JORDANIAN COUNSELOR TRAINEE'S SELF-EFFICACY AND PERFORMANCE: THE IMPACTS OF SUPERVISION

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ABSTRACT

This study aims to investigate both counselor self-efficacy (CSE), and how it impacts counselor's ability to perform effectively counseling tasks among a sample of Jordanian counseling students in training. It also aims to examine conditions in supervision that best lead to having more of this counselor characteristic. In addition, as the world grows smaller and cultures begin to merge, it is imperative to validate the usefulness of Western counseling theories and approaches to cultures that are very different from the West. Ninety-seven supervisor-supervisee dyads participated in this study. Supervisees completed the following measures of supervision's elements and CSE: the Supervisory Working Alliance-Trainee Inventory (SWAI-T; Efstation, Patton, & Kardash, 1990); The Evaluation Process within Supervision Inventory (EPSI; Lehrman-Waterman & Ladany, 2001); The Supervision Satisfaction Questionnaire (SSQ; Ladany, Hill, Corbett, & Nutt, 1996); and The Counseling Self-Estimate Inventory (COSE) (Larson et al., 1992). Counselor performance was measured by supervisors' ratings their supervisees on the Counselor Evaluation Rating Scales (CERS; Myrick & Kelly, 1971). Scales were translated to Arabic, validity and reliability studies were conducted. Results showed that supervision components were predictive of CSE, with evaluation process within supervision proved to be the most important predictor and explained a unique (32%) of the variance in the CSE, followed by supervision satisfaction (8%). In contrast to the hypothesized strong relationship between supervisory working alliance and counselor self-efficacy, SWAI-T did not predict COSE above and beyond the effects of other supervision elements. CSE was positively related to counselor performance (CERS) from the supervisor's perspective, and there was partial support for the hypothesized mediation by CSE of the relationships between components of supervision (except the supervisory working alliance) and counselor performance, specifically, COSE mediated the significant relationship between EPSI, SSQ and counselor performance. Also, study identified trainees' characteristics as significant predictors of counseling self-efficacy. The results suggest that counseling self-efficacy may be an important variable in the development of key counselor training outcomes. The results have implications for counselor education, and supervision practice. Further research using different research methodology is needed to provide more empirical support for these findings.
KEYWORDS: Counselor Self-Efficacy; Counselor Self-Efficacy Scale (COSE), Supervisory Working Alliance Inventory (SWAI), the Evaluation Process within Supervision Inventory (EPSI), Supervisory Satisfaction Questionnaire (SSQ), Counselor Evaluation Rating Scales (CERS), Social cognitive theory.

1. Introduction

Counselor self-efficacy has been the subject of numerous investigations (Larson, 1998; Larson & Daniels, 1998) in western culture; surprisingly, however, little studies have been reported that investigated the relationship between counseling self-efficacy and process and outcome measures with trainee counselors within the Arab communities perspective. Counselor training programs are invested in having their trainees perform efficaciously, to persist when difficult stages of counseling emerge, to expend effort so as to be effective with a complex array of clients, and to perform at high levels of competence with their clients. All of these critical behaviors have been demonstrated to relate to one's sense of self-efficacy (Bandura, 1977, 1982, 1991). Self-efficacy has been defined as "people's judgments in their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p. 391). The tremendous amount of attention that the construct of self-efficacy has been given in the counseling training literature (see Larson, 1998; Larson & Daniels, 1998) is understandable in that self-efficacy beliefs have been demonstrated to predict choice of behavioral activities, effort expended on those activities, persistence despite obstacles, and actual performance (Bandura, 1977). Clearly, these characteristics are all of vital importance to counselor trainees. Theoretically, if trainees have strong beliefs in their ability to perform the complex array of skills needed to be effective counselors; this should then predict better actual performance.

Supervision process is a set of supervisory behaviors that help supervisees to apply their knowledge, skills, and experiences to effectively counsel clients and thus it aims to facilitate the supervisee's personal and professional development (Bradley, 1989). In particular, supervisors play a critical role in helping trainees translate theories into practice and develop their professional identity (Bernard & Goodyear, 2004; Bradley & Kottler, 2001). Therefore, Supervision is considered central to the professional development of counselors (Ronnestad & Skovholt, 1993, 2001), and it appears that positive supervisory experiences have long-lasting effects on counselors (Orlinsky, Botermans, & Ronnestad, 2001).The ways in which supervisors and supervisees interact with one another have received much attention from researchers in recent years (Chen & Bernstein, 2000; Efstation et al., 1990; Holloway, Freund, Gardner, Nelson, & Walker, 1989; Ladany, Ellis, & Friedlander, 1999a), and there is a supported relationship between counselor training counseling and self-efficacy (Larson et al., 1992; Nilsson & Duan, 2007).

Counselors trainers and supervisors of diverse theoretical orientations have long recognized the importance of attending to trainees' self-confidence or sense of competence as a part of therapist development (e.g., Hackney & Goodyear, 1984; Kell & Mueller, 1966). Such a focus is likely based, in part, on a desire to bolster novices' morale during the ups and downs of clinical training, which requires mastery of a complex skill set. It is also justified by findings relating therapist self-confidence and credibility to client outcome (Orlinsky & Howard, 1986). In recent years, the concept of trainee self-efficacy (TSE; also referred to as counselor self-efficacy) has become a popular focal point for the study of therapist self-confidence, particularly within the early stages of therapist development. TSE refers to trainees' beliefs about their ability to perform the tasks associated with the therapist role, such as delivering particular helping skills, managing session process issues, or negotiating challenging client scenarios.

Research on CSE derives from Bandura's (1977) larger self-efficacy theory, which has been extended to many domains of psychosocial functioning. According to this theory, self-efficacy beliefs help to determine people's choice of behavioral activities, thought patterns, emotional reactions, and behaviors within particular situations. Although they are conceptually distinct from skills, self-efficacy beliefs are seen as playing important roles in how well people are able to organize and use their skills. In the context of

therapist development, Larson (1998) suggested that TSE beliefs are implicated in trainees' clinical functioning, affecting the nature of their cognitive, affective, and behavioral responses while interacting with clients. For instance, those with realistically high TSE may feel calmer, think more flexibly, and behave more fluidly during their therapy sessions. Greason and Cashwell (2009) stated that although self-efficacy and competence are not interchangeable, counselors with strong self-efficacy report less anxiety and interpret their professional concerns as "challenging rather than overwhelming or hindering" (p. 3).

Importantly, counseling education and training programs should prepare future counselors not only with counseling knowledge and skills, but also with the competence and confidence that are vital for various demands of counseling profession (Larson et al., 1992). Even though, the impact of training experience on counseling self-efficacy of Arab counseling students still scarce, and to our knowledge, except the two studies (Al-Darmaki, 2004, in the United Arab Emirates (UAE); Alaedein, 2014, in Jordan) that we found, there have not been any studies to evaluate the role of supervision on counseling self-efficacy in Jordan or the Arab countries. This could be partly due to the fact that this discipline is relatively new to the Arab world (Al-Darmaki, Hassane, Ahammed, & Abdullah, 2012; Soliman, 1991). Counselor education in Jordan has began in 1969, and counseling currently exists in many high schools, but not all, and a little at the primary school level. For the year 2007/2008 there were 1,628 school counselors in schools, covering approximately 50% of the total number of public schools. Counseling in schools was formally established through Article 19 of the Temporary Act No. 66 of 2003 (Amended [Education] Act), which, among other things, stipulates that school counselors should hold at least a first degree in the specialization of pedagogic guidance, or pedagogical and psychological health guidance, or in psychology (Ministry of Education, 1997).

Preparation of counselors in Jordan at higher education institutions is carried out during undergraduate and graduate education. At the Hashemite University, for example, two programs are available for preparing students to become counselors at the bachelor and master levels. The first one is School Counseling program and the other one is Educational and Family Counseling graduate program. Also, The Jordan University offers two graduate programs for Master's and Doctorate degree in Educational Counseling. These programs qualify graduates to work in the field of school counseling, Educational counseling psychology or family counseling. Traditionally, in Jordan on many university campuses, graduate programs for counseling existed in the departments of education (probably because they were geared toward preparing students to become school guidance counselors). In addition to course work, the degree must include a minimum of 120 /150 hours of supervised practical experience.

The purpose of this study was to extend previous research on counseling self-efficacy in supervision context knowledge by focusing on sample of Arab counselor trainees from Jordan. In light of the previous facts, this study aims to explore how do elements of supervision contribute to CSE, test the mediation role of counseling self-efficacy in the relationships between elements of supervision and counselor performance (CERS), and explore how do specific trainees' individual variables (i.e., level of academic degree, academic average (GPA), and gender) contribute to CSE and Counselor performance. The findings of this investigation would have implications for improving the training program of preparation counselors as well as for advancing the counseling profession in Jordan. Furthermore, this study can help us identify some of the factors impacting the counseling trainees and identify aspects of supervision effectiveness in Jordan and would add to the existing literature on the debatable issue of supervision and counselors' self-efficacy.

2. Previous Research

A review of the literature on the factors influencing counseling self-efficacy shows that supervision plays a critical role in inhabiting and developing self-efficacy among counselors (e.g., Cashwell & Dooley, 2001; Fernando, 2004; Hanson, 2006; Lorenz, 2009, Nilsson & Duan, 2007; Pamukcu, 2011). However, the results of few other earlier studies were not as encouraging, for example, DeGraff (1996) examined the relationship between change in CSE, exposure to clients, negative affectivity, and the supervisory alliance. The Counseling Self-Estimate Inventory (Larson et al., 1992) was used to measure CSE and was given weekly from mid-semester to the end of the semester. The Negative Affectivity Measure (Levin & Stokes, 1989) and the Supervisory Working Alliance Inventory (SWAI; Efstation et al., 1990) were administered at mid-semester. Eighteen students in either their first or second practicum participated. Surprisingly, negative affectivity was significantly related to higher CSE, but no other significant relationships were observed. In another study, Ladany, Ellis, and Friedlander (1999a) examined the relationships among counselor trainees' perceptions of the supervisory working alliance, their satisfaction with supervision and their counseling self-efficacy. One hundred and seven counselor trainees participated in the study and results showed that supervisory working alliance did not predict changes in counseling self-efficacy. Also, no significant relationship was found between satisfaction with supervision and counseling self-efficacy.

Cashwell and Dooley (2001) conducted a study to determine what effect receiving or not receiving clinical supervision on a regular basis would have on counseling self-efficacy. The Counseling Self-Estimate Inventory was administered to professional counselors in a community setting and doctoral level students in a university counseling lab setting (Larson et al., 1992). Those counselors receiving regular clinical supervision indicated a higher level of counseling self-efficacy than those who did not. Self-efficacy and supervision among Arab counseling students was examined earlier in Al-Darmaki's (2004) study. One hundred and thirteen undergraduate psychology students from United Arab Emirates (UAE) University participated in this investigation. The experimental group consisted of seventy-three students who were taking their first practicum (65 females; 8 males) and the control group was composed of female students who had not yet taken their practicum (n=40). Pre-and posttests were conducted using the Counseling Self-Estimate Inventory (COSE: Larson et al., 1992) and the State-Trait Anxiety Inventory (STAI: Spielberger, Gorsuch, & Lushene, 1970). Significant mean differences were found between the experimental group and the control group in both counseling self-efficacy and anxiety. Analysis of covariance revealed that training increased trainees' counseling self-efficacy and decreased their level of anxiety.

Hanson (2006) explored impact of supervision on counselor self-efficacy and performance among fifty-eight supervisor-supervisee dyads. Supervisees completed the measures of elements of supervision and CSE: the Supervisory working alliance inventory (SWAI; Efstation et al., 1990*)*; the evaluation process within supervision inventory (EPSI; Lehrman-Waterman & Ladany, 2001); the supervision satisfaction questionnaire (SSQ; Ladany et al., 1996); The counseling self-estimate inventory (COSE) (Larson et al., 1992), and the Counselor Evaluation Rating Scales (CERS; Myrick & Kelly, 1971) completed by supervisors. Results indicated that elements of supervision were predictive of CSE with the supervisory working alliance as the most important predictor. CSE was positively related to counselor performance from the supervisor's perspective, and there was partial support for the hypothesized mediation by CSE of the relationships between elements of supervision and counselor performance. Nilsson and Duan (2007) examined the relationship between supervision experiences and counseling self-efficacy among 69 supervisees from different racial minorities. Emphasizing that cultural backgrounds of both supervisors and supervisees impact the content, process, and outcome of supervision process, the authors found a significant relationship between supervision and students' self-efficacy.

Lorenz (2009) assessed how supervisory styles, supervisory working alliance, and supervisor behaviors impact on the development of counseling self-efficacy during the practicum experience. Using path type models and multiple regression, findings showed that supervision components as a group (i.e., supervisory styles, supervisory working alliance and supervisory behaviors) are significantly predictive of counseling self-efficacy at mid-semester and the end of supervision. In Malaysia, Bakar, Zakaria and Mohamed (2011) assessed counseling self-efficacy among Malaysian school counselors. A total of 400 school counselors participated in the study. The findings showed that school counselors felt that they are highly competent in carrying out their duties as school counselors (M=3.99, SD. 0.56). There was no significant difference of counseling competencies based on gender, although the male school counselor obtained a higher mean score (M= 4.03, Sd. =0.53) than female school counselors (M=3.94, SD. = 0.62). A significant difference was observed as a function of level of education. It was found that those with graduate education possess a much higher level of self-efficacy compared to those with undergraduate degree. Pamukcu (2011) investigated predictive value of life satisfaction, academic achievement, number of clients, number of counseling sessions, and satisfaction level of supervision both in terms of quality and quantity in determining counselor trainees' counseling self-efficacy levels, among 470 voluntary senior counselor trainees (335 females, 135 males) at eleven universities in Turkey. Results of the study indicated that life satisfaction, number of counseling sessions and satisfaction with quality of supervision explained 13% of the total variance of counseling self-efficacy scores of the counselor trainees. Life satisfaction was found as the most important predictor of counseling self-efficacy, explaining 8.2 % of the total variance. On the other hand, academic achievement, number of clients and satisfaction with quantity of supervision were not found to be significant predictors of counseling self-efficacy.

Recently, in Jordan, Alaedein (2014) conducted a study to explore whether the supervisors and trainees' perceptions of supervisory working alliance (goals, tasks and emotional bond) will predict trainees' perceptions of their counseling self-efficacy. Study sample consisted of (144) undergraduate and graduate counseling students, whom recruited from four Jordanian public universities, and (14) supervisors of these students. Results of multiple regression analyses showed that from the viewpoint of the trainees, goals in the supervisory working alliance emerged as the strongest and unique predictor of their counseling self-efficacy, and have explained 11% of the variation in this self-efficacy. Also, supervisors' perceptions of their trainees' counseling self-efficacy, have explained 4% of the variation in their trainees' perceptions of counseling self-efficacy. In addition, the study findings showed that trainees compared to supervisors rated significantly their counseling self-efficacy and supervisory working alliance in higher levels, with the exception of the emotional bond.

3. Hypotheses

On the basis of findings from previous research on counseling self-efficacy and supervision, the expectations of this study are that the following hypotheses will be supported:

H1: Supervision elements of Supervisory Working Alliance, The Evaluation Process within Supervision, and Supervisory Satisfaction, are related significantly to and subsequently, will predict a significant portion of variance in total COSE score as measured by the Counseling Self-Estimate Inventory (COSE).

H2: The relationships between elements of supervision (Supervisory Working Alliance, The Evaluation Process within Supervision and Supervisory Satisfaction) and counselor performance will be mediated by Counseling Self-Efficacy.

H3: Higher level of Academic Degree (Doctoral and Master levels vs. Bachelor level), higher level of cumulative grade point average (**GPA**) and Gender (Men vs. Women) will significantly contribute to the variance in total CSE score as measured by the Counseling Self-Estimate Inventory (COSE) and in total effectiveness counselor performance score as measured by supervisors' ratings on the Counselor Evaluation Rating Scale (CERS).

4. Research Method

For the purpose of estimating the research models for hypotheses testing, a convenient sample of Hashemite University (HU) and Jordan University (JU) derived from a list of practicum counseling courses offered to undergraduate and graduate students during the first semester of the academic year (2011-2012) is used.

4.1. Hypotheses Testing

4.1.1. Testing Association of supervision Measures with Counseling Self-efficacy (H1)

4.1.2. Tests of the mediation role of counseling self-efficacy in the relationships between elements of supervision and counselor performance (CERS) (H2)

4.1.3. Testing level of Academic Degree, level of academic average (GPA) and Gender based difference in counseling self- efficacy and counselor performance (H3)

4.2. Scope of the research

Target population of the current study was all counselor trainees at counseling and school psychology departments who registered in the fall semester of 2012 at both Hashemite University (HU) and Jordan University (JU), which approximately numbers 2,000 students in undergraduate and graduate levels. This study was conducted in accordance to the current state of scarcity of research on counseling self-efficacy in the arena of supervision among Arab counseling students (Al-Darmakie, 2012), exploring and understanding the nature and effects of both counselor trainees' self-efficacy (CSE), and how it impacts counselor's ability to perform effectively counseling tasks through supervision processes, is the first step in being aware of what is going on counseling education programs in Jordan. However, professionals in the field must also begin to better understand how to improve the influence of these factors. The goal of this study is to explore and describe the potential supervision variables (Supervisory Working Alliance, The Evaluation Process within Supervision, and Supervisory Satisfaction) that affect counseling self-efficacy, thus, the supervisors and trainee prospect counselors and other mental health professionals can address each of these potential supervision counseling training areas and thereby increase efficacy and usefulness of these supervised experience-skill based courses and counseling education programs.

4.3. Sampling and Data Collection

After getting the approval from the Scientific Research Committee at the HU to conduct the study, two educational sites were contacted during the fall semester of 2012 at both Hashemite University (HU) and Jordan University (JU) to recruit counseling trainees and their supervisors that participated in this study. Participation in the study was anonymous. A total convenient sample of 97 counselor supervisees and their supervisors (n=16) from these two public universities in Jordan (81.4% female, mean age = 25.9 years, *SD* = 8.4) served as volunteer participants in this study. Supervisees were eligible to participate if (1) they had accrued over eight direct client contact hours during the semester in which they received the research packet, (2) they were receiving at least one hour of group and individual supervision a week in which the supervisor observed their counseling work via direct observation, audio, or video tape, and (3) they had met with their supervisors for at least ten sessions of supervision during the semester in which they were contacted. Supervisors were eligible to participate if they were one of the professors who teach the course of training or internship.

Table 1: Sample's Demographic Variables (N=97)

Demographic Variable		Supervisees (*n* = 97)		Supervisors (*n* = 16*)	
		Frequency	Percent	Frequency	Percent
Sex	Male	18	18.6%	7	43.7%
	Female	79	81.4%	9	56.3%
Academic	Bachelor	66	68.0%	6	37.5%
Degree Levels	Master	17	17.5%	3	18.7%
	Doctoral	14	14.4%	7	43.7%
Degree Program Type	School Counseling	66	68.0%	6	37.5%
	Educational Counseling	24	24.4%	7	43.7%
	Family Counseling	7	7.5%	3	18.7%
Grade point average (GPA)	1= Less than 3	20	20.6%		
	2= 3-4	77	79.4%		

		BA	MA	PhD	TOT	0%
University ×	HU	44	17	-	61	62.9%
Degree Levels	JU	22	-	14	36	37.1%
	Total	66	17	14	97	100.0%
		68.0%	17.5%	14.4%		

Note. Three supervisors completed data for more than one supervisee leading to a total of 97 unique sets of demographic data for supervisors.

According to levels of academic degree and type of program (Bachelor, Master and Doctoral level), Supervisees were 68.0% undergraduate students (school counseling), 17.5% master's-level students (educational, and family counseling), and 14.4% doctoral-level students (educational counseling). In terms of degree program type, 68% were in school counseling, 24.4% were in educational counseling, and 7.5% were in family counseling. For Level of Academic Average (GPA) which was gathered through counselor trainees' self-report (Less than 3= 1(20.6%); 3-4= 2 (79.4%), (M=1.79; *SD* = 0.406). In terms of University (HU and JU), most of participants 62.9% were from Hashemite University, and the rest 37.1% were from Jordan University (see above Table 1).

4. 4. Measures

Six instruments of Supervisory Working Alliance Inventory-Trainee (*SWAI-T*), Evaluation Process within Supervision Inventory (*EPSI*), Supervision Satisfaction (*SSQ*), Counseling Self-Estimate Inventory (*COSE*) and the Counselor Evaluation Rating Scale (*CERS*), in addition to the demographic sheet, were used to collect the data in this study. For the purpose of this study, by using the 'forward-backward' procedure, the English version of the six instruments was translated into Arabic language by an expert in bilingual language, and then another bilingual expert translated the Arabic version into English without accessing to the original version. A third bilingual faculty member compared the translated Arabic and the translated English versions, corrected any incongruence in the translation. No significant variation between the two was detected. In order to ensure the content validity of the measures, the translation was reviewed for appropriateness by two scholars specializing in counseling supervision (Brislin, 1986). These instruments have been translated into many languages, and for many of these translations validation studies confirm the internationally applicable nature of these tools. Also, these scales are in the public domain. Therefore, they may be used without copyright permission.

1-Supervisory Working Alliance Inventory-Trainee Version (SWAI-T; Efstation et al., 1990) is a 19-item self-report measure of trainees' perceptions of their relationship in counseling supervision and their supervisory working alliance. Items are rated using a 7-point Likert response format (1 = *almost never;* 7 = *almost always*). The SWAI-T was designed to measure the supervisory working alliance as conceptualized by Bordin (1983). It contains 19 items on two scales: Rapport, 13 items (e.g., I feel free to mention to my supervisor any troublesome feelings I might have about him/her); and Client Focus, 6 items (e.g., My supervisor encourages me to take time to understand what the client is saying and doing). Scores are the average of the item ratings and can range from one to seven or from 19-133 with a higher score indicating a stronger working alliance. Psychometric data were initially collected from 185 supervisors and 178 trainees in counseling and clinical psychology training programs. Internal consistency reliability estimates were *a* = .90 for Rapport, .77 for Client Focus, and .95 for total score (Efstation, et al., 1990; Wester, Vogal, & Archer, 2004). Similar alphas have been found in subsequent research (Humeidan, 2002; Sumeral & Borders, 1996). Adequate convergent and divergent validity was found using the Supervisor Styles Inventory (SSI; Friedlander & Ward, 1984) and a counselor self-efficacy (Larson, Suzuki, Gillespie, Potenza, Bechtel, & Toulouse, 1992). Item-scale correlations ranged from .37 to .77. For the purpose of this study, measure of supervisory working alliance is the total scale score on the SWAI-T. In the current study, total scale internal consistency reliability was found to be *a* = .96 and Guttman split-half alpha was 0.94. In addition, average three-week test-retest reliability coefficient for (SWAI-T) scale was 0.89.

2- Evaluation Process within Supervision Inventory (ESPI; Lehrman-Waterman & Ladany, 2001) is a 21-item self-report measure of the degree to which trainees feel their supervision is characterized by effective goal setting and feedback. The instrument consists of two subscales, which are rated using a 6-point Likert-type scale (1 = *strongly disagree*, 6 =*strongly agree*). One of the subscales assesses the extent to which trainees feel supervisors have facilitated the setting of goals for the supervision experience, and the other assesses the extent to which trainees feel feedback or information is relayed about their performance and progress towards their goals. Scores can range from 21 to 126 with higher scores indicating more effective goal setting and feedback in supervision from the trainee's perspective. Confirmatory factor analysis supported the two factor model, and internal consistency reliability estimates for the Goal Setting and Feedback subscales were *a* = .89 and .69, respectively. Item-scale correlations ranged from .23 to .80, and construct validity was evidenced by both subscales having significant relationships with the supervisory working alliance (WAI-T; Bahrick, 1990), increased supervisor influence on trainee general self-efficacy (S-EI; Friedlander & Snyder, 1983), and increased satisfaction with supervision (SSQ; Ladany, Lehrman-Waterman, Molinaro, & Wolgast, 1999b). In the current study, internal consistency reliability at the total scale level had an alpha of .85. At the subscale level, Goal Setting had an alpha of .82, and Feedback had an alpha of .73. For the purpose of this study, measure of Evaluation Process within Supervision is the total scale score on the ESPI. In the current study, Cronbach's alpha for (*EPSI*) was 0.773 and Guttman split-half alpha was 0.68. In addition, average three-week test-retest reliability coefficient for (*EPSI*) scale was 0.65.

3-Supervision Satisfaction Questionnaire (SSQ; Ladany, Hill, Corbett, & Nutt, 1996) is an 8-item self report measure in which supervisees rate their satisfaction with various aspects of supervision, on a 4-point scale (1 = low to 4 = high). Scores range from 8 to 32, with higher scores reflecting greater satisfaction. The SSQ, originally derived from the Client Satisfaction Questionnaire (Larsen, Attkisson, Hargreaves, & Nguyen, 1979), has been found to be related to supervisee nondisclosure (Ladany et al., 1996). Previous research reported an internal consistency of .96 for this measure (Ladany et al., 1996). In the current study, total scale Cronbach's alpha for (SSQ) was 0.93 and Guttman split-half alpha was 0.93. In addition, average three-week test-retest reliability coefficient for (SSQ) scale was .90.

4- Counselor Evaluation Rating Scale (CERS; Myrick & Kelly, 1971). The CERS is the most widely used measure of counselor performance for which reliability and validity information is available (Ellis & Ladany, 1997).The CERS contains 27 items on which supervisors rate supervisees' effectiveness in counseling and supervision   using a 6-point Likert-type scale (1 = *strongly disagree,* 6 = *strongly agree*). Included in this construct is an assessment of the individual's work in counseling, an appraisal of the individual's work and progress in supervision, and a total of these two subcategories plus one item: "Can be recommended for a counseling position without reservation" (Jones, 1974, p. 114). For the purpose of this study, measures of effectiveness of counselor performance in counseling are the Total Scale score on the Counselor Evaluation Rating Scale (CERS). Item ratings are combined to yield a total score that can range from 27 to 162 with higher scores indicating better performance. Psychometric properties were initially established using 45 counseling supervisee/supervisor dyads from the University of Florida. Split-half reliability was .86, and test-retest reliability over four weeks was .94. Factor analysis (Loesch & Rucker, 1977) corresponded with the two-scale model, and more recent research has obtained similar internal consistency reliability estimates (Kocarek, 2001). In the current study, total scale Cronbach's alpha for (CERS) was 0.76 and Guttman split-half alpha was 0.69. In addition, average three-week test-retest reliability coefficient for (CERS) scale was 0.73.

5-Counseling Self-Estimate Inventory (COSE; Larson, Suzuki, Gillespie, Potenza, Bechtel, & Toulouse, 1992) is the most widely used instrument to measure counseling self-efficacy (CSE) and is based on Bandura's self-efficacy theory (Larson & Daniels, 1998). The COSE is composed of 37 positive and negative items related to counselors' behavior toward and feelings about a client. Each item is ranked on a 6-point Likert-type scale (1 = *strongly disagree,* 6 = *strongly agree*). Item ratings are combined to yield a total score that can range from 37 to 222 with higher scores indicating better performance. The instrument measures self-efficacy over five subscales: (a) supervisee's confidence in implementing Microskills (12 items); (b) attending to process (10 items); (c) dealing with difficult client behaviors (7 items); (d) behaving in a cultural competent manner (4 items),; and (e) the counselor's self-awareness of values and biases (4 items), (Larson et al., 1992). Psychometric properties of the COSE reported by Larson et al. (1994) include relatively high reliability coefficients for the total score (Cronbach's Alpha = 0.93) and test–retest reliability over a 3-week period of .87. Both convergent and discriminant validity have been established for the COSE (Larson et al., 1992) in that counseling self-efficacy was found to be positively related to counselor performance, self-esteem, and performance expectations and negatively related to state and trait anxiety and defensiveness. The COSE had been translated into Arabic in previous study (Al-Darmaki, 2005) and revealed 33 items for COSE with alpha coefficient 0.94 for the total scale. The internal consistency for the subscales were coefficient alpha 0.94 for Microskills (11 items); α=0.91 for Process (10 items); α=0.74 for Difficult Client Behaviors (7 items); and α=0.60 for Cultural Competence (3 items); alpha coefficient for Awareness of Values was not obtained because of the small number of items which remained in the subscale after the analysis (2 items). However, the remaining 2 items were included in calculating the COSE total score. The COSE was found to correlate significantly with the Problem Solving Inventory (PSI; r=-0.66) and with the State-Trait Anxiety Inventory (STAI) (r=-0.50; r=-0.37 respectively). For the purpose of this study, measure of counseling self-efficacy (CSE) is the total scale score on the (COSE). In the present study, the Cronbach's alpha coefficient for all 37 items on the COSE was .853, and the split-half reliability coefficients were .821 and .794 and average three-week test-retest reliability coefficient for (COSE) scale was 0.78. Four factors were identified on the COSE with eigenvalues greater than 1.0, accounting for 53.1% of the total variance. The first factor, which accounted for 19.3% of the variation, was identified as Micro-Skills (items 1, 2, 3, 10, 14, 15, 17, 21, 22, 23, 24, 25, 33, 35, 36, 37), The second factor, which accounted for 17.8% of the variation, was identified as Processes (items 4, 5, 6, 7, 8, 11, 13, 18, 19, 20, 26, 31, 32, 34), The third

factor, which accounted for 9.8% of the variation, was identified as *difficult client behaviors* (items 16, 27, 28, 30) and the fourth factor, which accounted for 6.2% of the variation, was identified as *Awareness of Values* (items 9, 12, 29). Factor loadings for Micro-Skills ranged from .52 to .72. Total Micro-Skills scores may range from 16 to 96 points. Total factor loadings for Processes ranged from .42 to .62, and total scores for Processes skills may range from 14 to 84 points. Factor loadings ranged from .48 to .80, and total scores for *difficult client behaviors* may range from 4 to 24 points. Factor loadings for *Awareness of Values* ranged from .46 to .57, and total scores for *Awareness of Values* may range from 3 to 18 points.

Demographic Form. Participants provided information related to their age, gender, Grade point average (GPA), degree program. GPA, which was computed on a 4-point scale, was used as an academic performance measure. The GPAs were obtained by self-report.

4.5. Procedures and Research Design

Each participant completed a packet of questionnaires with demographic information included during one of several scheduled testing times. Participants were not asked to include their names or any identifying information. Participants were asked to read and complete a consent form. They then answered the questionnaires which were counterbalanced to eliminate possible order effects. Upon completion they were debriefed. The following measures were administered: (a) the Supervisory Working Alliance Inventory (SWAI; Efstation et al., 1990) (b) the Evaluation Process within Supervision Inventory (EPSI; Lehrman-Waterman & Ladany, 2001) (c) the The Supervision Satisfaction Questionnaire (SSQ; Ladany et al., 1996) and (d); and (d) The Counseling Self-Estimate Inventory (COSE) (Larson et al., 1992). To measure counselor performance, supervisors completed the Counselor Evaluation Rating Scales (CERS; Myrick & Kelly, 1971). Average time to complete all 107 items was approximately 35 minutes. Each participant was given one extra- credit point for completing the measures, providing the applicant's course grade with five extra points.

4.6. Data Analysis

Data were analyzed using Statistical Package for Social Sciences (SPSS version 12.0, 2006). Descriptive statistics were used to generate means, standard deviations, and frequencies for a list of variables. In addition, research hypotheses were tested by employing correlations, multiple regression, and MANOVA. Additionally, for the best Type I error control (Preacher, Rucker, & Hayes, 2007), continuous independent and dependent variables were assessed for homogeneity of variance and normality values. Results indicated values of skewness and kurtosis in acceptable ranges that do not exceed the value of (1.00) (Tabachnick & Fidell, 2001). Furthermore, George and Mallery (2005) stressed that the reliability of measurement of the scales was imperative to the implementation of the regression analysis. Table 2 presented mean, standard deviations, skewness, and kurtosis, and Cronbach's alpha (α) of the main variables in this study.

Table2. Results of descriptive statistics for overall study sample (n = 97), homogeneity of variance and normality values on study measures

Scale	Mean	SD	Range	Skewness	Kurtosis	Cronbach's alpha (α)
1.Supervisory Working Alliance Inventory-Trainee (SWAI-T) 1-7 (19-133)	4.8	87.6	24.3	97.05	-.675	-.405	0.961
2.Evaluation Process within Supervision Inventory (EPSI) 1-6 (21-126)	3.9	81.9	11.4	49.00	.075	-1.05	0.773
3.Supervision Satisfaction (SSQ) 1-4 (8-32)	2.8	19.2	4.9	18.09	.023	-1.00	0.930
4.Counselor Evaluation Rating (CERS) 1-7 (27-189)	3.3	87.3	9.0	45.01	-.632	.708	0.762
5. Counseling Self-Estimate Inventory (COSE) 1-6 (37-222)	4.0	148.9	19.5	80.10	.174	-.521	0.853

Note. *SWAI-T* =total score on the Supervisory Working Alliance Inventory-Trainee. *EPS*I =total score on the Evaluation Process within Supervision Inventory. *SSQ* =total score on the Supervision Satisfaction Questionnaire. *CERS* = total score on the Counselor Evaluation Rating Scale. *GPA* 1=less than 3; 2=3-4. *COSE* = total score on the Counseling Self-Estimate Inventory.

Additionally, the issue of linear dependency between the predictor variables was not to use two variables one of which was partially dependent upon the other (George & Mallery, 2005). In this study, Pearson correlation coefficients were computed to assess the linear dependency between the predictor and criterion variables. Table 3 demonstrated the Pearson correlation matrix for the main variables in this study that will be described throughout this section. All significance tests of the hypotheses were two-tailed.

Table 3. The Pearson Correlation matrix for the Main Variables

Measure	1	2	3	4	5
1.Supervisory Working Alliance Inventory-Trainee (SWAI-T)	1				
2.Evaluation Process within Supervision Inventory (EPSI)	.249 **	-			
3.Supervision Satisfaction (SSQ)	.587 **	.127	-		
4.Counselor Evaluation Rating (CERS)	.397 **	.381 **	.320 **	-	
5. Counseling Self-Estimate Inventory (COSE)	.376**	.564**	.354**	.469 **	-

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Scores on the SWAI-T were positively correlated with the EPSI ($r = .25$, $p < .01$) and the SSQ ($r = .59$, $p < .01$). A positive correlation but not significant was observed between scores on the EPSI and SSQ ($r = .13$, $p > .05$). Additionally, scores on the CERS were positively correlated with the SWAI-T ($r = .40$, $p < .01$), the EPSI ($r = .38$, $p < .01$) and the SSQ ($r = .32$, $p < .01$). Furthermore, scores on the COSE were positively correlated with the SWAI-T ($r = .38$, $p < .01$), the EPSI ($r = .56$, $p < .01$), the SSQ ($r = .35$, $p < .01$).and the CERS ($r = .47$, $p < .01$). Although the correlations between the four variables in question exhibit statistically significant relationships, these values were moderate, thus, indicating relatively minimal overlap between scales.

5. The Results of Hypotheses Testing

In this section of this study analysis of the results of research hypotheses will be presented. The following subsections provide analysis of results of hypotheses testing at Academic Degree, GPA, and gender group levels.

5.1. Results of Testing H1

Hypothesis 1 (H1) of this study was that Supervision elements of Supervisory Working Alliance, The Evaluation Process within Supervision, and Supervisory Satisfaction, are related significantly to and subsequently, will predict a significant portion of variance in total COSE score as measured by the Counseling Self-Estimate Inventory (COSE). This hypothesis was tested using multiple regression analysis with scores on the predictor variables (the Supervisory Working Alliance Inventory-Trainee (SWAI-T), the Evaluation Process within Supervision Inventory (EPSI), and the Supervision Satisfaction Questionnaire (SSQ) and criterion variable (the Counseling Self-Estimate Inventory (COSE). Prior to conducting the multiple linear regression analysis, the relationships between predictor variables were examined to assess for violations of the assumption of multicollinearity. The first step in assessing multicollinearity is to examine a correlation matrix of the variables being used in regression analysis (see Table 3).

In general, correlations greater than .80 between independent variables are regarded as problematic (Berry & Feldman, 1985; Cohen, 1988). Inter-correlations among total score Supervisory Working Alliance Inventory-Trainee (SWAI-T), Evaluation Process within Supervision Inventory (EPSI) and the Supervision Satisfaction Questionnaire (SSQ), approach this mark ranging from (.13 to .59). Guidelines for the interpretation of multicollinearity statistics suggest that the tolerance statistic should be greater than .20 and the variance inflation factor (VIF) should be less than 5 to satisfy the condition of independent predictors (Tabachnick & Fidell, 2006). Analyses revealed that the tolerance statistic and VIF were adequate for all of the predictor variables (i.e., variable tolerances ranging from .65 to .94 and Variation Inflation Factors (VIF) ranging form 1.06 to 1.60), indicating that all variables were unique predictors and the regression models were robust.

As shown in Table 4 the full model containing all three predictors did predict a significant portion 41% of variance in total score COSE (R =.639, $R2$ = .409, F 3, 93 = 21.43, p < .000). However, total score Supervisory Working Alliance Inventory-Trainee (SWAI-T) made no significant contributions to the equation beyond total score Evaluation Process within Supervision Inventory (EPSI) or Supervision Satisfaction Questionnaire (SSQ). When this variable (SWAI-T) dropped from the equation, both total score Evaluation Process within Supervision Inventory (EPSI) and Supervision Satisfaction Questionnaire (SSQ) Scales predict 40% of variance in total score COSE (R =.632, $R2$ = .400, F 2, 94 = 31.27, p < .000). Therefore, Hypothesis 1 was partially supported.

Table 4.*Regression Analysis for Variables Predicting Total Score Counseling Self-Estimate Inventory (COSE)*

Predictors	R	R^2	F	ß	t
Full Model	.639	.409	21.43**		
SWAI-T				.121	1.20
EPSI				.506	6.15**
SSQ				.219	2.22*
Restricted Model					
	.632	.400	31.28**		
EPSI				.528	6.55**
SSQ				.287	3.56**

Note. SWAI-T =total score on the Supervisory Working Alliance Inventory-Trainee. *EPSI* =total score on the Evaluation Process within Supervision Inventory. *SSQ* =total score on the Supervision Satisfaction Questionnaire. ** $p < .01$. * $p < .05$.

5.2. The Results of Testing H2

Hypothesis 2 (H2) of this study was that the relationships between elements of supervision (Supervisory Working Alliance, The Evaluation Process within Supervision and Supervisory Satisfaction) and counselor performance will be mediated by Counseling Self-Efficacy. In order to determine whether Counseling Self-Efficacy (total score Counselor Self-Efficacy Scale) plays a mediating role in the relationships between elements of supervision (Supervisory Working Alliance Inventory-Trainee (SWAI-T), Evaluation Process Within Supervision Inventory (EPSI), Supervisory Satisfaction Questionnaire (SSQ), and counselor performance (CERS), a series of regression analyses were computed. Following Baron and Kenny (1986), to test for mediation (1) the predictor (elements of supervision) must be significantly related to the criterion (Performance-total score CERS). This was tested by individually regressing the proposed three elements of supervision (SWAI-T, EPSI, SSQ) on effective performance in counseling and supervision (total score CERS). This step showed that all variables were significantly related to the criterion. (2) The predictor (elements of supervision) must be significantly related to the proposed mediator (CSE). This was tested by individually regressing the proposed elements of supervision (SWAI-T, FBS, SSQ) on CSE (total score COSE). (3) The proposed mediator (COSE) must be significantly related to the criterion (performance). As shown in Table 3 higher total COSE scores were significantly related to higher total CERS scores ($r =.469$, $p <.01$) and this was tested by regressing total score COSE on total score CERS. (4) The relationship between the initial predictor (elements of supervision) and the criterion (performance CERS) disappears or is substantially reduced when the variance in the criterion accounted for by the mediator is controlled. To test for this, both the initial variables (i.e., three elements of supervision) and the proposed mediator (COSE) are entered together as predictor variables in the same regression equation. To establish mediation, the semi-partial correlation (sr) between the initial predictor and the outcome variable should be zero or at least significantly smaller than it was in the first step of the procedure. Its beta weight should be significantly reduced as well. The mediator variable should still have a significant semi-partial correlation with the outcome variable of interest. This procedure was followed for each of the three predictor variables.

1-Supervisory Working Alliance-Trainee. **Table 5** shows the relevant tests with total score SWAI-T as the predictor. In the first step, total score SWAI-T was a significant predictor of total score CERS ($R =.397$, $R2 = .158$, F 1, 95 = 17.82, $p < .01$). The second step showed total score SWAI-T as a significant predictor of variation in total score **COSE** ($R= .376$, $R2 = .141$, F 1, 95 = 15.63, $p < .01$). In the third step, total score **COSE** predicted a significant portion of variance in total score CERS ($R = .469$, $R2 = .22$, F 1,95 = 26.85, $p < .01$). Therefore, the first three conditions for mediation were met. In the fourth step, regression of both total score **COSE** and total score **SWAI-T** on total score CERS showed that although the SWAI-T beta weight was slightly reduced from the first step in the mediation analysis ($\beta =.397$ to $\beta = .257$), SWAI-T remained a significant predictor of total score CERS after controlling for COSE scores (semipartial correlation $sr = .239$, $\beta = .257$, $t = 2.72$, $p < .008$). Therefore, the finding supports partial mediation (Sobel, 1982). This finding shows that COSE plays a partial mediator in the relationship between Supervisory Working Alliance (SWAI-T) and counselor performance (CERS).

Table 5. *Regression Equations for Test of Mediation by Counselor Self-Efficacy of the Relationship between Supervisory Working Alliance and Counselor Performance*

Criterion	Predictor	R	R^2	F	sr	β	t
1 CERS	SWAI-T	.397	.158	17.82			
2 COSE	SWAI-T	.376	.141	15.63			
3 CERS	COSE	.469	.220	26.85			
4 CERS	COSE				.345	.373	3.93**
	SWAI-T				.239	.257	2.72*

Note. CERS = total score on the Counselor Evaluation Rating Scale. SWAI-T= total score for the *Supervisory Working Alliance* Trainee. COSE = total score on the Counseling Self-Estimate Inventory.

**p < .01. *p < .05.

2-Evaluation Process Within Supervision Inventory (EPSI). Table 6 shows the relevant tests with total score **EPSI** as the predictor. In the first step, total score *EPSI* was a significant predictor of total score CERS ($R = .38$, $R2 = .145$, F 1,95 = 16.09, $p < .01$) The second step showed total score **EPSI** as a significant predictor of variation in total score **COSE** ($R = .564$, $R2 = .32$, F 1,95 = 44.39, $p < .01$). In the third step, total score **COSE** predicted a significant portion of variance in total score CERS ($R = .469$, $R2 = .22$, F 1, 95 = 26.85, $p < .01$). In the fourth step, regression of both total score **COSE** and total score **EPSI** on total score CERS showed that **EPSI** was no longer a significant predictor of total score CERS after controlling for total score **COSE**. The total score **EPSI** beta weight changed from $\beta =.38$ to $\beta =.17$, and it had an insignificant Semi-partial correlation with total score CERS ($sr =.140$, $t = 1.56$, *ns*). Total score **COSE** maintained a significant semi-partial correlation with total score CERS ($sr = .308$, $\beta = .37$, $t = 3.43$, $p < .01$). Therefore, conditions for the mediation by COSE of the relationship between Evaluation Process within Supervision and counselor performance appear to have been met. This suggests that self-efficacy is a full mediator in the relationship between Evaluation Process within Supervision and counselor performance. This finding shows that COSE plays   a complete mediator

Table 6.*Regression Equations for Test of Mediation by Counselor Self-Efficacy of the Relationship between Evaluation Process Within Supervision and Counselor Performance*

Criterion	Predictor	R	R^2	F	sr	β	t
1 CERS	EPSI	.381	.145	16.09			
2 COSE	EPSI	.564	.318	44.39			
3 CERS	COSE	.469	.220	26.85			
4 CERS	COSE				.308	.374	3.43**
	EPSI				.140	.170	1.56

Note. CERS = total score on the Counselor Evaluation Rating Scale. EPSI = total score for the Evaluation Process within Supervision Inventory. COSE = total score on the Counseling Self-Estimate Inventory.

*p < .05. **p < .01.

3-Supervision Satisfaction Questionnaire (SSQ). Table 7 shows the relevant tests with total score SSQ as the predictor. In the first step, total score SSQ was a significant predictor of total score CERS ($R = .481$, $R2 = .231$, F 1, 95 = 28.52, $p < .01$). The second step showed total score SSQ as a significant predictor of variation in total score **COSE** ($R = .35$, $R2 = .12.6$, F 1, 95 = 13.64, $p < .01$). In the third step, total score **COSE** predicted a significant portion of variance in total score CERS ($R = .469$, $R2 = .22$, F 1, 95 = 26.85, $p < .01$). In the fourth step, regression of both total score **COSE** and total score SSQ on total score CERS showed that SSQ was no longer a significant predictor of total score CERS after controlling for total score **COSE**. The total score SSQ beta weight reduced and changed from the first step in the mediation analysis ($β = .48$ to $β = .18$) and it had an insignificant semi-partial correlation with total score CERS ($sr = .164$, $t = 1.84$, *ns*). Total score **COSE** maintained a significant semi-partial correlation with total score CERS ($sr = .308$, $β = .407$, $t = 4.26$, $p < .01$). Therefore, conditions for the mediation by COSE of the relationship between Supervision Satisfaction **(SSQ)** and counselor performance appear to have been met.

Table 7. *Regression Equations for Test of Mediation by Counselor Self-Efficacy of the Relationship between Supervision Satisfaction and Counselor Performance*

Criterion	Predictor	R	R^2	F	sr	β	t
1 CERS	SSQ	.481	.231	28.52			
2 COSE	SSQ	.354	.126	13.64			
3 CERS	COSE	.469	.220	26.85			
4 CERS	COSE				.381	.407	4.26**
	SSQ				.164	.176	1.84

Note. CERS = total score on the Counselor Evaluation Rating Scale. SSQ = total score for the Supervision Satisfaction Questionnaire. COSE = total score on the Counseling Self-Estimate Inventory.

*p < .05. **p < .01.

5.3. The Results of Testing H3

Hypothesis 3 (H3) of this study was that higher level of Academic Degree (Doctoral and Master levels vs. bachelor level), higher level of cumulative grade point average (GPA) and Gender (Males vs. females) will significantly contribute to the variance in total CSE score as measured by the Counseling Self-Estimate Inventory (COSE) and in total effectiveness counselor performance score as measured by supervisors' ratings on the Counselor Evaluation Rating Scale (CERS). To determine whether these educational and demographic variables influenced the outcome measures, multiple analyses of variance (MANOVA) was conducted and yielded few significant mean differences. Table 8 presents the mean and standard deviations for the COSE and CERS total scores. Scores are given for scores for levels of Academic Degree, Academic Average and Gender.

Table 8. Means and standard Deviations for the Counseling Self-Estimate Inventory (COSE) and Counselor Evaluation Rating Scale (CERS) Total Scores for Levels of Academic Degree, Academic Average and Gender

Scales		COSE						CERS					
	Gender	Male		Female		**Total**		Male		Female		**Total**	
Degree Levels	GPA	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Bachelor	Less <than 3	134.9	16.9	137.8	10.3	**136.9**	12.1	73.8	10.6	88.9	8.3	**84.2**	11.3
	3-4	148.9	20.1	150.7	19.6	**150.6**	19.4	83.8	7.6	87.1	8.5	**86.8**	8.4
	TOT	141.9	18.8	148.7	18.9	**147.9**	18.9	78.8	10.1	87.4	8.4	**86.4**	9.0
Master	Less <than 3	-	-	135.1	20.9	**135.1**	20.9	-	-	75.0	13.8	**75.0**	13.8
	3-4	163.1	19.0	140.9	10.7	**145.6**	15.3	97.7	1.5	91.9	6.1	**93.2**	5.9
	TOT	163.1	19.0	139.6	12.7	**143.8**	16.2	97.7	1.5	88.3	10.5	**89.9**	10.1
Doctoral	Less <than 3	183.2	-	149.5	26.7	**157.9**	27.5	89.0	-	88.0	7.2	**88.3**	5.9
	3-4	166.6	21.6	150.7	24.3	**160.3**	22.9	92.7	6.6	82.8	4.5	**88.7**	7.5
	TOT	169.0	20.8	150.2	23.1	**159.6**	23.2	92.2	6.2	85.0	5.9	**88.6**	6.9
Total													
	Less <than 3	**144.6**	26.1	**139.6**	15.9	**140.9**	18.3	**76.8**	11.5	**85.9**	10.3	**83.7**	11.1
	3-4	**160.4**	20.6	**149.0**	18.8	**150.9**	19.4	**91.1**	7.9	**87.7**	8.2	**88.3**	8.2
	TOT	**155.9**	22.6	**147.2**	18.5	**148.9**	19.5	**87.1**	10.9	**87.4**	8.6	**87.3**	9.0

A 3 (level of academic degree: BA, MA, PhD) $\times$ 2 (GPA) $\times$ 2 (gender) MANOVA, with the Counseling Self-Estimate Inventory (COSE) and Counselor Evaluation Rating Scale (CERS) scores as the dependent variables, yielded a significant main effect for each of level of academic degree $F(2, 86) = 3.70$, $p < .029$, and gender $F(1, 86) = 4.86$, $p < .030$ on COSE, but there was no significant main effect for level of **academic degree** on CERS (ps > .05). There was a significant main effect for cumulative grade point **average** (GPA) on CERS, $F(1, 86) = 4.87$, $p < .030$, but there was no significant main effect for (GPA) on COSE (ps > .05), and there was no significant main effect for level of **gender** on CERS (ps > .05).

There was a significant interaction only for academic degree × GPA on CERS Roy's Largest Root=0.01, (F (2, 86) = 5.23, p < .007) such that trainees in **Master's** degree who reported their overall cumulative grade point average (**GPA**) at lower level (less than 3.0) received the lowest mean counselor performance CERS scores as rated by their supervisors compared to those in the Doctoral or in Bachelor's degree level. In contrast, trainees in **Master's** degree who reported their overall cumulative grade point average (**GPA**) at higher level (above 3.0) received the highest mean counselor performance CERS scores as rated by their supervisors compared to those in the other two groups. Figure 1 present the significant interaction for academic degree × GPA on supervisees' CERS scores.

Moreover, Post hoc pairwise comparisons with Tukey's honestly significant difference (HSD) procedure indicated that doctoral level counselor trainees had significantly higher COSE scores than did the bachelor's-level counselor, and that counselor trainees with (3.0-4.0) academic average (GPA) had significantly higher counselor performance CERS scores than did the counselors with (Less than 3.0) academic average (GPA), and that male counselor trainees had significantly higher COSE scores than did female counselor trainees.

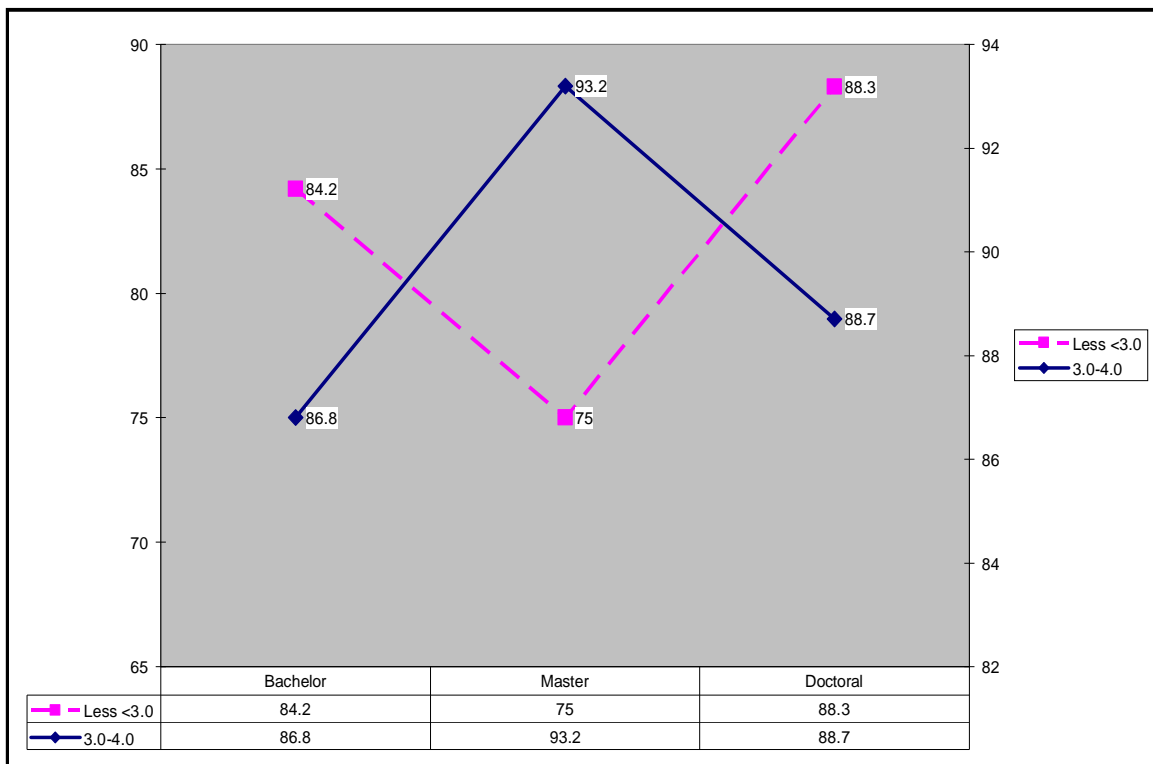|	Bachelor	Master	Doctoral
Less <3.0	84.2	75	88.3
3.0-4.0	86.8	93.2	88.7

Figure 1. Interaction between academic degree and cumulative grade point average (**GPA**) status on supervisees' CERS scores

6. Summary and Concluding Remarks

The study reinforced earlier research showing that that Evaluation Process within Supervision (EPSI), and Supervisory Satisfaction (SSQ) did predict a significant portion of variance in total score Counseling Self-Estimate Inventory (COSE) and seemed consistent with few studies showed that Supervisory Working Alliance Inventory-Trainee (SWAI-T) made no significant contributions in prediction CSE. Therefore, Hypothesis 1 was partially supported. Taken together, these results are in congruent with previous outcomes (i. e., Alaedein, 2014; Efstation et al., 1990; Hanson, 2006; Humeidan, 2002; Lehrman-Waterman, & Ladany, 2001; Lorenz, 2009; Nilsson & Duan, 2007), and partially contrast with Pamukcu (2011) who found that satisfaction with supervision does not predict CSE. Also, the weak contribution of (SWAI-T) goes with results of two studies (DeGraff, 1996; Ladany et al., 1999a). Ladany and colleagues (1999a) found changes in the supervisory working alliance did not predict changes in self-efficacy, and DeGraff (1996) found no significant relationship between the supervisory working alliance and CSE. These findings taken as a whole suggest that there is a robust positive relationship between the Evaluation Process within Supervision supervisory, and supervisory satisfaction and CSE and that this relationship is a more important predictor of CSE than the working alliance.

These mixed results may interpret in light of the tools that were used in this study which may tap some issues that confound together (*we examined these tools and ascertained that these predictive variables operate independently as the multicollinearity statistics revealed previously in this article*), and perhaps it may be the case that aspects of supervision such as strong working alliance is a means of achieving a good evaluation process within supervision and supervisory satisfaction, but of most importance to CSE is trainees feeling like they are evaluated fairly in supervision and are satisfied with their supervisors are working closely with them to improve their clinical skills. Also, the strong effect of evaluation processes on self-efficacy bear to say it seems that because supervisors are seen as experts and trusted persons by students, their feedback may be more persuasive and effective on counselor's self-efficacy beliefs (Pamukcu, 2011). These findings seem logical in light of the conceptual link between evaluation and the alliance as Lehrman-Waterman and Ladany (2001) stated "The EPSI taps into the process of goal setting in supervision, and the WAI-T assesses perceived agreement on goals. Daniels and Larson (2001) found that positive, strength-identifying feedback enhanced CSE while negative feedback decreased it. The idea that goal setting and feedback strengthen the supervisory relationship also makes sense in light of the findings that trainees seem to feel more connected to their supervisors when they provide clear and specific feedback regarding trainee strengths and deficits (e.g., Lazar & Eisikovits, 1997) (p.174). The results also supported the notion (Daniels, Rigazio-Digilio, & Ivey, 1997; Ivey, 1990) that effective evaluation practices are associated with stronger perceptions of supervisor influence on self-efficacy. Although there are many valuable approaches to supervision, those that emphasize clear goal setting and timely and systematic feedback may provide better opportunities for supervisors to influence their trainees' self-efficacy. Therefore, counselor educators should provide counselor trainees with more opportunities to receive feedback about their counseling abilities. Also, counselor supervisors should consider the ways in which they satisfy their trainees. For example supervisors could get feedback about the supervision process and try to develop their supervision abilities (Pamukcu, 2011).

As hypothesized, in the mediation Hypothesis 2, CSE mediated the relationship between the supervisory working alliance, Evaluation Process within Supervision, Supervision Satisfaction, and counselor performance as rated by supervisors. That is, these three elements of supervision are related to counselor performance from the supervisor's perspective through their relationship with CSE, but the

finding supports only partial mediation (Sobel, 1982), of counseling self-efficacy (COSE) in the relationship between supervisory working alliance **(SWAI-T)** and counselor performance (CERS). These results contrast with what Hanson (2006) concludes that CSE did not play a mediating role between the evaluation process in Supervision and counselor performance, but supervisory working alliance did, while Larson (1998) argued, that self -efficacy is identified as the major mediator between knowing what to do and executing the action." (p. 256).

It is unclear why the Supervisory Working Alliance retained a significant positive relationship with counselor performance independent of CSE while two other closely related elements of supervision (e.g., the Evaluation Process within Supervision and Supervision Satisfaction) did not. Perhaps collegial supervisory qualities such as warmth and supportiveness are predictive of both CSE and counselor performance because they are so central to what is considered part of good supervision across developmental level and setting (Stoltenberg, McNeill, & Delworth, 1998). Also, it is well-known that a strong working alliance is associated with positive therapeutic outcome (Teyber & McClure, 2000). In the same vein a strong supervisory working alliance has been shown to be solely related to stronger working alliances between counselors and clients, improved repair after a "tear" in the supervision relationship (Goodyear & Guzzard, 2000; Ladany & Friedlander, 1995).

Although there are many valuable approaches to supervision, those that emphasize clear goal setting and timely and systematic feedback may provide better opportunities for supervisors to influence their trainees' self-efficacy. These results are also consistent with the hypotheses and findings of SCT which have shown general self-efficacy to be predictive of performance and various academic self-efficacies as predictive of academic performance (Bandura, 1982; Lent, Brown, & Hackett, 1994). This although self-efficacy is not the equivalent of and does not ensure competence (Bandura, 1997; Steward, 1998).

Also, the results of differences in counseling self-efficacy and counselor performance according to trainees' characteristics of level of academic degree, (GPA), and gender were mixed in the current study. Trainees in Doctoral level reported significantly higher levels of counseling self-efficacy than those in Master or Bachelor levels, and male counselor trainees had significantly higher COSE scores than did female counselor trainees, but there were no significant differences in CSE according to academic achievement (GPA). These results are in consistent with Baker et al., (2011) results that showed significant difference in CSE as a function of level of education, but in contrast with it in not finding gender differences, and these findings also, in opposite of results of another study (Harris, 2007) that revealed no significant difference in perceived counseling self-efficacy between beginning and advanced counselor trainees, but goes with Pamukcu (2011) who found that academic achievement not to be significant predictors of counseling self-efficacy, and Al-Darmaki (2005) found a non-significant correlation of r =.06 between the COSE total score and GPA among 113 counselor trainees in the United Arab Emirates. The findings of current study also, suggested that there is no relationship between counseling self-efficacy and academic achievement among counselor trainees in Jordan.

For the differences in counselor performance (CERS) as rated by supervisors by trainees' characteristics, only academic achievement (GPA) and its interaction with academic degree proved to be significantly related to CERS; those at higher level (above 3.0) of grade point average (GPA) received the highest mean counselor performance CERS scores compared to those in the other two groups. Trainees in Master's degree who reported their overall cumulative grade point average (GPA) at lower level (less than 3.0) received the lowest mean counselor performance CERS scores compared to those in the Doctoral or in

Bachelor's degree level, while, those in Master's degree who reported their overall cumulative grade point average(GPA) at higher level (above 3.0) received the highest mean counselor performance CERS scores compared to those in the other two groups. Taken together these findings suggest that as counselors gain experience, they also gains more insight in their CSE and that performance as rated by supervisors were not affected significantly by their advanced level. In general, these results are similar to other studies that have found CSE to increase among trainees with added relevant experience such as sessions of supervision, counseling coursework, experience with clients, and their Integrative Developmental Model IDM developmental level (Heppner, Multon, Gysbers, Ellis, & Zook, 1998; Kocarek, 2001; Larson & Daniels, 1998; Leach, Stoltenberg, McNeill, & Eichenfield, 1997; Melchert, Hays, Wiljanen, & Kolocek, 1996; Strauss, 1994). These findings make sense from a theoretical standpoint as well, Bandura (1986) asserted that previous task performances are the most significant factor influencing self-efficacy expectations.

7. Implications for practice

As indicated by the present study, the evaluation process in supervision is almost was the most important variable to the development of counseling self-efficacy. The study also found that CSE plays an important role in the impact of supervision elements on counselor performance outcomes. CSE in this study is likely considered a full mediator of the relationship between supervision and performance and has a direct positive relationship with performance on its own. This finding gives some context to the performance processes that accompany offering trainee counselors' supervision experiences. These findings suggest that it might behoove counselor educators to deliberately work and aim in their supervision courses to raise their students' performance in counseling skills course. Many authors have asserted that cultivating self-efficacy in counselors is an important component of counselor development (e. g., Bischoff, 1997; Leach, Stoltenberg, McNeill, & Eichenfield, 1997). Additionally, those who aim to do so ought to be trained and competent in managing and increasing their students' counseling self-efficacy, and they should be prepared to demonstrate counseling skills to students. While it is purported that the clinical experience (i.e. practicum and internship) is an influential and valuable part of pre-service professional counselor training, school counseling programs are in need of consistency and consensus around how these vital learning experiences are conducted and supervised (Ockerman, Mason, & Chen-Hayes, 2013, p. 45).

In the same vein of previous inconsistencies raised in the literature, this study found that evaluation processes to be related to CSE and have the strongest effect on it more than supervisory alliance, while others have found the opposite. This result raise the need and importance of establishing an appropriate process for providing feedback to counseling trainees, which involves informing them about expectations for performance, how their work will be evaluated, and how feedback will be provided (Stoltenberg et al., 1998). While CSE mediate the effect of supervision elements (e.g., the Evaluation Process within Supervision and Supervision Satisfaction) on performance ratings, CSE failed to mediate the same relation with supervisory alliance. Supervisory alliance impact independently supervisors perceptions and ratings of their trainees' performance and continue by its own its direct effect in the mediation model regardless of the influence of CSE. More research is needed on the relationship between supervisory alliance and CSE to further clarify this issue. Future research could perhaps clarify these results by taking supervisee level of development, clinical situations and study methodology into account, and future research would benefit from further examinations of proposed relationships as they apply to counselor training, supervision, CSE, and performance.

There are several limitations in this study that need to be addressed and results of this study should be viewed in light of its limitations. A limitation of the statistical analysis conducted in this study was that 81.4% of the sample was women, in addition to the nonrandomization of subjects and small sample size. An ongoing limitation of studies of this type remains in collecting a large sample of counselor trainees, and further research is suggested to enhance the findings and validity of this study. Also, the participants were predominantly 68.0% undergraduate and white so the results cannot be generalized to other academic and ethnic groups. Secondly, in this study a convenient sample was used, which places some restrictions on the generalizability of the findings (Fraenkel & Wallen, 2005).

A third limitation inherent in all survey research is its dependence on self-report. Respondents of supervisee-supervisors dyads all engaged in receiving and providing supervision may have felt the need to appear strong in their counseling training /supervisor self-efficacy and may have inflated their self-efficacy ratings to increase the social desirability of their answers. However, Despite these limitations, one strength of this study was that the sample was Arab in Middle East, a population which has been severely underrepresented in counseling psychology research, additionally, this study provides strong evidence and indicates that it is imperative to validate the usefulness of Western counseling theories and approaches to cultures that are very different from the West.

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