



**The Influence of Supervisory Working Alliance and Supervisory Style on
Supervision Outcomes among Trainee Counsellor in Malaysia: Self-Efficacy as
Moderating Factor**

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Table of Contents

ABSTRACT.....	1
CHAPTER 1- INTRODUCTION.....	2
1.0 Introduction.....	2
1.1 Background of study	2
1.2 Problem statement.....	4
1.3 Research objectives.....	6
1.4 Research questions.....	6
1.5 Research hypotheses	7
1.6 Conceptual and operational definition	9
1.6.1 Supervisory working alliance	9
1.6.2 Supervisory style	10
1.6.3 Supervision outcomes.....	10
1.6.4 Self-efficacy.....	11
1.6.5 Trainee counsellor	11
1.7 Significance of study.....	12
1.8 Conclusion	13
CHAPTER 2: LITERATURE REVIEW	14
2.0 Introduction.....	14
2.1 Supervisory Working Alliance	14
2.2 Supervisory Style	15
2.3 Supervision Outcomes	16
2.4 Self-efficacy.....	17
2.5 System Approach to Supervision Model (SAS Model).....	18
2.6 Theoretical framework.....	20
2.7 Conceptual framework.....	22

2.8 Conclusion	22
CHAPTER 3: METHODOLOGY	24
3.0 Introduction.....	24
3.1 Research design	24
3.2 Population and sample	24
3.2.1 Population.....	24
3.2.2 Sample	26
3.3 Sampling technique.....	28
3.4 Research instrument.....	29
3.5 Pilot test	31
3.6 Data collection procedures.....	32
3.7 Data analysis	33
3.7.1 Descriptive analysis.....	33
3.7.2 Inferential analysis.....	34
3.8 Ethical considerations	40
3.9 Chapter summary	41
CHAPTER 4: DATA ANALYSIS AND RESEARCH FINDINGS	42
4.0 Introduction.....	42
4.1 Descriptive Analysis of Respondents Profile	42
4.1.1 Age.....	42
4.1.2 Gender	43
4.1.3 Ethnicity.....	43
4.1.4 University	44
4.2 Inferential Analysis based on Research Hypothesis	45
4.2.1 The relationship between Supervisory Working Alliance and Supervision Outcomes	45
4.2.2 The influence of supervisory working alliance on supervision outcomes.....	48
4.2.3 The influence of supervisory working alliance (rapport and client focus) on	

supervision outcome.....	49
4.2.4 The relationship between supervisory style and supervision outcome.....	50
4.2.5 The influence of supervisory style on supervision outcome	53
4.2.6 The influence of supervisory style (attractive, interpersonally sensitive and task oriented) on supervision outcome	54
4.2.7 The moderating factor of self-efficacy on supervisory working alliance and supervision outcome.....	56
4.2.8 The moderating factor of self-efficacy on supervisory style and supervision outcome.	57
4.3 Summary of findings.....	58
4.4 Chapter summary	60
CHAPTER FIVE: DISCUSSION.....	61
5.0 Introduction.....	61
5.1 Discussion.....	61
5.1.1 Discussion on significant relationship between supervisory working alliance and supervision outcome.....	61
5.1.2 Discussion on influence of supervisory working alliance on supervision outcome	62
5.1.3 Discussion on relationship between supervisory style and supervision outcome ..	63
5.1.4 Discussion on influence of Supervisory style on supervision outcome.	64
5.1.5 Discussion on moderating factor of self-efficacy on supervisory working alliance and supervision outcome.....	65
5.1.6 Discussion on moderating factor of self-efficacy on supervisory style and supervision outcome.....	66
5.2 Implication of study	67
5.3 Recommendation for future researchers	70
5.4 Conclusion	70
REFERENCES	72
APPENDIX.....	75

ABSTRACT

This study investigated the influence of supervisory working alliance and supervisory style on supervision outcomes and where self-efficacy acts as a moderating factor. A survey was administered to 100 of trainee counsellors from 6 universities, UNIMAS, UPSI, UPM, UM, USIM and UMS. Results indicated a positive correlation between supervisory working alliance and supervisory style and supervision outcomes. The results also indicated that high variance of supervision outcomes can be explained by supervisory working alliance and supervisory style. However, self-efficacy did not significantly moderate these variables. This study highlights the importance of building strong supervisory relationships, using flexible supervisory styles, and encouraging trainee confidence to enhance supervision outcomes in Malaysian counsellor training.

CHAPTER 1- INTRODUCTION

1.0 Introduction

This study is conducted to find out the influence of supervisory working alliance and supervisory style on supervision outcome which are satisfaction and performance of trainee counsellors. Other than that, this study also wanted to examine self-efficacy as moderating factor in supervisory working alliance and supervisory style on supervision outcomes. The effective training of future counsellors is crucial for supervision plays a key role in shaping the professional development and competencies of trainee counsellors. The supervisory working alliance is the collaborative relationship between supervisor and trainee, influencing trainee satisfaction and performance. Supervisory style affects how trainees perceive guidance, impacting their development. Self-efficacy, or a trainee's belief in their abilities, moderates the relationship between these factors and supervision outcomes. This study is grounded by Elizabeth Holloway's System Approach to Supervision (SAS) Model (1995), which highlights dynamic components, including supervisor experience, trainee needs, and institutional factors, that shape the supervision process. This chapter will be covered by few featured such as research objectives, research hypotheses, problem statement and term of definitions. The respondents of this research are the trainee counsellors.

1.1 Background of study

Title of my research is 'The Influence of Supervisory Working Alliance and Supervisory Style on Supervision Outcomes among Trainee Counsellor in Malaysia: Self-efficacy as moderating factor'. Training future counsellors is an essential step in building a strong mental health system. The supervision process plays a significant role in shaping the professional development and practical competencies of trainee counsellors. As trainees transition from

learning theoretical knowledge to applying these concepts in real-life settings, the quality of supervision they receive becomes a key factor in determining their satisfaction and performance. This study focuses on three critical factors that influence supervision outcomes: the supervisory working alliance, supervisory style, and self-efficacy as a moderating factor.

The supervisory working alliance refers to the collaborative relationship between the supervisor and the trainee. When supervisors establish a positive and supportive relationship, trainees often feel more satisfied with their training and perform better in their roles. A strong working alliance enables trainees to feel comfortable seeking guidance and addressing challenges, fostering growth and development. Understanding how this dynamic function is crucial for improving supervision practices and ensuring trainees receive the support they need to succeed.

In addition to the working alliance, supervisory style also plays a significant role in shaping the supervision experience. Different styles impact how trainees perceive guidance and support, influencing their satisfaction and performance. By exploring these effects, the study aims to identify effective supervision practices that enhance the training process.

Another crucial factor in this study is self-efficacy, which refers to an individual's belief in their ability to succeed in specific tasks. Trainees with high self-efficacy are more likely to embrace challenges and persist through difficulties, which can significantly enhance their learning experiences. This study investigates how self-efficacy moderates the relationship between the supervisory working alliance and supervisory style on supervision outcomes. Understanding this interaction could reveal how boosting trainees' confidence can make supervision even more effective. Thus, the study examines how the quality of the supervisory relationship, the supervisor's approach, and the trainee's confidence work together to influence supervision outcomes. By focusing on these factors, this research aims to provide

insights into how to improve supervision practices, ultimately supporting trainee counsellors in their journey to becoming skilled professionals in the mental health field.

This study is grounded in Elizabeth Holloway's System Approach to Supervision (SAS) Model (1995), which provides a comprehensive framework for understanding the supervision process. The SAS Model identifies seven interrelated components that influence supervision: institution, client, supervisor, trainee/supervisee, supervision functions, supervision tasks, and the supervisory relationship. These components are dynamic, constantly interacting to shape the supervision experience. For example, institutional factors like organizational ethics and client characteristics impact the supervisory context, while the supervisor's professional experience and the trainee's learning needs influence the relationship and outcomes. The model also highlights the importance of the phases of the supervisory relationship, beginning with trust-building, progressing to collaborative professional growth, and culminating in preparing the trainee for independence.

1.2 Problem statement

Most of the topic research only focus on direct relationship of the supervisory working alliance with outcome variables as the studies by Park et al. (2019) and Meydan and Sagkal (2023). This also been stated by McCarthy (2012), there is a need to identify other supervision factors that can predict counsellor performance because lack of effect seen between supervisory working alliance and client outcomes in an experienced counsellor. By associating supervisory working alliance with other factors is important as supervisory working alliance is a two-way process that need involvement from supervisor and trainee counsellor. Limited research in this area highlights a gap in knowledge that presents an opportunity for significant contributions to the field. Studying unexplored variables can provide data-driven insights, improve measurable outcomes for trainees, and offer culturally

relevant findings in Malaysia context. Through (Park et al., 2019) recommendation, there is a need for further research to understand these relationships better to emphasize that understanding these dynamics can improve supervision effectiveness and trainee outcomes. This is important because the supervision process can foster the growth and development of the supervisee as a professional counsellor and thereby ensure the stability and welfare of the clients.

According to Nur Hafizah Mohd Ali et al. (2020), there is limited empirical evidence on how specific supervisory styles give influence on supervision outcome in Malaysian context especially in East Malaysia which are Sarawak and Sabah. As most of the research are in non-Malaysia context such as studies by Fernando and Hulse-Killacky (2005). Supervisory styles play a crucial role in shaping supervision outcomes among counselling trainees, particularly during their formative professional training. Research indicates that supportive and adaptive supervisory styles can foster supervisees' satisfaction, self-efficacy, and professional development (Nor Mazlina Ghazali et al., 2021). In Malaysia, most of the supervision studies focus on supervisory working alliance, and supervision outcome. By the end of the research, the finding perhaps could contribute some useful insight and data on predicting the dominant supervisory styles and its influence on supervision outcome in the context of Malaysia.

In addition, the researcher also urges other area of self-efficacy to be investigate because lack of research in supervisory working alliance and relation with self-efficacy as moderating factor. Therefore, this study will associate the variable of supervisory working alliance and supervisory styles on supervision outcomes and investigate the self-efficacy as moderating factor among trainee counsellor in Malaysia. Generally, working alliance is a common process that can occur at any place and any time. In counselling session, working alliance are built within the session between counsellor and client. No empirical study had addressed self-efficacy as moderating factor in supervision field. The lack of empirical studies addressing

self-efficacy as a moderating factor in supervision underscores a significant gap in the current body of knowledge. Without examining self-efficacy, researchers and practitioners may overlook critical dynamics influencing supervision outcomes, thereby limiting the design of interventions that could enhance supervision effectiveness and trainee development. Addressing these gaps is critical, as understanding these dynamics can provide actionable insights for supervisors to enhance their effectiveness, improve supervision outcomes, and better support counselling trainees in their professional journey.

1.3 Research objectives

1. To investigate the relationship between supervisory working alliance and supervision outcomes among trainee counsellors in Malaysia.
2. To investigate the relationship between supervisory style and supervision outcomes among trainee counsellors in Malaysia.
3. To investigate the influence of supervisory working alliance on supervision outcomes among trainee counsellors in Malaysia.
4. To investigate the influence of supervisory style on supervision outcomes among trainee counsellors in Malaysia.
5. To investigate self-efficacy as moderating factor of supervisory working alliance, supervisory style and supervision outcomes.

1.4 Research questions

1. Is there any relationship between supervisory working alliance and supervision outcomes among trainee counsellors in Malaysia?

2. Is there any relationship between supervisory style and supervision outcomes among trainee counsellors in Malaysia?
3. Is there any influence of supervisory working alliance on supervision outcomes among trainee counsellors in Malaysia?
4. Is there any influence of supervisory style on supervision outcomes among trainee counsellors in Malaysia?
5. Does self-efficacy act as moderating factor of supervisory working alliance, supervisory style and supervision outcomes?

1.5 Research hypotheses

H_{01} : There is no significant relationship between supervisory working alliance and supervision outcome.

H_{02} : There is no significant relationship between supervisory working alliance (rapport) and supervision outcome.

H_{03} : There is no significant relationship between supervisory working alliance (client focus) and supervision outcome.

H_{04} : There is no significant influence of supervisory working alliance on supervision outcome.

H_{05} : There is no significant influence of supervisory working alliance(rapport) on supervision outcome.

H₀₆: There is no significant influence of supervisory working alliance (client focus) on supervision outcome.

H₀₇: There is no significant relationship between supervisory style and supervision outcome.

H₀₈: There is no significant relationship between supervisory style (attractive) and supervision outcome.

H₀₉: There is no significant relationship between supervisory style (interpersonally sensitive) and supervision outcome.

H₀₁₀: There is no significant relationship between supervisory style (task-oriented) and supervision outcome.

H₀₁₁: There is no significant influence of supervisory style on supervision outcome.

H₀₁₂: There is no significant influence of supervisory style (attractive) on supervision outcome.

H₀₁₃: There is no significant influence of supervisory style (interpersonally sensitive) on supervision outcome.

H₀₁₄: There is no significant influence of supervisory style (task-oriented) on supervision outcome.

H_{015} : There is no significant moderating factor of self-efficacy on supervisory working alliance and supervision outcome.

H_{016} : There is no significant moderating factor of self-efficacy on supervisory style and supervision outcome.

1.6 Conceptual and operational definition

1.6.1 Supervisory working alliance

1.6.1.1 Conceptual definition

According to Park et al. (2019), supervisory working alliance is a good and reliable relationship between a supervisor and a supervisee in a supervision setting and it reflects how both individuals view their connection with each other. The supervisory working alliance focuses on three aspects which are agreement on goals, agreement on tasks, and emotional bond.

1.6.1.2 Operational definition

In the context of this study, supervisory working alliance refers to the collaborative and supportive relationship between the supervisor and trainee counsellor. Supervisory working alliance will be identified by using Supervisory Working Alliance Inventory for trainee developed by Efstation, Patton & Kardash in 1990. This instrument is specifically

to access supervisory working alliance from trainee counsellor perspective and consist of 19 items with Likert scale 1 to 7.

1.6.2 Supervisory style

1.6.2.1 Conceptual definition

According to Friedlander & Ward as cited in Nor Mazlina Ghazali et al. (2021), supervisory style is the personal manner of the supervisor when interact with the supervisee.

1.6.2.2 Operational definition

In this study, supervisory style refers to the characteristic behaviours, attitudes, and approaches that a supervisor adopts when interacting with and guiding a trainee counsellor. These include attractive, interpersonally sensitive and task oriented. Supervisory style will be examined by using Supervisory Styles Inventory for trainee (SSI-T) developed by Friedlander & Ward in 1984, which consist of 25 items rated on 7 points Likert scale.

1.6.3 Supervision outcomes

1.6.3.1 Conceptual definition

According to Bradley and Ladany (2001), supervision outcomes are described as the composition of supervisor external events, supervisor characteristics, supervisee characteristics of supervision, and supervisee external events during the supervision process.

1.6.3.2 Operational definition

In this study, supervision outcomes referred to the satisfaction and performance of trainee counsellors that identified by using Supervision Outcomes Survey developed by Worthen and Isakson in 2000. This instrument is to be completed by trainee counsellor to assess supervision outcomes by rating 20 items with Likert scale of 1 to 7.

1.6.4 Self-efficacy

1.6.4.1 Conceptual definition

Self-efficacy has been defined as involving a “generative capability in which component cognitive, social, and behavioural skills must be organized into integrated courses of action to serve innumerable purposes (Bruns, 2020).

1.6.4.2 Operational definition

In this study, self-efficacy refers to a trainee counsellor’s belief in their ability to successfully perform counselling-related tasks and overcome challenges in their professional practice. Self-efficacy is assessed by Counseling Self-Estimate (COSE) that was developed by Larson, Suzuki, Gillespie, Potenza, Betchel, and Toulouse in 1992. This instrument consists of 37 items with Likert scale of 1 to 7.

1.6.5 Trainee counsellor

1.6.5.1 Conceptual definition

These individuals are student counsellors or trainees working towards gaining the skills and experience required to become certified professional counsellors. They may be studying at either the undergraduate or postgraduate level (Counseling Africa, 2024).

1.6.5.2 Operational definition

Undergraduate counselling student in Malaysia that seeking for licensure to become a professional counsellor by undergo practicum monitored by his or her supervisor.

1.7 Significance of study

This study directly addresses the significant gap in existing literature regarding the supervisory working alliance and its relationship with supervision outcomes in Malaysia. While previous studies (Park et al., 2019; Meydan & Sagkal, 2023) have primarily focused on direct relationships, they have overlooked other critical factors influencing counsellor performance, such as supervisory styles and self-efficacy. By exploring these additional variables, this research aims to provide a more comprehensive understanding of how various supervisory dynamics interact and influence outcomes for trainee counsellors.

Next, the findings from this research could provide valuable insights into the dynamics of supervisory relationships in Malaysian counselling contexts. By identifying which supervisory styles are most effective, this study could inform training programs for supervisors, enhancing their ability to foster positive developmental experiences for their supervisees. Other than that, this research could contribute significantly to understanding how culturally relevant insights can shape supervision practices in Malaysia, thereby improving the quality of counselling education and practice in the region.

Lastly, the findings of this study hold significant practical implications for trainee counsellors and counselling program itself. By examining how supervisory working alliance and styles impact overall supervision outcomes, supervisors can adopt more approaches that able to establish a supportive learning environment. Understanding these dynamics can lead to improved training programs that enhance trainee satisfaction, self-efficacy, and professional development. Furthermore, by addressing self-efficacy as a moderating factor,

this research can guide supervisors in implementing strategies that boost trainees' confidence and competence, and it helps in leading to better outcomes. This focus on practical implications ensures that the research not only contributes to academic knowledge but also implement into actionable strategies for enhancing counsellor training in Malaysia.

1.8 Conclusion

Conclusion, this study was aimed to investigate the influence of supervisory working and alliance and supervisory style on supervision outcome with self-efficacy as the moderating factor. Specific objectives of this research are to investigate the relationship and influence of supervisory working alliance (mutual agreement, agreement about task and bond) and supervisory style (attractive, interpersonally sensitive and task-oriented) on supervision outcome (satisfaction and performance of trainee counsellor).

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In this chapter, the past studies that have been found will be explained regarding four key variables: supervisory working alliance, supervisory style, supervision outcomes, and self-efficacy. Additionally, this study is based on Holloway's System Approach to Supervision Model, which will be discussed in detail. The literature review for this study has been compiled from a diverse of sources.

2.1 Supervisory Working Alliance

The strength of SWA has been consistently linked to positive supervision outcomes, such as supervisory satisfaction and skill development among trainees (Meydan & Sağkal, 2023; Brasfield et al., 2022). Thus, working alliance associated strongly with forming a strong relationship between supervisor and trainee counsellor. Enlow et al. (2019) has stated that supervisory working alliance (SWA), which is analogous to the therapeutic alliance, forms the foundation upon which the supervisory process occurs. Working alliance is a process that involve two parties. For instance, between teacher and student, business partner, counsellor and client and more. In this study, the working alliance that will be focused on is between supervisor and trainee counsellor.

The working alliance not just revolves between client and counsellor, but it also exists between the supervisor and trainee counsellor. Supervisory Working Alliance (SWA) has been a pivotal concept in the supervision of counselling and social work trainees, encompassing mutual agreements, tasks, and emotional bonds between supervisors and supervisees (Bordin, 1983). Firstly, are mutual agreements, whereby he explained that both parties must clear with job scopes and have a clear communication between them. Secondly, agreement about their task which

understanding trainee counsellor ability to accomplish one task in given time (Bordin, 1983). Thirdly is bond between supervisor and trainee counsellor, like trust and feelings. All these three aspects play important roles and have a high impact especially in strengthen of working alliances.

2.2 Supervisory Style

The style adopted by supervisors profoundly affects the outcomes of the supervision process. Various supervisory styles such as supportive, task-oriented, and interpersonally sensitive can lead to different levels of satisfaction and development among trainee counsellors. A supportive supervisory style, characterized by warmth and empathy, has been shown to correlate positively with higher levels of trainee satisfaction and enhanced openness during supervision (Nur Hafizah Mohd Ali et al., 2020). In contrast, a task-oriented approach focuses primarily on skill development and performance metrics. According to Beinart as cited in Nur Hafizah Mohd Ali et al. (2020), while this style can be effective in guiding trainees through specific competencies, it may lack the emotional support that many trainees require.

Interpersonally sensitive supervisory styles emphasize understanding and responding to the emotional needs of trainees. This approach fosters reflective practice and has been linked to improved self-awareness among supervisees (Friedlander & Ward, 1984). The effectiveness of these styles highlights the necessity for supervisors to be adaptable and responsive to the unique needs of their trainees.

The effectiveness of supervision is often assessed through the satisfaction levels reported by trainee counsellors. Research shows that supervisors who adopt attractive attributes of supervisors such as warmth, empathy, flexible and supportive contribute positively to trainees' perceptions of supervision effectiveness (Nor Mazlina Ghazali et al., 2021). Moreover, supervisory styles that align with the developmental needs of trainees tend to produce better

outcomes in terms of skill acquisition and professional growth (Wan Marzuki Wan Jaafar as cited in Nur Hafizah Mohd Ali, 2020).

Trainee counsellors frequently face challenges such as anxiety regarding their roles and difficulties in client interactions during their internships (Bernard & Goodyear, 2019). Effective supervision can help mitigate these challenges by providing a safe space for discussion and feedback. Supervisors who create an open environment where trainees feel comfortable sharing their concerns are crucial for fostering resilience and competence in practice (Alis et al. as cited in Nur Hafizah Mohd Ali et al, 2020)

2.3 Supervision Outcomes

According to Bradley & Ladany (2001), the term supervision outcomes are construct of supervisor external events, supervisor character, trainee counsellor character of supervision and trainee counsellor external events through ongoing supervision. Hence, supervision outcomes can be classified as trainee counsellor satisfaction and performance (Nor Mazlina Ghazali et al., 2016). Supervision outcomes are a critical area of research in counsellor education, reflecting both the effectiveness of the supervision process and its impact on the professional development of trainee counsellors. Ladany et al. (1999) highlight that supervision outcomes are multidimensional, encompassing aspects such as the acquisition of skills, professional identity development, and the establishment of ethical decision-making practices. These outcomes are influenced by the dynamic interaction between the supervisor and the trainee counsellor, as well as the context in which supervision occurs. Trainee counsellor satisfaction can be known as their response toward supervisor's perceived personal qualities and performances, judgement of their own behaviour in supervision and degree of comfort when disclosing ideas (Holloway & Wampold, 1983). Efstation, Patton, and Kardash (1990) found that trainee satisfaction with supervision is closely tied to the supervisor's ability to provide constructive feedback, balance challenge with support, and maintain a nonjudgmental approach. Trainees who perceive their

supervisors as empathic and respectful are more likely to engage actively in the supervision process, enhancing both their satisfaction and skill development. Other than that, performances also one of the subdivisions in supervision outcome whereby we can excess behaviour display by trainee counsellor along continue supervision process. Additionally, Holloway (1995) suggests that the supervisory working alliance significantly contributes to supervision outcomes. A strong working alliance, characterized by mutual trust, clear goal setting, and collaborative tasks, fosters an environment where trainees feel comfortable disclosing challenges and exploring new skills. When the working alliance is weak, supervision outcomes may be compromised, leading to decreased satisfaction and hindered performance. According to Nor Mazlina Ghazali et al. (2018) satisfaction and performance of trainee counsellor associate with their perception of general standard in supervision which can triggered motivation and the significance of professional helping relationship for supervision development.

2.4 Self-efficacy

The term self-efficacy had been explained by Bandura (1997) as “the conviction that one can successfully executed desired behaviour”. Similarly, self-efficacy is a behaviour where one has the confidence to fully express his behaviour. Bernard and Goodyear (2019) had reported that objective for supervision and training is for the enhancement of trainee counsellor competency and self-efficacy to develop an expert counsellor. Subsequently, Cashwell and Dooley (2001) had described that clinical supervision are highly associated with high counselling self-efficacy. Hence, theory of self-efficacy from Bandura has been widely used by many researchers in exploring counselling field to access to the supervisor, trainee counsellor and client.

Bandura (1997) had reported that there are three primary behavioural outcomes that are affected by self-efficacy. First, approach versus avoidance. Secondly, performance and third one

is persistence. As outline by Bandura (1997) self-efficacy is divided into four sources performance accomplishments, vicarious learning, social persuasion and emotional arousal. Performance accomplishment is believed to be the most dominant for self-efficacy term. It was origin from individual experiences in accomplishing task. Thus, the individual has high chance to have strong self-efficacy in performing the same task for second time. Next, vicarious learning happen when an individual watch and observe from others performance and behaviour in one specific task of interest where those people can accomplish it well. Meanwhile for social persuasion, it happens when others give encouragement to poses the spirit of self-efficacy in accomplishing one task. Finally, emotional arousal is where an individual fully used their moods and body sensations to lead themselves to self-efficacy beliefs for certain behaviour. Moderator is divided into two types qualitative and quantitative (Baron & Kenny, 1986). Self-efficacy is a quantitative type of moderating factor in this research.

2.5 System Approach to Supervision Model (SAS Model)

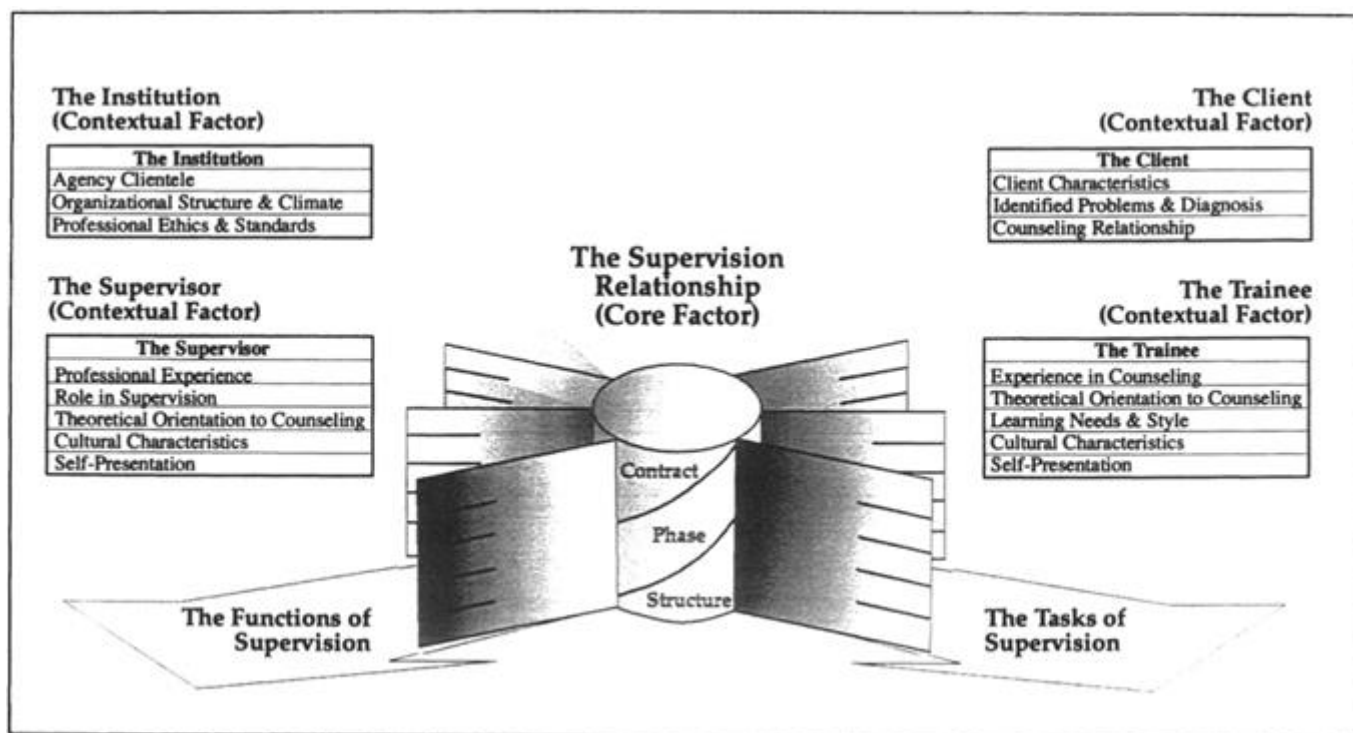


Figure 1

The System Approach to Supervision (SAS) Model, developed by Elizabeth Holloway in 1995, provides a theoretical framework for understanding supervision in this research. The model emphasizes a mutually engaging relationship between supervisor and supervisee, aiming to empower both parties. In this study, the independent variables supervisory working alliance and supervisory style are key elements of the supervisory relationship, as explained by the SAS Model.

Holloway defined supervision as fostering an ongoing relationship where the supervisor designs learning tasks and teaching strategies to support the supervisee's professional development. The supervisor guides the supervisee to acquire the necessary skills, attitudes, and knowledge for professional practice while empowering them to meet professional standards (Holloway & Carroll, 1999). Both the supervisor and supervisee bring unique personal styles to this relationship, which influence their interactions. Achieving mutual understanding is crucial for a flexible and effective relationship, which is vital for the trainee counsellor's growth and positive supervision outcomes.

Figure 1 illustrates the SAS Model in a way that is easier to understand than explanations. According to Holloway (1995), the model's seven elements are dynamic since they have a strong connection and mutual influence. There are factors: the institution (industrial structure and professional ethics and standards), the client (characteristics, identified problems and diagnosis), the supervisors (professional experience, role in supervision, theoretical orientation, cultural characteristics, self-presentation), trainee/supervisee (experience in counselling, theoretical orientation, learning needs and style, cultural characteristics and self-presentation); the functions of the supervision, the task of supervision and the supervision relationship (Holloway & Carroll, 1999).

The core, supervisory relationship is surrounded by six contextual dimensions. The key dimensions the supervisor and supervisee are central to building the relationship. The learning

tasks and teaching strategies are placed at the bottom, while contextual factors like the client and institution are at the top, reflecting their influence on the relationship and supervision process (Holloway & Carroll, 1999).

The phase of the relationship is the focus factors that related to this research. According to Holloway & Carroll (1999), there are three phases which are the beginning, the maturing and the terminating phase. A trainee's professional needs and psychological experiences differ depending on their phase or level. Thus, supervisors must be adaptable in how they interact with trainees at various levels.

2.6 Theoretical framework

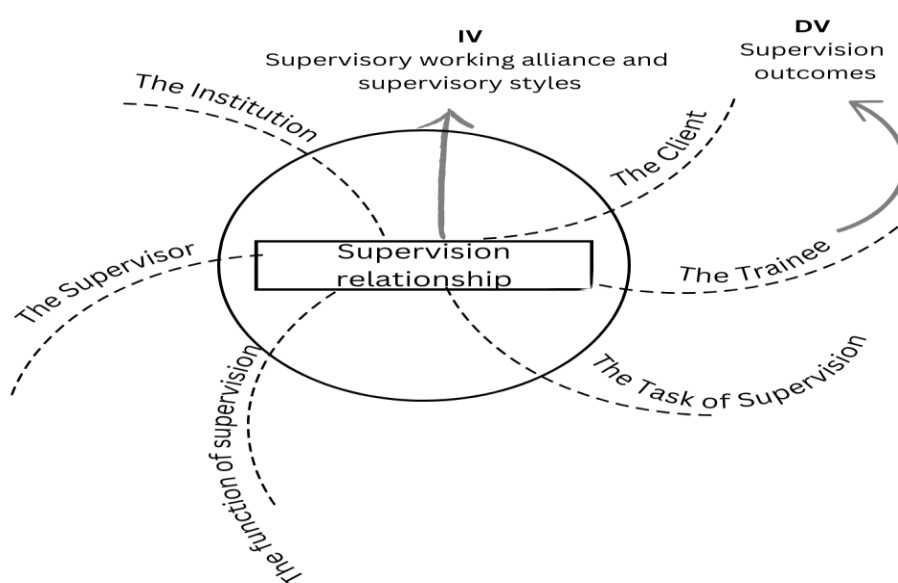


Figure 2: The System Approach to Supervision by Holloway, E. (1995)

The SAS Model highlights the supervisory working alliance and supervisory styles as a core element of the supervisory relationship, underscoring the importance of trust, collaboration, and mutual understanding in fostering professional growth. A strong

supervisory working alliance positively influences supervision outcomes, such as supervisee satisfaction and skill development. However, this relationship is moderated by the supervisee's self-efficacy, which determines how effectively they leverage the benefits of the alliance. Supervisees with high self-efficacy are more likely to engage actively and apply feedback, leading to better outcomes, while those with lower self-efficacy may struggle to fully benefit, resulting in diminished outcomes.

According to Holloway & Carroll (1999), there are three phases which are the beginning, the maturing and the terminating phase. Ladany and Bradley (2010) mentioned three developmental level experienced by trainees during the counsellor development. Different phase or stage of the trainee is different professional needs and psychological experiences. Therefore, supervisors should be flexible in engaging different styles with trainees at different level. This reflecting to supervisor's professional experience, theoretical orientation, and flexibility in adapting to the supervisee's developmental needs. The effectiveness of a particular supervisory style depends on both supervisor factors (e.g., their theoretical orientation and approach) and trainee factors (e.g., learning needs, counselling experience, and self-efficacy). Holloway (1995) believed that supervisor plays different roles during supervision, and this was supported by Bernard's Discrimination Model in which the frequently recognized supervisor roles as teacher, counsellor and consultant (Bernard & Goodyear, 2019).

Although self-efficacy is not explicitly discussed in the SAS Model, it can be integrated as a personal characteristic of the supervisee under the trainee/supervisee factors. Self-efficacy interacts with the supervisory relationship and tasks, influencing the supervisee's ability to engage with supervision processes effectively. It strengthens or weakens the pathways between supervisory working alliance, supervisory style, and supervision outcomes, highlighting its critical moderating role.

2.7 Conceptual framework

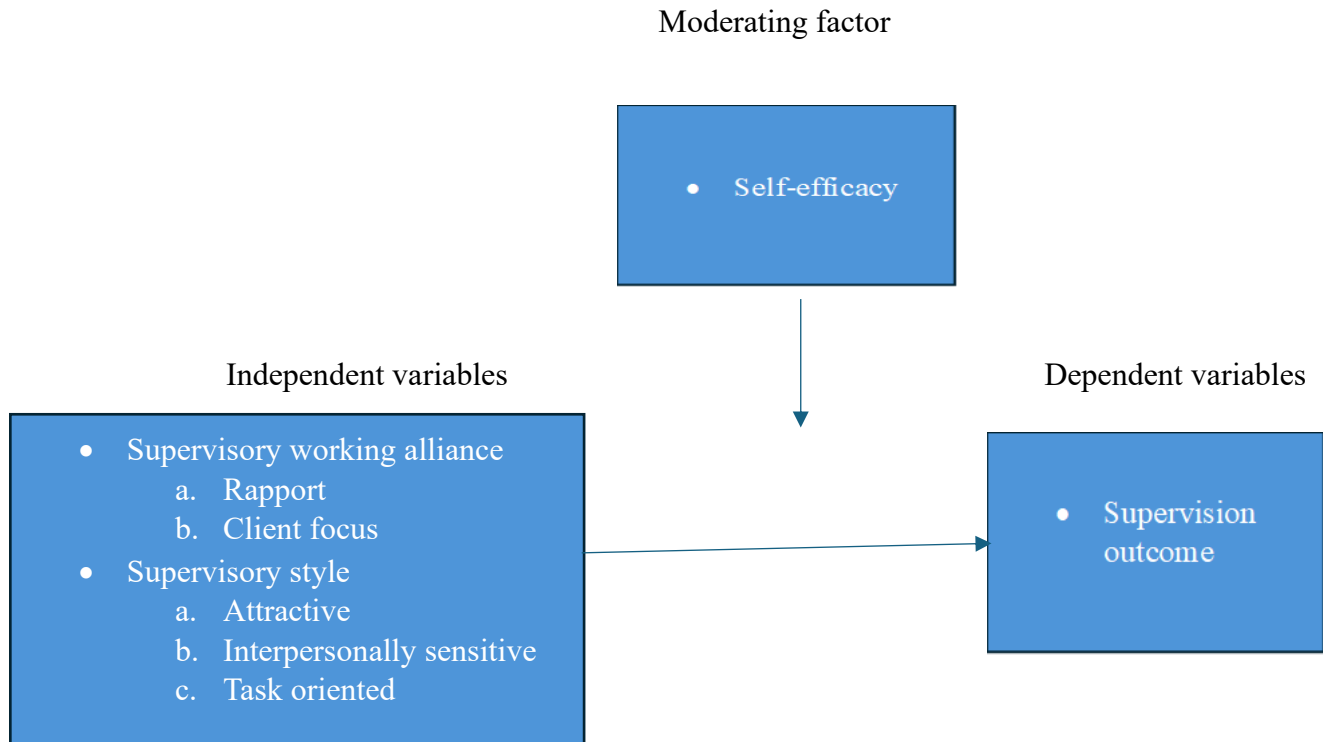


Figure 3

As shown in figure above, the interconnected line between supervisory working alliance, supervisory style and supervision outcome refers as relationship between the variable that researchers try to find. Meanwhile, self-efficacy box with downward arrow shows that self-efficacy may exert the relationship between the other two variable and act as moderator.

2.8 Conclusion

To sum up, these chapter collectively support the theoretical notion that the influence of supervisory working alliance and supervisory style on supervision outcomes which are supervision, supervisory relationship, supervisory style and supervision outcome, the System

Approach to Supervision (SAS) Model, conceptual framework and theoretical framework. The System Approach to Supervision (SAS) Model by Holloway & Carroll (1999) was used in this research to understand the influence of supervisory working alliance and supervisory style on the supervision outcomes and self-efficacy as moderating factor.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter will discuss about research design and research instruments. Apart from that, ethics and procedure will also be discussed in this chapter subsequently.

3.1 Research design

This study will be done by using quantitative research design in nature with the correlation analysis design. Correlation analysis is a statistical method used to examine the relationship between two or more variables (Devi & Lepcha,2023). Whereby, method of survey research will be conduct by distributing the questionnaire to the respondent. Thus, the questionnaire consists of a demographic form and three instruments.

3.2 Population and sample

Population for this research consist of counselling students from various institutions of higher education such as University of Malaysia Sarawak (UNIMAS), University of Malaysia Sabah (UMS), Universiti Pendidikan Sultan Idris (UPSI), Universiti Sains Islam Malaysia (USIM) and University of Malaya (UM). The respondent for this research involves students from year 4 of counselling programme.

3.2.1 Population

The target population for this study is trainee counsellors who currently in Year 4 in a Malaysian Higher Educational Institution. However, in this study, the focus will be on a local

Higher Educational Institution that offers a counselling program. The population from five local universities is 301 counselling students in fourth years. The total number of counselling students' year 4 at each university is 60 for University of Malaysia Sarawak (UNIMAS), 76 for University of Malaysia Sabah (UMS), 57 for University of Malaya (UM), and 54 for both Universiti Sains Islam Malaysia (USIM) and Universti Pendidikan Sultan Idris (UPSI). Table 1 shows the total number of counselling students in year 4.

Table 1

University

University	Year 4
University of Malaysia Sarawak (UNIMAS)	60
University of Malaysia Sabah (UMS)	76
University Malaya (UM)	57
University Sains Islam Malaysia (USIM)	54
University Pendidikan Sultan Idris (UPSI)	54
Total	301

3.2.2 Sample

The target sample consists of respondents from five Malaysian institutions that currently undergo practicum and internships in year 4. The respondents' criterion is that they have completed their counselling session and have been given and observed by their supervisor for counsellor development. This means that the participants who met this criterion are counselling students in year 4, as they conducted the counselling session and were evaluated by the supervisors. University Malaysia Sarawak (UNIMAS), University Malaysia Sabah (UMS), University Malaya, Universiti Sains Islam Malaysia (USIM), and Universiti Pendidikan Sultan Idris (UPSI), are among the local universities. These universities were chosen to represent Higher Education Institutions in Borneo and Peninsular Malaysia. As the research will be conducted using a quantitative approach, the data will be presented in a continuous set of data, with the number of students expressed as a digit value.

Tabachnick and Fidell formula

This formula, which was formulated by Tabachnick and Fidell, to determine the sample size is shown as below:

$$N > 50 + 8m$$

Whereby, N represents the appropriate sample size

m represents the number of independent variables

In this research, there are 3 independent variables that will be measured. Thus, the calculation of the sample size will be calculated as below:

$$N > 50 + 8m$$

$$N > 50 + 8(3)$$

$$N > 74$$

As calculated above, the minimum sample size according to Tabachnick and Fidell formula is 74 respondents as a consideration to utilized regression in data analysis.

Cohen Formula

The formula that is presented by Cohen (1992) is stated in ratio whereby $\frac{n}{k}$ which is equal to 1:20. k represent the number of independent variables. The calculation is being calculated as below

$$n = 20$$

$$3n = 20$$

$$n = 20(3)$$

$$n = 60$$

As calculated above, the sample size with three independent variables is 40 when using the Cohen formula.

Steven Formula

According to Steven's formula in cross-validity model which applies the ratio $\frac{n}{k}$ equal to 1:15 (Stevens as cited in Brooks & Barciskowski 2012), given the significant alpha level (α) is 0.05 and power level at 0.80. the ratio is representing the ratio between the number of predictor (k) variable and the number of subjects (n) required which is 15 subjects are required for each predictor variables based on Steven's formula. Thus, predictor variable is term given to independent variable for regression analysis and correlational studies in non-experimental study. Therefore, in this research, there is two predictor variables. Thus, the sample size calculation of this study is shown below:

$$n = 15$$

$$3n = 15$$

$$n = 15 \times 3$$

$$n = 45$$

As a result, based on the formula developed by Tabachnick and Fidell (2007), Cohen (1992) and Steven, the sample size will be 100 to provide an adequate sample size that represents the population and is sufficient for the research.

3.3 Sampling technique

The sampling method used in this study was probability sampling. The random sampling method was used throughout the research, with the sample consisting of respondents from various universities. Simple random sampling is a method in which each member in the population has an equal probability of selection, hence guaranteeing that the sample

accurately reflects the whole population. This method provides unbiased selection and equal opportunities for all eligible respondents to engage in the research.

3.4 Research instrument

The instrument use in this research are demographic variables, Counselling Self-Estimate Inventory, Supervision Outcomes Survey and Supervisory Working Alliance Inventory: Trainee Form. Instruments can refer the table and will be discuss further as follow:

Table 3

The instruments

Variable	Instrument
Supervisory working alliance	Supervisory Working Alliance instrument for trainee (SWAI-T)
Supervisory style	Supervisory Style Inventory (SSI)
Supervision outcome	Supervision Outcomes Survey (SOS)
Self-efficacy	Counselling Self- estimate (COSE)

3.1.1 Instrument for Demographic Variables

Respondent will be asked to fill out their gender, age, university and year of study.

3.1.2 Instrument for supervisory working alliance

Supervisory working alliance will be measured using Supervisory Working Alliance instrument for trainee (SWAI-T) that consists of 19 items and rate using Likert scale 1 to 7. Respondent will rate the scale from 1 that indicate almost never to 7 that indicate almost

always. Thus, SWAI-T consist of two sub-scales: Rapport and client focus. In addition, this instrument is based on the supervisory working alliance model (Bordin,1983).

3.1.3 Instrument for supervisory style

Supervisory style for this research is measured by using Supervisory Style Inventory (SSI) which consists of 25 items and using Likert scale 1 to 7. Respondent will rate the scale from 1 that indicate not very to 7 that indicate very.

3.1.4 Instrument for supervision outcome

Supervision outcomes for this research are measured by using Supervision Outcomes Survey (SOS) that consists of 20 items. In this survey, trainee counsellor will answer the survey by rating the Likert scale ranging from 1 to 7. Supervision outcomes survey will collect the information of trainee counsellor satisfaction, and high score present favourable perception toward supervisor.

3.1.5 Instrument for self-efficacy

Self-efficacy for the moderating factor in this research is measured using Counselling Self- estimate (COSE) instrument consists of 37 items and rate using Likert scale from 1 to 6. Thus, respondent will rate the scale from 1 (strongly disagree) to 6 (strongly agree). Thus, COSE consist of 5 areas: executing micro skills (12 items), attending to the process (10 items), dealing with difficult client behaviour (7 items), behaving in a culturally competent way (4 items) and being aware of one's own values (4 items).

3.1.6 Reliability and validity

According to White & Queener as cited in Gnilka et al (2012) internal consistency of of SWAI-T are 0.96 which illustrated good internal consistency. Apart from the reliability, this instrument also shows positive correlation in its validity whereby items in this instrument truly measures what it is intended to measure.

Other than that, Supervision Outcome Survey (SOS) is one of the instruments used in this research. Value of alpha coefficient for the reliability of this survey is 0.93(Worthen & Isakson as cited in Nor Mazlina Ghazali et al., 2016). According to Nor Mazlina Ghazali (2018), the values of Cronbach alpha for Supervisory Styles Inventory are ranged from $\alpha = 0.87$ to $\alpha = 0.92$. As mentioned by Larson, COSE had found to be internally consistent with ($\alpha = .93$) (as cited in Bruton, 2013).

3.5 Pilot test

According to Mohamad Adam Bujang et al. (2024), a minimum recommendation of 30 sample size is suggested as the suitable respondents' number for the population to take part of this pilot test. This is because accuracy of parameter estimates increases as the sample size increases. Thus, 30 respondents chosen randomly from trainee counsellor UNIMAS to take part in the pilot test. The collected data will be analysed to get consistency reliability by using SPSS version 27.0. Table below shows the results of the reliability test.

Table 4*Reliability test*

Variables	Literature review	Finding
Supervisory working alliance	0.96	.977
Supervisory style	0.92	.983
Supervision Outcome	0.93	.974
Self-efficacy	0.93	.982

3.6 Data collection procedures

The questionnaires will be distributed online to collect data. According to Regmi et al. (2016), the online questionnaire does challenge the traditional paper pen surveys, but the concept is the same. Furthermore, it has some advantages in that it can reach many respondents and is cost effective. Furthermore, in terms of data management, it reduces human error by protecting data from loss while transferring it to a database for analysis. Furthermore, the use of an online questionnaire improves the respondent's response by preventing missing data due to the respondent explicitly or implicitly skipping the items listed in the questionnaires, as the mode in each item can be made mandatory to answer before moving on to the next items.

The instruments are first designed in a Google form and approved for use in the research by the supervisor. The questionnaire links will be distributed to trainee counsellors at each university (UNIMAS, UMS, UM, USIM and UPSI). The informed consent forms are piled on top of the questionnaires. The data will be collected in the form of a google spreadsheet, which will be provided in the google form.

3.7 Data analysis

The data collected in this study will be presented in two ways: descriptive analysis and inferential analysis. The raw data had to be transformed into a form that explained the characteristics of the data and the description of the data for the descriptive data analysis. It consists of displaying the data's frequency, percentage, and central tendency. In contrast, the inferential data analysis demanded that the hypotheses be tested. As the inferential analysis is used to fulfil the research objectives, it is used by the researcher to reach a conclusion and make a generalisation about the population. This analysis was carried out using the Statistical Package for the Social Sciences (SPSS), with the level of significance set at .05.

3.7.1 Descriptive analysis

Descriptive analysis will examine the demographic information gathered and provide a meaningful description of the raw data. The raw data will be divided into two types: the central tendency, which includes the mode, median, and mean of the data, and the distribution. In contrast, is a measure of spread that includes range, standard deviation, and variance. The data will be summarised in the form of a tabulated description, a graphical description, and statistical commentary.

3.7.2 Inferential analysis

In contrast, inferential analysis is carried out using the Statistical Package for Social Science (SPSS). Pearson product-moment correlation coefficient analysis is used to determine the effect of an independent variable on the dependent variable. In this study, the inferential analysis method will be used to test the hypotheses. The inferential analysis is used to test and validate the following hypothesis:

Table 5

The list of hypotheses

Hypotheses	Independent variable	Dependent variable	Analysis	
H_{01}: There is no significant relationship between supervisory working alliance and supervision outcome.	Supervisory working alliance	Supervision outcome	Pearson moment coefficient	product-correlation
H_{02}: There is no significant relationship	Supervisory working alliance (rapport)	Supervision outcome	Pearson moment coefficient	product-correlation

between
supervisory
working alliance
(rapport) and
supervision
outcome.

H_{03}: There is no significant relationship between supervisory working alliance (client focus) and supervision outcome.	Supervisory working alliance (client focus)	Supervision outcome	Pearson moment coefficient	product-correlation
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H_{04}: There is no significant influence of supervisory working alliance on supervision outcome.	Supervisory working alliance	Supervision outcome	Linear regression
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	Supervisory working	Supervision outcome	Multiple regression
H_{05}: There is no	alliance (rapport)		
significant			
influence of			
supervisory			
working			
alliance(rapport)			
on supervision			
outcome.			
H_{06}: There is no	Supervisory working	Supervision outcome	Multiple regression
significant	alliance (client focus)		
influence of			
supervisory			
working alliance			
(client focus) on			
supervision			
outcome.			

H_{07}: There is no significant relationship between supervisory style and supervision outcome.	Supervisory style	Supervision outcome	Pearson moment coefficient	product-correlation
H_{08}: There is no significant relationship between supervisory style (attractive) and supervision outcome.	Supervisory style (attractive)	Supervision outcome	Pearson moment coefficient	product-correlation
H_{09}: There is no significant relationship between supervisory style (interpersonally sensitive) and	Supervisory style (interpersonally sensitive)	Supervision outcome	Pearson moment coefficient	product-correlation

supervision outcome.					
H_{010}: There is no significant relationship between supervisory style (task-oriented) and supervision outcome.	Supervisory (task-oriented)	style	Supervision outcome	Pearson moment correlation coefficient	product-correlation
H_{011}: There is no significant influence of supervisory style on supervision outcome.	Supervisory style		Supervision outcome	Linear regression	
H_{012}: There is no significant influence of supervisory style (attractive) on	Supervisory (attractive)	style	Supervision outcome	Multiple regression	

supervision outcome.				
H_{013}: There is no significant influence of supervisory style (interpersonally sensitive) on supervision outcome.	Supervisory	style	Supervision outcome	Multiple regression
H_{014}: There is no significant influence of supervisory style (task-oriented) on supervision outcome.	Supervisory	style	Supervision outcome	Multiple regression
H_{015}: There is no significant moderating factor of self-	Supervisory	working	Supervision outcome	Multiple regression
alliance				

**efficacy on
supervisory
working alliance
and supervision
outcome.**

H_{016}: There is no significant moderating factor of self- efficacy on supervisory style and supervision outcome.	Supervisory style	Supervision outcome	Multiple regression
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3.8 Ethical considerations

A few considerations must be made when researching to ensure the research's accuracy and confidentiality. This research will focus on the participant's rights, which include the procedures for conducting the research and the participant's willingness to participate in this research. Furthermore, the confidentiality of the participant's identity as well as the results of the questionnaires will be emphasized. In terms of accuracy, this study focused on citing and crediting sources correctly according to APA guidelines. Furthermore, the research analysis will not be manipulated and will be recorded as what has been achieved throughout this research.

3.9 Chapter summary

This chapter describes the methods of conducting this research which include the selection of instruments, data collections as well as analysis of the data. Besides that, the validity and the reliability are also included to validate the instruments used in conducting the research. The next chapter will discuss the findings of the study, providing an analysis of the data collected and investigate the results contribute to understanding the influence of supervisory working alliance, supervisory style, and self-efficacy on supervision outcomes.

CHAPTER 4: DATA ANALYSIS AND RESEARCH FINDINGS

4.0 Introduction

In this chapter, the result of the study will be presented. All the results of quantitative analysis were collected from the participants through a questionnaire form and all the quantitative analysis was made by using the SPSS 27 version. The descriptive analysis followed by reliability test analysis, discriminant validity analysis, as well as the inferential analysis was also discussed to provide a broad conclusion for the research.

4.1 Descriptive Analysis of Respondents Profile

4.1.1 Age

Respondents in the study are grouped into four age brackets as shown in Table 6. Nearly half of the participants were aged 21-23, with 44% being 24-26 in age. The oldest group of those 27 or older amounts to only 11%. All 100 of the responses are included and are considered valid, since both percent and valid percent have the same values.

Table 6

Age

		Frequency
Valid	21-23	45
	24-26	44
	27 or older	11
	Total	100

4.1.2 Gender

Table 7 demonstrates that there are nearly the same numbers of female and male participants. Out of the 100 people included, sample, 49% are female and 51% are male. There are no missing data values, as the valid percent matches the overall percent. It becomes clear from the cumulative percent that 49% of the sample consists of females and 51% consists of males.

Table 7

Gender

		Frequency	Percent
Valid	Female	49	49.0
	Male	51	51.0
	Total	100	100.0

4.1.3 Ethnicity

The ethnicity of the study participants is shown in Table 8. 40% of the sample are Malay, 32% are Chinese and 19% are Indian. The percentage of Malaysians with Indigenous ethnicities such as Iban, Kadazan-Dusun and Orang Asli is 8% and around 1% of people identify as "Other." The percentages added across both groups show that they provide 72% of the study's participants, meaning that Malay and Chinese individuals are the most strongly represented. While adding Indian and Indigenous people, the sample size for these two is significantly smaller. Few participants in the data are from ethnicities outside the given groups, as this category appears little in the data.

Table 8*Ethnicity*

		Frequency	Percent
Valid	Chinese	32	32.0
	Indian	19	19.0
	Indigenous (e.g., Iban, Kadazan-Dusun, Orang Asli)	8	8.0
	Malay	40	40.0
	Other	1	1.0
	Total	100	100.0

4.1.4 University

Table 9 demonstrates how the participants were spread among different universities, showing a good cross-section. The University of Malaysia Sabah, UMS, had the largest number of respondents, representing 34% of the group, while USIM and UNIMAS recorded 23% and 19%, respectively. UPSI which represents 16%, has one of the highest shares and UM, the top institution, follows with just 8%. By looking at the cumulative percentages, it is obvious that UMS, UNIMAS and USIM represent 76% of the study's sample, proving that these three universities make up the majority of the participant group.

Table 9

University

		Frequency
Valid	UM	8
	UMS	34
	UNIMAS	19
	UPSI	16
	USIM	23
	Total	100

4.2 Inferential Analysis based on Research Hypothesis

4.2.1 The relationship between Supervisory Working Alliance and Supervision Outcomes

H_{01} : There is no significant relationship between supervisory working alliance and supervision outcomes.

H_{02} : There is no significant relationship between supervisory working alliance (rapport) and supervision outcomes.

H_{03} : There is no significant relationship between supervisory working alliance (client focus) and supervision outcomes.

Pearson product-moment correlation was run to determine the relationship between supervisory working alliance and supervision outcome. Based on the result shown in table 9, there was a strong, positive correlation between supervisory working alliance and supervision outcome, which was statistically significant ($r = .982$, $n = 100$, $p < .001$). Since the p-value is less than 0.05, the null hypothesis is rejected. Hence, there is significant relationship between supervisory working alliance and supervision outcome.

For H_{02} and H_{03} also were tested by Pearson product-moment correlation to determine the relationship between supervisory working alliance (rapport and client focus) and supervision outcome. Based on the result shown in table 10 and 11, there was a strong, positive correlation between supervisory working alliance (rapport and client focus) and supervision outcome, which was statistically significant (r (rapport) = $.972$, r (client focus) = $.971$, $n = 100$, $p < .001$). Since the p-value is less than 0.05, the null hypothesis are rejected. Hence, there is significant relationship between supervisory working alliance (rapport and client focus) and supervision outcomes.

Table 10

Correlations between supervisory working alliance and supervision outcomes.

		Supervisory working alliance	Supervision outcomes
Supervisory working alliance	Pearson Correlation	1	.982
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcomes	Pearson Correlation	.982	1
	Sig. (2-tailed)	<.001	
	N	100	100

Table 11*Correlations between supervisory working alliance (rapport) and supervision outcomes.*

		Rapport	Supervision outcomes
Rapport	Pearson Correlation	1	.972
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcomes	Pearson Correlation	.972	1
	Sig. (2-tailed)	<.001	
	N	100	100

Table 12*Correlations between supervisory working alliance (client focus) and supervision outcomes.*

		Client focus	Supervision outcomes
Client focus	Pearson Correlation	1	.972
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcomes	Pearson Correlation	.972	1
	Sig. (2-tailed)	<.001	
	N	100	100

4.2.2 The influence of supervisory working alliance on supervision outcomes

H_{04} : There is no significant influence of supervisory working alliance on supervision outcomes.

A linear regression was run to predict supervision outcome from supervisory working alliance. Table 12 shows that supervisory working alliance significantly predicted supervision outcome, $F(2, 97) = 2610.609, p = .000, R^2 = .964$, Adjusted $R^2 = .963$. The coefficient (R) of 0.982 indicates a very strong positive relationship between supervisory working alliance and supervision outcomes. Adjusted $R^2 = 0.963$ also indicates 96.3% of the variance in supervision outcomes can be explained by the influence of supervisory working alliance. Supervisory working alliance added statistically significantly to the prediction, $p = .000$. The null hypothesis is rejected. Hence, there is significant influence of supervisory working alliance on supervision outcomes.

Table 13

Linear regression analysis of supervisory working alliance on supervision outcomes

Independent variable	Unstandardized Coefficients B	Standardized Coefficients β	Adjusted R^2	t	Sig.
Constant	4.432		.963	2.093	.039
Supervisory working alliance	1.025	.982		51.094	.000

Dependent Variable: Supervision outcomes

4.2.3 The influence of supervisory working alliance (rapport and client focus) on supervision outcome

H_{05} : There is no significant influence of supervisory working alliance(rapport) on supervision outcome.

H_{06} : There is no significant influence of supervisory working alliance (client focus) on supervision outcome.

A multiple regression was run to predict supervision outcome from rapport and client focus. Table 13 shows that these variables statistically significantly predicted Supervision outcome, $F(2, 97) = 1335.292, p < .001, R^2 = .965$, Adjusted $R^2 = .964$. The correlation coefficient (R) of 0.982 suggests a very strong positive relationship between rapport and client focus and supervision outcomes of trainee counsellors. Furthermore, the coefficient of determination (Adjusted $R^2 = .964$) indicates that 96.4% of the variance in supervision outcomes can be explained by the combined influence of rapport and client focus.

The Adjusted R^2 value translates to 96.4% of supervisory working alliance which predict to the supervision outcomes. The high R-value and significance level confirm a strong, positive linear relationship between the predictors and the dependent variable. All variables added statistically significantly to the prediction, $p < .05$. Both rapport and client focus are individually useful in the prediction of supervision outcomes. The null hypotheses 5 and 6 are rejected. Hence, there is significant influence of supervisory working alliance (rapport and client focus) on supervision outcome.

Table 14

Multiple regression analysis of supervisory working alliance (rapport and client focus) on supervision outcomes

Independent variable	Unstandardized Coefficients B	Standardized Coefficients β	Adjusted R Square .964	t 2.231	Sig. .028
Constant	4.685				
Rapport	.838	.506		7.818	<.001
Client focus	1.337	.488		7.539	<.001

Dependent Variable: Supervision outcomes

4.2.4 The relationship between supervisory style and supervision outcome

H₀₇: There is no significant relationship between supervisory style and supervision outcome.

H₀₈: There is no significant relationship between supervisory style (attractive) and supervision outcome.

H₀₉: There is no significant relationship between supervisory style (interpersonally sensitive) and supervision outcome.

H₀₁₀: There is no significant relationship between supervisory style (task-oriented) and supervision outcome.

Pearson product-moment correlation was conducted to determine the relationship between supervisory style and supervision outcome. Based on the result shown in table 14, there was a strong, positive correlation between supervisory working alliance and supervision

outcome, which was statistically significant ($r = .987$, $n = 100$, $p < .001$). Since the p-value is less than 0.05, the null hypothesis is rejected. Hence, there is significant relationship between supervisory style and supervision outcome.

Pearson product-moment correlation was also conducted to test H_{08} , H_{09} and H_{010} . Based on the result shown in table 15, 16 and 17 there was a strong, positive correlation between supervisory style which are attractive, interpersonally sensitive and task oriented and supervision outcome, which was statistically significant (r (attractive) = .960, r (interpersonally sensitive) = .967, r (task oriented) = .979 $n = 100$, $p < .001$). Since the p-value is less than 0.05, the null hypothesis is rejected. Hence, there is significant relationship between supervisory style (attractive, interpersonally sensitive and task oriented) and supervision outcome.

Table 15

Correlations between supervisory style and supervision outcomes.

		Supervisory style	Supervision outcomes
Supervisory style	Pearson Correlation	1	.987
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcome	Pearson Correlation	.987	1
	Sig. (2-tailed)	<.001	
	N	100	100

Table 16*Correlations between supervisory style (attractive) and supervision outcomes.*

		Attractive	Supervision outcomes
Attractive	Pearson Correlation	1	.960
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcome	Pearson Correlation	.960	1
	Sig. (2-tailed)	<.001	
	N	100	100

Table 17*Correlations between supervisory style (interpersonally sensitive) and supervision outcomes.*

		Interpersonally sensitive	Supervision outcomes
Interpersonally sensitive	Pearson Correlation	1	.967
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcome	Pearson Correlation	.967	1
	Sig. (2-tailed)	<.001	
	N	100	100

Table 18*Correlations between supervisory style (task oriented) and supervision outcomes.*

		Task oriented	Supervision outcomes
Task oriented	Pearson Correlation	1	.979
	Sig. (2-tailed)		<.001
	N	100	100
Supervision outcome	Pearson Correlation	.979	1
	Sig. (2-tailed)	<.001	
	N	100	100

4.2.5 The influence of supervisory style on supervision outcome

H_{011} : There is no significant influence of supervisory style on supervision outcome.

A linear regression was run to predict supervision outcome from supervisory style. Table 18 shows that supervisory style significantly predicted supervision outcome, $F(2, 97) = 3882.660, p < .001, R^2 = .975$, Adjusted $R^2 = .975$. The coefficient (R) of 0.988 indicates a very strong positive relationship between supervisory working alliance and supervision outcomes. Adjusted $R^2 = 0.975$ also indicates 97.5% of the variance in supervision outcomes can be explained by the influence of supervisory style. Supervisory working alliance added statistically significantly to the prediction, $p < .001$. The null hypothesis is rejected. Hence, there is significant influence of supervisory style on supervision outcomes.

Table 19*Linear regression analysis of supervisory style on supervision outcomes*

Independent variable	Unstandardized Coefficients B	Standardized Coefficients β	Adjusted R Square	t	Sig.
Constant	2.135		.975	1.204	.231
Supervisory style	.801	.988		62.311	.000

Dependent Variable: Supervision outcomes

4.2.6 The influence of supervisory style (attractive, interpersonally sensitive and task oriented) on supervision outcome

H₀₁₂: There is no significant influence of supervisory style (attractive) on supervision outcome.

H₀₁₃: There is no significant influence of supervisory style (interpersonally sensitive) on supervision outcome.

H₀₁₄: There is no significant influence of supervisory style (task-oriented) on supervision outcome.

A multiple regression was run to predict supervision outcome from rapport and client focus. Table 13 shows that these variables statistically significantly predicted Supervision outcome, $F(2, 97) = 1279.079, p < .001, R^2 = .976$, Adjusted $R^2 = .975$. The correlation

coefficient (R) of 0.988 suggests a very strong positive relationship between supervision style of attractive, interpersonally sensitive and task oriented and supervision outcomes of trainee counsellors. Furthermore, the coefficient of determination (Adjusted $R^2 = .975$) indicates that 97.5% of the variance in supervision outcomes can be explained by the combined influence of supervisory style of attractive, interpersonally sensitive and task oriented

The Adjusted R^2 value translates to 97.5% of supervisory style which predict to the supervision outcomes. The high R-value and significance level confirm a strong, positive linear relationship between the predictors and the dependent variable. All variables added statistically significantly to the prediction, $p < .05$. Attractive, interpersonally sensitive and task oriented style of supervision is individually useful in the prediction of supervision outcomes. The null hypotheses 12, 13 and 14 are rejected. Hence, there is significant influence of supervisory style (attractive, interpersonally sensitive and task oriented) on supervision outcome.

Table 20

Multiple regression analysis of supervisory style (attractive, interpersonally sensitive and task oriented) on supervision outcomes

Independent variable	Unstandardized Coefficients B	Standardized Coefficients β	Adjusted R Square	t	Sig.
Constant	2.141		.975	1.200	.233
Attractive	.699	.249		4.844	<.001
Interpersonally sensitive	.749	.302		5.484	<0.01

Task oriented	.913	.129	7.068	<.001
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Dependent Variable: Supervision outcomes

4.2.7 The moderating factor of self-efficacy on supervisory working alliance and supervision outcome.

H_{015} : There is no significant moderating factor of self-efficacy on supervisory working alliance and supervision outcome.

The multiple regression analysis is carried out to determine interaction between supervisory working alliance and self-efficacy in predicting supervision outcomes. Model 1, which included the main effects of supervisory working alliance and self-efficacy, significantly predicted supervision outcomes, $R^2=.978$, $F(2,97) = 2141.258$, $p < .001$ and adjusted $R^2=0.977$ that indicates 97.7% of variance supervision outcomes can be explained by the combined influence of supervisory working alliance and trainee counsellors' self-efficacy.

Meanwhile for Model 2, the adjusted $R^2 = 0.978$ that indicates high variance of supervision outcomes which is 97.8% can be predicted by supervisory working alliance. However, when added the interaction of supervisory working alliance and self-efficacy, where self-efficacy as moderating factor only an additional 0.01% of variance, and the change in R^2 was not statistically significant, $\Delta R^2 = .001$, $p = .124$. Since the p-value is more than 0.05, the null hypothesis 15 is accepted. This suggests that self-efficacy is not a significant moderator of the relationship between supervisory alliance and supervision outcomes.

Table 21*Moderating analysis of self-efficacy on supervisory working alliance*

Model	Adjusted R Square	Change Statistics	
		R Square Change	Sig. F Change
1	.977	.978	.000
2	.978	.001	.124

4.2.8 The moderating factor of self-efficacy on supervisory style and supervision outcome.

H_{016} : There is no significant moderating factor of self-efficacy on supervisory style and supervision outcome.

The multiple regression analysis is carried out to determine interaction between supervisory style and self-efficacy in predicting supervision outcomes. Model 1, which included the main effects of supervisory style and self-efficacy, significantly predicted supervision outcomes, $R^2=.985$, $F(2,97) = 3150.630$, $p < .001$ and adjusted $R^2=0.985$ that indicates 98.5% of variance supervision outcomes can be explained by the combined influence of supervisory style and trainee counsellors' self-efficacy.

Meanwhile for Model 2, the adjusted $R^2 = 0.985$ that indicates high variance of supervision outcomes which is 98.5% can be predicted by supervisory style and self-efficacy. However, when added the interaction of supervisory working alliance and self-efficacy, where self-efficacy as moderating factor there is no additional of variance, and the change in R^2 was not statistically significant, $\Delta R^2 = .000$, $p = .599$. Since the p-value is more than 0.05,

the null hypothesis 16 is accepted. This suggests that self-efficacy is not a significant moderator of the relationship between supervisory alliance and supervision outcomes.

Table 22

Moderating analysis of self-efficacy on supervisory style

Change Statistics			
Model	Adjusted R Square	R Square Change	Sig. F Change
1	.985	.985	.000
2	.984	.000	.599

4.3 Summary of findings

Table 23 demonstrated the summary of findings.

Table 23

The summary of findings

Research hypothesis	Finding
H₀₁ : There is no significant relationship between supervisory working alliance and supervision outcome.	Rejected
H₀₂ : There is no significant relationship between supervisory working alliance (rapport) and supervision outcome.	Rejected

<i>H₀₃</i> : There is no significant relationship between supervisory working alliance (client focus) and supervision outcome.	Rejected
<i>H₀₄</i> : There is no significant influence of supervisory working alliance on supervision outcome.	Rejected
<i>H₀₅</i> : There is no significant influence of supervisory working alliance(rapport) on supervision outcome.	Rejected
<i>H₀₆</i> : There is no significant influence of supervisory working alliance (client focus) on supervision outcome.	Rejected
<i>H₀₇</i> : There is no significant relationship between supervisory style and supervision	Rejected
<i>H₀₈</i> : There is no significant relationship between supervisory style (attractive) and supervision outcome.	Rejected
<i>H₀₉</i> : There is no significant relationship between supervisory style (interpersonally sensitive) and supervision outcome.	Rejected
<i>H₀₁₀</i> : There is no significant relationship between supervisory style (task-oriented) and supervision outcome.	Rejected
<i>H₀₁₁</i> : There is no significant influence of supervisory style on supervision outcome.	Rejected
<i>H₀₁₂</i> : There is no significant influence of supervisory style (attractive) on supervision outcome.	Rejected
<i>H₀₁₃</i> : There is no significant influence of supervisory style (interpersonally sensitive) on supervision outcome.	Rejected

<i>H</i>₀₁₄ : There is no significant influence of supervisory style (task-oriented) on supervision outcome.	Rejected
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<i>H</i>₀₁₅ : There is no significant moderating factor of self-efficacy on supervisory working alliance and supervision outcome.	Accepted
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<i>H</i>₀₁₆ : There is no significant moderating factor of self-efficacy on supervisory style and supervision outcome.	Accepted
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4.4 Chapter summary

In Chapter 4, the data collected from respondents is studied to look at the links among supervisory working alliance, supervisory style, self-efficacy and supervision results. The first part of the chapter provides descriptive statistics about the respondents such as their ages, genders, ethnic backgrounds, and universities.

Inferential analyses such as Pearson correlation and multiple regression, supervisory working alliances and supervisory style do have significant relationship in predicting supervision outcome in a trainee counsellor. Meanwhile, moderation analysis between self-efficacy, supervisory working alliance, supervisory styles and supervision outcome show that self-efficacy is not significant in predicting supervision outcome.

CHAPTER FIVE: DISCUSSION

5.0 Introduction

In this chapter, the result from data analysis will be discussed where the analysis show that supervisory working alliances and supervisory style do have significant relationship in predicting supervision outcome in a trainee counsellor. Meanwhile, moderation analysis between self-efficacy, supervisory working alliance, supervisory styles and supervision outcome show that self-efficacy is not significant in predicting supervision outcome. Despite the result, this research has few important discussions as below.

5.1 Discussion

5.1.1 Discussion on significant relationship between supervisory working alliance and supervision outcome

H₀₁: There is no significant relationship between supervisory working alliance and supervision outcome.

H₀₂: There is no significant relationship between supervisory working alliance (rapport) and supervision outcome.

H₀₃: There is no significant relationship between supervisory working alliance (client focus) and supervision outcome.

Due to the detailed statistical analysis which indicated a very strong link between supervisory working alliance and positive supervision outcomes, the null hypothesis was rejected. It appears that the better the working alliance, the more successful the outcomes are when supervising someone, as supervisory working alliance has been shown to directly and indirectly contribute to supervisory satisfaction and explain a significant portion of

its variance (Meydan & Sagkal, 2023). This is also aligned with the study of Brasfield et al. (2022), who found that a strong working alliance leads to high supervisory satisfaction and enhanced skill development.

This finding is supported by what experts in clinical supervision have reported by Li et al. (2021) that the working alliance is essential for supervision to work well, with strong alliances correlating with higher satisfaction and better disclosure in supervision. An environment where people share spirit of trust, set shared aims and participate together helps them grow and improve their skills. This means that supervisors should focus on maintaining strong working relationships with the trainees under their guidance. This can be achieved by having regular talks to make sure both understand what is expected, using open lines of communication to address any fears and collaborating on setting goals.

This finding also supports Bordin's (1983) concept that mutual agreement, shared goals, and emotional bonds between supervisor and trainee counsellor are crucial for effective supervision. In addition, Holloway's System Approach to Supervision (SAS) Model outlines the importance of a dynamic supervisory relationship, which influences supervision outcomes and strengthens trainee growth. Therefore, supervisors who build strong relationships through regular discussions, openness, and trust help trainees develop professionally

5.1.2 Discussion on influence of supervisory working alliance on supervision outcome

H_{04} : There is no significant influence of supervisory working alliance on supervision outcome.

H_{05} : There is no significant influence of supervisory working alliance(rapport) on supervision outcome.

H₀₆: There is no significant influence of supervisory working alliance (client focus) on supervision outcome.

From the results, it appears that the working alliance is important for other elements to be successfully present in supervision. The study supports Bordin's theory which holds that how effective the working alliance is can impact the other functions of supervision. It seems that forming a close relationship with the supervisee may help other aspects of supervision, like giving true feedback, practicing risky new skills and dealing with complex material positively, since a trusting relationship and clear goals are linked to better supervision experiences. For this reason, supervision training should include significant time spent on improving social skills along with handling technical aspects. This study confirms that rapport is vital to supervision, since it greatly affects results.

This finding is aligned with the SAS Model by Holloway (1995), where the supervisory working alliance is a central component for effective teaching and learning strategies. Forming a close relationship with supervisee may help other aspects of supervision like managing complex cases, receiving feedback and skill enhancements. This indicates that supervision should not only focus on technical content but also interpersonal skills such as listening and empathy as also noted by Brasfield et al. (2022). Additionally, supervision that responds to trainee needs supports better in learning. According to Holloway (1999), supervision must adapt to trainee's developmental phase, where early-stage trainee's need more support compared to those in maturing in terminating.

5.1.3 Discussion on relationship between supervisory style and supervision outcome

H₀₇: There is no significant relationship between supervisory style and supervision outcome.

H₀₈: There is no significant relationship between supervisory style (attractive) and supervision outcome.

H₀₉: There is no significant relationship between supervisory style (interpersonally sensitive) and supervision outcome.

H₀₁₀: There is no significant relationship between supervisory style (task-oriented) and supervision outcome.

Since supervision methods, attitudes and style closely reflect the results of supervision, it seems clear that they are closely linked. It agrees with the wide range of studies showing supervisors are responsible for supervise and guiding their supervisee in their supervision. For example, according to Nor Mazlina Ghazali et al. (2021), supervisors who adopt attractive attributes of supervisors such as warmth, empathy, flexible and supportive contribute positively to trainees' perceptions of supervision effectiveness. In accordance with the data in this study, supervisors who use warm, honest, practical and intuitive styles achieve better results with their trainees. Therefore, the right choice for a supervisor and their training should emphasize personal traits, as much as expertise in the job.

5.1.4 Discussion on influence of Supervisory style on supervision outcome.

H₀₁₁: There is no significant influence of supervisory style on supervision outcome.

H₀₁₂: There is no significant influence of supervisory style (attractive) on supervision outcome.

H₀₁₃: There is no significant influence of supervisory style (interpersonally sensitive) on supervision outcome.

H₀₁₄: There is no significant influence of supervisory style (task-oriented) on supervision outcome.

The results of this study indicated that supervisory style has a significant influence on supervision outcomes, which led to the rejection of the null hypotheses (H_{011} – H_{014}). This finding is consistent with the System Approach to Supervision (SAS) Model by Holloway (1995), which highlights supervisory style as one of the important contextual elements that interact with the supervisory relationship and learning tasks. Supervisors' ability to adopt the appropriate style can enhance professional development and satisfaction among trainees.

The findings suggest that attractive supervisory styles such as those that are warm, encouraging, and flexible have a strong impact on supervision effectiveness. Similarly, Nur Hafizah Mohd Ali et al. (2020) emphasized that supportive supervisors foster openness and a safe space for reflection and discussion, which are essential for effective learning.

Moreover, the influence of interpersonally sensitive supervisory styles those that respond to the emotional and psychological needs of trainees was also found to be important. This reflects the work of Friedlander & Ward (1984), who noted that this style encourages deeper self-awareness and supports the personal growth of the supervisee.

The task-oriented style, which emphasizes structure, performance, and skill development, also showed a meaningful influence on supervision outcomes. Supervisors who clearly outline expectations and offer focused guidance help trainees progress more confidently through their practicum or internship. This supports the idea that supervisory effectiveness is enhanced when the supervisor integrates both relational and task-based components. It aligns with Beinart's view, as cited in Nur Hafizah Mohd Ali et al. (2020), that structure is necessary but should be balanced with emotional support.

5.1.5 Discussion on moderating factor of self-efficacy on supervisory working alliance and supervision outcome.

H_{015} : There is no significant moderating factor of self-efficacy on supervisory working alliance and supervision outcome.

The hypothesis was approved as the study found that self-efficacy did not strongly affect the connection between the working alliance and outcomes. It appears that each independent factor contributes to the outcomes of supervision and does not change the relationship they have together. This suggests that both a strong working alliance and high self-efficacy are beneficial, but their effects on supervision outcomes are largely separate not interactive. Accepting this null hypothesis indicates that higher self-efficacy in a trainee does not influence the benefits of a strong working alliance.

While Bandura (1997) identified self-efficacy as central to behavioural outcomes, in this context, it appears more additive than moderating. Supervisors should continue to prioritize building strong alliances regardless of the trainee's confidence level, while also providing individualized support based on observed learning needs.

5.1.6 Discussion on moderating factor of self-efficacy on supervisory style and supervision outcome.

H_{016} : There is no significant moderating factor of self-efficacy on supervisory style and supervision outcome.

The analysis of the data with statistics showed that self-efficacy is not responsible for the way supervisory style and supervision outcomes relate. Analysis showed that while supervisory style and self-efficacy both significantly improve supervision, they do not interact in any important way. This means that the effectiveness of a supervisor's style is not dependent on the trainee's

confidence in their own abilities, and supervisors can maintain their preferred approach regardless of how self-assured their trainees feel. The hypothesis suggests that supervisors can maintain their usual style no matter how good or bad the trainees consider their own abilities. Nevertheless, the data reveals that strong supervision and trainee belief in their abilities are both valuable for positive results, but they impact students in different ways.

Although Bandura's theory would suggest a potential moderating effect via internal beliefs and past performance, the results indicate that a supervisor's chosen style remains effective regardless of trainee self-confidence. However, it remains essential that supervisors tailor their style to developmental needs rather than self-efficacy alone, supporting Holloway's view of flexibility based on trainee growth phases.

5.2 Implication of study

5.2.1 Theoretical implication

The findings of this study offer several theoretical implications that contribute to a deeper understanding of Holloway's (1995) System Approach to Supervision (SAS) Model, which served as the foundational theoretical framework in this research. Firstly, the significant relationship between the supervisory working alliance and supervision outcomes reinforces the SAS Model's emphasis on the supervisory relationship as the central component of effective supervision. As demonstrated by the results, a strong alliance characterised by trust, shared goals, and open communication not only supports supervisee satisfaction but also promotes skill development. This finding echoes the model's proposition that the quality of the relationship between supervisor and supervisee serves as the foundation for other components of the supervision process, including learning tasks and feedback strategies.

Secondly, the findings highlight the role of supervisory style as an active mechanism within the relational core of the SAS Model. Supportive, attractive, interpersonally sensitive, and task-oriented styles were all found to contribute positively to supervision outcomes. This suggests that supervisory style functions as a key influence in shaping the supervisory relationship and can be seen as a behavioural expression of the supervisor's personal characteristics one of the contextual dimensions outlined in the SAS framework. These findings imply that the model could be strengthened by giving more emphasis to supervisory style as a dynamic element that bridges supervisor traits and the quality of the working alliance.

Lastly, although self-efficacy was originally conceptualised in this study as a moderating factor, the findings revealed that it does not significantly moderate the relationship between supervisory working alliance or supervisory style and supervision outcomes. Instead, self-efficacy appears to independently contribute to outcomes, functioning as an additive rather than interactive factor. This indicates that the SAS Model, while not originally including self-efficacy explicitly, can be extended by distinguishing between supervisee characteristics that directly impact supervision outcomes and those that influence the supervisory relationship itself.

In summary, the study affirms and extends the SAS Model by reinforcing the primacy of the supervisory relationship, highlighting supervisory style as a behavioural link between supervisor factors and the working alliance, and suggesting that supervisee self-efficacy, while important, plays a more independent role in shaping outcomes. These implications provide a refined theoretical perspective on supervision and offer valuable insights for future research and supervisor training, particularly in multicultural and developing contexts such as Malaysia.

5.2.2 Practical implication

This study provides several useful suggestions for improving supervision practices, especially for counsellor training in Malaysia. Firstly, since the results show that a strong supervisory working alliance leads to better supervision outcomes, it is important for supervisors to learn how to build good relationships with their trainees. This includes showing empathy, listening actively, setting clear goals together, and communicating openly. Supervisor training programs should focus on these relational skills to help supervisors support their trainees more effectively.

Secondly, the study found that different supervisory styles such as being attractive, interpersonally sensitive and task oriented also affect the success of supervision. This can be done by asking for frequent feedback, tracking their progress and many more. Therefore, supervisors should be flexible and able to use different styles depending on the needs and development level of each trainee. Training programs should help supervisors understand when to give more support, when to guide tasks closely, and how to respond to each supervisee's situation.

Thirdly, although self-efficacy was not found to change the effect of the working alliance or style, it still played an important role in improving outcomes. Supervisors and training institutions should find ways to help trainees build their confidence. This can be done by giving positive feedback, recognising their progress, encouraging them when facing challenges, and creating a safe environment where they feel comfortable asking questions and learning from mistakes.

5.3 Recommendation for future researchers

Based on the findings of this study, several suggestions can be made for future researchers who are interested in the area of counselling supervision. Firstly, future researchers are encouraged to explore this topic using a mixed-methods approach to gain deeper insights into the lived experiences of trainee counsellors and supervisors. While this study used a quantitative method to measure relationships between variables, interviews or focus group discussions could provide richer information on how supervisory alliance, style, and self-efficacy are experienced in real supervision settings.

Secondly, it is recommended that future studies include a more diverse sample, such as participants or respondents from different regions and institutions. This would help to improve the generalisability of the findings and provide a broader understanding of supervision practices across different training environments.

Thirdly, since this study found that self-efficacy did not moderate the relationship between supervisory working alliance or style with supervision outcomes, future researchers may consider exploring other moderating or mediating variables, such as emotional intelligence, cultural values, supervisee attachment styles, or supervisor feedback styles, to see if they play a role in influencing the supervision process.

5.4 Conclusion

To sum up, this study looked at how supervisory working alliance, supervisory style, and self-efficacy affect supervision outcomes among trainee counsellors in Malaysia. The findings showed that supervisory working alliance, supervisory style and self-efficacy are the important factors that lead to good supervision outcomes. Also, self-efficacy did not act as a

moderator, which means it did not change the relationship between supervisory style or alliance and supervision outcomes.

This study shows that supervisors should focus on using a supportive and organized approach, and trainees should build their confidence in counselling skills. Even though all trainees may not have the same level of self-belief, those with higher self-efficacy tend to benefit more. These findings are useful for training institutions, supervisors, and even the trainees themselves to improve the supervision process.

In the end, this study gives a better understanding of what makes supervision effective and points out areas that can be improved. It also gives ideas for future research to explore other personal factors and use different methods to make supervision even better, especially in the Malaysian context.

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APPENDIX

Title of Research: The influence of supervisory working alliance and supervisory style on supervision outcomes among trainee counsellor in Malaysia: Self-efficacy as moderating factor.

Researcher: Nur Iffah Izzati binti Azman

Informed consent

A. Explanation of the Procedures

1. This research is conducted to study about the influence of supervisory working alliance and supervisory style on supervision outcomes among trainee counsellor in Malaysia: Self-efficacy as moderating factor.
2. The approach of this research is by using the questionnaires and you will answer all the questions asked by the researcher.
3. The data collected through this questionnaire will be used for this research.

B. Risk and Discomforts

1. You will not be at risk either physically or psychologically.
2. You will not be experiencing any discomforts in exchange of answering these questionnaires.

C. Confidentiality

All the data collected in this research will be kept strictly confidential. Your identity will not be disclosed to any unauthorized person; however, the data will only be accessible and analyse by investigator and supervisor of this research. All references to your identity will be removed or disguised as it is our main policy to keep your identity anonymous.

D. Withdrawal without any prejudice

Participation to answer these questionnaires is in the concept of voluntary. Therefore, you will not be penalized if you refuse to answer these questionnaires or withdraw yourself while answering these questions at any time without any prejudice.

E. Agreement

This agreement states that you have received this informed consent. I acknowledge that I have read and understood the purpose of this survey, and I voluntarily consent to participate and their exclusive use for academic purposes. I also understand that I can withdraw from the survey at any time without penalty. By clicking 'Yes, I agree'.

Section A: Demographic

1. Age
 - ☐ 18-20
 - ☐ 21-23
 - ☐ 24-26
 - ☐ 27 or older

2. Gender
 - ☐ Male
 - ☐ Female

3. Ethnicity
 - ☐ Malay
 - ☐ Chinese
 - ☐ Indian
 - ☐ Indigenous (e.g., Iban, Kadazan-Dusun, Orang Asli)
 - ☐ Other

4. University
 - ☐ UNIMAS
 - ☐ UMS
 - ☐ UPSI
 - ☐ USIM
 - ☐ UM

Section B: Supervisory Working Alliance Inventory for trainee (SWAI-T)

Instructions: Indicate the frequency with which the behaviour described in each of the following items seems characteristic of your work with your supervisor (or how you would like to work with a supervisee). Estimate the frequency of occurrence within supervision on the seven-point scale from almost never to almost always.

1	Strongly disagree
2	Disagree
3	More or less disagree
4	undecided
5	More or less agree
6	agree
7	Strongly agree

No	Item	1	2	3	4	5	6	7
1	I feel comfortable working with my supervisor.							
2	My supervisor welcomes my explanation about the client's behavior							
3	My supervisor makes the effort to understand me.							
4	My supervisor encourages me to talk about my work with clients in a way that are comfortable for me.							
5	My supervisor is tactful when commenting about my performance.							
6	My supervisor encourages me to formulate my own interventions with the client							
7	My supervisor helps me talk freely in our sessions.							

8	My supervisor stays in tune with me during supervisions							
9	I understand client behaviour and treatment technique similar to the way my supervisor does.							
10	I would feel free to mention to my supervisor any troublesome feelings I might have about him/her.							
11	My supervisor treats me like a colleague in our supervisory sessions							
12	In supervision, I am more curious than anxious when discussing difficulties with clients.							
13	In supervision, my supervisor places a high priority on our understanding the clients' perspective.							
14	My supervisor encourages me to take time to understand what the client is saying and doing.							
15	My supervisor's style is to carefully and systematically consider the material I bring to supervision.							
16	When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client.							
17	My supervisor helps me work within a specific treatment plan with my clients.							
18	My supervisor helps me stay on track during our meetings							
19	I work with my supervisor on specific goals in the supervisory session.							

Section C: Supervisory Style Inventory for trainee (SSI-T)

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

No	Item	1-Not very	2	3	4- Average	5	6	7- Very
1	goal-oriented							
2	perceptive							
3	concrete							
4	explicit							
5	committed							
6	practical							
7	intuitive							
8	reflective							
9	structured							
10	evaluative							
11	friendly							
12	flexible							
13	prescriptive							
14	didactic							
15	thorough							
16	focused							
17	creative							

18	supportive							
19	open							
20	resourceful							
21	invested							
22	therapeutic							
23	positive							
24	trusting							
25	warm							

Section D: Supervision Outcomes Survey (SOS)

Please respond to the following questions in term of your current supervisor. The terms "therapy" and "therapist" have been used as generic terms to apply to both counseling and psychotherapy.

Use the following rating scale for all items:

1	Strongly disagree
2	Disagree
3	More or less disagree
4	undecided
5	More or less agree
6	agree
7	Strongly agree

No	Item	1	2	3	4	5	6	7
1	My supervisor helps me develop by providing both challenge and support.							
2	The supervision I am receiving has helped me grow as a professional.							
3	My supervisor helps me feel strengthened and affirmed in my efforts to become a professional.							
4	My supervisor helps me identify areas where I need to continue to develop by identifying my strengths and weaknesses.							
5	Supervision helps me better see the complexity in my cases.							
6	Supervision helps me improve my ability to conceptualize my cases.							
7	Supervision helps me examine, modify, and refine my approaches to therapy.							

8	Supervision helps me take risks that have led to professional growth and more effective therapy.							
9	The relationship I have with my supervisor is characterized by acceptance, trust, and respect.							
10	My supervisor's feedback encourages me to keep trying to improve.							
11	Supervision helps me see my mistakes as learning experiences.							
12	The modeling of my supervisor helps me learn more about therapy.							
13	Self-disclosure by my supervisor helps to normalize my experience as a therapist.							
14	My supervisor helps me to be open and receptive to supervision.							
15	I feel comfortable sharing my perceived weaknesses and failures with my supervisor.							
16	Supervision helps me develop specific skills that have made me a more effective therapist.							
17	Supervision is helping me better understand and facilitate effective therapy outcomes with my clients.							
18	As a result of supervision, I feel more confident and comfortable in working with my therapy cases.							
19	Overall, I feel satisfied with my supervision.							
20	I feel that supervision is contributing to my overall effectiveness in my therapy cases.							