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Supervisors' Practice in Conducting Supervision on Guidance and Counselling Teachers in Primary School

ABSTRACT: Practicum is one of the vital components in training the curriculum for guidance and counselling teachers, or known as the Primary School Guidance and Counselling Teachers (PSGCT). This research aimed at understanding forms of practices that be practised by the supervisors in conducting supervision on PSGCT. Furthermore, seven supervisors from the Institute of Teacher Education (ITE) have been selected as the primary data, meanwhile 21 teacher trainees have been chosen as secondary data. The approach used in this research is qualitative case study. The data is collected by using three methods, namely observation, interviews, and using related documents. The data has been analysed manually by using Nvivo procedure program. Revision by the participants and experts lead to the data validity. Result has shown that the supervisors have practiced six distinctive practices which are relevant to the supervision aspect and the trainees' needs during the practicum supervision of the PSGCT. Such practices are educating, counselling, modelling, evaluating, sampling, and directing. A few implications have been identified from this research such as trainee policy intake, training and courses as well as the effects on the supervisors and counsellor educators.

KEY WORD: Supervision, practice, supervisors, Primary School Guidance and Counselling Teachers, and Institute of Teacher Education.

IKHTISAR: "Amalan Pensyarah-Penyelia terhadap Guru Bimbingan dan Kaunseling Sekolah Rendah". Praktikum merupakan salah satu komponen penting dalam kurikulum latihan Guru Bimbingan dan Kaunseling Sekolah Rendah (GBKSR). Tujuan kajian ini adalah untuk memahami bentuk-bentuk amalan pensyarah-penyelia semasa menyelia praktikum GBKSR. Kajian ini dijalankan dalam kalangan tujuh orang pensyarah-penyelia praktikum GBKSR di Institut Pendidikan Guru (IPG) sebagai sumber data primer dan 21 orang guru pelatih sebagai sumber data sekunder. Pendekatan kajian adalah kualitatif jenis kajian kes. Data dipungut menggunakan tiga kaedah iaitu pemerhatian, temubual dan dokumen berkaitan. Data dianalisis secara manual menggunakan prosedur program Nvivo. Kesahan data diperolehi melalui semakan partisipan dan pakar. Dapatan menunjukkan pensyarah-penyelia mempraktikkan enam bentuk amalan tersendiri yang relevan dengan aspek penyeliaan dan keperluan guru pelatih semasa melaksanakan penyeliaan praktikum GBKSR. Amalan yang dipraktikkan semasa menyelia praktikum, ialah amalan mendidik, amalan sebagai kaunselor, pemodelan, amalan menilai, amalan memberi contoh dan mengarah. Antara implikasi yang timbul daripada kajian ini ialah pada dasar pengambilan guru pelatih, latihan dan kursus, dan implikasi pada penyelia dan pendidik kaunselor.

KATA KUNCI: Penyeliaan, amalan, pensyarah penyelia, Guru Bimbingan dan Kaunseling Sekolah Rendah, dan Institut Pendidikan Guru.

INTRODUCTION

In general, teacher education highlights on building the teachers' character of becoming dedicated, creative, having a sense to improve themselves, aware towards one's professional development also knowledgeable in the teaching profession, so that they can be the agent in developing the human capital

and society holistically (Hussin, 2004). Such conceptual teacher education model has provided guidance in training all pre-service teachers in Malaysia, including the PSGCT (Primary School Guidance and Counselling Teachers). Suradi Salim (2004) has stated that to make the counselling profession established, it has to be built on a firm and convincing

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platform.

Fundamental skills and knowledge can be obtained through the supervision practice by the experienced lecturers. This will ensure that the practicum supervision will become a vital aspect throughout the supervision process of in-house training guidance and counselling teachers. This is because the supervisors will be regarded as the main source of reference by the aforementioned teachers. The supervisors are individuals who have the expertise, knowledge, and experience before they were chosen to become supervisors. As a result, the working ethos, practices, and actions shown by them must be followed and obeyed without any "objections".

PROBLEM STATEMENT AND RESEARCH AIM

In becoming an effective PSGCT (Primary School Guidance and Counselling Teachers), undergoing practicum is necessary and regarded as an important experience in teacher education (Hargreaves & Fullan, 2010; and Anderson & Stillman, 2013). In fact, a quality practicum supervision is needed to improve the system. Ruhani Mat Min (2012), in her research, shows that the trainee counsellors have gone through complicated experience at their practicum workplace.

Individuals' attitude, public relations, and school ethos are the areas which correlates to the experience. Therefore, effective practicum supervision can help PSGCT in their personal and professional development hence adapting with the school environment. As a result, the supervisors' roles and practices in counselling supervision is necessary in preparing the trainees in becoming well-trained trainees (Mohd Noh & Wan Jaafar, 2007).

According to Othman Mohamed (2008), there is a small number of research on counsellor supervision and PSGCT in Malaysia. He has proposed that a few aspects of supervision should be taken into account for research purposes. A few suggestions have been put forward and the examples are research in the form of exploration in obtaining information on characteristics, pattern, effectiveness of teaching and learning of the counselor educators as well as the trainee counselors (Mohamed, 2008).

Based on the aforementioned discussion, it can be concluded that a practicum supervisor in the IPG (*Institut Pendidikan Guru*) or ITE (Institute of Teacher Education) has a vital role in producing established PSGCT. This is in line with the practicum, which is the most important component, must be undergone and passed in the PSGCT training system in ITE. Practicum supervision had been carried out since the KPLI (*Kursus Perguruan Lepas Ijazah* or Post Graduate Teacher Education Course) PSGCT introduced by the Teacher Education Division (TED) in 2004 (BPG, 2004).

However, no studies have been made about the process and to understand the PSGCT practicum supervisors' practice. This has resulted less common practice in the practicum supervision process among the supervisors, even though they are under the same organisation which is the IPG or ITE. This correlates with the findings by Amla Mohd Salleh (2001), where there is a difference in executing the counselling practicum in Malaysia.

Thus, this research is carried out with the purpose to have an in-depth investigation concerning the form of practices that be practised by the supervisors in supervising the PSGCT practicum. This research aimed at understanding the practices used by the supervisors in supervising the trainees. The objective of research is to understanding the form of practices that be practised by the supervisors in conducting PSGCT practicum supervision.

LITERATURE REVIEW

Literature reviews have identified two popular supervision models used in the research. They are Social-Role (SR) model and counsellor Adaptive Supervision in Counsellor Training (ASiCT) model. According to Othman Mohamed (2008), Social-Role model has an influence in counselling supervision in Malaysia. Research on PSGCT (Primary School Guidance and Counselling Teachers) practicum supervision will add more knowledge to the counselling supervision body mainly in the guidance and counselling in Malaysia primary schools.

J.M. Bernard (1979) explains that when a supervision is carried out based on the Social-

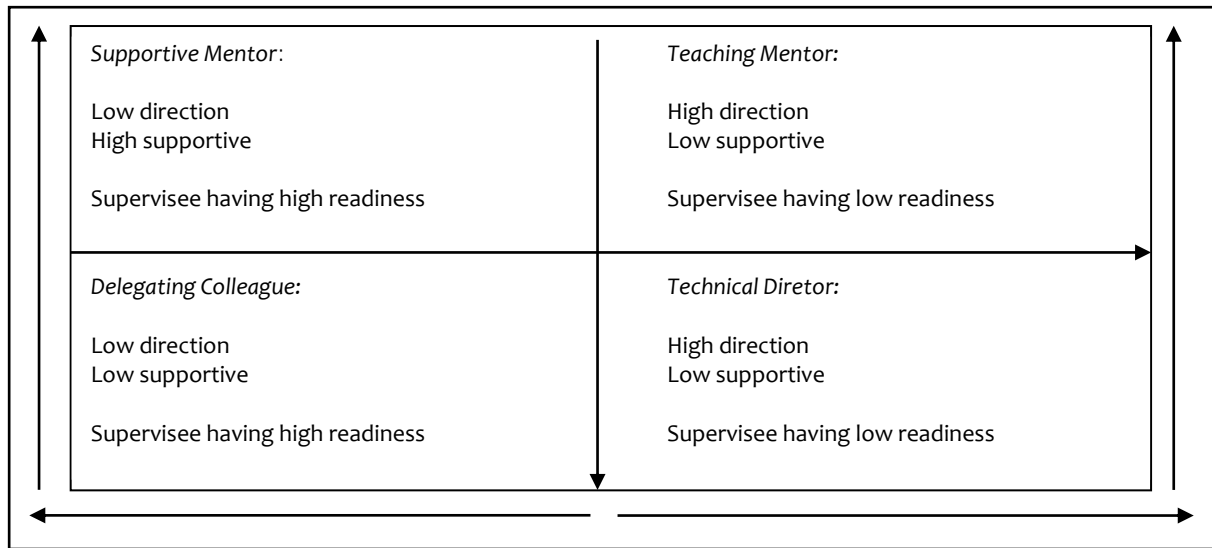


Diagram 1:
 Instruction the ASiCT (Adaptive Supervision in Counsellor Training) Model

Role supervision model, a supervisor will play three major roles, namely: (1) role as a teacher; (2) role as a counsellor; and (3) role as consultant. When the supervisor plays the role as a teacher, he/she directs and gives guidance to the trainee in determining his/her actions as a counsellor towards his/her betterment (Bradley & Kotler, 2001). In this context, the counsellor's actions will be under the supervisor's responsibility. The supervisor has to make sure that the counsellor has learned all the essential skills.

When taking the role as a counsellor, supervisor assists the counsellor in checking or investigating personal response received by the counsellor on as a result of counsellor – client relationship. This is an evaluation process to measure counsellor's current experience and its effects on his/her work (Duncan, 2003). Then, supervisor functions as someone who supports the counsellor in improving his/her professional development.

Then, by taking the role as a consultant, supervisor discusses the possible methods, techniques, and models which can be used during counselling session. It is one of the ways to promote a learning situation by giving instruction on how to execute the task (Bernard, 1979).

L.J. Bradley, L. Gould & G. Parr (2001) have stated that this model has its strengths and

weaknesses. On the one hand, this model can be used together with other theories and techniques. On the other hand, there is no specific technique or intervention which can be used and this will cause difficulties, if it is used by a new supervisor.

Based on the ASiCT (Adaptive Supervision in Counsellor Training) model, there are four supervision methods which are promoted by ASiCT, namely: (1) Technical director style; (2) Teaching mentor style; (3) Supportive mentor style; and (4) Delegating colleague style (Gachutha, 2006). Diagram 1 shows the ASiCT model.

The differences in these supervision styles are depending on the the amount of support and instruction given by the supervisor to the counsellor and this depends on the counsellor's readiness. Being as a technical director, the supervisor gives more instructions and reduce the support towards the counsellor. Basically, such style is imposed on counsellor who is lack of readiness resulted from his/her low-esteem, lack of experience, and lack of skills.

As a result, supervisor plays his/her role extensively by giving instructions to the counsellor. After a while, counsellor's skills and experiences will be improved, whilst increasing their confidence in carrying out their sessions. At this level, supervisor has shifted his/her attention to the teaching mentor style.

Then, being a teaching mentor supervisor gives a lot of instructions and support to the counsellor. This is important in boosting the confidence and giving more experience to the supervised counsellor. When such circumstances continue, counsellor's level of confidence gets higher and the supervisor will take over the supportive mentor approach.

Supportive mentor style is shown by the supervisor by giving low instructions and high support to the supervised counsellor. In this style, counsellor has probably used the supervision as a platform to express their feelings about the practised counselling activity. Supervisor may come out with an intervention plan and counselling perspective process to the supervisee.

Furthermore, supervisor plays his/her role as a body which agrees with the conceptual case model prepared by the counsellor. This has resulted an improvement in counsellor's skills from time to time and at this moment, the supervisor has shifted the role to become a collegiate colleague.

Collegiate colleague refers to the concept of giving low instructions and support to the counsellor. To make this happen, the practicum supervisor plays the role by agreeing with the status and the training counsellor's achievement in the form personal and professional development.

METHOD

Qualitative approach has been used in this research. To obtain the data, the researcher has conducted three methods, namely: interviews, observation, and document analysis. These methods have been tested on 28 participants consist of 7 lecturers and 21 teacher trainees. Interview has been conducted to get the idea on the form of practices practised by the supervisors in supervising PSGCT (Primary School Guidance and Counselling Teachers) practicum. All the interviews data were collected in 2013.

Sample has been chosen by using purposive sampling method. E.R. Babbie (2002) has stated that purposive sampling method is a selection of research participants based on the researcher's judgement in choosing the best and most useful sample

which fulfil the research requirement. Such selection is important in giving extensive related information (Silverman, 2002). In this technique, researcher has used his mind, opportunities, time as well as the research hypothesis as criteria in determining the selection of the research participants.

Based on the aspects, four main criteria are formed to determine the selection of research participants; and they are as follows: (1) Participants are the chosen academic lecturers who are servicing in the ITE, or Institute of Teacher Education, and teaching the guidance and counselling program for Post-graduates teacher; (2) Participants are those who are experienced as the practicum supervisors for KPLI, *Kursus Perguruan Lulusan Ijazah* or Post Graduate Teacher Education Course, counselling courses; (3) The chosen participants are the ones who were nominated by the Head of Department at their workplace; and (4) Participants should have at least 5 years of experience as PSGCT practicum supervisors and they have shown an exceptional performance based on the Head of Department's observation.

Research has been carried out in schools where the primary participants are conducting the supervision process. Observation is based on the studied location, so that the researcher can understand the real context in relation to the research. According to Marohaini Yusoff (2001), "*Most problems which are related to the learning involves human in certain context and requires fundamental and realistic solution*". As a result, by collecting the data and information from the scene is essential to ensure that the created data and information is in its original state.

The field research is carried out for two academic semesters. It has started since June 2012 and ended in April 2013 of the following year. The time frame has been divided into two parts, where the first part has started since June until October 2012, meanwhile the second part is from January to April 2013. Such division is based on the length of PSGCT practicum. In the first tier, the pilot research has been carried out on two supervised couples.

Then, for the second and third tiers, seven supervised couples are involved with the actual

research. Supervisors, who are involved in the pilot projects, are not taken into account as the actual research participants. However, the given time frame is insufficient for the researcher to explore and to scrutinise the process and the forms of practices practised by the supervisors at the actual scene.

On the Data Analysis Procedure and Interview Data Analysis. To analyse the data, the researcher has planned and managed the data in three steps, which are data management, understanding, and analysing the data. Analysis on the interview data has started once the first interview was carried out. Each interview was recorded. The obtained data from the audio recording was transcribed in verbatim. The completed interview transcription was sent to the participants to be reviewed. Each transcription was given code. For instance, the code was RC (I), 25/1/2013, (77-80); means RC = Respondents C; (I) = Interview; 25/1/2013 refers to the date interview done, on 25 January 2013; and (77-80) refers to lines in which excerpt taken.

Researcher has used a method proposed by R.K. Yin (1994) which is patterns matching. From this analysis, matching themes and categories are created based on the similar component found in the SAS model and other additional components obtained from the data.

Such procedures are carried out manually based on the Nvivo program procedure. The process of reading the transcription and categorising under different themes are repeated until all meaningful units are grouped. Unmeaningful units are deposited. Such process is carried out for all participants of this research. Repeated reviews are conducted to ensure that each unit reflects the theme or the determined sub-themes.

On the Document Analysis, Validity, and Reliability. In this research, the researcher has reviewed a few types of documents. The documents are divided into two: formal and informal. To analyse the data from the documents, researcher has retyped all the notes written in the field notes. At the same time, the researcher has made an index of the data by giving special codes.

All the information contained in the formal or informal documents are reviewed one

by one and being analysed. Contents of the documents are studied to see whether it is suitable to be matched with the research questions, which were prepared beforehand. Any contents, which are felt suitable, have been enclosed in certain themes as supporting documents to the interview and observation source.

Validity in the qualitative research is obtained from the triangulation, awareness to the researcher bias, review by the participants, and through thorough explanation.

First, Triangulation. In this research, researcher has used three methods to collect the data, namely: observation, interview, and document analysis. Furthermore, by using these three different data collection methods, it has made the data more valid and reliable.

Second, Research Bias. To minimise the bias, researcher has asked three colleagues to review and to verify the obtained themes and categories.

Third, Review by the Participants. Researcher has also asked the participants to scrutinise the raw data and asks for comments for its accuracy. Besides, participants are required to give comments on the themes and categories accuracy and suitability by using sufficient evidence also whether it is realistic or not. All the given responses and comments are included in the final report. This will increase the research credibility.

Fourth, Thorough Explanation. In this research, a thorough explanation of the data is presented concerning the phases in the supervision process, its focus, used methods and forms of practices by the supervisors in supervising the PSGCT (Primary School Guidance and Counselling Teachers) practicum. A thick and in-depth description prepared by the researcher enables the readers to come out with personal conclusion concerning the outcomes of different settings or similar context.

Reliability refers to how far a research can be repeated. Based on the qualitative research, reliability can be obtained by using: (1) audit trail, (2) peer checking, and (3) using Cohen Kappa Index.

First, Audit Trail. To ensure data reliability, the researcher has used audit trail method.

Audit trail is conducted by asking individual outside the research to check the narrative or research report to determine its credibility. In this context, researcher has asked a reader to check the report and all documents which are related to the data collection activity for verification. The researcher has reported clearly in the audit trail concerning a few aspects such as the reason why this research was carried out, which is as a result of having inquiry and in-depth interest towards counselling supervision.

Second, Peer Checking. Finished grouped data has been referred to the specialist panels for reviewing and verification. Such process is called peer checking. For this purpose, the researcher has asked three supervisors who are experts in the counselling field who are two IPG (*Institut Pendidikan Guru*) or ITE (Institute of Teacher Education) lecturers and one IPTA (*Institusi Pengajian Tinggi Awam*) or PIHE (Public Institution of Higher Education) lecturer. They are also the experts in qualitative methodology research. The researcher has taken into account all the responses made by the panels.

Third, Cohen-Kappa Coefficient of Agreement. Finally, the researcher can measure the reliability by determining Cohen-Kappa Index method, where the researcher does the coding agreement degree level and the coding is conducted by the field experts (Ishak *et al.*, 2010). This is done by matching the list of themes and sub-themes with the operating definition to measure its reliability.

For this purpose, the researcher has named three expert panels and their functions are to review and assess the coefficient agreement towards the themes in the PSGCT (Primary School Guidance and Counselling Teachers) practicum supervision. The themes which are measured by the experts are obtained from the observation data and interviews which are carried out with the PSGCT practicum supervisor. After they have done the review, the researcher measures the agreement points in the form from the experts.

The value given by the Cohen-Kappa Index Value is 0.88. Such value is considered as a very good reliability. About 0.75 value marks a strong agreement, meanwhile 0.4 to 0.75

value is considered as an average value, and any value which is lower than 0.4 is marked as a low agreement value (Landis & Koch, 1977). This means that the analysis unit made by the researcher correlates with the suggested themes.

RESULT AND DISCUSSION

This part displays the result in answering the research questions on what are the forms of practices practised by the practicum supervisors in conducting PSGCT (Primary School Guidance and Counselling Teachers) practicum supervision. Result has shown that there are six categories of practices which are: (1) teaching practice, (2) counsellor practice, (3) evaluation practice, (4) negotiation practice, (5) modelling practice, and (6) directing practice.

First, Educating Practice. Educating practice refers to the ways of educating individual in executing things. Data obtained from the supervisors' observation has given a clear evidence of such practice. This is observed from the supervisors' actions, such as nodding their heads and from their lips movement in praising the trainees. The noddings and praises are meant for the practicum teachers or GP (*Guru Praktek*), who have passed the process of making a good decision in the counselling session with his or her clients.

Data from the interview has supported the aforementioned statement. For instance, supervisor C has stated that it is his/her practice to give reinforcement to the trainee teacher, who is carrying out the task. In the interview, the supervisor C has stated that:

[...] I do agree that I have given a positive reinforcement to the teacher, or trainee, just now [...] this is essential as a wake up call to them (interview with Supervisor C, 25/1/2013, translated by the researcher based on the actual evidence in Malay language).

Data from the document analysis has confirmed the result. This can be seen after the researcher reviews his field notes as below:

[...] I feel that the data collection has been successful for today. This is because I can see that the supervisors have carried out their duties in a professional manner. They are able to understand trainees' feelings, who are undergoing practicum.

In fact, the trainees require strong support from their supervisors, especially in the beginning of the practicum. Furthermore, it is clear that every smile, nodding, and a few golden words given has made them motivated in carrying out their duties. That is all what I have seen (reviewed data, 11/3/2013, translated by the researcher based on the actual evidence in Malay language).

Second, Practice as a Counsellor Category. Practice as a counsellor comes under the sub-category of giving feedback for professional development. This can be seen based on the observation on the supervisors which confirms that there was a discussion carried out between them and the trainees. Feedback is given to the trainees concerning on their actions. For instance, supervisor C has given a response to the GP (*Guru Praktek* or Practicum Teacher) 8, in terms of problem exploration aspect, as follows:

GP-8: *"I don't know how to continue the counselling session. What I meant was, when a student came and mentioned his/her problem about their parents, I have to think there and then what are the advices to give them so that the session ends quickly"* (interview with Practicum Teacher 8, 22/2/2013, translated by the researcher based on the actual evidence in Malay language).

Supervisor C: *"Ok like this [...] you should have asked the client to explain further what he or she meant by parents' problems [...] ask him or her to explain in a detailed manner in terms of the aspect, the cause and effect to the client"* (interview with Supervisor C, 22/2/2013, translated by the researcher based on the actual evidence in Malay language).

The same goes to the interview analysis of supervisor D, which shows that the sub-category of giving feedback to improve the professionalism has taken place. This is proven in the following interview:

Supervisor D: *"Ok, now let's discuss on the previous session. I just want to focus on the interrogating skill throughout the recent session"* (interview with Supervisor D, 4/3/2013, translated by the researcher based on the actual evidence in Malay language).

GP-11: *"Ok, about my interrogating skills [...] I'm not sure whether I have used the correct technique or not"* (interview with Practicum Teacher 11, 4/3/2013, translated by the researcher based on the actual evidence in Malay language).

Supervisor D: *"I have made an analysis of your interrogating practice in the previous session"* (interview with Supervisor D, 4/3/2013, translated by the researcher based on the actual evidence in Malay Language).

Third, Evaluation Practice. Evaluation is part of the supervision. Evaluation refers to the achievement level of an individual in an aspect or area. This can be seen where he/she has performed well in all levels of and in all supervision. Such practice can be found throughout the supervision process by all supervisors. Then, the final will be during the final supervision. Analysis has shown that the supervisors have made the evaluation based on the aspects as stated in a special evaluation form.

Researcher has analysed the related documents which are the supervisors' notes on the trainees' activity record book and the special evaluation form. The evaluation process ends when the supervisors rated a certain achievement. There are five levels of achievement which becomes the guidelines for the supervisors. It ranges from level 1 to level 5, and each time the supervisors carry out supervision process it will end up with an evaluation.

For instance, the supervisor F makes an evaluation towards his or her trainee's performance in the interrogating aspect as follows:

[...] student shows an average achievement in the interrogating aspect. This can be improved in future sessions. Please differentiate between open and close questions. Hope you will do some readings and find references (interview with Supervisor F, 11/3/2013, translated by the researcher based on the actual evidence in Malay language).

This is also reported in the data of the supervisor C document analysis. Supervisor C has evaluated the GP-8 (Practicum Teacher) achievement on Level 3 for problem exploration. Analysis from the interview has proven this sub-category. For example, supervisor C has given such responses, as follows:

[...] in the second phase, I can see the changes when she is able to make pre-conclusion (interview with Supervisor C, 22/2/2013, translated by the

researcher based on the actual evidence in Malay language).

Fourth, Negotiating Practice Category.

Negotiating category refers to the supervisors' attitude in discussing with the trainees in solving the issues raised by their trainees. This can be seen from the observation analysis. Researcher has identified that there was a negotiation took place between groups of GP-16, GP-17, and GP-18 (Practicum Teacher) with the supervisor F. Discussion has been carried out based on the recording. The main focus is on the interrogating skill as recorded in the recording. When the recording comes to a point, where the trainee was interrogating his or her client, the recording was stopped. This means that there are four inquiries raised throughout the counselling session. At that time, the supervisor asks the trainee whether his interrogating style is suitable or vice versa.

Observation data has shown supervisor discusses with his or her trainee concerning the execution of the career's day exhibition. There are two main focuses in the discussion. *First*, it is about the program objective; and *second*, the outcomes on the students. To answer the first question on its objective, such answer has been given by the trainee:

The main objective of the career's day exhibition is to give exposure about the details of the job prospects in Malaysia. Second, it is meant to improve students learning desire; and third is to create a good bonding between the school and the agencies which are taking part in the exhibition (reviewed data, 11/3/2013, translated by the researcher based on the actual evidence in Malay language).

Fifth, Practice as a Model. Model refers to the attitudes which are clearly exhibited with the intention to be emulated by individuals who observed it. From such observation and emulation, it is hoped that a person will learn some skills and knowledge.

Interview data analysis has confirmed this result. When the supervisors are asked on why they have displayed good gestures, they have said that this is meant to give a good example to the trainees in building good rapport with his or her client. This can be seen in the response given by the supervisor B, as follows:

When he/she is carrying out the session, there were a few errors made by the trainee. As a result, I have appointed the errors in terms of what he/she should do in building a good rapport with the client or student. We have to be calm and display welcoming gestures when we are dealing with the client. Occasionally, we can touch the students, or clients, if needed. However, there are some trainees who immediately jump into the point without building the rapport. This has resulted the clients feel intimidated (interview with Supervisor B, 18/2/2013, translated by the researcher based on the actual evidence in Malay language).

This is parallel with the analysis made on the researcher's field notes as follows:

[...] and now I do understand his or her intention on why he or she is doing such action by giving moral values to the trainees on the correct method to establish a good relationship with his or her client (data reviewed, 20/1/2013, translated by the researcher based on the actual evidence in Malay language).

The same answer was given by the supervisor C, when he/she was asked about displaying positive gestures. He/she responded that he/she hoped that such modelling can be emulated by the trainee. An obvious action was observed on Supervisor C, when the researcher saw he took his hand and showed it to his eyes by saying the following:

Look at my eyes which are looking into your eyes, while we are discussing now (observation note, 25/1/2013, translated by the researcher based on the actual evidence in Malay language).

Interview data has confirmed about the main purpose of why supervisor C has carried out such action. While answering this question, he/she has given the following response:

[...] yes it is true, I raised my hand and point to my eyes. I just want to show the actual expression while interacting with my trainee. This is important to establish a good relationship with our mates (interview with Supervisor C, 25/1/2013, translated by the researcher based on the actual evidence in Malay language).

Sixth, Directing Practice. Directing practice refers to the supervisors' actions in giving instructions to their trainees in carrying out certain tasks. This is to ensure the trainees do sensible actions according to the situation.

This has been confirmed from the interview analysis, when the supervisor E explains that he played the role as a director to the GP-15, while GP-15 (Practicum Teacher) was asking the questions to his client during the session.

This is supported by the field notes analysis written by the researcher. Researcher has written the following as a response to the conducted supervision:

[...] he acts as the director when his trainee conducted the counselling session. This is his strength, name of the supervisor, which I haven't found in other supervision couples before this (reviewed data, 28/1/2013, translated by the researcher based on the actual evidence in Malay language).

The competency of a supervisor depends on his knowledge and skills. Knowledge and skills can be obtained by attending courses from time to time. It is proposed that IPG (*Institut Pendidikan Guru*) or ITE (*Institute of Teacher Education*) in Malaysia should introduce a continuous professional practicum supervision courses to the PSGCT (*Primary School Guidance and Counselling Teachers*) practicum supervisors.

In fact, such courses should be given to the new lecturers. Supervisors must have a systematic and specific training to enable them building his or her supervisory skills (Bernard, 1981) as the training in this field is still far behind (Kaiser & Baretta-Herman, 1999).

On a rationale basis, the knowledge and skills of the supervisors can be improved from time to time. If this can be carried out, the outcomes of IPG or ITE supervisors' supervision will be more quality. The course curriculum must include the practicum supervision aspect in a professional manner. The trainers must be the experienced lecturers in the counselling supervision field from IPG or Higher Education Institutions.

Since the role of practicum supervisors is important in producing PSGCT who are excellent in knowledge, personality, and skills aspects, IPG or ITE in Malaysia management is urged to review the policy concerning the entry qualifications for the lecturer to the guidance and counselling department under the IPG or ITE. It is suggested to the KPM (*Kementerian*

Pelajaran Malaysia) or MoE (*Ministry of Education*) Malaysia and IPG to give priority to the lecturers who have the Doctor of Philosophy degree in counselling field, having the minimum experience of 5 years as a school counsellor and obtain Bachelor and Masters degrees in counselling.

CONCLUSION

Guidance and counselling lecturers in the ITE (*Institute of Teacher Education*) should be ready to improve their professional level in the practicum supervision from time to time. As for the experienced lecturers, they are hoped to provide services by guiding the new lecturers. It is proposed that the experienced lecturers are appointed as trainers at the national level to educate the supervisors across the country. They will become the mentors to the other lecturers, particularly to those who are new in the PSGCT (*Primary School Guidance and Counselling Teachers*) practicum supervision.

ITE has to give priority to those who have foundation in the guidance and counselling field for the Educational Course of post-graduate teachers intake to ensure that the quality of the supervision is at its best. This is because the trainees from the counselling opsyen in IPTA (*Institusi Pengajian Tinggi Awam*) or PIHE (*Public Institution of Higher Education*) have a good experience in terms of counselling. Then, it is suggested that ITE Malaysia establishes a special position in the practicum supervision among the ITE lecturers. This can be regarded as a motivation to the practicum supervisors to ensure that they are always motivated in their supervision. For instance, introducing Master Lecturer (*Pensyarah Cemerlang*) position in the practicum supervision field.

As a result, a few further researchs has been suggested as follows:

First, a proposed research that focuses on the supervision process in secondary schools that involves supervisors from IPTA (*Institusi Pengajian Tinggi Awam*) or PIHE (*Public Institution of Higher Education*). Then, the result can be compared among the supervision construct in primary and secondary schools.

Second, besides, this further research needs to be carried out in a different setting

apart from education. This includes Anti-Drug National Agency, hospital, prison department, and others. Result can be compared based on different settings.

Third, it is more relevant if the research framework uses the quantitative method and involves more IPG (*Institut Pendidikan Guru*) or ITE (Institute of Teacher Education) supervisors across the country, including Sabah and Sarawak in Eastern Malaysia.

Fourth, as a result, it is suggested that if the further research is carried out, it involves the pre-service counsellors as the participants. The result can be compared on the supervision construct between the in-service counsellors and in-training counsellors. Such result is crucial for certain bodies in designing the supervision needs among the counsellors whether they are in-service or in-training.

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Directing Practice of Supervisor and Counsellor
(Source: www.google.com, 9/5/2014)

When taking the role as a counsellor, supervisor assists the counsellor in checking or investigating personal response received by the counsellor on as a result of counsellor – client relationship. This is an evaluation process to measure counsellor's current experience and its effects on his/her work. Then, supervisor functions as someone who supports the counsellor in improving his/her professional development.