

Influence of Supervision Factor on Role Difficulties Among Counsellor Trainees in University Malaysia Sarawak (Unimas)

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Abstract

Counsellor trainees have to play many roles simultaneously during supervision. Although all the roles and expected behaviour are well-defined, counsellor trainees find it hard to acquire and learn all the roles since all the expectations from the roles come at the same time, causing role difficulties. Role difficulties refer to role conflict and role ambiguity. Presence of role difficulties highly associated with to work-related anxiety, dissatisfaction with clinical work and supervision as well, shown by previous studies. This is a correlational research with quantitative nature. 85 counsellor trainees who under practicum supervision from UNIMAS will be recruited as respondents, by using stratified random sampling. The data collected will be analyzed using Pearson Product-Moment Correlation Coefficient and Multiple Regression. There are four (4) research instruments being used. Role Conflict and Role Ambiguity Inventory (RCRAI) is used to measure role difficulties, Counselling Self-estimate Inventory (COSE) is used to measure the level of self-efficacy, Trainee Anxiety Scale (TAS) is used to measure the level of anxiety and Supervisory Working Alliance Inventory – Trainee (SWAI – T) is used to measure the level of working alliance during supervision. The finding of the research showed that there is no significant relationship between supervision factors and role difficulties. There is also no significant influence of supervision factors on role difficulties. Moreover, anxiety showed $r(88) = 0.46$, $p < 0.05$, weak positive relationship with role difficulties and statistically significant $F(1,86) = 22.40$, $p < .05$, and accounted for approximately 21% of the variance of role difficulties. Self-efficacy showed $r(88) = -0.43$, $p < 0.05$ weak negative relationship with role difficulties and statistically significant $F(1,86) = 19.92$, $p < .05$, accounted for approximately 19% of the variance of role difficulties. Working alliance showed $r(88) = -0.26$, $p < 0.05$ weak negative relationship with role difficulties and statistically significant $F(1,86) = 7.80$, $p < .05$, accounted for approximately 8.0% of the variance of role difficulties. The implications of the research were able to expand and further support the Role Theory and Social Cognitive Model of Counselor Training (SCMCT) in which the findings explained the role problems in supervision context and further supported self-efficacy as the main determinant in effective counselling process. The research also provided practical implication in which the supervisor could be more aware of cognitive and emotional development of counselor trainees. Future researchers are recommended to (1) Recruit supervisors as respondents; (2) Include more supervision factors; (3) Choose suitable instruments and (4) Consider qualitative research.

Keywords: Role difficulties; Self-efficacy; Anxiety; Working alliance; Supervision factors.



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1. Introduction

Supervision is a two way activity whereby the supervisor facilitates the provision of feedback to the supervisee, which is based on the interpersonal communication between both members of the dyad and can pertain to the work in supervision, the supervisee, the supervisee's clients or the supervisor (Ladany and Inman). According to Ng and See (2010), over the years, counselling in Malaysia had developed and become more prominent. This was proven by the significant ground works and achievement in the counselling field. Counselling in Malaysia marked its professional milestone with the establishment of Board of Counsellor (Malaysia). The road to professionalization continued with legitimacy gained from parliament enacted the Counsellors Act 1998 (ACT 580) (Ng and See, 2010). From this significant recognition, counselling in Malaysia owned its professional identity. In order to maintain and improve the professionalism of counselling, supervision plays the main role to ensure the ability, quality and competency of counsellors.

Before becoming a professional and registered counsellor in Malaysia, all the counsellor trainees have to go through formal practicum counselling or internship in different settings. During this practicum counselling period,

counsellor trainees are guided by supervisors. Moreover, counsellor trainees have to play many roles simultaneously at this period. For example, as a trainee counsellor, student, supervisee, colleague and also client. As an intern or student, they have to involve themselves fully in counselling programme to acquire knowledge and skills in order to gain more clinical experience and increase their competency; as a supervisee, they have to expose themselves either on their strength or weaknesses to receive feedback and evaluation from their supervisors.

Although all roles and expected behaviour are well-defined, but counsellor trainees find it hard to acquire and learn all these roles since all the expectations from the roles come at the same time (Kulp, 2011). Therefore, role conflict and role ambiguity occurred during the supervision process. As mentioned by Olk and Friedlander (1992), the presence of role difficulties (role conflict and role ambiguity) highly associated with to work-related anxiety, dissatisfaction with clinical work and supervision as well. Thus, this raised the concern of researcher to carry out study on role difficulties. The supervision factors that contribute to role difficulties become the focus of the researcher because researcher would like to find out the predictor. Thus, this can help to the prevention in role difficulties as role difficulties had been proven to affect the quality and performance of future counsellors.

1.1. Problem Statement

During the course of supervision and training, counsellor trainees play various roles, for example student, supervisee, client, trainee and colleague. They are most likely to encounter role difficulties due to different expectation associated with the numerous roles (Holloway, 1984). In this study, the extent of role difficulties that will be investigated are role conflict and role ambiguity in the context of counselling supervision. From the aspect of empirical foundation, a few studies shown that role difficulties are influential to the process and outcome of supervision. Olk and Friedlander (1992) reported that the result of multivariate analyses suggests that when role difficulties present, supervisory relationship may be affected adversely. The research raised the attention of supervisor to be aware of the potentially damaging impact of trainees' experiences of role difficulties (Olk and Friedlander, 1992). This is further supported by Nelson *et al.* (2001), role conflict and role ambiguity would lead to anxiety and dissatisfaction both in supervision and clinical work in general. Thus, role difficulties in supervisees should be emphasized and looked in depth through research.

Currently, the research on role difficulties focused more on the effect of role difficulties and the way role difficulties affecting the result of supervision. For example, (Friedlander *et al.*, 1986) investigated the effect of role conflict on counsellor trainees' self-statements, anxiety level and performance and another study by Cheon *et al.* (2008) which focused on the influence of role conflict on supervisee satisfaction. This shown that most of the researchers aware on the effect of role difficulties on supervision but there is not much researchers focus on finding out what factors that contribute to role difficulties. At present, there was only one research done by Kulp (2011) on the supervision factors that predict trainee role conflict and role ambiguity in Unites States. However, there was no related literature in Malaysia that investigates on the factor that contributes to role difficulties. Due to lacking of research on this variable, hence the finding of this study would help to expand the knowledge in role difficulties and adding more reference for future studies.

From 1986 until 2011, there were only few research had been carried out that closely related to counsellor trainees' role difficulties. For instance, research was done by Friedlander *et al.* (1986) on effect of role conflict on counsellor trainees' self-statements, anxiety level and performance, Olk and Friedlander (1992) studied the trainee's experiences of role conflict and role ambiguity, conflictual supervisory relationship from trainee's perspective by Nelson *et al.* (2001) and supervisory factors that predict trainee role conflict and role ambiguity by Kulp (2011). There is a time gap exist because the latest research was done six years ago. Everything keep changes in this fast pace of globalised world, so does supervision in counselling field. Therefore, this study is essential in order to update and examine the supervisory factor that contribute to role difficulties of some of the counsellor trainees nowadays, specifically counsellor trainees in UNIMAS.

2. Literature Review

2.1. Supervision

The definition of supervision could be looked further in three aspects. Firstly, as defined by Bernard (2014) said that counselling supervision is a professional process of transmitting counselling knowledge, skills and attitudes of the counselling profession to the next counselling generation. Secondly, as mentioned by Bradley *et al.* (2010), in the context of counselling, supervision is a didactic and interpersonal activity. In this activity, provision of feedback is given by a supervisor to one or more supervisees. Application of this feedback would affect the supervisor, supervisee and the clients either positively or negatively. Supervision could come with many form, for example individual supervision, group supervision, supervision of career counselling and so on (Bradley *et al.*, 2010). Thirdly, as stated in the Code of the Board of Counsellors (Malaysia) 2011, supervision is a process of monitoring counsellor trainees by counsellors or supervisors, in terms of clinical performance and professional development.

The main three aims of counselling supervision are to facilitate the counsellor professional and personal development, promote counsellor competencies and promote accountable counselling services and programme (Bradley *et al.*, 2010). Furthermore, clinical supervision allows trainee counsellor to participate in supportive and educative activities which help them to enhance their abilities and competency within "real world" context. In the presence of effective counselling supervision, it would not only assist in the transformation of trainee counsellor to professionals but also could produce greater staff retention, low rate in turnover and burnout and improvement of treatment outcomes as shown in a few studies (Garner *et al.*, 2012).

Supervision is like a teaching and learning process in which it is very complex (Bernard, 1979). Since teaching and learning is a two-way dynamic process, thus it requires the dual communication and response from both supervisor and supervisee. Both supervisor and supervisee have their own roles. The main role of a supervisor is to assist and evaluate the counsellor trainees to enhance professional functioning and ensure client welfare. On the other hand, a trainee counsellor plays many roles in the same time, for example as a counsellor, supervisee, student, client and so on. In this condition, supervisors need to be alert and give special attention in supervision as the supervisee continues to develop and redefine their roles (Martin and Cannon, 2010). This has never been an easy task because one of the challenges in effective supervision is trainee role difficulties (Cheon *et al.*, 2009). Thus, in this study, the main concentration would be on role difficulties of counsellor trainees and the supervisory factors that possibly cause the forming of role difficulties.

2.2. Role Difficulties

2.2.1. Role Conflict and Role Ambiguity

Counsellor trainee is a very special identity. The specialty of this identity is counsellor trainees have to take on in multiple roles simultaneously and recognised by many authors (Olk and Friedlander, 1992); (Ladany and Friedlander, 1995); (Nelson *et al.*, 2001). The roles include student, client, supervisee, colleague and counsellor trainee himself. As mentioned by Olk and Friedlander (1992), the expectation and function of every roles are different, for example as a counsellor trainee, the trainee is expected to perform well by providing effective counselling intervention; as a client, counsellor trainee is encouraged to disclose their personal issue in order to promote personal development that will affect and is affected by his or her work (Olk and Friedlander, 1992). The expectation emerge from supervisor, colleague, client and counsellor trainee himself. Due to varied combination of expectation and function, counsellor trainee have to face complicated situation and relationship.

Over the years, role difficulties, which refers to role conflict and role ambiguity had been studied in organizational field and closely related to job satisfaction (Koustelios and Koustelios, 1998). Although role conflict is widely covered in organizational psychology literature, it has congruity for the counsellor training (Olk and Friedlander, 1992). As stated by Ladany and Friedlander (1995), during supervision, role conflict resulted when (a) the behaviours are incongruent with the counsellor trainees' own perception, for example the instruction from the supervisor are inconsistent with the trainee's judgment or (b) involve in various roles that with opposing behaviours, for example the role of trainee counsellor is to perform skills and ability while a student role is to expose weakness to be improved, both roles are in oppose. On the other hand, role ambiguity happened when the trainee counsellor is unclear about his or her role expectation, for example trainee counsellor unsure the limit to which personal issues are suitable to discuss with supervisor (Ladany and Friedlander, 1995).

Friedlander *et al.* (1986) carried out a research to find out the effect of role conflict on counsellor trainees' self-statement, anxiety level and performance. The finding of the research shown that role conflict had adverse effect on counsellor trainees' self-statement, anxiety level and performance. This can be explained that when a person is in role conflict, he was likely to mistrust his own judgment and incite anxiety and negative self-evaluation. When this happened, performance of the trainee was disturbed and causing dissatisfaction in the training. The finding of this research is supported by Ladany and Friedlander (1995). In the research by Ladany and Friedlander (1995), the finding shown that novice counsellor trainee tend to experience role ambiguity and advanced counsellor trainee tend to have role conflict. Regardless of the training level, result suggested that the presence of role difficulty associated with work-related anxiety, dissatisfaction with clinical work and negative influence on supervisory relationship. The authors suggested that supervisor has to recognise and aware the presence of role difficulties that will potentially harm the counsellor trainee during supervision. Hence, role difficulties are important to be studied in order to ensure the effectiveness and satisfaction in supervision.

2.3. Supervision Factors

2.3.1. Supervisory Working Alliance

According to Bordin (1979), working alliance can be described as association for change in three aspects, which are (1) mutual agreement; (2) tasks from each partners and (3) the emotional bonding between the partners. In mutual agreement, this refers to both parties must set up base of mutual understanding, in terms of thoughts, feelings and action. When a goal is changed, the changed goal can be agreed upon the consensus that both parties achieved earlier. In tasks, clear understanding on task that drives toward shared goal is vital. The strength of working alliance depends on two aspects. The first is how well the connection of goal and task and the second is how well his or her ability could afford the requirement of the job. In emotional bonding, the strength of working alliance gets higher when the attachment between both partners is strong. The strength of bonding depends on how much liking, trusting and caring for both partners (Bordin, 1979).

2.3.2. Supervisee's Self-efficacy

According to Bandura (1994), self-efficacy is defined as belief of people in performing a certain task to a required level with the ability and competency that they have. Self-efficacy would affect the thinking, behaviour and feeling of a person. Thus, self-efficacy is closely related to cognitive, motivational, selection and affective processes (Bandura, 1994). Self-efficacy can be obtained through four sources, which are mastery experience, vicarious experience by social models, social persuasion and affective arousal. (1)Mastery experience refers to when a person is able to have the resiliency to get back after facing many times of failure. People understand that the difficulties act

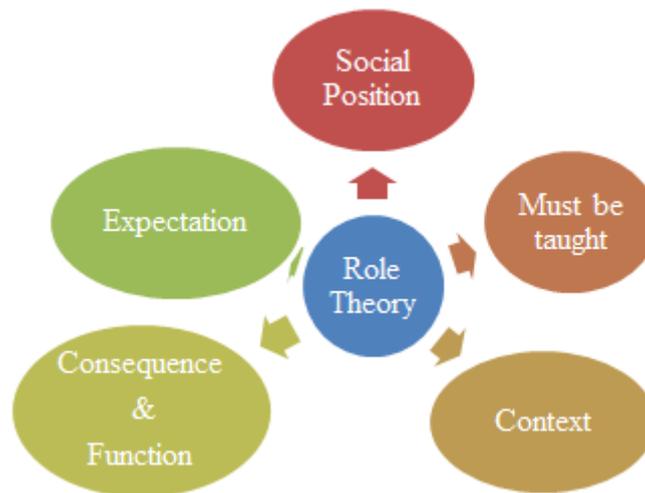
as lesson. As they more convinced by what they have to take to success, rather than whatever they do will lead them to failure, they will develop high self-efficacy. (2) Social modelling refers to when a person viewed someone who is similar to him is able to gain success, he will get the belief that he possess the capabilities too. (3) Social persuasion points that persuasion is able to enhance one's perceived self-efficacy and lead to promotion of self-development and personal efficacy. (4) Affective arousal could be the source of self-efficacy and also could be the effect from self-efficacy. For example, positive mood will enhance the perceived self-efficacy while high level of self-efficacy would take the affective arousal as energizing facilitator of performance.

2.3.3. Supervisee's Anxiety

Barlow (2000) defined anxiety as "unique and coherent cognitive-affective structure within our defensive motivational system" (p.1249). This definition explained that anxiety is a special emotion because it differ among one another and it is not only related to the emotional part, but also the cognitive part. Based on the existing literature, (Wei *et al.*, 2013) stated that anxiety could be categorized into two levels, which are personal level and professional level. According to Tsai (2015), personal anxiety is related to the trainee counsellor always worry that he or she is not good enough, concerning on negative evaluation and also concern about being out of control. Moving to the professional level, anxiety will arise in rapport building and competency in applying counselling skills (Tsai, 2015). Moreover, Liddle (1986) mentioned that trainee counsellor's anxiety is related to evaluation anxiety and performance anxiety. During evaluation, supervisees would tend to hide their weakness because they were aware that they are dependent on supervisors for grades and future recommendation. Thus, evaluation anxiety would emerge and causing them to lose the opportunity to get help in improving their weaknesses. Secondly, performance anxiety arises from the supervisee's attempt to reach his or her own standards rather than from concerning about the supervisor's evaluation (Liddle, 1986). For example, the trainee counsellor would see himself is able to master and apply specific counselling skills. Thus, when coming to the counselling session, he would try to do it although he found that it was quite hard and somehow he still not able to reach the state of mastery. Thus, performance anxiety would inhibit the normal functioning of the supervisee. By linking these two research, the evaluation anxiety is related to the personal level while the performance anxiety is related to the professional level of anxiety. Both research shown the source of anxiety of a supervisee.

2.4. Theory and Model Related

2.4.1 Role Theory



According to Biddle (1979), Role Theory mainly focus on the study of behaviour that are characteristics of a person within context and with varies processes that presumably produce, explain or are affected by those behaviour. In Role Theory, role is defined as a basic set of phenomena – patterned human behaviour (Biddle, 1979). The key concepts of role in Role Theory will be discussed in the following:

1. Roles are often related to social position.

Social position is an identity that designates a commonly recognized set of persons. For example, a mother, professional counsellor, scientist and so on. Each exhibits a characteristic role, behave in a characteristic way. For instance, a mother takes care of family; a professional counsellor provide counselling and guidance to client; a scientist conducts a research and so on.

2. Roles are being induced through the sharing of expectations.

Those who portray the role are stimulated to do so because they learn what are expected for them. While others are stimulated by their own expectations to teach, enforce and encourage the appropriate behaviour for those who are members of the position. For example, doctors wear white coat in hospital because they learned from the expectation from others to wear formally and appropriately and also others encouraged them to do so.

3. Roles are being induced from the nature of the context in which the role is portrayed.

Role behaviours are contextually bound. For example, people cheer in the stadium while watching football match but not in the church. The “definition” of the situation and environment will affect the role.

4. Roles concern with consequences and function of role behaviour.

Roles come together with function and effect, specifically characteristic effects/function. For instance, doctor who wears white coat in the hospital would help people to recognize him or her quickly and take serious on his instruction.

5. People must be taught roles

Roles are embedded in social system. Role concepts are applied to discuss on socialization and adjustment of the individual. For example, from the initial socialization, which is family, the child learns behaviour from role playing (practising the role he or she sees performed by others), role taking (internalization expectation that are formed for him or her). Slowly, self-concept formed from the role expectation for him or her and he or she assumes identities and enter different contexts.

2.4.2. Role Conflict

As stated by Liddle (1986), a person would experience role conflict in the appearance of two or more opposing and incompatible expectations. As claimed by Kahn et al. (1964), role conflict can be categorized in 4 types, which are intra-sender conflict, inter-role conflict, inter-sender conflict and person-role conflict. (1) Intra-sender conflict happened when a person with expectation but limited resource to achieve the expectation. (2) Inter-role conflict happened when one roles’ impose on other roles. (3) Inter-sender conflict occurred when different request from different parties, resulting in incongruent of demand. (4) Person-role occurred when incongruence of self-values and beliefs with occupational expectations (Kahn et al., 1964).

2.4.3. Role Ambiguity

Role Ambiguity is defined as lack of clarity in role expectations, how to fulfil roles and consequences of performance in these roles. Ambiguity arise in a few conditions. Firstly, when one type of position is defined with lacking of clear foundation. Secondly, two distinct positions having the similar identity term, for example father refers to a male parent and at the same time also refers to priests at certain church. Thirdly, a position is given two or more identity terms depending on the context. For instance, teacher can be called as master, instructor, tutor and so on. Forth, a person experience role ambiguity when position changes within social system, like he could be a father and a husband. The person who experience role ambiguity would confuse and unsure of their membership although they might be the member of the position.

3. Methodology/Materials

This study is a correlational research. According to Ary et al. (2010), correlation research is used to assess existence of relationship and relationship pattern among the variables. In this study, correlational research is used to study the relationship of supervision factors and role difficulties of counsellor trainees. This research is quantitative in nature. The main source of data collection is from questionnaires. Four inventories had been used in this study, which were Role Conflict and Role Ambiguity Inventory (RCRAI), Counselling Self-Estimate Inventory (COSE), Trainee Anxiety Scale (TAS) and Supervisory Working Alliance – Trainee (SWAI - T). There are 5 main parts in the questionnaire, Part A, B, C, D and E. Part A is the demographic questionnaire; Part B is the RCRAI aimed to determine the role difficulties of counsellor trainees; Part C is COSE aimed to know the self-efficacy level of trainee counsellor; Part D is TAS aimed to check the trainee counsellor’s anxiety level and Part E is SWAI – T which are related to the working alliance.

Table-1. Below is content validity for instruments

Variables	Content Validity by Experts
Anxiety	1.00 (100%)
Self-efficacy	
Microskill	0.95 (95%)
Process	0.90 (90%)
Difficult Client Behaviour	0.93 (92.5%)
Cultural Competence	0.90 (90%)
Awareness of Values	0.80 (80%)
Supervisory Working Alliance	
Rapport	0.95 (95%)
Client Focus	0.95 (95%)
Role Difficulties	
Role Conflict	0.95 (95%)
Role Ambiguity	0.95 (95%)

Table-2. Reliability Cronbach Alpha (α) of Pilot Study

Variables	Reliability Cronbach Alpha (α) of Pilot Study
Role Conflict and Role Ambiguity	0.94
Anxiety	0.94
Self-efficacy	0.91
Working Alliance	0.97

4. Results and Findings

4.1. Descriptive Statistics of Respondent Demography

The participated respondents (N=88) consist of 23.9 percent males (N=21) and 76.1 females (N=67). Females formed the majority of the respondents. There were 50 percent of Year 3 counsellor trainees (N=44) and 50 percent of Year 4 counsellor trainees (N=44). This shown an equal number of Year 3 and Year 4 counsellor trainees participated in this research. In addition, 56.8 percent counsellor trainees (N=50) were Malay, 10.2 percent were Chinese (N=9), 2.3 percent were Indian (N=2), 30.7 percent were others (N=27). Majority participants in this research were Malay. Referring to the practicum or internship setting, university/college recorded the highest percent, 58 percent (N=51). Counsellor trainees also had their practicum in organization, recorded 34.1 percent (N=30), school recorded 6.8 percent (N=6) and others recorded 1.1 percent (N=1).

In addition, the frequency of supervision of counsellor trainees recorded more than once a week was 3.4 percent (N=3), once a week was 10.2 percent (N=9), once every two weeks was 15.9 percent (N=14), once in a month was 25 percent (N=22) and majority of respondents have their supervision once in few months, recorded 45.5 percent (N=40). Since the counsellor trainees were Year 3 and Year 4, majority of them had more than 2 years of supervisory relationship with their supervisors, recorded 46.6 percent (N=41). Length of supervision relationship in 6 months recorded 6.8 percent (N=6), more than 6 months was 11.4 percent (N=10) and 1 to 2 years was 35.2 percent (N=31). Moreover, majority of respondents have Malay supervisors, recorded 97.7 percent (N=86) and only 2.3 percent of other races (N=2). There were no Chinese and Indian supervisors. Further details were recorded in Table 3.

Table-3. Descriptive Information of Respondent Demography

Descriptive Information	Frequency	Percent
Gender of Counsellor Trainee		
Male	21	23.9
Female	67	76.1
Total	88	100.0
Year of study		
Year 3	44	50.0
Year 4	44	50.0
Total	88	100.0
Race of Counsellor Trainee		
Malay	50	56.8
Chinese	9	10.2
Indian	2	2.3
Others	27	30.7
Total	88	100.0
Practicum or internship Setting		
School	6	6.8
Organization	30	34.1
University/college	51	58.0
Others	1	1.1
Total	88	100.0
Frequency of supervision		
More than once a week	3	3.4
Once a week	9	10.2
Once every two weeks	14	15.9
Once in a month	22	25.0
Once in few months	40	45.5
Total	88	100.0
Length of supervisory relationship		
In 6 months	6	6.8
More than 6 months	10	11.4
1 to 2 years	31	35.2
More than 2 years	41	46.6

Total	88	100.0
Race of supervisor		
Malay	86	97.7
Chinese	0	0
Indian	0	0
Others	2	2.3
Total		88
100.0		

4.2. Mean and Standard Deviation of Variables

In this research, the independent variables are counsellor trainees' anxiety, counselling self-efficacy and working alliance. While the dependent variable is role difficulties (role conflict and role ambiguity). The descriptive statistics of variables were: role difficulties ($M= 69.64$, $SD= 21.60$), counsellor trainees' anxiety ($M= 47.98$, $SD= 14.02$), counsellor trainees' supervisory working alliance ($M= 10.93$, $SD= 2.10$) and counsellor trainees' counselling self-efficacy ($M= 136.34$, $SD= 17.67$).

There are two subscales in role difficulties, which included role conflict and role ambiguity. The score for role ambiguity subscale ($M= 39.58$, $SD= 12.71$) was higher than role conflict subscales ($M= 30.06$, $SD= 9.79$). Furthermore, there are also two subscales in the counsellor trainees' supervisory working alliance (SWAI - T) which included rapport and client focus. The scores for client focus subscale ($M= 5.98$, $SD=1.29$) were higher than the score of rapport subscale ($M= 4.96$, $SD=0.90$). Besides, there are five subscales in counsellor trainees' counselling self-efficacy. Among the five subscales, microskills subscale shown highest score ($M= 52.18$, $SD=6.98$, followed by process subscale ($M= 30.12$, $SD=7.89$), difficult client behaviour subscale ($M= 25.38$, $SD=4.32$), cultural subscale ($M= 15.12$, $SD=3.00$) and awareness of value subscale ($M= 13.53$, $SD=2.78$). The mean and standard deviation of variables were recorded in Table 4.

Table-4. Descriptive Information of Variables

Scales	n	Mean (M)	Standard Deviation (SD)
Trainee Anxiety Scale (TAS)	88	47.98	14.02
Supervisory Working Alliance Inventory – Trainee (SWAI - T)	88	10.93	2.10
Rapport	88	4.96	0.90
Client Focus	88	5.98	1.29
Counselling Self-Estimate Inventory (COSE)	88	136.34	17.67
Microskills	88	52.18	6.98
Process	88	30.12	7.89
Difficult Client Behaviour	88	25.38	4.32
Cultural Competence	88	15.12	3.00
Awareness of Values	88	13.53	2.78
Role Conflict and Role Ambiguity Inventory	88	69.64	21.60
Role Conflict	88	30.06	9.79
Role Ambiguity	88	39.58	12.71

4.3. Inferential Analysis

4.3.1. Pearson Correlation Coefficient

A Pearson Product-Moment Correlation Coefficient was computed to assess the relationship between supervision factors (counsellor trainees' anxiety, counsellor trainees' self-efficacy and counsellor trainees' working alliance) and role difficulties (role conflict and role ambiguity). Table 5 showed that there was no significant relationship between supervision factors and role difficulties, which was $r(88) = -0.19$, $p > 0.05$. The first sub-variable of supervision factors is counsellor trainees' anxiety showed that there was a weak, positive correlation relationship between counsellor trainees' anxiety and role difficulties. The relationship was significantly at $r(88) = 0.46$, $p < 0.05$. Then, the second sub-variable is showed that there was a weak negative relationship between counsellor trainees' self-efficacy and role difficulties. The relationship was significantly at $r(88) = -0.43$, $p < 0.05$. Hence, the third sub-variable is showed that there was a weak negative relationship between counsellor trainees' self-efficacy and role difficulties. The relationship was significantly at $r(88) = -0.26$, $p < 0.05$. In overall, the result showed the supervision factors has no significant relationship with role difficulties. So that, the null hypothesis is rejected.

Table-5. Summary of Relationship between Supervision Factors and Role Difficulties

Variables	Role Difficulties		
	r	Sig (2 tailed)	n
Supervision Factors	-.19	.08	88
Counsellor Trainees' Anxiety	.46	.00	88
Counsellor Trainees' Self Efficacy	.43	.00	88
Counsellors Trainees' Working Alliance	-.26	.02	88

4.3.2. Stepwise Multiple Regression

A stepwise multiple regression analysis was used to analyse the influence of supervision factors on role difficulties. Result showed that there was no significant influence of supervision factors on role difficulties. The prediction model was not statistically significant. Hence, the null hypothesis was failed to reject.

4.3.3. Counsellor trainees' anxiety on role difficulties (role conflict and role ambiguity)

The result shown counsellor trainees' anxiety was statistically significant $F(1,86) = 22.40, p < .05$, and accounted for approximately 21% of the variance of role difficulties (R^2 of 0.21; Adjusted $R^2 = 0.20$). Role difficulties were influenced by higher level of counsellor trainees' anxiety. The regression equation for predicting role difficulties was $\text{role difficulties} = 36.04 + (0.70 \text{ counsellor trainees' anxiety})$. Hence, the null hypothesis was rejected.

Table-6. Influence of Counsellor Trainees' Anxiety on Role Difficulties

Predictor	B	SE-B	β	Pearson r	t	p
Role Difficulties (constant)	36.04	7.39	-	1.00	4.88	0.00
TAS	0.70	0.15	0.46	0.46	0.46	0.00

RD = Role Difficulties; TAS = Trainee Anxiety Scale

4.3.4. Counsellor trainees' self-efficacy on role difficulties (role conflict and role ambiguity)

The result shown counsellor trainees' self-efficacy was statistically significant $F(1,86) = 19.90, p < .05$, and accounted for approximately 19% of the variance of role difficulties (R^2 of 0.19; Adjusted $R^2 = 0.18$). Role difficulties were influenced by lower level of counsellor trainees' self-efficacy. The regression equation for predicting role difficulties was $\text{role difficulties} = 141.87 - (0.53 \text{ counsellor trainees' self-efficacy})$. Hence, the null hypothesis was rejected. In addition, among the five subscales, process subscale was statistically significant $F(1,86) = 19.92, p < .05$, and accounted for approximately 19% of the variance of role difficulties (R^2 of 0.19; Adjusted $R^2 = 0.18$). On the other hand, microskills, difficult client behaviour, cultural competence and awareness of value have no significant influence on role difficulties. The details of analysis were shown in Table 15.

Table-7. Influence of Counsellor Trainees' Self-efficacy on Role Difficulties

Predictor	B	SE-B	β	Pearson r	t	p
RD (constant)	141.87	16.33	-	1.00	8.69	0.00
COSE	-0.53	0.12	-0.43	-0.43	-4.46	0.00
Process	-1.19	0.27	-0.43	-0.43	-4.46	0.00

RD = Role Difficulties; COSE = Counselling Self-Estimate Inventory

4.3.5. Counsellor Trainees' Working Alliance on Role Difficulties (Role Conflict and Role Ambiguity)

The result shown counsellor trainees' working alliance was statistically significant $F(1,86) = 6.10, p < .05$, and accounted for approximately 7.0% of the variance of role difficulties (R^2 of 0.07; Adjusted $R^2 = 0.06$). Role difficulties were influenced by lower level of counsellor trainees' working alliance. The regression equation for predicting role difficulties was $\text{role difficulties} = 98.64 - (0.26 \text{ counsellor trainees' working alliance})$. Hence, the null hypothesis was rejected. In addition, among the two subscales, client focus subscale was statistically significant $F(1,86) = 7.80, p < .05$, and accounted for approximately 8.0% of the variance of role difficulties (R^2 of 0.08; Adjusted $R^2 = 0.07$). On the other hand, rapport subscale has no significant influence on role difficulties.

Table-8. Influence of Counsellor Trainees' Working Alliance on Role Difficulties

Predictor	B	SE-B	β	Pearson r	t	p
RD (constant)	98.64	11.95	-	1.00	8.25	0.00
SWAI - T	-2.65	1.07	-0.26	-0.26	-2.47	0.02
Client focus	-4.84	1.73	-0.29	-0.29	-2.79	0.01

RD = Role Difficulties; SWAI - T = Supervisory Working Alliance (Trainee)

5. Conclusion

The result showed that there was no significant relationship between supervision factors and role difficulties. There was also no significant influence of supervision factors on role difficulties. However, there is significant relationship between anxiety and role difficulties, self-efficacy and role difficulties and also working alliance and role difficulties. The finding also revealed that there is significant influence of anxiety on role difficulties, self-efficacy on role difficulties and working alliance on role difficulties. The result will be discussed in the following chapter.

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