy improving, empathy diverging, and empathy initiating) were found to be strongly connected to counselling efficacy while speaking from client to counsellor. These research found only one speaking order (empathy diverging) was found to be significantly connected to counselling effectiveness. As for that, the implications for counsellor training and future research are highlighted.

Other than that, low self-efficacy in trainee counsellors is associated with decreased skill application and client satisfaction (Heppner et al., 1998). As for that, emphasizing the necessity of building self-belief throughout training is critical in determining the efficiency of the relationship between counsellor and clients as it also can develop the clients' satisfaction throughout the rapport in counselling sessions. Self-efficacy has been described as "people's judgments in their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986).

From the paper of (De Stefano et al., 2010), mentioned that while novice counsellors focus on gaining technical skills, clients frequently value interpersonal traits, highlighting the necessity to incorporate these dimensions into training programs. This research presents a qualitative analysis of written testimonies from clients who had a counselling connection with beginning-level trainees. The study sought to investigate how clients perceive the counselling process with inexperienced practitioners. Three broad thematic categories were identified which

is client perceptions of themselves in counselling, client perceptions of the counsellor, and client perceptions of the counselling process. Overall, the data indicate that these clients considered the counsellor's interpersonal traits and talents as significant factors to their experience. As for that, interpersonal traits in trainee counsellors' skills are critical for developing rapport and ensuring effective client-counsellor interactions. Empathy is one of the interpersonal traits that allows counsellor to understand and share clients' feelings, which is essential for fostering trust and open communication (Ridgway & Sharpley, 1990).

1.3 Objective of the study

1.3.1 General objective:

To investigate the relationship between trainee counsellors' skills and clients' satisfactions in counselling sessions among UNIMAS students.

1.3.2 Specific objectives:

- a) To investigate the relationship between trainee counsellors' skills (empathy) and clients' satisfaction in counselling sessions among UNIMAS students.
- b) To investigate the relationship between trainee counsellors' skills (respect) and clients' satisfaction in counselling sessions among UNIMAS students.
- c) To investigate the relationship between trainee counsellor' skills (helpfulness) and clients' satisfaction in counselling sessions among UNIMAS students.
- d) To investigate the relationship between trainee counsellors' skills (listening skills) and clients' satisfaction in counselling sessions among UNIMAS students.
- e) To investigate the relationship between trainee counsellor' skills (effectiveness of counselling) and clients' satisfaction in counselling sessions among UNIMAS students.
- f) To investigate the influence of trainee counsellors' skills on clients' satisfaction in counselling sessions among UNIMAS students.

1.4 Research Questions

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

- a) What is the relationship between trainee counsellors' skills (empathy) and clients' satisfaction in counselling sessions among UNIMAS students?
- b) What is the relationship between trainee counsellors' skills (respect) and clients' satisfaction in counselling sessions among UNIMAS students?
- c) What is the relationship between trainee counsellor' skills (helpfulness) and clients' satisfaction in counselling sessions among UNIMAS students?
- d) What is the relationship between trainee counsellors' skills (listening skills) and clients' satisfaction in counselling sessions among UNIMAS students?
- e) What is the relationship between trainee counsellors' skills (effectiveness of counselling) and clients' satisfaction in counselling sessions among UNIMAS students?
- f) How does trainee counsellors' skills influence on clients' satisfaction in counselling sessions among UNIMAS students?

1.5 Research Hypothesis

Ha1: There is significant relationship between trainee counsellor skills (empathy) and clients' satisfaction in counselling sessions among UNIMAS students.

Ha2: There is significant relationship between trainee counsellor skills (respect) and clients' satisfaction in counselling sessions among UNIMAS students.

Ha3: There is significant relationship between trainee counsellor skills (helpfulness) and clients' satisfaction in counselling sessions among UNIMAS students.

Ha4: There is significant relationship between trainee counsellor skills (listening skills) and clients' satisfaction in counselling sessions among UNIMAS students.

Ha5: There is significant relationship between trainee counsellor skills (effectiveness of counselling) and clients' satisfaction in counselling sessions among UNIMAS students.

1.6 Theoretical Framework



Figure 2.0: Skills-Based Competence Models in Counseling (e.g., Ivey's Microcounseling Skills, 1971)

1.7 Conceptual Framework

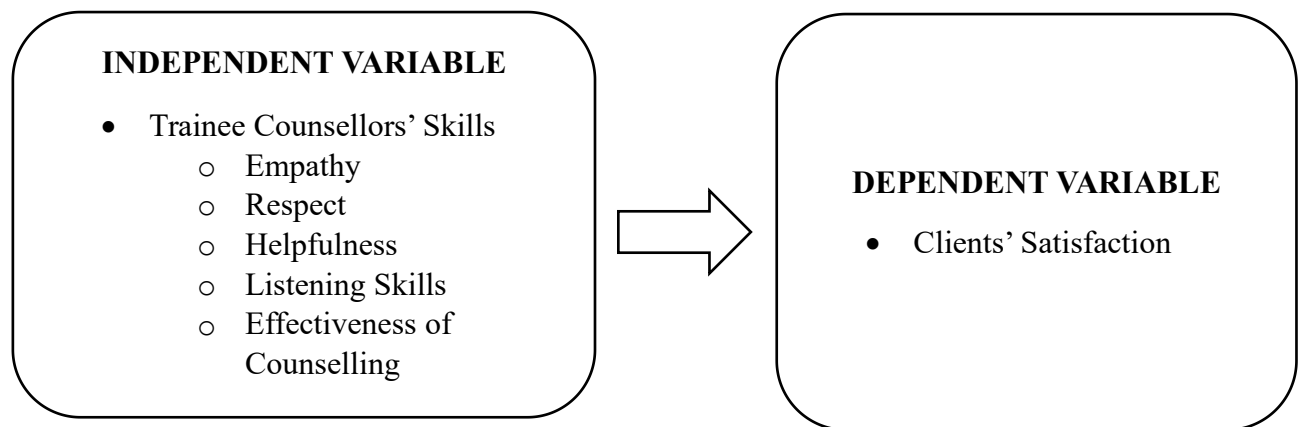


Figure 3.0: Conceptual Framework for independent variables and dependent variable.

1.8 Conceptual & Operational Definitions

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

1.8.1 Trainee Counsellors' Skills

Conceptual:

According to Ranaldson and Evison (1975), trainee counsellors skills are including empathy, active listening, problem-solving, and communication skills, as well as the practical abilities to form a therapeutic connection and assist client improvement. These skills are frequently improved by experiencing learning, feedback during practice, and the integration of academic knowledge into practical sessions.

Operational:

Trainee counsellors' skills refer to the foundational competencies, behaviors, and attributes that include interpersonal abilities which can be measured using Counseling and Counselor Skills Scale (CCSS). There are five domains or subscales in the instruments which are empathy, respect, helpfulness, listening skills, and effectiveness of counselling.

1.8.2 Clients' Satisfaction

Conceptual:

According to Rogers et. al (1995), client satisfaction in counselling sessions is the level to which clients believe their needs, expectations, and goals were met during the counselling process. It includes their evaluations of the quality of the counselor-client connection, the intervention's effectiveness, and the entire counselling experience.

Operational:

Clients' satisfaction refers to the degree to which clients among UNIMAS students feel their expectations and needs are met during the therapeutic process conducted by trainee counsellors which can be measured by Client Satisfaction Questionnaire (CSQ-18B).

1.9 Significance of study

One of the significances of the research is to improve counselling efficacy. Understanding how trainee counsellors' skills affect client satisfaction can help ensure that the counselling process is successful. Higher client satisfaction is frequently associated with greater treatment outcomes, such as increased mental health and personal growth. Besides, the findings can help trainee counsellors focus on key skills that have a strong impact on client satisfaction. Understanding the factors that influence satisfaction allows trainee counsellors to better align their practices with client expectations, making the process more client-centered. Client satisfaction is an important predictor of the perceived quality of counselling services. The study's findings can assist to ensure that trainees provide a supportive experience for clients, building trust and a safe therapeutic environment. By the time, it will ensure that clients receive great treatment, even from people who are still building their professional skills. Aside from that, positive feedback and measurable outcomes can help trainees gain confidence and evolve into effective professionals. To summarise, the study not only identifies areas for improvement in counselling education, but it also ensures that client requirements stay important to the therapeutic process, increasing the effectiveness of counselling sessions between counsellors and clients.

1.10 Limitation study

The finding of the study would not be applicable to the other population. This is because the study conducted among students from all population at UNIMAS only. Therefore, the findings of this research cannot be generalized to other populations. Besides, client satisfaction is naturally subjective and impacted by several external factors, such as personal biases, mood, or expectations, which may not necessarily connect to the trainee counsellor's skills. Furthermore, the studies may evaluate satisfaction shortly after sessions, which could not capture the long-

term influence of counselling or the genuine effectiveness of the trainee counsellor's skills. Aside from that, quantitative methods may not completely capture delicate interpersonal characteristics such as empathy, warmth, or genuineness, which are crucial in counselling.

1.11 Conclusion/Summary

This chapter has briefly introduced this research through its introduction and background of study, which is on trainee counsellors' skills and clients' satisfaction in counselling sessions. This chapter also stated the problem statements for trainee counsellors' skills and clients' satisfaction which are lack of empirical study and limited scope in research. Besides, the research objectives, questions, and hypothesis also stated at this chapter. Conceptual framework consists of independent variables (trainee counsellors' skills) and dependent variable (clients' satisfaction). While the theoretical framework is a Skills-Based Competence Models in Counseling (e.g., Ivey's Microcounseling Skills, 1971). Definition of terms that is used in this research which are trainee counsellors' skills and clients' satisfaction has been explained through their conceptual definition and operational definition. Also, the significance and the limitation of the study also mentioned through this chapter.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter will discuss on the literature review on trainee counsellors' skills, clients' satisfaction, and the previous studies on the influences of trainee counsellors' skills on clients' satisfaction.

2.1 Trainee Counsellors' Skills

The development of trainee counsellors involves a combination of personal, practical, and theoretical skills. The literature emphasizes self-awareness, supervision, personal treatment, and practical application as critical components in developing the abilities required for effective counselling.

Counselling services are professional help that offers numerous benefits. According to (Lohan et al., 2021), Individuals who obtain counselling benefit more than those who do not receive such services. Counselling has been found to be beneficial in the treatment of a number of individual problems, as well as with a variety of societal populations, including children, adolescents, adults, and the elderly (Larsen et al., 2020; Cosci et al., 2020). Counselling employs cognitive, emotional, and behavioral or systematic intervention tactics to promote mental health, psychological well-being, personal growth, and job advancement. Counsellors that adhere to these principles try to help clients achieve optimal psychosocial functioning by aiding them in resolving harmful behavioral patterns, preventing, rehabilitating, and increasing their quality of life.

According to (Ahmad et al., 2018), studies emphasize the gap between academic knowledge and practical competence. Experiential learning strategies, such as role-playing and simulations, assist trainees in translating theory into practice, increasing their group counselling skills. The counselling profession is recognized as a professional organization charged with the well-being of clients. Group counselling is one of the strategies that counsellors can use to help clients achieve higher psychological development. The ability of counsellors, particularly counsellor trainees, to conduct group therapy is crucial to ensuring the quality and effectiveness

of counselling sessions. However, there is a gap between the existing training procedures and student outcomes, as counsellor trainees were found to have a good knowledge of group counselling, but a lack of skills to put theory into practice, particularly to utilize group counselling skills in their counselling session.

Base on the previous study, counselling practicums are vital for developing the necessary skills and competences. Mind skills, or metacognition abilities, are one ability that potential counsellors must have in order to manage their thoughts and provide adaptive answers and performance. The purpose of this study is to determine the impact of mental skills training on potential counsellors' performance levels (Hidayah et al., 2022).

Furthermore, regardless of the strategy taken by counsellors, their traits are crucial in determining the impact of the counselling process (Wampold, 2006; Delgadillo, 2020). For example, Kim et al (2006) reported no difference in counselling efficiency between therapists who employed Cognitive Behavioral Theory and therapists who used Interpersonal Psychotherapy. Furthermore, their research found that, despite utilizing the same strategy, effectiveness differed, with some therapists being more successful than others. McKay et al. (2006) reported surprising study findings showing therapists who visited with their clients regularly and administered a control group had higher efficacy than therapists who administered antidepressants.

According Nen et al (2021), effective therapists have good interpersonal skills, such as language fluency, positive interpersonal interactions, and the capacity to show warmth, expressiveness, friendliness, acceptance, empathy, and a concern for others. Furthermore, clients believe that effective therapists make them feel understood, are trustworthy to assist, work with a diverse range of clients, demonstrate high acceptance, provide realistic solutions, have common values, culture, attitudes, and worldviews, and prioritize the client's interests. Other characteristics mentioned are the ability to persuade or influence, convince, and monitor client progress, flexibility, an openness to discussing serious issues, the ability to instill confidence and hope in clients, sensitivity to cultural diversity, sensitivity to one's own values, and an ongoing desire to improve oneself. Counsellor traits are often divided into two main categories which are personal characteristics and professional characteristics. Professional characteristics are the knowledge, talents, theoretical orientation, and experience that enable counsellors to reinforce

their identity and professional ideals in their society. In contrast, personal attributes refer to an individual's inner qualities. Professional and personal factors have a substantial impact on therapeutic outcomes.

2.2 Clients' Satisfaction

Client satisfaction is an important indicator of the success of counselling services because it reflects the quality of therapeutic relationships, counselling procedures, and the final outcomes of sessions. This literature review investigates characteristics that influence client satisfaction and their implications for enhancing counselling procedures.

Studies have shown that the client contributes to the change process (Bohart, 2000; Duncan & Miller, 2000). Another study found that the client was an active contributor to actual outcomes, rather than a passive recipient (Rennie 2000). Because each participant has a unique viewpoint on the therapy relationship and process, understanding what happens during these experiences requires considering all perspectives. Furthermore, clients are deliberate, self-motivated, skilled, and active players in the problem-solving process (Manthei 2007). According to Manthei (2007), clients did not appear to expect or desire perfection or a complete resolution of their difficulties because they were practical and pragmatic in their assessments of the process. According to Zuria Mahmud et al. (2005), the efficacy of the counselling process can be measured by the client's behavior, thoughts, and feelings during the session. Another study found that respondents who have had a counselling session have more positive sentiments than those who have not (Rusnani et al. 2008). A prior study found that counsellors were able to gain client trust despite having a moderate guiding program (Azizi et al., 2001). According to Othman Mohamed (2005), an individual seeks counselling services because he or she feels bad about him or herself and requires assistance in helping make a change, particularly in mental, emotional, and behavioral developments. Professional counselling services are able to create a positive change in the short term and long term (Zuria et al., 2005).

Rogers (1951) believes that relationships with others help people understand themselves, which leads to higher self-esteem. Every person need positive attention and wants to be loved, liked, respected, appreciated, and accepted by others, especially family members. In reality, people do not always receive the positive attention they require. They also attract unfavourable

attention, which may generate anxiety and worry. Individuals frequently receive negative and positive attention at the same time. As a result, individuals can handle tension and stress in spite of the unfavourable attention they receive. Positive attention aids in the development of self-concept. It is normal for humans to want to be loved and accepted. If these are not met, the individual's self-concept will become twisted. Relationships with others, particularly family members of the community, are critical in creating a sense of love and affection (Rogers 1951). According to this study, a relationship with a therapist can assist a client experience acceptance and affection, which lead to positive self-esteem.

Furthermore, Bandura (1977) asserts that people will conduct based on their experiences with others who are considered role models. Rewards can help to prevent delinquent behaviour while also encouraging good behaviour. When it comes to environmental demands, individuals do not operate in a vacuum. When they interact with their surroundings, they have the power to choose their actions (Ruhani, 2009). This means that individuals are subjected to more than just environmental pressures. Individual experiences are the outcome of interactions between self and environment (Ruhan, 2009).

2.3 Influences of Trainee Counsellors' Skills on Clients' Satisfaction

Empathy remains a critical skill that significantly impacts the counselling process. Studies suggest that trainees who exhibit higher levels of empathy are perceived as more competent by clients, leading to greater client satisfaction (Greenberg et al., 2001). Respect manifests in how counsellors interact with clients, including active listening, nonjudgmental attitudes, and affirming client autonomy (Egan, 2018). Zhang et al. (2022) investigated therapists' supportive counselling skills, highlighting the importance of empathy and active listening in improving the counselling process. The study discovered significant diversity in skill utilization among therapists, emphasizing the need for further training in these areas (Zhang et al., 2022). Ngo et al. (2022) performed meta-analyses on teaching empathy to mental health practitioners and discovered that instructional techniques that included didactic, rehearsal, and observation were the most helpful in enhancing empathetic skills. Lowe and Roter (2022) investigated how patient-centered communication abilities affect customer satisfaction. Their studies showed that listening to and comprehending clients' perspectives had a significant impact

on perceived counselling efficacy (Lowe & Roter, 2022). Demonstrating respect fosters a sense of safety and trust, which are foundational for a strong therapeutic alliance (Norcross, 2011). Empirical studies have established a strong relationship between perceived helpfulness and client satisfaction. A meta-analysis by Elliott et al. (2011) highlighted that counsellor behaviors associated with helpfulness, such as collaborative goal-setting and tailored interventions, were among the strongest predictors of client satisfaction. Listening is a fundamental component of effective counselling. Research indicates that active listening enhances the therapeutic relationship, which in turn leads to improved client satisfaction. For instance, Budzi et al. (2010) found that interpersonal skills, including attentive listening, directly correlate with higher levels of client satisfaction. According to research by Budzi et al. (2010), trainees who feel more competent in their skills tend to have better interactions with clients, leading to higher satisfaction levels. The study highlights that practical experience during counselling practicums enhances trainees' self-efficacy and confidence, which in turn positively affects client outcomes.

The link between trainee counsellors' empathic capacities and client satisfaction emphasizes the significance of empathy in counselling training programs. While trainees may lack experience, their ability to express empathy can have a big impact on how clients perceive the counselling process. Future research should include longitudinal studies that follow trainees' development of empathetic abilities and their impact on client outcomes

Empirical research has consistently demonstrated the relevance of respect in promoting client satisfaction. For example, Norcross and Wampold (2011) examined therapist behaviors and discovered that respect was a strong predictor of client pleasure and involvement. Furthermore, trainee counsellors who demonstrate respect are frequently viewed as more professional and competent, despite their little experience (Gelso & Hayes, 2007).

Empirical studies have found a significant link between perceived helpfulness and client pleasure. Elliott et al. (2011) found that counsellor behaviors related to helpfulness, such as collaborative goal-setting and personalized interventions, were among the best predictors of client satisfaction. Furthermore, Hill and Knox (2009) found that clients often evaluate sessions higher when they believe their counsellor's advice is realistic, perceptive, and directly addresses their concerns. In a study of trainee counsellors, Kivlighan and Shaughnessy (2000) discovered that clients were more likely to indicate satisfaction when they saw the counsellor as fully

involved and providing clear steps toward problem resolution. This emphasizes the need of training programs that combine practical interventions with basic therapeutic abilities.

It is believed that psychological counselors who maintain a positive attitude towards psychological counselor assistance will favorably influence the quality of the help they provide to the client as well as intensify the satisfaction of the counselor. Among the most important factors affecting professional satisfaction is having a positive attitude about the profession (Aslan et al, 2018a). The attitudes of individuals towards their profession, the institution they are employed at, and their own personal activities are seen as significant factors influencing professional satisfaction (Cherniss, 1980;as cited in İlkiz, 2010).

2.4 Conclusion

This chapter has explained the findings of previous study and literature review of the influence of trainee counsellors' skills on clients' satisfaction in counselling sessions. Based on the literature, it has discussed on the trainee counsellors' skills and the factors that can influence the clients' satisfaction between trainee counsellors and clients.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter were discuss the research design, population and sample for this research, location of the research, instruments that had be used in this research as well as the data collection procedures and data analysis to achieve the objective of this research.

3.1 Research design

This research is quantitative research which is a numerical representation and manipulation of the observations that is used for the purpose of describing and explaining the phenomena that occur to reflect the observations. This approach often emphasizes objectivity, measurability, and the ability to test hypotheses. According to Lim (2024), determined research designs, including observational, quasi-experimental, and experimental studies, are used in quantitative research with the goal of reducing bias and guaranteeing reliability. Besides, Watson (2015) mentioned that researchers employ instruments such as surveys, questionnaires, or experiments to collect quantifiable data and guarantee a high sample size for generalization. Other than that, quantitative research is described as social research that employs empirical statements and methods (Cohen et al, 2002). In quantitative research design, the phrase empirical refers to knowledge gained by observation, experimentation, or direct experience, which serves as a foundation for evidence-based inquiry. Empirical research is the systematic collection and analysis of data to test hypotheses or investigate correlations between variables.

For the purpose of this research, which is to investigate the relationship of trainee counsellors' skills and clients' satisfaction in counselling sessions, a quantitative research was used because the data collection for both variables which are trainee counsellors' skills and clients' satisfaction are both using questionnaires. Questionnaires were used in this research to collect the data from the respondents and the data were analyzed using statistical analysis and this process involves numerical data and analysis of this data. Further information on data collection and data analysis had discussed in this chapter.

3.2 Population and Sample

The population that is used in this research was UNIMAS students that had been participated in counselling sessions with the trainee counsellor among Counselling Students UNIMAS. Trainee counsellors for this research refer to the one are currently having their counselling practicum and practice as trainee counsellors under supervision of lecturers in UNIMAS. Only students who have been experienced the counselling sessions either in individual or group sessions with the trainee counsellors in UNIMAS are qualified to participate in this research because they fulfil the requirement to become the participants.

3.2.1 Sample

The sample size for this research was determined using three approaches which are the general rule of thumb for regression analysis, Green's rule of thumb, and a priori power analysis conducted using G*Power software.

The general rule of thumb for regression analysis suggests that a minimum of 10-15 participants is required per predictor variable to ensure reliable estimates (Wilson Van Voorhis & Morgan, 2007). Given five predictor in this study (five subskills for trainee counsellors' skills), the required sample size would range 75.

Green (1991) proposed a more specific rule for multiple regression, recommending $N > 50 + 8m$ for testing the overall model, where m represents the number of predictors. Using this formula, the minimum sample size for this study is 90, ensuring sufficient power for the overall regression model.

To further validate the sample size, an a priori power analysis was conducted using G*Power software. The parameters included a medium effect size ($f^2 = 0.15$), an alpha level of 0.05, a power level of 0.80, and five predictors. The analysis output indicated that a minimum sample size of 100 participants is required to detect a medium effect size with sufficient statistical power.

Based on these results, a sample size of approximately 100 respondents has targeted to involve in this study.

3.2.2 Sampling Method

Purposive sampling is particularly efficient because it allows researchers to specifically target individuals who are most likely to offer relevant and accurate data. However, the method has an inherent bias that must be mitigated by ensuring that the chosen individuals actually match the study criteria (Campbell et al., 2020). In this study, only students who have been experienced the counselling sessions either in individual or group sessions with the trainee counsellors in UNIMAS are qualified to participate in this research because they fulfil the requirement to become the respondents.

3.3 Instruments

3.3.1 Counseling and Counselor Skills Scale (CCSS)

The first instrument for this research is Counseling and Counselor Skills Scale (CCSS) by Jacqueline M. Swank, Glenn W. Lambie, and others, affiliated with institutions like the University of Central Florida (Swank et al., 2012). This instrument is used to assess the performance and development of essential counseling skills and aimed to provide a systematic approach to evaluate competencies in trainees, including skills, dispositions, and professional behaviors. The scoring for this instrument is using Likert Scale of 5 which is 1 represent Strongly Disagree and 5 represent Strongly Agree, where clients assess various aspects of the counselor's skills and the counseling experience. There is 10 items in this instrument and the items is divided into 5 subscales which are Empathy, Respect, Helpfulness, Listening Skills, and Effectiveness of Counselling. The CCSS has been shown to have good reliability and validity in assessing counselor effectiveness and is often used in counseling research and educational settings. The CCSS typically shows high internal consistency, with Cronbach's alpha values often reported to be in the range of 0.80 to 0.95 for the full scale. This indicates a high degree of reliability within the items, meaning they consistently measure the concept of counselor skills and effectiveness. CCSS is considered a reliable and valid measure for assessing counselor skills and effectiveness. The strong internal consistency and alignment with theoretical constructs of counseling suggest it is a robust tool for both research and practice settings.

3.3.2 Client Satisfaction Questionnaire (CSQ-18B)

The second instrument for this research is Client Satisfaction Questionnaire (CSQ-18B) which by Dr. Clifford Attkisson and his colleagues. He is a prominent researcher in the field of mental health services and outcomes, and the CSQ series, including the CSQ-18B, is among his most widely recognized contributions. The CSQ instruments were designed to measure client satisfaction across various service contexts, including healthcare, mental health, and social services. The development of the questionnaire was grounded in a thorough review of the literature and informed by feedback from both service providers and recipients, ensuring its relevance and comprehensiveness (Attkisson & Greenfield, 1996). This instrument consists of 18 items with the total satisfaction score is calculated by summing all 18 items, resulting in a score range of 18 to 72. This questionnaire also uses Likert Scale for scoring, which is 1 to 4 where 1= “Poor” or “Not at all satisfied” and 4= “Excellent” or “Very Satisfied”. The instrument consistently demonstrates high internal reliability, with Cronbach's alpha coefficients typically ranging from 0.91 to 0.96, indicating strong inter-item consistency.

3.4 Data collection procedures

Data collection for this research is by using quantitative methods. An e-mail has been sent to both of the owners of the instruments that are used in this research which is to Jacqueline M (Counseling and Counselor Skills Scale) and to Dr. Clifford Attkisson (Client Satisfaction Questionnaire-18B). For this research, back translation is done with both of the instrument in order to have both instruments written in Malay and English.

Then, the questionnaire for this research were distributed among the first until last year students that had been participated in counselling sessions that was conducted by trainee counsellor in Unimas. The students were provided with the letter of information about the purpose of this research.

3.5 Data Analysis

The data collected for this research had been analyzed through descriptive analysis and inferential analysis by using IBM Statistical Package for the Social Sciences (SPSS). Descriptive analysis can be done by using frequency, percentage, mean and standard deviation while inferential analysis will be using pearson correlation and regression analysis.

Frequency and percentage (%) are used in this research to identify the distribution of participants' information which includes gender, age, ethnicity, programme or faculty of study, and year of study. For this research, mean is used to calculate the average score for CCSS and CSQ-18B. For this research, mean is used to calculate the average score for CCSS and CSQ-18B.

3.6 Conclusion

As a conclusion, this chapter aimed to discuss the research design, population and sample for this research, location of the research, instruments that had been used in this research as well as the data collection procedures and data analysis to achieve the objective of this research.

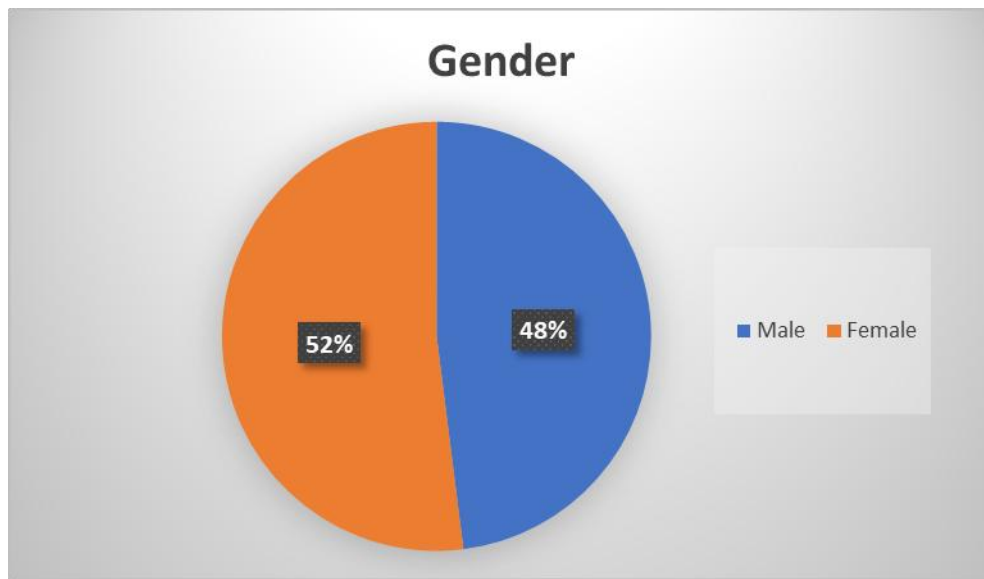
CHAPTER 4

4.0 Introduction

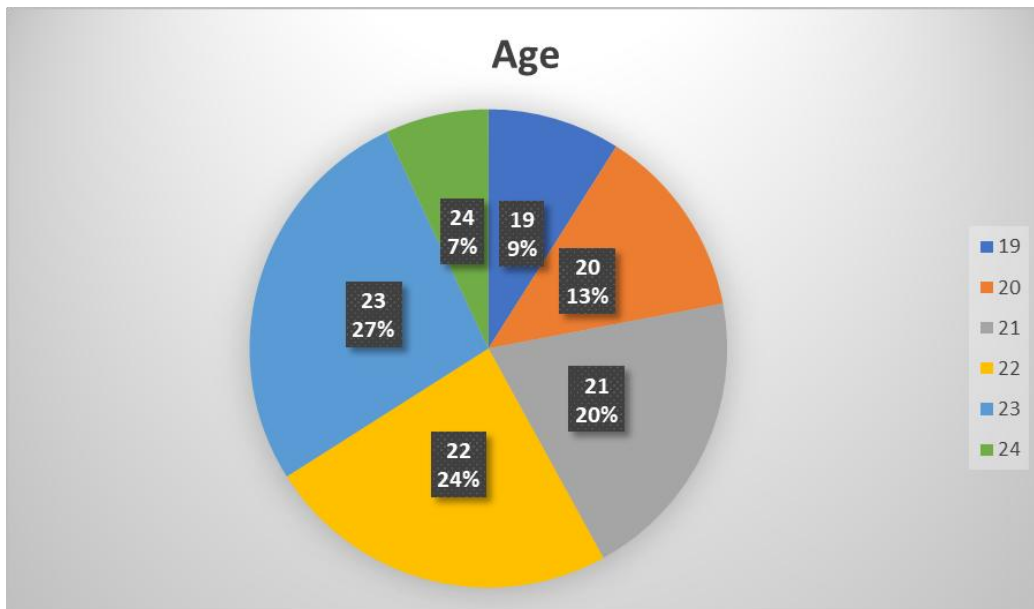
This chapter presents the findings of the study based on the quantitative data collected and analyzed. The primary purpose of this research was to examine the relationship between trainee counsellors' skills and client satisfaction, as well as to determine the predictive power of these counselling skills on client outcomes. The data were analyzed using descriptive statistics, correlation analysis, and multiple linear regression. Descriptive statistics were used to summarize the demographic characteristics of the participants and the distribution of key variables. Pearson's correlation coefficients were calculated to explore the strength and direction of relationships between trainee counsellors' skills of empathy, respect, helpfulness, listening skills, and counselling effectiveness and client satisfaction. Finally, multiple linear regression was employed to assess the extent to which trainee counsellors' overall skill levels significantly predict client satisfaction.

4.1 Participant's Demographic Background

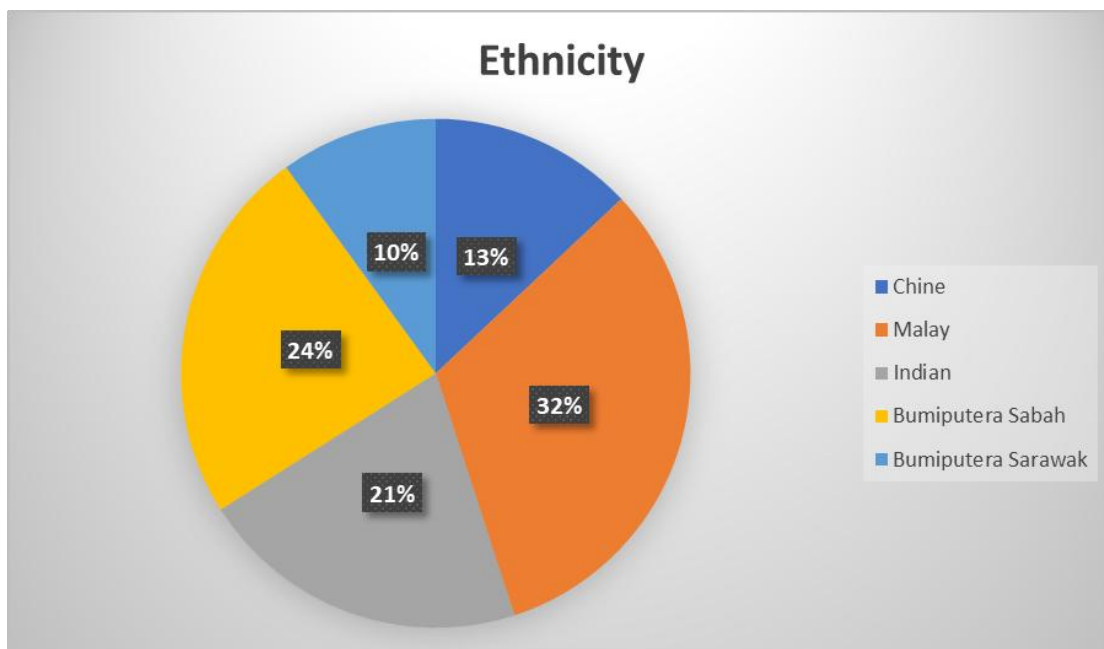
4.1.1 Gender



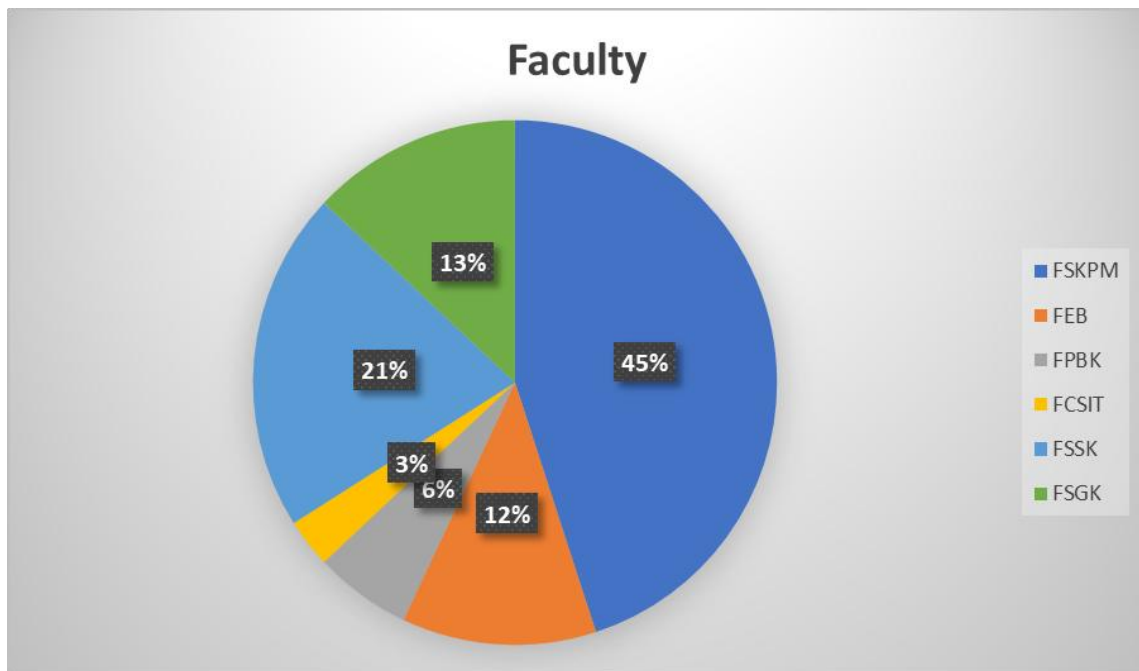
4.1.2 Age



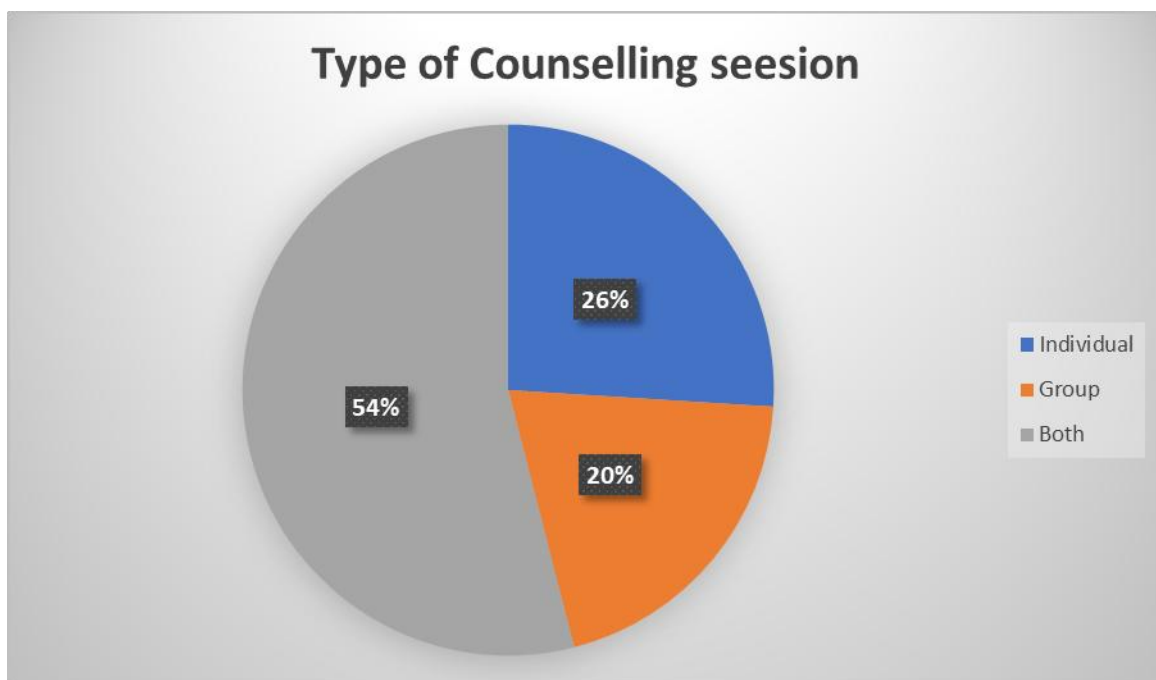
4.1.3 Ethnicity



4.1.4 Faculty



4.1.5 Type of Counselling Session



4.2 Descriptive Analysis

Descriptive Statistics				
	N	Mean	Median	Std. Deviation
CCSS	10	42.9700	44.0000	4..82304
CSQ-18B	18	62.6700	62.0000	6.54750

4.3 Pearson Correlation Analysis

To determine the strength and direction of the relationship between trainee counsellors' skills and clients' satisfaction, a Pearson correlation test was conducted.

Relationship of the Trainee Counsellors' Skills and Clients' Satisfaction

Variable	N	<u>Sig.</u> (2-tailed)	Pearson correlation (r)
Trainee Counsellors' Skills	100	.000	.469**
Clients' Satisfaction	100	.000	.469**

This indicates a moderate positive correlation between the Counselling Core Skills Scale (CCSS) and the Client Satisfaction Questionnaire (CSQ) scores. This means the correlation is highly statistically significant ($p < 0.01$), showing a very low probability that the relationship occurred by chance.

Pearson Correlation Between Subscales of CCSS and CSQ_TOTAL

CCSS Subscale	Pearson Correlation (r)	Sig. (2-tailed)
Empathy	.541**	.000
Respect	.502**	.000
Helpfulness	.478**	.000
Listening Skills	.489**	.000
Effectiveness of Counselling	.524**	.000

The Pearson correlation results indicate that all five subscales of trainee counsellors' skills (measured by CCSS) are significantly and positively correlated with clients' satisfaction (measured by CSQ_TOTAL). Below are the hypothesis that indicate the relationship between trainee counsellors' skills (subscales) and clients' satisfaction.

Ha1: There is **strong** positive relationship between trainee counsellors' skills (empathy) and clients' satisfaction ($r = .541, p < .01$)

Ha2: There is **moderate** positive relationship between trainee counsellors' skills (respect) and clients' satisfaction ($r = .502, p < .01$)

Ha3: There is **moderate** positive relationship between trainee counsellors' skills (helpfulness) and clients' satisfaction ($r = .478, p < .01$)

Ha4: There is **moderate** positive relationship between trainee counsellors' skills (listening skills) and clients' satisfaction ($r = .489, p < .01$)

Ha5: There is **strong** positive relationship between trainee counsellors' skills (effectiveness of counselling) and clients' satisfaction ($r = .524, p < .01$)

Empathy shows the strongest correlation with client satisfaction ($r = .541, p < .01$), indicating that greater empathy from the trainee counsellor is linked with higher client satisfaction.

Respect ($r = .502, p < .01$), **Helpfulness** ($r = .478, p < .01$), **Listening Skills** ($r = .489, p < .01$), and **Effectiveness of Counselling** ($r = .524, p < .01$) also show moderate to strong positive correlations.

Since **all correlations are statistically significant ($p < .01$)**, the **alternative hypothesis (H_a)**, which states that there is significant relationship between trainee counsellors' skills and clients' satisfaction were accepted. The **alternative hypothesis is accepted**, meaning there is strong evidence to support that higher levels of these counsellor skills are associated with greater client satisfaction.

4.4 Multiple Linear Regression Analysis

A multiple linear regression analysis was conducted to assess the combined effect of the predictors on the dependent variable. This study aimed to examine whether trainee counsellors' skills significantly predict client satisfaction.

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	t	Sig.(p)
(Constant)	35.316	5.237	—	6.744	.000
CCSS_TOTAL	0.637	0.121	0.469	5.256	.000

Regression Analysis Predicting Client Satisfaction from Trainee Counsellors' Skills

Note. *Dependent Variable: CSQ_TOTAL*

The results from the regression analysis indicated that trainee counsellors' skills are a **significant positive predictor** of client satisfaction. The **positive regression coefficient ($B = 0.637$)** means that as the skill level of trainee counsellors increases, client satisfaction also tends to increase. The **standardized coefficient ($\beta = 0.469$)** indicates a moderate strength of this relationship. The

p-value ($< .001$) confirms that this result is statistically significant and not due to chance. The **R^2 value of 0.220** suggests that about **22% of the variation in client satisfaction can be explained by the skills of trainee counsellors**. This indicates that while counsellor skills are an important factor in client satisfaction, other factors may also play a role. As for that, the hypothesis has been shown that:

Ha6: Trainee counsellors' skills was a significant **positive predictor** of clients' satisfaction ($B = 0.637$, $SE = 0.121$, $\beta = 0.469$, $t = 5.256$, $p < .001$), $R^2 = .220$

4.5 Conclusion

This chapter presented the statistical results of the study examining the relationship between trainee counsellors' skills and client satisfaction. Descriptive statistics provided an overview of the participants and variables. Correlation analyses revealed significant positive relationships between all measured counselling skills particularly empathy, respect, helpfulness, listening skills, and counselling effectiveness and client satisfaction. Furthermore, the multiple linear regression analysis showed that trainee counsellors' skills significantly predicted client satisfaction, explaining 22% of the variance. The results support the hypothesis that higher levels of counselling skills are associated with greater client satisfaction, with empathy emerging as the strongest individual correlate. These findings provide a strong quantitative basis for understanding how specific counsellor behaviors contribute to client perceptions of satisfaction. The limitations, comparisons with previous research, and recommendations will be discussed in detail in the next chapter.

CHAPTER 5

5.0 Introduction

Chapter 5 discussed the results presented in Chapter 4. Furthermore, the limitations of the study are included in this chapter to encountered some difficulties while completing this study. Thus, in this chapter, the study provided some recommendations for future research to address the problem. Lastly, the overall summary of the study is also concluded in this last chapter.

5.1 Discussion

Ha1: Empathy and Client Satisfaction

Empathy showed the strongest positive correlation ($r = .541, p < .01$), indicating that clients are significantly more satisfied when counsellors display high levels of emotional attunement. Recent research confirms that counsellors who are present, emotionally aware, and able to build rapport are viewed more favorably by clients. For instance, in a study assessing desirable counsellor traits, empathy was rated among the top attributes influencing positive therapeutic experiences (Nen et al., 2021). Additionally, Fowler et al. (2021) emphasize empathy as a core competency in the newly developed Counselling Skills and Competencies Tool, used for training and assessment (Fowler et al., 2021).

Ha2: Respect and Client Satisfaction

Respect demonstrated a moderate positive correlation ($r = .502, p < .01$), affirming that clients appreciate counsellors who recognize their autonomy and worth. This finding is supported by studies that highlight how respectful, empowering communication especially in school or youth counselling enhances client engagement and trust (Kaul & Wilson, 2020). The ability to balance direction with respect for the client's voice is a critical skill, especially among trainees learning to develop a collaborative relationship.

Ha3: Helpfulness and Client Satisfaction

Helpfulness also showed a moderate positive correlation ($r = .478, p < .01$). Clients were more

satisfied when they felt that their counsellors provided guidance and useful feedback. Research by Khan et al. (2021) on counselling in online settings found that adaptability and practical communication skills enhanced client satisfaction, particularly when counsellors were perceived as supportive and solution-focused (Khan et al., 2021). Similarly, Nen et al. (2021) reported that clients most appreciated counsellors who could offer tangible support beyond just listening.

Ha4: Listening Skills and Client Satisfaction

Listening skills correlated moderately with satisfaction ($r = .489$, $p < .01$). Active listening enhances the therapeutic relationship by making clients feel heard, valued, and safe. In training contexts, Gerton et al. (2022) found that working alliance scores improved as trainee counsellors transitioned to telehealth, largely due to strengthened communication and listening efforts during virtual sessions (Gerton et al., 2022).

Ha5: Effectiveness of Counselling and Client Satisfaction

A strong positive correlation was found between perceived counselling effectiveness and client satisfaction ($r = .524$, $p < .01$). Clients rated sessions more positively when they believed the counsellor helped them make progress. This is consistent with findings from Telaar et al. (2023), who reported that counsellor-related characteristics, including perceived competence, were key predictors of satisfaction in bereavement counselling (Telaar et al., 2023).

Ha6: These findings are consistent with previous studies that emphasized the importance of core counselling skills in determining the overall effectiveness of counselling (Hill et al., 2007; Elliott & James, 2019). Research by Jennings and Skovholt (1999) also found that counsellors who demonstrate warmth, respect, and competence significantly enhance the client's perception of the counselling experience. This result aligns with Carl Rogers' Person-Centered Theory, which posits that the therapeutic relationship is the central vehicle for client change and satisfaction. Rogers (1957) highlighted the importance of core conditions such as empathy, respect and helpfulness skills that were directly measured in this study's CCSS instrument. Moreover, the result supports the conceptual framework of this study, which proposed that the skills of a trainee counsellor, even at the early stages of professional development, can meaningfully affect the counselling outcome. It highlights the critical role of training programs in equipping future counsellors with essential interpersonal and technical skills. In practice, this suggests that

counselling training institutions should continue to emphasize skill-based learning, role-playing, and supervised practicum sessions, as these directly influence client satisfaction and likely, long-term counselling outcomes.

5.2 Limitations

While this study provides valuable insights into the relationship between trainee counsellors' skills and client satisfaction, several limitations were acknowledged. Firstly, the sample was limited in size and drawn from a specific setting (e.g., university counselling centers or practicum programs). As a result, the findings may not be generalize to all trainee counsellors or counselling contexts, especially those in different cultural or institutional environments. Besides, the data on client satisfaction and counsellor skills were based on self-reported measures, which may be influenced by social desirability or participant expectations. Clients may have felt pressure to respond positively, especially in settings where they were aware the counsellor was still in training. Other than that, this study employed a cross-sectional design, capturing data at a single point in time. As such, it does not account for changes in counsellor skill development or client satisfaction over the course of therapy or training. Longitudinal studies would provide a more comprehensive view. Moreover, the study only focused on five specific counselling skills (empathy, respect, helpfulness, listening skills, and counselling effectiveness). While these are important, other factors such as cultural competence, ethical sensitivity, or non-verbal communication were not measured but may also impact client satisfaction.

5.3 Recommendations for Future Research

Based on the findings and limitations of this study, several recommendations are proposed for future research. One of the recommendations is future studies should adopt longitudinal approaches to assess how trainee counsellors' skills and client satisfaction evolve over time. This would provide deeper insight into the developmental trajectory of trainees and the long-term effects of specific counselling skills on client outcomes. Next, expanding the sample size and

including participants from multiple institutions, geographic regions, and cultural backgrounds would enhance the generalizability of findings and allow for subgroup comparisons (e.g., gender, age, counselling setting). Besides, conducting Mixed-Methods Approaches by combining quantitative analysis with qualitative methods such as client interviews or focus groups could provide richer insights into how and why certain trainee behaviours influence satisfaction.

5.4 Conclusion

This chapter discussed the key findings of the study, which investigated the relationship between trainee counsellors' skills specifically empathy, respect, helpfulness, listening skills, and counselling effectiveness and client satisfaction. The results confirmed that all five counselling skills were significantly and positively correlated with client satisfaction, with empathy and counselling effectiveness showing the strongest associations. The study supports the growing emphasis on relational and interpersonal skills as critical components of effective counselling, particularly during the training phase. These findings have important implications for counsellor education, supervision practices, and client care standards. By prioritizing the development and assessment of these core skills, training programs can better prepare future counsellors to build strong therapeutic relationships and deliver more satisfying counselling experiences to their clients. Despite certain limitations, such as the sample size and cross-sectional design, this research contributes to the existing literature and offers a foundation for future studies to explore deeper, broader, and more diverse aspects of the trainee-client relationship in counselling.

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Appendix

SECTION A: DEMOGRAPHIC FACTOR

Please tick (/) in the box provided.

Sila tanda (/) pada kotak yang disediakan.

- | | | | | |
|-------------------------------|---|--------------------------|----------------------------|--------------------------|
| 1. Gender
<i>Jantina</i> | Male
<i>Lelaki</i> | ☐ | Female
<i>Perempuan</i> | ☐ |
| 2. Age
<i>Umur</i> | <hr/> | | | |
| 3. Ethnicity
<i>Bangsa</i> | Malay
<i>Melayu</i> | ☐ | | |
| | Chinese
<i>Cina</i> | ☐ | | |
| | Indian
<i>India</i> | ☐ | | |
| | Native People of Sabah
<i>Bumiputera Sabah</i> | ☐ | | |
| | Native People of Sarawak
<i>Bumiputera Sarawak</i> | ☐ | | |
| | Other
<i>Lain-lain</i> | ☐ | | |

If you tick 'Other', please state your race here:
Jika anda tandakan 'lain-lain', sila nyatakan: _____

- | | |
|---|-------|
| 4. Programme & Faculty
<i>Program & Fakulti</i> | <hr/> |
| 5. Year of Study
<i>Tahun Pengajian</i> | <hr/> |
| 6. Have you ever attended a counseling session before?
<i>Pernahkah anda mengikuti sesi kaunseling sebelum ini?</i> | <hr/> |
| 7. If yes, individual counselling session or group counseling session?
<i>Jika ya, sesi individu atau sesi kelompok?</i> | <hr/> |

SECTION B: COUNSELLING AND COUNSELLOR SKILLS SCALE (CCSS)

Please rate the counselor's performance of counseling skills and possession of the following characteristics evident in an effective counselor. Please use the scale provided below to rate each category. Circle your chosen answer.

Sila nilaikan prestasi kaunselor dalam kemahiran kaunseling dan pemilikan ciri-ciri berikut yang terbukti dalam kaunselor yang berkesan. Sila gunakan skala yang disediakan di bawah untuk menilai setiap kategori. Bulatkan jawapan pilihan anda.

1. Development of therapeutic relationship through consistent demonstration of core conditions such as genuineness, authenticity, warmth, respect, positive regard and acceptance.

Pembangunan hubungan terapeutik melalui demonstrasi konsisten keadaan teras seperti ketulenan, keaslian, kemesraan, rasa hormat, sikap positif dan penerimaan.

1	2	3	4	5
STONGLY AGREE/ SANGAT SETUJU	AGREE/ SETUJU	NEUTRAL/ BIASA	DISAGREE/ TIDAK SETUJU	STRONGLY DISAGREE/ SANGAT TIDAK SETUJU

2. Demonstrate behaviors to build trust and rapport such as eye contact, non-verbal attending, verbal tracking, and appropriate vocal tone.

Menunjukkan tingkah laku untuk membina kepercayaan dan perhubungan seperti hubungan mata, kehadiran bukan lisan, pengesanan lisan, dan nada vokal yang sesuai.

1	2	3	4	5
STONGLY AGREE/ SANGAT SETUJU	AGREE/ SETUJU	NEUTRAL/ BIASA	DISAGREE/ TIDAK SETUJU	STRONGLY DISAGREE/ SANGAT TIDAK SETUJU

3. Encourage exploration through questioning, requesting concrete and specific examples, paraphrasing, and summarizing.

Menggalakkan penerokaan melalui penyoalan, meminta contoh konkrit dan khusus, parafrasa, dan membuat rumusan.

1	2	3	4	5
STONGLY	AGREE	NEUTRAL/	DISAGREE/	STRONGLY

AGREE/ SANGAT SETUJU	SETUJU	BIASA	TIDAK SETUJU	DISAGREE/ SANGAT TIDAK SETUJU
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4. Facilitates deepening in sessions by reflecting feeling and content, using immediacy, observing themes and patterns, confronting and pointing out discrepancies, reflecting meaning and values, and appropriate self-disclosure.

Memudahkan pendalaman sesi dengan mencerminkan perasaan dan kandungan, menggunakan keterdekatan, memerhati tema dan corak, menghadapi dan menunjukkan percanggahan, mencerminkan makna dan nilai, dan pendedahan sendiri yang sesuai.

1 STRONGLY AGREE/ SANGAT SETUJU	2 AGREE/ SETUJU	3 NEUTRAL/ BIASA	4 DISAGREE/ TIDAK SETUJU	5 STRONGLY DISAGREE/ SANGAT TIDAK SETUJU
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5. Encourage change through the determination of goals and desired outcomes, considering alternatives and their consequences, and planning action including anticipation of possible obstacles.

Menggalakkan perubahan melalui penentuan matlamat dan hasil yang diinginkan, mempertimbangkan alternatif dan akibatnya, dan merancang tindakan termasuk jangkaan halangan yang mungkin terjadi.

1 STRONGLY AGREE/ SANGAT SETUJU	2 AGREE/ SETUJU	3 NEUTRAL/ BIASA	4 DISAGREE/ TIDAK SETUJU	5 STRONGLY DISAGREE/ SANGAT TIDAK SETUJU
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6. Possession of theoretical and other professional knowledge evidenced through consistent use of professional literature, and creativity.

Memiliki pengetahuan teori dan profesioanl lain yang dibuktikan melalui penggunaan teori kaunseling yang konsisten, pengetahuan kajian professional, dan kreativiti.

1 STONGLY AGREE <i>SANGAT SETUJU</i>	2 AGREE/ <i>SETUJU</i>	3 NEUTRAL/ <i>BIASA</i>	4 DISAGREE/ <i>TIDAK SETUJU</i>	5 STRONGLY DISAGREE/ <i>SANGAT TIDAK SETUJU</i>
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7. Demonstrate professional responsibility through ethical behaviors in and out of session, preparedness, maintenance of good record keeping in a timely manner, and is on time for sessions.

Menunjukkan tanggungjawab profesional melalui tingkah laku beretika di dalam dan di luar sesi, kesediaan, penyelenggaraan penyimpanan rekod yang baik dan tepat pada masanya, dan menepati masa untuk sesi.

1 STONGLY AGREE/ <i>SANGAT SETUJU</i>	2 AGREE/ <i>SETUJU</i>	3 NEUTRAL/ <i>BIASA</i>	4 DISAGREE/ <i>TIDAK SETUJU</i>	5 STRONGLY DISAGREE/ <i>SANGAT TIDAK SETUJU</i>
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8. Demonstrates competence through boundary recognition, taking responsibility for performance deficiencies, provides services appropriate for their client and their level of training, and an eagerness to learn.

Menunjukkan kecekapan melalui pengiktirafan batasan, mengambil tanggungjawab untuk kekurangan prestasi, menyediakan perkhimatan yang sesuai untuk klien mereka dan tahap latihan, dan keinginan untuk belajar.

1 STONGLY AGREE/ <i>SANGAT SETUJU</i>	2 AGREE/ <i>SETUJU</i>	3 NEUTRAL/ <i>BIASA</i>	4 DISAGREE/ <i>TIDAK SETUJU</i>	5 STRONGLY DISAGREE/ <i>SANGAT TIDAK SETUJU</i>
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9. Demonstrates maturity through appropriate self-control, honesty and respect for others, openness to and integration of feedback, appropriate conflict resolution skills, and ability to evaluate taped sessions and gain insight.

Menunjukkan kematangan melalui kawalan sendiri yang sesuai, kejujuran dan rasa hormat terhadap orang lain, keterbukaan dan penyepaduan maklum balas, kemahiran

penyelesaian konflik yang sesuai, dan keupayaan untuk menilai sesi yang dirakam dan mendapatkan pandangan.

1 STRONGLY AGREE/ SANGAT SETUJU	2 AGREE/ SETUJU	3 NEUTRAL/ BIASA	4 DISAGREE/ TIDAK SETUJU	5 STRONGLY DISAGREE/ SANGAT TIDAK SETUJU
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10. Demonstrates integrity through avoidance of improper dual relationships, respect for self and others, maintaining confidentiality, and respect for cultural, individual, and role differences.

Menunjukkan integriti melalui penghindaran hubungan dwi yang tidak wajar; menghormati diri sendiri dan orang lain, mengekalkan kerahsiaan, dan menghormati perbezaan budaya, individu, dan peranan.

1 STRONGLY AGREE SANGAT SETUJU	2 AGREE/ SETUJU	3 NEUTRAL/ BIASA	4 DISAGREE/ TIDAK SETUJU/	5 STRONGLY DISAGREE/ SANGAT TIDAK SETUJU
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SECTION C: CLIENT SATISFACTION QUESTIONNAIRE (CSQ-18B)

Please help us improve by answering some questions about the services you have received. We are interested in your honest opinions, whether they are positive or negative. Please answer all the questions. We also welcome your comments and suggestions. Thank you very much. We appreciate your help.

Sila bantu kami meningkatkan mutu perkhidmatan kami dengan memberikan respons kepada beberapa soalan mengenai bantuan yang anda terima. Kami mengalu-alukan pandangan jujur anda, sama ada positif atau negatif. Kami juga mengalu-alukan sebarang komen dan saranan anda. Respons anda amat dihargai. Terima kasih.

Tick (/) your answers.

Tandakan (/) pada jawapan anda.

1. When you first came to our counseling session, were you served as quickly as you expected?
Apabila anda datang sesi kaunseling untuk kali pertama, adakah anda dilayani secepat yang anda harapkan?
 - ☐ Yes, very quickly / *Ya, dengan sangat cepat*
 - ☐ Yes, quickly / *Ya, dengan cepat*
 - ☐ No, there was a slight delay / *Tidak, terdapat sedikit kelewatan*
 - ☐ No, the service was given very late / *Tidak, layanan diberi sangat lewat*
2. Overall, how satisfied are you with the environment and comfort of our facility?
Secara am, sejauh manakah anda berpuas hati dengan persekitaran dan keselesaan fasiliti kami?
 - ☐ Sangat berpuas hati / *Very satisfied*
 - ☐ Agak berpuas hati / *Somewhat satisfied*
 - ☐ Tiada pandangan atau Sedikit tidak berpuas hati / *Neutral or slightly dissatisfied*
 - ☐ Agak tidak berpuas hati / *Dissatisfied*
3. Did the features of our building affect the counseling services that you received?
Adakah ciri-ciri bangunan kami menjejaskan perkhidmatan sesi kaunseling yang anda terima?
 - ☐ Tidak, ia tidak menjejaskan langsung / *Not at all*
 - ☐ Tidak, ia tidak banyak menjejaskan / *Not much*
 - ☐ Ya, ia menjejaskan sedikit / *No, it doesn't affect much*
 - ☐ Ya, ia menjejaskan teruk / *No, it doesn't affect me at all*
4. How satisfied are you with the help provided to you?
Sejauh manakah anda berpuas hati dengan bantuan yang diberikan kepada anda?
 - ☐ Sangat berpuas hati / *Very satisfied*
 - ☐ Agak berpuas hati / *Somewhat satisfied*
 - ☐ Sedikit tidak berpuas hati / *Neutral or slightly dissatisfied*
 - ☐ Agak tidak berpuas hati / *Dissatisfied*
5. Based on your specific needs, was the counseling services you received appropriate for your needs?
Berdasarkan keperluan tertentu anda, adakah perkhidmatan sesi kaunseling yang anda terima bersesuaian dengan keperluan anda?
 - ☐ Sangat sesuai / *Very appropriate*
 - ☐ Sesuai / *Appropriate*
 - ☐ Tidak sesuai / *Not appropriate*
 - ☐ Sangat tidak sesuai / *Very inappropriate*
6. Did the counseling services you received help you manage your problems more effectively?

Adakah perkhidmatan sesi kaunseling yang anda terima menolong anda menangani masalah dengan lebih berkesan?

- ☐ Ya, ia banyak membantu / *Yes, very helpful*
- ☐ Ya, ia membantu sedikit / *Yes, somewhat helpful*
- ☐ Tidak, ia tidak membantu / *No, not helpful*
- ☐ Tidak, ia membuat keadaan bertambah teruk / *No, it made things worse*

7. When you spoke with your counselor, did they listen carefully to what you said?

Apabila anda bercakap dengan kaunselor anda, adakah dia mendengar dengan teliti apa yang anda katakan?

- ☐ Sangat teliti / *Very carefully*
- ☐ Agak teliti / *Somewhat carefully*
- ☐ Tidak berapa teliti / *Not very carefully*
- ☐ Langsung tidak teliti / *Not carefully at all*

8. Did you receive the counseling services that you wanted?

Adakah anda menerima perkhidmatan sesi kaunseling yang anda kehendaki?

- ☐ Ya, tentu sekali / *Yes, definitely*
- ☐ Ya, secara umumnya / *Yes, generally*
- ☐ Tidak, secara umumnya / *No, not generally*
- ☐ Tidak, langsung tidak / *No, not at all*

9. Did you need other counseling services but did not receive them?

Adakah anda memerlukan perkhidmatan sesi kaunseling lain tetapi anda tidak menerimanya?

- ☐ Ya, sudah tentu ada / *Yes, definitely*
- ☐ Ya, saya rasa ada / *Yes, I think so*
- ☐ Tidak, saya rasa tidak ada / *No, I don't think so*
- ☐ Tidak, sudah tentu tiada / *No, definitely not*

10. To what extent did your counselor clearly understand your problems and your feeling about them?

Sejauh manakah kaunselor anda memahami dengan jelas masalah dan perasaan anda terhadap masalah itu?

- ☐ Ya, sangat jelas / *Very clearly*
- ☐ Jelas / *Clearly*
- ☐ Sedikit kurang jelas / *Somewhat clear*
- ☐ Sangat tidak jelas / *Very unclear*

11. How would you rate the skills and knowledge of your counselor?

Sejauh manakah kemahiran dan ilmu pengetahuan kaunselor anda?

- ☐ Sangat berkemahiran dan berilmu / *Very skilled and knowledgeable*
- ☐ Berkemahiran dan berilmu / *Skilled and knowledgeable*
- ☐ Hanya kemahiran sederhana / *Moderately skilled*
- ☐ Kemahiran yang lemah / *Poorly skilled*

12. How would you rate the quality of counseling services that you received?

Bagaimana anda menilai perkhidmatan sesi kaunseling yang anda terima?

- ☐ Sangat baik / *Excellent*
- ☐ Baik / *Good*
- ☐ Sederhana / *Fair*

- ☐ Lemah / *Poor*
13. Overall, how satisfied are you with the counseling session that you received?
Secara keseluruhan, adakah anda berpuas hati dengan perkhidmatan kaunseling yang diterima?
- ☐ Sangat berpuas hati / *Very satisfied*
 - ☐ Berpuas hati / *Satisfied*
 - ☐ Agak tidak berpuas hati / *Neutral or Slightly Dissatisfied*
 - ☐ Tidak berpuas hati / *Dissatisfied*
14. If you had a friend who needed similar help, would you recommend counseling session that you receive?
Jika anda mempunyai teman yang memerlukan bantuan yang serupa, adakah anda akan mencadangkan sesi kaunseling yang anda terima?
- ☐ Ya, sudah tentu / *Yes, definitely*
 - ☐ Saya rasa, ya / *Yes, I think so*
 - ☐ Tidak, saya rasa tidak / *No, I don't think so*
 - ☐ Sudah tentu tidak / *Of course not*
15. Did the counselor generally understand your needs?
Adakah secara umumnya, kaunselor anda ini memahami keperluan anda?
- ☐ Ya, mereka faham hampir keseluruhannya / *Yes, they understand almost everything*
 - ☐ Ya, mereka secara am faham / *Yes, they generally understood*
 - ☐ Tidak, mereka kelihatan seperti tidak faham / *No, they don't seem to understand*
 - ☐ Tidak, mereka tidak banyak memahami / *No, they did not understand at all*
16. To what extent did counseling session meet your needs?
Sejauh manakah sesi kaunseling kami memenuhi keperluan anda?
- ☐ Hampir semua keperluan dipenuhi / *Almost all my needs are met*
 - ☐ Kebanyakan keperluan dipenuhi / *Most of my needs are met*
 - ☐ Hanya beberapa keperluan saya dipenuhi / *Only a few of my needs were met*
 - ☐ Tiada keperluan saya dipenuhi / *None of my needs are met*
17. Were your rights as an individual respected?
Adakah hak anda sebagai individu dihormati?
- ☐ Ya, sangat dihormati / *Yes, always respected*
 - ☐ Ya, secara umumnya dihormati / *Yes, generally respected*
 - ☐ Kadangkala tidak dihormati / *Sometimes disrespectful*
 - ☐ Langsung tidak dihormati / *Absolutely disrespectful*
18. If you needed help again, would you return to counseling session?
Jika anda perlukan bantuan sekali lagi, adakah anda akan kembali ke sesi kaunseling?
- ☐ Ya, sudah tentu / *Yes, definitely*
 - ☐ Saya rasa, Ya / *Yes, I think so*
 - ☐ Saya rasa, Tidak / *No, I don't think so*
 - ☐ Sudah tentu tidak / *Definitely not*