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The Process of Practicum Supervision on Guidance and Counselling Teachers in Primary School: A Case Study

ABSTRACT: Since the roles of supervisor are important in order to produce professional counsellors' knowledge, attitudes, and skills, TTI (Teachers Training Institute) is suggested to revise its qualifications of its lecturers. Generally, practicum supervision process is a vital component in any profession, including guidance and counselling field. This qualitative case study aimed at exploring the process of practicum supervision of guidance and counselling teachers in Primary School in ITE (Institute of Teacher Education) in Malaysia. There were 28 participants participating in the study: 7 lecturers and 21 supervisees. A total of 21 in-depth interviews and 7 FGD (Focus Group Discussions) were carried out in data collection process and later were analysed manually based on the N-Vivo programme procedure. The results have shown that one theme, three sub-themes, and four categories were emerged. The theme is procedure of management and structuring of practicum supervision of guidance and counselling teachers in Primary School; sub-themes are prior supervision phase, current supervision phase, and post-supervision phase. The categories are structure and contract of supervision, contextual orientation, types of supervision, methods of supervision, evaluation, and conclusion contract. Peer checker, member checks, Cohen-Kappa index, and audit trail techniques have been applied in order to seek validity and reliability of the data. Impact of the study and recommendations are also discussed.

KEY WORDS: Practicum Supervision; Guidance and Counselling; Teachers in Primary School; Teachers Training Institute; Professional Counsellors.

INTRODUCTION

Highly competencies in various aspects, in order to soar upwards performance of an organisation, have been a prominent agenda in many professions, including the counselling teacher's education. Therefore, MoE (Ministry of Education) Malaysia has been emphasizing its efforts to produce the best school counsellors. As addressed by the government, many programmes and activities

have been planned to ensure its vision and mission is properly achieved (MoE Malaysia, 2005; and Nor, 2014).

In counselling profession, the quality of teaching and effective curriculum has been given attention by the MoE Malaysia. Besides, quality of supervisions process for guidance and counselling teachers in training is also prioritised. In this context, C.R. Dunn (1998) has stated that the importance of the

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counsellor supervision can be seen on its role to share knowledge to a professional profession (Dunn, 1998).

J.M. Bernard & R.K. Goodyear (2004) have also defined the “supervision process” as below:

A means of transmitting the skills, knowledge, and attitudes of a particular profession to the next generation of that profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of services offered, and serving as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2004:6).

The ITE (Institute of Teacher Education) in Malaysia has been conducting a counselling programme in its selected campuses, since 1990. The aim of the programme is to provide a pool of qualified of guidance and counselling teachers, which will service in Primary Schools in the country. The qualifications for the programme are as follows: (1) having first degree in the significant discipline; and (2) interested in teaching and learning (*cf* Cochran-Smith, 2001; and Biggs, 2003).

The duration of the programme is three semesters: two semesters (24 weeks) for theoretical subjects; and one semester (12 weeks) for practicum session. During the period of the practicum session, they are placed in an appropriate school nearest to the college. Throughout the practicum sessions, they need to complete programmes or activities, besides the basic task which is teaching process. It includes individual counselling sessions, group counselling sessions, career programmes, parenting services, staff development programmes, and other activities as instructed by its headmaster (Cochran-Smith, 2001; and MoE Malaysia, 2005).

Each student is mentored by a lecturer being known as campus supervisor, who is responsible to observe, guide, and consult them. The roles of the campus supervisors are: (1) providing supervision and consultation services for three times during the practicum period; and (2) assessing his/her supervisees by using specific forms that

are provided by the practicum committee (*cf* Ngidi & Sibaya, 2003; and Kiggundu & Nayimuli, 2009).

As aforementioned, quality supervision process is vital in producing highly competent school counsellors. Therefore, examining the process of supervisions is required in order to explore the useful information to enhance quality of its services (Leddick, 1994; and Biggs, 2003). Yet, currently no study on the process of practicum supervision on guidance and counselling teachers in Primary School is conducted. Therefore, the present study, which aimed at exploring the process of practicum supervision on guidance and counselling teachers in Primary School, is significant in order to provide useful information on the topic.

Literature Review. L.D. Borders & G.R. Leddick (1987) have conducted a survey in order to address a guideline for the counselor supervision process. A total of 450 educational training counsellors participated in the study. The results have shown that four competencies are needed by the counselor, which are: (1) conceptual knowledge on the supervision process; (2) various skills of intervention; (3) strong of facilitating and communication skills; and (4) positive of personality trait (Borders & Leddick, 1987).

C. Katrina (2008) has conducted a research on the school counsellor experiences in three aspects, which are clinical supervision, programme supervision, and administration supervision. The results have shown that programme and administration supervisions are more relevant for the Primary School compared to the Secondary School (Katrina, 2008). In addition, there are three themes that have emerged, which are: (1) the relationship between counsellor and students; (2) identity professional development; and (3) the role of school counsellors (*cf* Borders & Leddick, 1987; and Katrina, 2008).

METHODS

Participants and Location of the Study. The research term used for qualitative sampling is purposive sampling. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central

phenomenon (Creswell, 2002). The standard used in choosing participants and sites is whether they provide “useful” information (Patton, 1990).

According to L. Gay & P. Arasian (2000), since qualitative researchers seek quality from participants and not quantity, participant selection is “designed” to identify participants, who can provide information about the particular topic and setting being studied (Gay & Arasian, 2000). In this research, maximal variation sampling is used. Maximal variation sampling is a purposive sampling strategy, in which the researcher samples cases or individuals that differ on some characteristic or trait.

This strategy is parallel to the purpose of the study in exploring the process of practicum supervision on guidance and counselling teachers in Primary School. Participants in this study must meet the following criteria: (1) experienced in supervising of counselling practicum process for more than 10 years; and (2) has been shown good performance in counselling supervisions.

A total of 28 participants, who were working in TTI (Teachers Training Institute) in Peninsular of Malaysia, are participating in the study. Maximum variation type of sampling is utilized in order to justify the participants of the study. They are 7 lecturers and 21 students. The potential participants are identified from their administration records. Then, they are contacted to confirm of their willing to participate in the study orally. They officially received official letter that offer them to be participants. A specific meeting was arranged to conduct in-depth interview and observations at the school of practicum.

Data Collection Procedure. In-depth interviews, focus group discussions, observations, and documents analysis were utilised in the data collection process (Harrell & Bradley, 2009). These methods were chosen, due to its strengths to collect in-depth data on the process of practicum supervisions during period of the practicum in actual locations.

In order to standardize the interviews format and professional ethic for conducting

interviews, it was conducted based on the interview protocols that were developed beforehand. The interview protocols consist of three components: introduction, main questions, and conclusion (Creswell, 2002; and Harrell & Bradley, 2009).

The first component functioned as warming up questions, before starting the further conversation. The second component focuses on the research objectives. Besides the main questions, probing questions also addressed in this component. The third component is conclusion part, in which participants were requested to share their inputs that were not included in the conversation.

Through the sessions, tape recorder, as permitted by those participants, was used to ensure the information gained from the interviews was not missing. The interviews were continuously done until saturated point achieved. The data collection process took place in the duration of six months from January 2013 to June 2013. This process produces 28 scripts of interviews that was later analysed manually based on the N-Vivo programme procedure (Creswell, 2002; and Harrell & Bradley, 2009).

Besides, observations are also applied to gather the data. It took place in two situations: before and after the supervision process. The aim of observation is to support data that gained from the interviews. Observations were conducted based on the set of checklist that prepared beforehand (Creswell, 2002; and Harrell & Bradley, 2009).

Document analysis is also utilised in this study. There are three types of documents being used: documents that addressed by MOE (Ministry of Education) Malaysia; students’ reflection journal; and lectures’ reflection journal.

Data Analysis Procedure. Data analysis process started since the first interview exercise finished. Three steps involved in the data analysis procedure: management of data; understanding of data; and interpretation of data (Creswell, 2002; and Harrell & Bradley, 2009).

Management of Data. The first step started with transcribing the interview

transcripts. Data from the tape recorders were transcribed into verbatims. Each transcript was given code index. For instance: P-1, 2/6/2013; P-2, 5/6/2013; and P-3, 12/3/2013. It means: P-1 = Participant number 1; and 2/6/2013 refers to the date interview conducted on the 2nd June 2013. P-2 = Participant number 2; and 5/6/2013 refers to the date interview conducted, on the 5th June 2013. P-3 = Participant number 3; and 12/3/2013 refers to the date interview conducted, on the 12th March 2013.

Understanding of Data. Also, the similar code index was given to the observations data as *DTR*, 25/1/2013; it means *DTR* = *Dokumen Tidak Resmi or Unofficial Document*; and 25/1/2013 refers to the date the document recorded, on the 25th January 2013. *DR*, 17/1/2013, it means *DR* = *Dokumen Resmi or Official Document*; and 17/1/2013 refers to the date the document recorded, on 17th January 2013.

Upon completing the data code indexing process, the next step was understanding the data. Researcher read verbatim texts line by line and sentence by sentence in order to find out the concepts, ideas, and terminologies that relate to the research objectives. Researcher will, then, choose relevant information that can assist him to answer the research objectives.

Interpretation of Data. Data interpretation is an on-going process to group, the data gained from the second step. This process is known as coding process by using open coding, axial coding, and selective coding technique that applied in grounded theory method (Creswell, 2002; and Harrell & Bradley, 2009). During open coding, the data will be sorted into emerging themes and re-grouped them for similarities and differences. From there, categories of information to search for the phenomenon being studied are developed.

At this step, researcher will read the verbatim transcripts actively in order to identify the similarities and differences of the concepts, ideas, and terminologies identified at the second step. Research objectives acted as a controller to help researcher focuses on the specific concepts, ideas, and

terminologies that can potential led answering the research objectives. These concepts, ideas, and terminologies were grouped in specific themes and categories. This actions were continuously done until all the concepts, ideas, and terminologies grouped in themes and categories that relate to the research objectives identified.

In axial coding, similar concepts or themes are linked together to identify a single category based on their homogeneous conditions within similar contexts. Axial coding consists of the researcher breaking one category into sub-categories and comparing the interrelationship of that category. In this phase, researcher asked questions about the meaning of the data and emerging concepts; and continuously made comparisons to differentiate data and concepts throughout the study (Strauss & Corbin, 1998).

The last phase in the coding process consists of identifying specific core categories from the categories discovered in the axial coding phase. Selective coding is the phase of selecting the core category, systematically comparing it to other categories, and conforming those connections (Strauss & Corbin, 1998; and Lawrence & Tar, 2013). During selective coding, a story that connects the sub-categories and categories around the core category is built. So, those relationships against the collected data are validated.

Validity and Reliability of the Findings. In order to seek validity of the data, four measures have been taken: triangulation, awareness to the researcher biases, review by the participants, and via thorough description. In this research, researcher has applied three techniques in data collection process: interview, observation, and document analysis. By using these different data collection methods, it has made the data more valid and reliable (Strauss & Corbin, 1998; and Lawrence & Tar, 2013).

Researcher has also requested the participants to review the raw data. Also, participants are asked to comment on the themes and categories that suggested by researcher. All the given response and comments are included in the report (Strauss & Corbin, 1998; Creswell, 2002; Harrell &

Bradley, 2009; and Lawrence & Tar, 2013); so that the research credibility will increase.

In this research, a thorough explanation of the data is presented regarding the phases in the supervision process. A thick and in-depth explanation provided by the researcher enables the readers to come out with personal conclusion concerning the outcomes of different settings or similar context.

Meanwhile, in seeking reliability of the research, three methods have been applied: audit trail, peer checking, and using Cohen Kappa index (Strauss & Corbin, 1998; Creswell, 2002; Harrell & Bradley, 2009; and Lawrence & Tar, 2013). Audit trail is utilised by requesting someone outside the research to check the narrative in order to confirm its credibility. In this context, researcher has asked a reader to check the report and all documents, which are related to the data collection process for verification.

Finished grouped data has been referred to the expert panels for reviewing and verification. This process is known "peer checking" (Strauss & Corbin, 1998; Creswell, 2002; Harrell & Bradley, 2009; and Lawrence & Tar, 2013). For this purposes, the researcher has requested three experts in the counselling field, who are two ITE (Institute of Teacher Education) lecturers and one PIHE (Public Institution of Higher Education) lecturer in Malaysia. The researcher has taken into account all the responses given by the panels.

Lastly, the researcher can measure the reliability by determining the Cohen-Kappa index, where the researcher does the coding agreement degree level and the coding is conducting by the field experts (cited in Ishak *et al.*, 2010). This is done by matching the list of themes and sub-themes with the operating definition to measure its reliability. The value given by Cohen-Kappa index value is 0.88. Such value is considered as a good reliability. This means that the analysis unit made by the researcher correlates with the suggested themes.

FINDINGS AND DISCUSSION

This qualitative case study is aimed at exploring the process of practicum supervision on guidance and counselling

teachers in Primary School. The findings addressed are the results of the researcher's interpretations of data analysis, which covers interviews, observations, and documents. The findings have shown that there are one theme, three sub-themes, and five categories of practicum supervision process on guidance and counselling teachers in Primary School. The theme is procedure of management and structuring of practicum supervision process on guidance and counselling teachers in Primary School; sub-themes are prior supervision phase, current supervision phase, and post-supervision phase.

Theme 1: Procedure of management and structuring of practicum supervision on guidance and counselling teachers in Primary School. The procedure of management and structuring of practicum supervision process is a system being practised by the lecturers in conducting supervision process on the guidance and counselling teachers. There are three sub-themes of supervisions process, which are: (1) prior supervision phase; (2) current supervision phase, and (3) post-supervision phase. These sub-themes are discussed in detail bellow.

Sub-theme 1: Prior supervision phase. There is one category emerged under sub-theme of prior supervision phase, which is structuring and supervision contract. It refers to ways of the supervision processes are organised. This sub-category is proven via a briefing that has been given by the TTI (Teacher Training Institute) counselling unit to the supervisees.

Findings have shown that this category has emerged in seven participants. For instance, observations data of lecturers A and B. Analysis of interviews data from four participants: B, D, E, and G have confirmed the result. For instance, participant G has stated as follows:

[...] yes sir (researcher) that briefing was a compulsory activity for them (supervisee) as instructed by the TED or Teacher Education Department (interview with Participant 01:G, 2/6/2013).

Observations data have shown that the briefing has been conducted in a specific room quipped by an LCD (Liquid Crystal Display) and a laptop. The size of the room is 30 feet

by 30 feet. The document data analysis has shown that the information is parallel with a document entitled "Guideline of Practicum for Training Teachers Effective on February 2005, Reference Number KP(BPG) 9561/ Jld.71(18)" in *DR (Dokumen Rasmi or Official Document)-01*, on 17 January 2013.

The content of the briefing has been confirmed by the Participants A and C, as below:

[...] before starting the practicum sessions, we have done a briefing on the rules of the practicum sessions, it includes documents that should be prepared [...]. They have to prepare a few folios, then, we have to sign them. Next, we share our expectations towards them (interview with Participant 02:A, 20/1/2013).

I organised the briefing to inform the activities that they should conduct for the 12 weeks of the practicum sessions. It includes preparation for the individual and group counselling, the total of counselling sessions that should be carried out. Besides, the observation schedules were also given to the supervisees (interview with Participant 03:C, 25/1/2013).

Data from the supervision activities schedule have supported the aforementioned statement. It covers the supervisor name and the ways of the observations conducted. These informations were written in A4 size paper and were distributed to the supervisees.

Sub-theme 2: Current supervision phase.

The most important phase in the supervision process is the current supervision phase. There is one category emerged in the phase, which is contextual orientation. The contextual orientation is an attempt to introduce new things to someone that he/his should do. It includes information that is given to the school, where the supervisee practises.

The aimed is to introduce the lecturers to the school administration. Data analysis has shown that participants have practised the contextual orientation that attended by the researcher, school administrations, lecturer, and supervisees. The contents of the contextual orientation are the school and location supervisor's role during the practicum period. Data from the document analysis, which is the set of the practicum implementation guide, has confirmed the result.

Three of seven schools have conducted the briefing, which were attended by its

headmasters; and four schools were attended by the senior teachers. The objective of the meeting is to inform the responsibility of headmaster and location supervisor during the practicum sessions. Data from interviews have confirmed the result. In the interview, the supervisor C has stated that:

I meet up the school headmaster for giving him some inputs of the practicum process, such as the roles of supervisees and the location supervisors. [...] besides, the duration of observations of the practicum sessions, were also discussed, I also detail up on the payment for him (interview with Participant 04:C, 25/1/2013).

Students teacher, supervisor, location supervisor, and headmaster also attended the discussion. The briefing has focused on few aspects, such as period of teaching, counselling sessions, and I have reminded him on the importance of his support to the supervisee (interview with Participant 04:C, 25/1/2013).

These facts have been confirmed by the data of observations and documents analysis. For instance, the researcher has noted as below:

Alhamdulillah (thanks God), it was seen that my observation was successful [...] the supervisors have performed the briefing well (cited in DTR-04, 25/1/2013).

Sub-theme 3: Post-supervision phase. The sub-theme of the post-supervision phase has emerged in two categories: (1) evaluation category; and (2) conclusion contract category. These two categories are discussed in detail below.

Category 1: Evaluation category. Evaluation is a system of information gathering on activities of teaching and learning process for analysing an information, so that the best decision could be done properly (Fu, 2013; and Nor, 2014). In the counselling practicum context, the evaluation process is about assessment of the supervisee's achievement. The sub-category of formative and summative evaluation has emerged in category of the evaluation. The evaluation form of PR1/BK (form for supervisor 1) is utilised to assess the supervisees' achievement.

The type of the summative evaluation using PR2/BK (form for supervisor 2) is done at the end of the supervision process. It aimed at evaluating the supervisee's achievement.

Data analysis has shown that it was emerged of 7 times.

Formative evaluation sub-category. The results have shown that the sub-category of formative evaluation has emerged every time in the supervising process. Researcher has noticed that the supervisors have given an original copy of PR1/BK (form for supervisor 1) form to his supervisee. This data has been supported by the interviews data. For example, supervisor A has responded as follows:

[...] assessing of the students is a compulsory exercise [...] we gave them the PR1/BK form upon completing a supervising process [...] we have to give them three forms for the whole supervision process (interview with Participant 05:A, 20/1/2013).

In answering a question on the purpose of the PR1/BK (form for supervisor 1), lecturer F has responded as below:

[...] yes, we want to make sure the students' achievement was evaluated based on the session done [...] we gave level 2 or level 3 of achievement and also given the reasons behind the levels, so that they know of their performance status. Then they will upgrade their performance if the grade is low (interview with Participant 06:F, 11/3/2013).

Data from the document analysis has confirmed the result. For instance, PR1/BK (form for supervisor 1) forms of GP (*Guru Pelajar* or Student Teacher)-4, GP-5, and GP-6, who were under supervisor B have shown that they have three copies of the forms (interview with Participant 07:B, 1/3/2013). These results are also similar with the data gained from GP-13, GP-14, and GP-15.

Summative evaluation sub-category. Analysis data made by the researcher on the observations, interviews, and documents have shown that the sub-category of summative evaluation has emerged seven times; one for each supervisees. The form used is PR2/BK (form for supervisor 2), which is different compared to the PR1/BK form. The data analysis has shown that the summative evaluation is practised by the supervisors. For instance, supervisor B has stated as below:

Yes [...] supervisors are required to fill up those forms at the end of the sessions [...] mark was given such

as 80%, 90% [...] the mark given to the supervisee is a secret one (interview with Participant 07:B, 1/3/2013).

The supervisor C has confirmed of its confidentiality as follows:

[...] emm [...] cannot be informed to the supervisee, this is a confidentiality issue, its different compared to the PR1/BK type of form. At the end, the mark given will be submitted to the practicum committee. For your information, the mark given to the supervisee was agreed by the location supervisor too (interview with Participant 08:C, 10/4/2013).

The mark is an average after discussing with the location supervisor. This result was supported by the supervisor E, as follows:

[...] for your information, the mark includes the evaluation made by the location supervisor, first, marks were totalled, then divided in two, so the average is a final mark that we send to the practicum committee [...] then the supervisees will receive it (interview with Participant 09:E, 8/4/2013).

This data has been supported by data from FGD (Focused Group Discussion) of supervisees; they insisted that they are informed that the mark given is secret and the result will be released in the examination slip. This data has been supported by a journal written by GP (*Guru Pelajar* or Student Teacher)-21, as follows:

Alhamdulillah, everything was settled. The supervision process ended. I am very happy today. Although I did not know the mark I got, I am sure that I passed the practicum (cited in DTR-01, 8/4/2013).

Category 2: Contract of conclusion. Contract of conclusion is a process, whereby supervisee is informed that the supervision activity is ended. There are two sub-categories under the contract of conclusion category: (1) sub-category of reflection; and (2) sub-category of termination. These two sub-categories are discussed in detail bellow.

Sub-category of reflection. Reflection is a remembering and thinking process on counselling activities in order to analysis and evaluate its impacts, including thinking on ways to improve a performance for the future (Fu, 2013; and Nor, 2014). The observations, interviews, and documents data analysis have

shown that this sub-category has emerged of 21 times.

For instance, supervisors A, E, and G have asked their supervisees to share their experiences that gained from the supervision sessions. This data has been confirmed as shown in a dialogue between supervisor A and GP (*Guru Pelajar* or Student Teacher)-1, as below:

Supervisor A: "Can you explain your experiences that gained throughout the supervision sessions?"

GP-1: "I felt that I have gained lot of knowledge and skills during the supervision sessions [...] I knew very well my tasks [...] many things to be done and quite challenging. Also I have learnt the ways to seek colleagues support in implementing a programme" (as cited in an interview with Participant 10:A, 17/2/2013).

This result was supported also by the supervisor E, when he was asked by the researcher, as follows:

Researcher: "What are the components being focused when discussing with your students?"

Supervisor E: "[...] reflection is my practise upon the supervision process completed [...] I encouraged my students to share their experiences once completing the supervision, in order to examine weaknesses and strengths of the supervision. I also told them how to enhance the supervision process in the future" (as cited in an interview with Participant 11:E, 4/3/2013).

This result is also supported by the document analysis data of GP (*Guru Pelajar* or Student Teacher)-20 made by the researcher, as follow:

[...] reflection that made by the supervisor was very useful. When he asked me to reflect on the back, I have found some weaknesses in the decision making skills (cited in DTR-02, 2/3/2013).

Sub-category of termination. Data analysis has shown that there are two elements under sub-category of termination, which are: (1) element of minor termination; and (2) element of major termination.

Firstly, **element of minor termination.** The analysis data on the observations made by the researcher has proved the element of minor termination. For example, supervisor A has

stated the following ideas to the GP (*Guru Pelajar* or Student Teacher)-1, GP-2, and GP-3 at the end of the supervision process, as follows:

[...] good teacher! My first evaluation process has ended. Hopefully, you all seriously focus on my comments previously [...] we meet again in one week [...] the actual date will be informed later (as cited in DTR-04, 20/1/2013).

The interviews data analysis made by the researcher has confirmed the result. For instance, the GP (*Guru Pelajar* or Student Teacher)-19 has expressed the following statement:

[...] after he gave me the mark and share some ideas, he told that the supervision process was ended (interview with Participant 12:H, 11/4/2013).

Secondly, **element of major termination.** The element of major termination is a statement made by supervisors that the supervision process has ended. At this phase, supervisors have expressed their support to the supervisee. The termination occurred at the end of the third supervision process. For instance, supervisor A has expressed his statement to the GP (*Guru Pelajar* or Student Teacher)-1, GP-2, and GP-3, as follows:

[...] so the supervision process is ended [...]. I hoped you have learnt meaningful experiences throughout the supervision process [...] the mark of evaluation will be given to the practicum unit for the next action [...] so my task has ended here [...]. Thank you very much for your support (interview with Participant 13:A, 30/3/2013).

This finding is supported by the observations data. For example, supervisor B said thank you and shake hands to his supervisee that describes the supervision process was finished (interview with Participant 07:B, 1/3/2013). The similar data gained from the GP (*Guru Pelajar* or Student Teacher)-19, GP-20, and GP-21. For instance, the GP-20 has stated as follows:

[...] today is the last day I have been observed by my supervisor. It means that there is no more supervision after this. Throughout the supervisions process, many sweet and bitter experiences that I have learnt [...] and the last word from my supervisor to me is good luck and do the best (as cited in DTR-01, 8/4/2013).

The research aimed at exploring the process of practicum supervision on guidance and counselling teachers in Primary School. The results have shown that the supervisors have divided the supervision process into three phases, which are before supervision, current supervision, and post-supervision. These evidences have shown that the supervisors well understood of their responsibilities in supervising relationship. It is parallel with the M. Carroll (1996)'s statement that supervision process is not a suddenly activity (Carroll, 1996).

The arrangement of the phases of supervision is consistent with the M. Carroll (1996)'s idea, who has listed four phases of the practicum supervision process, which are: (1) initial assessment and supervision contract development; (2) maintained of supervision; (3) evaluation on supervision relationships; and (4) termination of supervision relationship (Carroll, 1996). Although supervisors of this study have arranged three phases of supervision process, its functions and activities are similar with M. Carroll (1996)'s idea.

The arrangement of difference phases of supervision process is proof that the supervisions process has its target. Each phase has its function that affects the supervisee learning process. The objective of the phase of before supervisions is to describe the items, which will be focused in supervision process that covers of what, how, who, and when the supervision process be conducted.

This early information are important for the students teacher in order to set-up their strong mental and physical preparation before starting practicum activities; so that the possibilities of negative impacts, such as fear among the counsellor in training, is reduced (Costa, 1994). The component of the supervision contract is a detail information of supervisee and supervisor expectations. This component is important as it is a platform for discussing between supervisee and supervisor that lead to a common agreement between them (Mohamed, 2008). So, the possible problems raised are minimal.

This is parallel with a research findings conducted by J.M. Benshoff & P.O. Paisley

(1996) that counsellors in training not just cannot sleep, but also face problems on how to face their clients (Benshoff & Paisley, 1996). The result is supported also by J.M. Campbell (2006)'s statement that at early stage, supervisees need a structured instruction and information (Campbell, 2006). Therefore, through the development of a structure and supervision contract, the detail information of the supervision process is known by the supervisee, so that they are able to prepare earlier.

The phase of current supervision is also practised by the supervisors. This phase is very vital component as it is where an actual supervision process is going on. There are two aspects that focused in phase, which are: (1) the items that will be supervised; and (2) the methods being applied in supervising. The last phase is post-supervision process. The function of this phase is to terminate the supervision process (Leddick, 1994; and Nor, 2014).

It is suggested that TTI (Teacher Training Institute) organised a special course, which is compulsory and continuously done on the supervision process to lectures, especially to the new ones (Mohamed, 2008; and Nor, 2014). Having specific skills and knowledge on the best method of supervision is crucial to supervisor (Bernard, 1981); as the specific training in the supervision is still needed (Kaiser & Barretta-Herman, 1999).

CONCLUSION

Since the roles of supervisor are important in order to produce professional counsellors' knowledge, attitudes, and skills, TTI (Teacher Training Institute) is suggested to revise its qualifications of its lecturers. The priority must be given to applicants who have doctorate in counselling and also have experiences as school counsellor for more than five years. Furthermore, they must have degree and master in counselling. Besides, supervisor should be given continuously exposure on the school counsellor scope of services, so that they acquired knowledge on the current school counsellor issues.

Since this study has its limitations, further study on the supervision process is needed. A comprehensive study on factors

influencing the practicum process should be conducted. Besides, the similar study that involves secondary schools should be done, so that the expected findings can be compared between characteristics of counselling process in Primary and Secondary Schools. In term of setting of the study, it is suggested that the similar topic is conducted in different locations, such as hospital and welfare agencies.

This research is significant for lecturers to identify the features of practicum supervision process. The findings have shown that TTI lecturers have been practising a systematic approach in conducting counselling supervision.¹

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- Interview with Participant 04 or C, one of the supervisors for the Primary School, in Malaysia, on 25 January 2013.
- Interview with Participant 05 or A, one of the supervisors for the Primary School, in Malaysia, on 20 January 2013.
- Interview with Participant 06 or F, one of the lecturers for supervision at the Primary School, in Malaysia, on 11 March 2013.
- Interview with Participant 07 or B, one of the supervisors for the Primary School, in Malaysia, on 1 March 2013.
- Interview with Participant 08 or C, one of the supervisors for the Primary School, in Malaysia, on 10 April 2013.
- Interview with Participant 09 or E, one of the supervisors for the Primary School, in Malaysia, on 8 April 2013.
- Interview with Participant 10 or A, one of the supervisors for the Primary School, in Malaysia, on 17 January 2013.
- Interview with Participant 11 or E, one of the supervisors for the Primary School, in Malaysia, on 4 March 2013.

¹**Statement:** Herewith, I have declared that this paper is my original work; so, it is not product of plagiarism and not yet also be reviewed as well as published by other scholarly journals.

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The Process of Practicum Supervision

(Source: <http://www.boardingschoolreview.com>, 3/7/2015)

Highly competencies in various aspects, in order to soar upwards performance of an organisation, have been a prominent agenda in many professions, including the counselling teacher's education. Therefore, MoE (Ministry of Education) Malaysia has been emphasizing its efforts to produce the best school counsellors. As addressed by the government, many programmes and activities have been planned to ensure its vision and mission is properly achieved.