

**Relationship Between Counseling Self-Efficacy and Multicultural Counseling Self-Efficacy
among School Counselors**

by

Tylon Crook

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Approved by

Suhyun Suh, Chair, Associate Professor of Special Education, Rehabilitation, Counseling/School
Psychology

Jamie Carney, Professor of Special Education, Rehabilitation, Counseling/School Psychology

Chippewa Thomas, Assistant Professor of Special Education, Rehabilitation, Counseling/School
Psychology

Abstract

The purpose of this dissertation was to examine the relationship between school counselors' counseling self-efficacy and multicultural counseling self-efficacy. In addition, this study measured school counselors' levels of general school counseling self-efficacy, multicultural counseling self-efficacy, and the relationship between school counselor multicultural counseling self-efficacy and race/ethnicity, gender, years of experience, and geographical school setting. This study includes a sample of 173 professional school counselors who completed the School Counselor Concept Scale (SCCS) and School Counseling Multicultural Efficacy Scale (SCMES). An analysis of these variables was conducted, showing that school counselors are confident in their abilities to perform general school counseling tasks and tasks associated with multicultural counseling in a school setting. Results also indicated a moderate to strong relationship between school counselors' general school counseling self-efficacy and multicultural counseling self-efficacy. Significant differences were found between some school counselor demographic variables and multicultural counseling self-efficacy. Implications for the findings are discussed, along with recommendations for future research.

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CHAPTER I. INTRODUCTION

The populations of students in school systems across the United States are becoming increasingly diverse. It has been projected that by the year 2050, close to 60% of school aged children will be from cultural, ethnic, racial, and linguistically diverse groups (Constantine, 2001a; Constantine, Arorash, Barakett, Blackmon, Donnelly, & Edles, 2001; Constantine & Yeh, 2001; Holcomb-McCoy, 2001; Holcomb-McCoy & Day-Vines, 2004; House & Martin, 1998; Yeh & Arora, 2003). Currently there is great disparity in the academic achievement of students from diverse backgrounds and their White middle-class counterparts (National Center for Education, n.d.). Research has shown that these academic inequities are a result of historical, sociopolitical, sociocultural, and institutional factors rather than student's capabilities (Bemak, 2005; Bemak & Chung, 2008; Bemak, Chung, & Sirosky-Sabado, 2005). As the demographic landscape of school systems across the U.S. continues to change, it has become imperative that professional school counselors possess the skills and knowledge to work with diverse student populations (Coleman, 1995; Constantine, 2001a; Holcomb-McCoy, 2001; Lee, 1995).

Counselor education programs have the challenge of preparing multiculturally competent school counselors to address issues related to diversity such as the academic achievement gap (Holcomb-McCoy, 2001). As school counseling professionals' roles begin to shift toward roles as multicultural/social justice leaders, educational change agents, and advocates, it is critical that they possess multicultural competence as a foundation (Bemak & Chung, 2008). Equally important to possessing multicultural competence is the school counselor's belief in his/her

capability to use their multicultural knowledge and skills when working with students from diverse backgrounds (Holcomb-McCoy, Harris, & Johnston, 2008).

The American School Counselor Association (ASCA) addressed the issue of growing diversity with four position statements in its 2004 revised version of its ethical standards. In summary, the ASCA statements addressing diversity require school counselors to affirm the diversity of students, staff, and families. They go on to require school counselors to expand and develop their own beliefs and attitudes and to possess knowledge and understanding of racism, oppression, and discrimination by seeking out educational, consultation, and training experiences. This is required in an effort to have school counselors improve their multicultural and overall counseling awareness, knowledge and skills (ASCA, 2004). Though ASCA's position is a starting point for addressing an increasingly diverse school population, more emphasis is needed on the extent to which school counselors believe they can use their awareness, knowledge, and skills when addressing issues related to diverse student populations. Although many school counselors are effective and possess high levels of school counseling self-efficacy, some are still unable to address issues related to diverse student populations, such as the achievement gap (Holcomb-McCoy, 2008). This study will examine the relationship between general school counselor self-efficacy and school counselor multicultural self-efficacy.

Background Literature

Over the past three decades there has been a considerable amount of literature written about the multicultural competence of professional counselors (Sue, 1998; Sue, Arredondo, & McDavis, 1992; Sue & Sue, 1990; Sue et al., 1998). Multicultural counseling competence refers to counselors' skills, attitudes/beliefs, and knowledge in counseling individuals from diverse cultural groups (Sue, Arredondo, & McDavis, 1992). These attributes are grouped into three

domains: awareness, knowledge, and skill (Arredondo, et al., 1996). Awareness refers to a counselor's personal beliefs and attitudes and how each counselor is a product of their own cultural conditioning. Knowledge addresses the counselor's understanding of the worldviews of culturally different individuals. Finally, the skill component deals with the process of actively developing and practicing appropriate interventions and strategies needed to work with individuals from diverse backgrounds (Sue et al., 1998). These three dimensions also form the basis for school counseling multicultural competence.

The multicultural competence of school counselors follows closely with the standards set forth by the Association for Multicultural Counseling and Development (AMCD). AMCD developed a set of multicultural counseling competencies based on the three dimensions identified by Sue et al. (1998). In addition, Holcomb-McCoy and Myers (1999) found other dimensions related to the self-perceived multicultural competence of counselors: racial identity development and multicultural terminology. Constantine (2001a) explored the role of self-construals, or the thoughts, feelings and actions of a person as they relate to others and the self. This construct was studied in relation to the multicultural competence of school counselors. Lee (2001) carried the concept of multicultural competence for school counselors further by suggesting that advocacy efforts play a role in the development of multicultural competence.

In addressing the growing diversity of student populations, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), in its 2009 standards, requires professional school counselors to be able to understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. ASCA (2004) adopted the position statement of encouraging professional school counselors to advocate for appropriate opportunities and services that promote the maximum development for all

students. Although considerable effort has been put forth in identifying components of multicultural competence for school counselors, little attention has been given to their level of self-efficacy in their multicultural capabilities.

Perceived self-efficacy refers to a person's judgment about their personal capabilities and plays a major role in the self-regulation of motivation (Bandura, 1995, 1997). It is concerned with what a person believes they can do with what skills they possess as opposed to the number of skills they possess (Bandura, 1997). Bandura (1995) suggests that efficacy beliefs affect motivation by determining what goals people set, how much effort is put into those goals, how long they persevere during challenging times, and their resilience to failures. Bandura (1997) goes on to identify four principal sources from which self-efficacy beliefs are constructed: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. These four modes are used in overseeing the selection, interpretation, and integration of information used by individuals to form self-efficacy beliefs.

Counselor self-efficacy refers to counselors' beliefs or judgments about their capability to perform specific counseling related behaviors and activities (Larson, Clark, Wesely, Koraleski, Daniels, & Smith, 1999; Lent et al., 2006). A considerable amount of research has examined the importance of counselor self-efficacy in relation to counseling variables such as counselor performance, counselor anxiety, and the supervision environment (Daniels & Larson, 2001; Larson & Daniels, 1998; Larson et al., 1999; Leach & Stoltenberg, 1997). Counselors with higher levels of counseling self-efficacy were found to be more likely to appear more poised during sessions, generate more helpful counseling responses, and to persist longer and expend more effort when obstacles to the counseling process occurred (Lent et al., 2006). Research focusing on counselors-in-training found that counselor self-efficacy increased during master's

level pre-practicum counseling (Johnson, Baker, Kopala, Kiselica & Thompson, 1989). Leach and Stoltenberg (1997) found that counselors' counseling self-efficacy may depend on a client's specific presenting concerns (i.e., sexual abuse, depression) during certain stages of the counselors' training. Their findings suggest that counselors' awareness of presenting issues and their motivation to address these issues may affect their counseling self-efficacy. Although much attention has been given to general counselor self-efficacy, school counselor self-efficacy has received less attention.

Self-efficacy is one factor that could contribute to a professional school counselor's ability to provide services that open opportunities for all students to succeed. It has been shown to be an important aspect of counseling and coping with change and can assist school counselors as they address the needs of an ever increasing diverse student population (Bandura, 1995; Bodenhorn & Skaggs, 2005; Larson & Daniels, 1998). Sutton and Fall (1995) examined school counselor self-efficacy in relation to school climate factors. Results from their research found that factors such as counselor roles, school environment, staff relationships, outcome expectancies, gender, age, and grade level all influenced school counselor self-efficacy. It was determined from this study that self-efficacy may be an important component in understanding and improving school counseling services and school counselor performance.

In light of changing demographics among U.S. students and research highlighting the importance of self-efficacy, there is a paucity of information regarding multicultural counseling self-efficacy. Constantine (2001) found among counseling psychology students that multicultural-focused supervision enhanced counseling supervisees' multicultural counseling self-efficacy. A preliminary investigation of school counselor multicultural self-efficacy led to the creation of an assessment of school counselor multicultural self-efficacy (Holcomb-McCoy

et al., 2008). From this research it was found that school counselors who had taken a multicultural counseling course in their graduate program and participated in five to seven continuing education opportunities focused on multicultural counseling issues perceived themselves to have higher multicultural self-efficacy. Although the aforementioned studies are a starting point, more research is needed with regard to school counselor multicultural self-efficacy.

Statement of the Problem

Providing services that enhance the academic, career, and personal/social development of all students is a primary task of professional school counselors (Erford, 2007). However, as the demographics of the school populations of this country continue to change, school counselors are now tasked with changing or adapting their roles and responsibilities to meet the needs of a more culturally diverse student population (Bemak & Chung, 2008). Recent national initiatives have encouraged school counselors to embrace their roles as culturally competent social justice advocates and change agents. A move by school counselors toward these roles is necessary in order to help close the achievement gap in terms of standardized scores and address other issues such as AP course participation, high school graduation rates, and college entrance rates among students from culturally diverse backgrounds (Bemak & Chung, 2008; Erford, 2007).

In order for professional school counselors to take on such roles, each must have a thorough understanding and strong belief in their overall school counseling competence. In addition they must also have an understanding of and strong belief in their capabilities regarding multicultural competence. It is held that if school counselors believe they are capable of working for equity, social justice, and with diverse populations of students, then they will act accordingly and be more likely to overcome obstacles that might prevent them from doing so (Holcomb-

McCoy et al., 2008). One way to help school counselors' move toward these roles is to explore their levels of multicultural self-efficacy. Nevertheless, there is a scarcity of literature related to multicultural self-efficacy among school counselors. Research studies examining the relationship between school counselor self-efficacy on counseling in general and multicultural counseling in specific, are lacking. Exploring the positive or negative correlations of school counselors' general counseling self-efficacy and multicultural counseling self-efficacy could provide counselor educators with information relevant to the preparation of school counselors by focusing more on general school counseling competence and multicultural school counseling competence. Examining the relationship between these two constructs is also important as it will produce information that could give insight as to why experienced and generally competent school counselors have difficulty addressing academic and achievement issues related to students from diverse backgrounds.

Purpose of the Study

As indicated previously, there is a paucity of literature focusing on the self-efficacy of school counselors in working with students from culturally diverse backgrounds. Research studies examining the relationship between school counselor self-efficacy on counseling in general and multicultural counseling in specific, are lacking. The purpose of this study was to fill this gap in the literature by examining the extent to which school counselor general self-efficacy is related to school counselor multicultural self-efficacy. In addition, this study examined the relationships between school counselor characteristics (i.e., ethnicity, gender, years of experience, and school setting [rural, urban, suburban]) and school counselor multicultural self-efficacy.

Significance of the Study

This investigation is significant for a variety of reasons. First this study explored school counselor's general self-efficacy and multicultural counseling self-efficacy. Although there has been some research exploring school counselor self-efficacy, research is needed that explores how school counselors perceive their capabilities related to multicultural competence as compared to their general school counseling competence. Doing so will hopefully provide counselor educators with new insight into the preparation of school counselors and school counseling supervisors and administrators with information that will inform decisions related to school counselor training, continuing education, and professional development. Second, previous research focused on school counselors' self-efficacy in relation to their grade level and level of support from administration and school faculty. This study explored the relationship between perceived multicultural self-efficacy with the school counselor variables of ethnicity, gender, years of experience, and school setting. Examining these variables in relation to these constructs also offered insight into the specific professional development needs of current and future school counselors. Third, the results of this study produced information that school counselors, counselor educators, and school administrators may use when developing strategies and programs for school improvement initiatives. Professional school counselors' beliefs in their capabilities to perform tasks related to academic and personal/social issues (i.e. graduation rates, school violence, minority representation in AP courses) involving students, specifically students from diverse backgrounds, could prove vital in efforts to implement and conduct school improvement initiatives.

Research Questions

1. What is the level of school counseling self-efficacy among professional school counselors?
2. What is the level of multicultural counseling self-efficacy among professional school counselors?
3. What is the relationship between professional school counselors' general school counseling self-efficacy and their multicultural counseling self-efficacy?
4. What is the relationship between school counselor multicultural counseling self-efficacy and ethnicity, gender, years of experience, and school geographic setting (rural, urban, suburban)?

Definition of Terms

Counseling self-efficacy: a counselor's belief or judgment about his or her capabilities to effectively counsel a client (Larson & Daniels, 1998).

Multicultural competence: attaining and maintaining the awareness, knowledge, and skills to work with individuals from diverse cultural backgrounds.

Professional School Counselor: A professional with a master's degree in school counseling with required state certification or licensure.

School counselor multicultural self-efficacy: professional school counselors' perceived beliefs to carry out and perform tasks that are relevant and specific to equity among students as measured by the School Counseling Multicultural Self-Efficacy Scale (SCMES) (Holcomb-McCoy et al., 2008).

School counselor self-efficacy: a school counselor's belief about his or her capabilities to effectively provide comprehensive guidance and counseling services to all students as measured by the School Counselor Self-Efficacy Scale (SCSE) (Bodenhorn & Skaggs, 2005)

Self-efficacy: a person's judgment or belief about their personal capabilities and how it plays a role in the self-regulation of motivation (Bandura, 1995; 1997)

CHAPTER II. REVIEW OF THE LITERATURE

In this chapter the literature related to the concept of self-efficacy in general and counselors' self-efficacy in particular, is provided. An overview of multicultural competence within the field of counseling discussed. Additionally, the multicultural competence of professional school counselors is discussed as well.

Self-efficacy

Self-efficacy theory primarily focuses on the role of cognitive factors in the model of triadic reciprocity identified in social cognitive theory (Maddux, 1995). From the social cognitive theory, self-efficacy theory is based on the notion that all psychological and behavioral changes operate through variations of an individual's sense of personal mastery (Bandura, 1986). Social cognitive theory asserts that environmental events, personal factors (cognition, emotion, and biological events), and behavior serve as interacting influences on individuals (Bandura, 1986). These interactions form what is known as triadic reciprocity, allowing individuals to respond to environmental events cognitively, affectively, and behaviorally. The role of cognitive responses allows individuals to exercise control over their own behavior, which influences all three states. These tenets from social cognitive theory lead to a description of self-efficacy that refers to one's belief about their own capabilities to exercise control over events that affect them and their beliefs in their own capabilities to self-motivate, use cognitive resources, and take action to exercise control over the demands of a specific task (Maddux, 1995). In short self-

efficacy is not concerned with the skills that a person possesses, but with the judgments of what that person can do with those skills (Bandura, 1986).

Self-efficacy is often used interchangeably with self-concept and self-esteem (Bandura, 1997; Maddux, 1995). Although they are used interchangeably the concepts are entirely different. Maddux (1995) describes self-concept as the sum of a person's total beliefs about the self. Self-esteem is described as a person's judgment of self-worth or value, or the total sum of the evaluation one's self-concept beliefs (Bandura, 1997; Maddux, 1995). These constructs are differentiated from self-efficacy in that self-efficacy focuses on judgments of personal capability (Bandura, 1997). An example of the differences in these constructs might include individuals who regard themselves as highly efficacious in a specific activity, but who may not take pride in performing it well. Where some crossover occurs between these constructs is when people often develop their capabilities in activities that give them a sense of self-worth (Bandura, 1995).

Other ways to differentiate self-efficacy from self-concept and esteem is to examine the dimensions of self efficacy. Self-efficacy exists along three dimensions: magnitude, strength, and generality (Maddux, 1995). Magnitude of self-efficacy includes a hierarchy of behaviors and "refers to the number of steps of increasing difficulty a person believes themselves capable of performing" (p. 9). An example would be a person who is trying to stop drinking alcohol, who believes that he can maintain abstinence under conditions where he is relaxed and no other people are drinking. However, he may doubt his ability to abstain under conditions of stress or when in the presence of others who are drinking. Strength of self-efficacy refers to the firmness of a person's convictions that they can perform a specific behavior. An example would be two individuals who drink alcohol having the belief that they can abstain from drinking at a party. However, one may hold this belief with more confidence than the other. Finally generality of

self-efficacy refers to the extent to which success or failure influences self-efficacy in a behavior specific manner or whether changes in self-efficacy extend to other similar behaviors. An example would be a drinker, whose self-efficacy was increased by successfully abstaining from alcohol in difficult situations, being able to extend those feelings to other contexts where success was not experienced, such as maintaining an exercise regime.

Bandura (1995, 1997) identified four sources of self-efficacy. They include; (a) enactive mastery experiences; (b) vicarious experiences; (c) verbal persuasion; and (d) physiological and affective states. These four sources are described as the primary sources of information for constructing self-efficacy beliefs. Enactive mastery experiences or actual performances are described as the most influencing source of efficacy information (Bandura, 1997; Crain, 2005). This source of information dictates that if a person succeeds at a task, their sense of efficacy increases and if they fail at a task their sense of efficacy decreases (Crain, 2005). As efficacy increases individuals are not easily discouraged by setbacks and failures. Being able to persevere helps individuals to develop their capabilities to use better control over events (Bandura, 1995, 1997; Crain, 2005). Vicarious experiences include experiences in which self-efficacy is influenced by observational learning and social modeling. Bandura (1995) asserts that “seeing people similar themselves succeed by perseverant effort raises observers’ beliefs that they, too, possess the capabilities to master comparable activities” (p. 3). Crain (2005) states that if we see someone else succeed on task, who we believe has similar abilities, then we infer that we can succeed at that task as well. Bandura (1997) also notes that self-modeling, where successful results occur, also increases self-efficacy.

Verbal or social persuasion refers to an individual’s self-efficacy increasing when others express confidence in their capabilities. It is noted that people who are verbally persuaded, that

they have the ability to successfully complete a task, are more likely to give more effort and sustain the effort, than if they focus on their own self-doubts and personal deficiencies (Bandura, 1995). Crain (2005) describes this source of information as a “pep talk” where someone convinces an individual that they can perform a specific task, and that person is able to improve their performance on that task. This phenomenon works to decrease self-efficacy when a person is persuaded that they lack the abilities to complete a task or when “pep talks” are unrealistic and are disconfirmed by poor results from the individual’s efforts (Bandura, 1995). Finally, physiological and affective or emotional states refer to an individual that interprets their capabilities based on their physical or emotional responses to a task. For example, a person who becomes tired and stressed from a task may interpret their cues as a sign that the task is too difficult for them. Bandura goes on to recognize that mood affects an individual’s judgment of their self-efficacy, with a positive mood enhancing perceived self-efficacy.

Maddux (1995) goes on to identify two additional sources of self-efficacy: imaginal experiences, and distal and proximal sources. Imaginal experiences refer to an individual’s ability to build efficacy beliefs based on imagining themselves or others successfully or unsuccessfully completing a task in the future. An example would be a sports coach who instructs his players to imagine themselves successfully completing plays that were practiced prior to a game. Distal and proximal sources refer to past and current or immediate influences to self-efficacy for a specific task in a specific location, at a specific time using information from all five sources. An example would include an individual’s self-efficacy in a current situation that is determined by a variety of past sources of information that includes success and failures.

In addition to the sources of self-efficacy, there are mediating processes or mechanisms that regulate how individuals function (Bandura, 1995, 1997; Maddux, 1995). The mediating

processes included: cognitive processes, affective processes, motivational processes, and selection processes. Cognitive processes are influenced by self-efficacy four ways. The first is in personal goal setting, where those with higher self-efficacy beliefs set higher goals and show higher commitment to those goals than those with weaker beliefs about their abilities. The second influence is on the strategies individuals plan for obtaining the goals they have set. Third is the influence on developing rules for predicting and influencing specific events. Finally, the effectiveness of problem solving is influenced in a way that allows individuals to remain task oriented under circumstances that may include failures, setbacks, and pressing demands. Affective processes determine an individual's responses to life events, which in turn affect cognitions and behaviors. Under affective processes two domains exist. The first domain asserts that self-efficacy beliefs about one's behaviors and performance influence the type and strength of affect. The second domain asserts that self-efficacy that controls cognitions can determine emotional responses. Motivational processes refer to the role of self-efficacy plays in self-regulating motivation. An individual's self-efficacy beliefs influence the goals they choose, courses of action for achieving these goals, the amount of effort given, and the level of persistence displayed during challenges and obstacles. Finally, the last process is that of selection or selection of environments. This process refers to an individual's beliefs of personal efficacy that guide them in selecting environments that they expect to perform successfully in and not selecting situations or environments that they feel they do not have the abilities to perform in.

Counselor Self-efficacy

Counseling self-efficacy focuses on a counselor's belief about their capability to effectively counsel a client in the near future or perform specific role related behaviors (Larson

et al., 1999; Lent et al., 2006). Research regarding self-efficacy and counseling has focused on several counseling related variables in the past two decades (Larson & Daniels, 1998). One study that explored self-efficacy and counseling found that counseling self-efficacy and anxiety significantly predict counselor performance (Larson, Suzuki, Gillespie, Potenza, Toulouse, & Bechtel, 1992). Johnson et al. (1989) in examining counseling self-efficacy and counseling competence in pre-practicum training found that counseling self-efficacy increased during master's level pre-practicum counseling. It has also been found that third and fourth year graduate students possess higher levels of self-efficacy than first and second year graduate students (Sipps, Sugden, & Favier, 1988).

In addition to the research indicating that counseling trainees in latter stages of counseling programs exhibit greater self-efficacy, Melchert, Hays, Wiljanen, and Kolocek (1996) tested models of counselor development with a measure of counseling self-efficacy. Initial findings from the study suggested that the Counselor Self-Efficacy Scale (CSES) may be a reliable and valid measure of counseling self-efficacy. Results from their study found that among counseling psychology students, levels of training accounted for more variance in self-efficacy scores than the amount of clinical experience. In addition, results from the study showed that full-time clinical experience did not contribute more to counseling self-efficacy scores as compared to part-time experience. The researchers suggested this may indicate that the extended graduate training of doctoral programs increase professional self-efficacy and competence.

Leach and Stoltenberg (1997) examined self-efficacy, counselor development and the Integrated Developmental Model (IDM) with counselor trainees as well. The authors studied two domains of the IDM (Intervention Skills Competence and Individual Differences) and their

relationship to individual efficacy beliefs. In the IDM, counselors progress through three primary developmental levels (levels 1, 2, 3) that include three structures: (a) self and other awareness; (b) motivation; and (c) dependency-autonomy. Level I trainees are described as highly motivated but focus on themselves due to initial anxiety. Level 2 trainees struggle through their need for autonomy versus their need for help from their supervisor. Finally, level 3 trainees carry on through counselor identity struggles and function at an autonomous level with high motivation. From the study, Leach and Stoltenberg (1997) found that trainees at level 2 status (scored high in the areas of self and other awareness, motivation, and dependency-autonomy) have greater efficacy of counseling microskills than trainees who scored low in those areas. Level 2 trainees also indicated greater efficacy toward being able to handle difficult client behaviors than level 1 trainees. Finally, Leach and Stoltenberg (1997) found that level 2 trainees reported greater efficacy for counseling culturally diverse clients. Findings from this study suggested that constructs such as motivation and awareness may affect self-efficacy among counseling trainees at certain stages of their development.

Larson et al. (1999) completed a study examining the differential effect on counseling self-efficacy using the two training techniques of videotapes of counseling sessions and role plays with mock clients. Each participant in this study either watched a 15 minute videotape or conducted a 15 minute counseling session with a mock client. Before the 15 minute session each participant completed a pretest, Counseling Self-Estimate Inventory, and following the 15 minute session completed a posttest of the same inventory and a success rating. Results from the study found that for participants who role played with a mock client, their perception of their counseling performance success may alter the effectiveness of role plays as a means to increase counseling self-efficacy. In essence, trainees who perceived that they did not perform well with

a mock client may have their counseling self-efficacy decrease. However, those trainees who believed they performed well may have their counseling self-efficacy increase dramatically. From this study, Larson et al. also found that with regards to videotapes, the counseling self-efficacy of trainees only modestly increased, suggesting that videotapes may be a safer yet less effective training tool for novice trainees. The authors believed that the training method involving videotapes can be useful as a modeling activity. In addition they believed that the videotape activity may increase the chances of role playing being more successful in increasing counseling self-efficacy.

Daniels and Larson (2001) examined the effect of performance feedback on counseling self-efficacy and anxiety. Their research found there to be a slight increase in counseling self-efficacy and a decrease in anxiety when positive feedback was given. Increased anxiety levels and decreased counseling self-efficacy were reported when trainees translated feedback as negative. Their research findings of moderate to strong negative correlations between counseling self-efficacy and anxiety supported the notion that positive feedback may be translated by beginning counselor trainees as a mastery experience that leads to increased counseling self-efficacy and decreases in their anxiety. Continuing to explore self-efficacy with novice counselor trainees, Lent et al. (2006) examined client specific counselor self-efficacy in novice counselors. Findings from their study found that counselors with higher levels of counseling self-efficacy were found to show greater poise during session, generate more helpful counseling responses, and expend more effort in overcoming obstacles that occurred during the counseling process.

A study measuring for emotional intelligence and counseling self-efficacy provided findings that could be useful in training competent counselors. Easton, Martin, and Wilson

(2008) conducted a two phase study over nine months studying the relationship between emotional intelligence and counseling self-efficacy. The study found a potentially strong relationship between the emotional intelligence and counseling self-efficacy scores of counselor trainees. Identifying the emotions of others correlated significantly with counseling self-efficacy scores as well among counselor trainees. From these findings the authors suggest that having the perceived ability to identify the feelings of others as well as being able to distinguish between observed emotions is central to counseling self-efficacy. Also important in this study was the finding that counseling self-efficacy is significantly correlated with identifying one's own emotions. Accordingly, the authors highlighted the importance of counselors' perceived ability to identify their own emotions with clarity due to the range of emotions that could be experienced when working with clients.

In one of the only studies to explore multicultural counseling self-efficacy among counselors one aspect of counselor preparation was found to influence the multicultural counseling self-efficacy of counseling trainees. Constantine (2001) conducted a study using counseling psychology graduate students. Results indicated that supervision focused on multicultural issues improved counseling supervisees' self-efficacy for multicultural counseling. Findings from this study suggest that along with multicultural training, multicultural focused supervision may also play a role in developing counselor trainees' multicultural counseling competence.

Although self-efficacy has been shown to be an important aspect of counseling and counselor training, the literature regarding self-efficacy and school counseling is not as extensive (Bodenhorn & Skaggs, 2005). Sutton and Fall (1995) completed one of the only examinations of self-efficacy involving school counselors. Their research examined the influence of school

climate, counselor role, staff relationships, and selected demographic variables on school counselor efficacy. Using the Counselor Self-Efficacy Scale, results from the study indicated that school counselor self-efficacy may be influenced by school climate. Results from the study also showed that school counselors' grade level position was significantly related to efficacy expectancy or their belief in performing at a certain level. The higher the grade level position a school counselor possessed indicated a higher level of efficacy. Further results from the study showed that school counselors who performed duties outside of the school counseling role had lower expectancy for the outcome of their school counselor related tasks and behaviors. Finally, Sutton and Fall reported that the counseling efficacy of high school counselors is strongly predicted by a supportive school staff and administration, supporting the importance of the relationship between school counselors and principals.

More recently, research in the development of the School Counselor Self-Efficacy Scale (SCSE) provided more information about the relationship between self-efficacy and school counselors (Bodenhorn & Skaggs, 2005). Four studies were conducted in the creation of the instrument and covered the following areas: (a) Analysis of an initial list of items, (b) Test of reliability and group differences, (c) Test of validity, and (d) A factor analysis. Results from the creation of the SCSE, indicated significantly higher levels of self-efficacy among practicing school counselors with previous teaching experience. Although there was a significant difference for those with teaching experience, there was no significant difference for those with counseling experience in other settings. It was suggested that the uniqueness of school counseling as a hybrid of teaching and counseling, may indicate that those with a teaching background gained more self-efficacy from previous teaching or working within a school setting than those with a counseling background from counseling settings. Bodenhorn and Skaggs

(2005) also reported a significant difference between genders among practicing school counselors, with women reporting higher levels of self-efficacy. It was suggested that with school counseling being a predominantly female profession, males in the profession may not experience the same level of role modeling, thus diminishing their self-efficacy. Finally, students completing a master's degree in a program supported by The Education Trust grant did not report different strengths of self-efficacy than students completing other programs. Research completed during the development of the SCSE laid the groundwork for investigating school counselor self-efficacy.

Holcomb-McCoy et al. (2008) conducted the only study that examined school counselors' multicultural counseling self-efficacy. The School Counseling Multicultural Self-Efficacy Scale (SCMES) (see Appendix A) was developed during this study. The scale measured school counselor multicultural self-efficacy across six factors. These factors included: (a) Knowledge of Multicultural Counseling concepts, (b) Using Data and Understanding Systemic Change, (c) Developing Cross-Cultural Relationships, (d) Multicultural Awareness, (e) Multicultural Assessment, and (f) Applying Racial Concepts to Practice. This initial measure of school counselors' multicultural self-efficacy began by examining the aspects of school counselors training. The study found that those school counselors who had taken more multicultural courses reported higher levels of self-efficacy than those who took fewer courses. Significant differences were found on factors 1, 2, 4, and 5. On factor 1, school counselors who had taken five to seven multicultural counseling courses rated themselves higher than those who only indicated taking one to two courses. On factor 2, school counselors that indicated they had taken five to seven multicultural courses had significantly higher perceived self-efficacy in using data than counselors who responded "other." Likewise on factor 4, counselors who had taken

five to seven courses also had significantly higher perceived self-efficacy in their multicultural awareness and skills than counselors who indicated having “other” multicultural experiences. Finally, counselors who indicated they had taken three or four and five to seven multicultural counseling courses on factor 5 reported significantly higher perceived self-efficacy in their ability to implement multicultural assessment than counselors who indicated “other” types of multicultural courses.

Holcomb-McCoy et al. (2008) also examined demographic variables and found that ethnicity and years of experience were the only variables significantly related to SCMES scores. Gender was found not to be significant in this study, which is in contrast to findings by Bodenhorn and Skaggs (2005) who found that gender was a significant factor in general school counselor self-efficacy with females reporting higher levels of perceived school counselor self-efficacy. The study found that ethnic minority school counselors had higher perceived multicultural counseling self-efficacy than their White counterparts on five SCMES factors; Knowledge of Multicultural Concepts, Using Data and Understanding Systemic Change, Multicultural Counseling Awareness, Multicultural Assessment, and Application of Racial and Cultural Knowledge to Practice. Factor 3, developing cross-cultural relationships, was the only factor not indicating a significant difference between ethnic minority and white school counselors perceived multicultural counseling self-efficacy. Holcomb-McCoy et al. (2008) suggest that the ethnic difference in multicultural counseling self-efficacy may be due to several factors. It was highlighted that ethnic minority school counselors’ life experiences may contribute to their increased sensitivity, awareness, and willingness to address issues related to culture and race. It was also highlighted that ethnic minority counselors tend to have a higher proportion of minority students, which may contribute to higher perceived abilities to carry-out

multicultural –related tasks in schools. Finally authors point out that ethnic minority professional school counselors may have had more multicultural training, as ethnic minority graduate students and professionals tend to opt for more multicultural counseling training. Results from this study’s preliminary investigation of school counselor multicultural self-efficacy give some insight into the perceived skills and abilities of professional school counselors in relation to equity and multicultural school counseling duties.

Multicultural Competence

Over the past 35 years a considerable amount of attention has been given to the issue of multicultural competence among counselors (Cartwright, Daniels, & Zhang, 2008). As early as the 1970’s, the issue of multicultural competence was helped to the forefront through an examination of practices within the fields of counseling and psychology (Cartwright et al., 2008). In addressing ethical issues associated with counseling in the 1970s, Korman (1974) asserted that providing services to individuals from diverse backgrounds without the competence to do so, constituted unethical professional behavior. Pedersen and Marsella (1982) further highlighted ethical concerns by bringing attention to the moral deficits between cross-cultural counseling and therapy. They asserted that the deficits between the two were perpetuated by the dominant culture’s values and principles being imposed on clients from diverse racial backgrounds. In addressing these concerns, Sue et al. (1982) completed work that outlined what would become the foundational principles of multicultural competence. These fundamental principles referred to a counselor’s cultural beliefs/attitudes, knowledge, and skills.

Axelson (1985) used these foundational principles to offer additional insight into counselors’ multicultural competence by suggesting that culturally competent counselors should possess nine competencies. The nine competencies identified build upon the tenets of counselor

cultural awareness, cultural knowledge, and the development of culturally competent counseling skill sets. The nine competencies include the following:

1. Awareness of their own cultural characteristics
2. Awareness of how their cultural values and biases may affect minority clients
3. Understanding of the American sociopolitical system in relation to minorities
4. Ability to resolve differences of race and beliefs between counselor and client
5. Ability to know when a client should be referred to a counselor of the client's own race or culture
6. Possessing knowledge and information about the particular group of clients with whom the counselor is working
7. Possessing clear and explicit knowledge and understanding of counseling and therapy
8. Possessing a wide range of verbal and nonverbal response skills
9. Possessing the skill to send and receive both accurate and appropriate verbal and nonverbal messages. (p. 385)

The foundational tenets of counselor beliefs/attitudes, knowledge, and skills, identified by Sue et al. (1982), were later grouped along three dimensions that aid counselors in acquiring competence (Sue & Sue, 1990). The first dimension centers on awareness and describes a culturally skilled counselor as one who is actively in the process of becoming aware of the factors that influence their own worldviews, how they are a product of their own cultural conditioning, and how these aspects may be evident in their work with individuals from different cultural and racial backgrounds. Factors that a culturally skilled counselor should actively be aware of include, but are not limited to, their assumptions about human behavior, biases, values, and preconceived notions. Sue and Sue (1990) focused the second dimension on a culturally

skilled counselor's willingness and ability to actively understand the worldview of culturally different clients without judging in a negative manner. This dimension asserts that a counselor should understand and approach the worldview of their culturally different clients with respect and appreciation, being cognizant that they do not have to adopt their clients' worldviews as their own, but should accept them as another legitimate perspective. Finally, the third dimension describes a culturally skilled counselor as one who is actively developing and practicing appropriate intervention strategies and skills for working with clients from culturally different backgrounds. Sue and Sue (1990) went on to emphasize that becoming a culturally competent counselor is an active process that is ongoing throughout a counselor's professional career.

The multicultural competencies established by Sue and Sue (1990) were further developed by Sue, Arredondo, and McDavis (1992), where 31 multicultural competencies were established. These 31 multicultural competencies provided more specifics on the three fundamental areas identified by Sue and Sue (1990). The three identified dimensions are: (a) counselor awareness of own assumptions, values, and biases; (b) understanding the worldview of the culturally different client; and (c) developing appropriate intervention strategies and techniques. These three dimensions were again broken down into three domains. The domains consist of the foundational multicultural competence characteristics identified by Sue (1982) and include: beliefs and attitudes, knowledge, and skills. Deconstructing each multicultural dimension into three domains gave specific guidance as to how counselors could develop their multicultural competence. In 1992 these competencies were endorsed by the Association for Multicultural Counseling and Development (AMCD) and provided guidance for interpersonal counseling interactions for the first time with regards to culture, ethnicity, and race (Arredondo et al., 1996; Cartwright, Daniels, & Zhang, 2008)

Arredondo et al. (1996) made further contributions to the 31 AMCD multicultural competencies by operationalizing them, thus bringing about more understanding as to how counselors could go about increasing their multicultural competence. One of the initial tasks taken on by Arredondo et al. consisted of bringing about more understanding on the differences between multiculturalism and diversity. They defined multiculturalism “as a focus on ethnicity, race, and culture,” while diversity was referred to as “other” characteristics used by people to self-define (i.e., religion, disability, gender, age, etc.).

With greater clarity on what multiculturalism refers to, Arredondo et al. (1996) went on to offer counselors objective criteria from which to view clients using the model of Personal Dimensions of Identity (PDI) (Arredondo & Glauner, 1992). This model served as an aid in the examination of individual counselor differences and aspects of individual identities that are shared by all. It is based on the following premises; (a) that all individuals are multicultural in nature; (b) that all individuals possess a personal, political, and historical culture; (c) that individuals are affected by specific events that are sociocultural, environmental, political, and historical in nature; and (d) that multiculturalism intersects with tenets of individual diversity. The tenets of this model served as a “paradigm” from which to view people holistically, including all of the identity-based affiliations, memberships, and sub-cultures that make each person complex and unique (Arredondo et al., 1996).

Finally Arredondo et al. (1996) operationalized the original multicultural competencies by expanding the scope of their definitions through adding explanatory statements, examples, and anecdotes for each competency. These additions helped describe the way in which a counselor could actually achieve and demonstrate a particular competency. Clarifying the differences between multiculturalism and diversity, using the PDI to objectively view

individuals, and expanding the scope and understanding of each competency, all helped move the counseling profession toward institutionalizing its training and practices with multiculturalism as a core component (Arredondo et al. 1996).

In addition to Sue et al.'s (1982, 1992) framework based on the three dimensions of awareness, knowledge, and skills, other perspectives regarding multicultural competence are offered to counselors. Ridley, Mendoza, Kanitz, Angermeier, and Zenk (1994) proposed a model of cultural sensitivity based on perceptual schema theory. Ridley et al.'s (1994) assertions focused on the ability of counselors to “acquire, develop, and actively use an accurate cultural perceptual schema during multicultural counseling” (p. 130). Yet still, Holcomb-McCoy and Myers (1999) in a study of multicultural competence and training found that there are possibly more than three dimensions associated with multicultural competence. Their research suggested that knowledge of multicultural terminology and racial-identity development theories also constitute multicultural competencies. In addition, a factor analysis of the Multicultural Counseling Competence and Training Survey–Revised (MCCT–R) highlighted three factors associated with multicultural competence: multicultural terminology, multicultural knowledge, and multicultural awareness (Holcomb-McCoy & Day-Vines, 2004).

Sue (1998) suggested that multicultural competence consists of three additional characteristics. These characteristics include: (a) being scientifically minded, (b) having skills in dynamic sizing, and (c) being proficient with a specific cultural group. Being scientifically minded refers to a counselor's ability to form hypotheses as opposed to making premature conclusions about culturally different clients. Having skills in dynamic sizing refers to a counselor's ability to appropriately generalize, to know when to be individual specific, and to know when to be exclusive. Finally, being proficient with a particular cultural group refers to a

counselor's depth of knowledge of the cultural groups with whom he or she works. More recently it has been suggested that counselors must also develop their social or interpersonal competence within three dimensions (Trusty, Looby, & Sandhu, 2002). The three dimensions identified include: (a) self-awareness; (b) interpersonal knowledge; and (c) social skills. From this perspective awareness is seen as more than being aware of one's own biases and values, but refers to "acquiring knowledge and meaningful understanding of worldview perspectives and behaviors that facilitate interpersonal relationships across cultural boundaries" (Trusty, Looby, & Sandhu, 2002, p. 34). This aspect of awareness combined with interpersonal knowledge and the development of social skills gives counselors the ability to establish meaningful cross-cultural relationships that reflect essential counseling components such as mutual respect and positive regard (Trusty, Looby, & Sandhu, 2002). By focusing on developing multicultural interpersonal competence, counselors are able to connect interpersonally with clients and build relationships or alliances that often determine counseling outcomes (Herman, 1993; Trusty, Looby, & Sandhu, 2002).

In addition to the competencies set forth by AMCD, the American Counseling Association (ACA) addresses multicultural competence in its 2005 Code of Ethics. Standards related to multicultural and diversity issues are infused throughout the code. In the counseling relationship section, counselors are expected to communicate in a way that is culturally appropriate, making sure to consider cultural implications of informed consent (sect. A.2.c.). In section B.1.a., counselors are expected to maintain "awareness and sensitivity regarding cultural meanings of confidentiality and privacy." Other areas where issues of multiculturalism and diversity are addressed include Section E, Evaluation, Assessment, and Interpretation; and Section F, Supervision, Training, and Teaching. Addressing issues of multiculturalism

throughout the 2005 ACA Code of Ethics is an indicator of how the profession of counseling is moving toward incorporating multicultural competence as a part of its core.

The 2009 CACREP standards is another indicator of how the profession is incorporating multicultural competence as a core counseling competence within the field. Throughout the 2009 CACREP standards issues related to multicultural competence are evident in all sections. In section II, Professional Identity, social and cultural diversity are addressed, requiring studies to provide attitudes, beliefs, understandings, and acculturative experiences that foster students' understanding of self and culturally diverse clients (CACREP Standards, 2009). The CACREP standards highlight issues related to multicultural competence for professional school counselors in its diversity and advocacy section. Important to school counselors are the two areas under this section; knowledge and skills/practices, where it highlights what knowledge school counselors should gain as they relate to diversity and advocacy and what skills and practices should be employed in using this knowledge. Highlighted from this section of the CACREP standard (2009) is the school counselor's responsibility to understand multicultural counseling issues and their effects on student achievement. Also highlighted is the requirement of school counselors to be able to "demonstrate multicultural competence in relation to diversity, equity, and opportunity in student learning and development" (CACREP, 2009, p.41). The issues related to multicultural competence outlined in this standard provide a specific guide for those training to become professional school counselors.

School Counselor Multicultural Competence

ASCA (2004) addresses issues related to multicultural competence under its Diversity section of the Ethical Standards for School Counselors. Four standards offer insight into ASCA's expectations for professional school counselors with regard to multicultural

competence. The four standards highlight school counselors' responsibility to: a) expand and develop their own awareness about their attitudes and beliefs; b) possess knowledge and understanding of racism, oppression, discrimination, and stereotyping; c) acquire educational and training experiences to improve awareness, knowledge, and skills and effectiveness in working with diverse populations; and d) affirm the diversity of students. These standards align with the foundational principles of awareness, knowledge, and skill development as identified by Sue et al. (1992).

The multicultural competence of school counselors has grown from the multicultural counseling competence movement generated over the past three decades (Erford, 2007). Professional school counselor multicultural competence is based on three primary areas identified by Sue et al. (1992) which focuses on awareness, knowledge, and skills (Erford, 2007; Holcomb-McCoy, 2001, 2005). Under the domain of awareness school counselors' understanding of their personal biases and how they may interfere with their counseling effectiveness is emphasized (Erford, 2007). The knowledge component refers to the importance of knowing and understanding the worldviews of culturally different clients or students (Sue et al., 1992). Finally the skills component refers to actively developing and practicing appropriate interventions needed to work with students from diverse cultural backgrounds (Sue et al., 1992). School counselor multicultural competence has been the focus of several studies which have offered more insight into what it means to be a multiculturally competent school counselor.

An initial study conducted by Constantine (2001b) examined theoretical orientation and empathy as a predictor of self-reported multicultural counseling competence in school counselor trainees. The study found that theoretical orientation contributed significantly to the variance in self-reported multicultural counseling competence. Trainees with an eclectic/integrative

orientation reported higher levels of multicultural counseling competence than did trainees with a psychodynamic or cognitive-behavioral theoretical orientation. Constantine (2001b) explains these findings by suggesting that school counselor trainees' ability or willingness to use strategies or interventions from various counseling theories may be indicative of their competence in working with students from culturally diverse ethnic backgrounds. Other findings from this study found that scores associated with empathy were positively correlated with self-reported multicultural counseling competence. Implications from these findings suggest that the feelings of concern, warmth, and sympathy held by school counselor trainees may reflect their ability to work with culturally diverse students. Just as theoretical orientation and empathy are at the foundation of counseling, they are also play an important role in forming the base of multicultural counseling competence.

Constantine (2001a) continued to examine tenets of multicultural competence for school counselors by exploring the role of multicultural counseling training and interdependent and independent self-construals in predicting self-reported multicultural competence among school counselors. For this study self-construals were referred to as the group of thoughts feelings, and actions a person possesses as they relate to their relationships to other people and to themselves as separate from other people. Interdependent self-construals therefore focus on a person's connectedness to others, while independent self-construals are characterized by a person's focus on their own thoughts, feelings, actions, and abilities. Constantine (2001a) found that the number of multicultural counseling courses taken significantly predicted the self-reported multicultural competence of female school counselors. Higher independent self-construals reported by female school counselors significantly predicted their self-perceived multicultural counseling competence as well. In addition, the study showed significantly higher levels of

independent self-construals for male school counselors than their female counterparts. Implications from these findings suggest that school counselors be cognizant of their self-construals in an effort to provide culturally competent and appropriate services to their students. Providing direction, advice, or opinions from an independent self-construal perspective to a student from a diverse cultural background with more interdependent self-construals may damage the counseling relationship. Overall, with the findings on self-construals from this study, another dynamic is added to the notion of multicultural counseling competence for school counselors.

Other research focusing on the multicultural competence of school counselors have their roots in the three domains identified by Sue et al. (1992). In a study examining the self-perceived multicultural competence of elementary school counselors, Holcomb-McCoy (2001) found that as a group, elementary school counselors perceived themselves to be multiculturally competent. Using the Multicultural Counseling Competence and Training Survey (MCCTS), the study found that elementary school counselors felt most competent in the areas of multicultural awareness and terminology. These constructs measured the self-perceived ability of elementary school counselors to discuss their own ethnic and cultural heritage, their level of awareness regarding their own cultural background, and their ability to discuss how culture affects their perceptions and way of thinking. The counselors scored themselves least competent in the areas of multicultural knowledge and racial identity development. These areas measured their ability to discuss within group differences of ethnic groups, while also being able to list barriers that prevent ethnic minority students from accessing counseling services. Further results from this study indicated that years of experience do not significantly affect school counselors' perceived multicultural competence.

Later research added to the literature concerning the multicultural competence of school counselors. In exploring the dimensions of the Multicultural Counseling Competence and Training Survey-Revised (MCCTS-R) Holcomb-McCoy and Day-Vines (2004) were able to suggest that multicultural competence for school counselors be viewed as multi-dimensional as opposed to a one-dimensional phenomenon. Results from the study found that the MCCTS-R is a multifactor measure composed of three dimensions of school counselors' perceived multicultural counseling competence: multicultural terminology, multicultural knowledge, and multicultural awareness.

In 2005 Holcomb-McCoy investigated school counselors' perceived multicultural competence and found that professional school counselors perceive themselves to be at least somewhat competent on all domains of the MCCTS-R. The author suggested that care be taken when interpreting results from this study, as perceived multicultural competence does not infer that school counselors demonstrate cultural competence in their counseling strategies and interventions. Results from this study also found that multicultural awareness and multicultural terminology scored higher than multicultural knowledge. This finding may suggest that school counselors may have varying degrees of competence based on specific areas of multicultural competence. Finally, more results from this study indicated that school counselors who had taken a multicultural counseling course rated their multicultural knowledge and ability to define multicultural terminology significantly higher than those who had not taken a multicultural counseling course. However, it should also be noted that results from the study indicated that multicultural coursework did not significantly affect school counselors' multicultural awareness. The author suggests that school counselors' awareness may be developed through life experiences and self-reflection rather than through a multicultural counseling course.

Holcomb-McCoy (2004) comprised a checklist of 51 competencies believed to be necessary for working with culturally diverse students. These 51 competencies are divided into nine categories: 1) multicultural counseling, 2) multicultural consultation, 3) understanding racism and student resistance, 4) multicultural assessment, 5) understanding racial identity development, 6) multicultural family counseling, 7) social advocacy, 8) developing school-family-community partnerships, and 9) understanding cross-cultural interpersonal interactions. The competencies suggested under the nine categories could serve as a guide for school counselors actively seeking to increase their multicultural competence and as criteria for infusing multicultural elements into school counseling training programs (Holcomb-McCoy, 2004).

Bemak and Chung (2008) highlight new roles for school counselors with regards to multicultural competence. These new roles consist of incorporating cultural competence into roles as social justice advocates. School counselors are tasked with gaining the awareness, knowledge, and skills necessary to serve in the roles of multicultural social justice leaders, advocates, and organizational change agents within educational settings (Bemak & Chung, 2008). The roles of multicultural social justice leaders and advocates have fallen in line with the advocacy competencies formally endorsed by ACA in 2003 (Ratts, DeKruyf, & Chen-Hayes, 2007). The advocacy competencies include three levels of advocacy; (a) client/student advocacy, (b) school/community advocacy, and (c) the public arena level of advocacy (Ratts et al., 2007). These levels of advocacy fall within the 51 multicultural competencies for school counselors as identified by Holcomb-McCoy (2004). Ratts et al. (2007) also highlighted the importance of self-awareness and relationship building for those school counselors seeking to incorporate these multicultural and advocacy competencies into their practice.

Professional school counselors are charged with providing services in the primary areas of academics, personal/social, and career development of students (ASCA, 2003). Essential to their being able to perform the tasks and activities (e.g., academic advisement, individual brief counseling, career planning) is their belief in their abilities to do so. School counselors are also charged with affirming the diversity of students by increasing their overall awareness, knowledge and skills with regard to multicultural issues (ASCA, 2004). With the changing demographics of the student population within the U.S., it is important that school counselors are able to perform the tasks and activities associated with working specifically with students from diverse backgrounds (e.g. racial/ethnic, linguistic, sexuality, SES) in an effort to address pressing problems and issues. Equally important is their belief in their abilities to perform the tasks and activities associated with being multiculturally competent. School counselors' level of self-efficacy in both general school counseling and multicultural counseling affect the goals they set, the amount of effort put into those goals, the ability to persevere when obstacles arise, and the level of resiliency when setbacks occur.

CHAPTER III. RESEARCH METHODOLOGY

Research on school counselor counseling self-efficacy and multicultural counseling self-efficacy is scarce. This study intended to increase the body of knowledge on their relationship to one another. In addition, this study measured the relationship between school counselor multicultural counseling self-efficacy and ethnicity, gender, years of experience, and school setting (rural, urban, suburban). Reviewed in this chapter are the research questions, description of the participants, instruments used, data collection procedures, and the method for data analysis.

Research Questions

1. What is the level of school counseling self-efficacy among professional school counselors?
2. What is the level of multicultural counseling self-efficacy among professional school counselors?
3. What is the relationship between professional school counselors' general school counseling self-efficacy and their multicultural counseling self-efficacy?
4. What is the relationship between school counselor multicultural counseling self-efficacy and ethnicity, gender, years of experience, and school geographic setting (rural, urban, suburban)?

Participants

Participants for this study were professional school counselors currently practicing in K–12 schools in the United States. Potential participants were solicited from the 2009-2010 ASCA online member directory and through personal and professional contacts. One hundred seventy-three school counselors (173) completed both surveys.

One hundred seventy-three school counselors (173) completed both surveys. The number of respondents by gender included male (n = 22, 12.7%) and female (n = 151, 87.3%). The number of respondents by race/ethnicity included African American/Black (n = 23, 13.6%), American Indian/Native American (n = 2, 1.2%), European American/White (n = 137, 79.2%), Hispanic/Latino (n = 7, 4%), other (n = 4, 2.4%) with bi-racial, African American/Pacific Islander, African American/White, and White/Asian used to describe these participants racial/ethnic background. The number of respondents by education level included master's (n = 126, 72.8%), specialist's (n = 30, 17.3%), doctorate (n = 17, 9.8%). The number of respondents by grade level included elementary (K–5) (n = 58, 33.5%), middle/junior high (6–8) (n = 45, 26%), and high school (9–12) (n = 70, 40.5%). In addition, respondents identified as practicing in the following geographical settings; rural (n = 47, 27.2%), urban (n = 48, 27.7%), and suburban (n = 78, 45.1%). Respondents reported having the following number of years of experience: less than 1 year (n = 21, 12.1%), 1–3 years (n = 23, 13.3%), 4–7 years (n = 51, 29.5%), 8–10 years (n = 28, 16.2%), 11–14 years (n = 18, 10.4%), 15–19 years (n = 12, 6.9%), and 20+ years (n = 20, 11.6%). Finally, 96.5% (n = 167) of respondents reported having participated in or taken a multicultural focused training course, workshop, self-study, in-service training, or continuing education opportunity, whereas 3.5% (n = 6) reported not having any type of multicultural training.

Measures

School counselor general self-efficacy and multicultural self-efficacy were measured using two instruments. The School Counselor Concept Scale (SCCS, previously the School Counselor Self-efficacy Scale [SCSE]) was used to measure general school counselor self-efficacy. The School Counseling Multicultural Efficacy Scale (SCMES) was used to measure school counselor multicultural counseling self-efficacy.

The School Counselor Concept Scale (SCCS)

The School Counselor Concept Scale (SCCS) is the modified form of the School Counselor Self-efficacy Scale (SCSE). Bodenhorn and Skaggs (2005) developed the SCSE Scale as an instrument to measure school counselor self-efficacy across school geographic setting or school level. A series of studies were conducted to develop and revise instrument items and to establish reliability and validity. Items for the SCSE Scale were developed using the National Standards for School Counseling, CACREP standards for school counseling programs, and counseling self-efficacy scales for other counseling specialties. A panel was used to review the aforementioned documents. The panel consisted of five individuals in leadership positions within school counseling and counselor education. They held offices within ASCA, ACES, and CACREP, with one panelist being an author of the ASCA National Standards and another being a program director for the Education Trust's Office of Transforming School Counseling. Panel members were asked to a) examine items to evaluate the relevancy, content validity, and inclusiveness of the items as related to the National Standards; b) revise confusing items; and c) provide additional feedback regarding the structure, wording, and format of the scale items. A total of 51 items were selected and included in the original scale.

A second study of the SCSE was conducted to analyze reliability and further item analysis (Bodenhorn & Skaggs, 2005). The coefficient alpha for the scale score was .95. Responses were rated on a 5-point scale (1 = not confident, 2 = slightly confident, 3 = moderately confident, 4 = generally confident, 5 = highly confident). The mean score for all item responses was 4.21, with a standard deviation of .67. The range of mean scores was from 3.5 to 4.85. Analysis was conducted on 226 usable surveys. Group differences were examined using an Analysis of Variance (ANOVA). No significant differences were found between individual groups (Caucasians, African Americans, Hispanic Americans, and Asian Americans) although caution should be taken due to small numbers of participants from diverse ethnic backgrounds in the sample. Other analyses did find a significant difference between female and male school counselors with female participants reporting stronger levels of self-efficacy. Further analysis and evaluation by a panel of experts resulted in the deletion of 8 items leaving 43 items included on the final version of the instrument.

A third study was conducted to further examine for reliability and to obtain validity information by comparing responses from the SCSE with other preexisting instruments (Bodenhorn & Skaggs, 2005). In this study the coefficient alpha for the SCSE score was .96. The mean of all item responses was 3.91, with a standard deviation of .77. The range of mean scores was from 3.4 to 4.7. Twenty-eight master's level students completed both the Counseling Self-Efficacy Scale (COSE) and the SCSE. A positive correlation of .41 was found between the two scales. Those who reported higher counseling self-efficacy on the COSE also reported higher self-efficacy on the SCSE. Additional moderate correlations between .3 and .5 were found between scores on the SCSE and some of the subscales of the COSE. The strongest correlation (.49) reported was between the SCSE and the COSE subscale scores on cultural

competence self-efficacy. The weakest correlation (.15) reported was between the SCSE and the COSE's understanding the impact of values subscale. Twenty-five master's level students completed the SCSE and the Social Desirability Scale (SDS) where a small correlation (.31) was found. This indicated participants were not answering items in a fake positive direction. Thirty-eight master's level students completed the State-Trait Anxiety Inventory (STAI) and the SCSE. This analysis indicated significant negative correlations with the STAI scores and SCSE scores, indicating that for this population as self-efficacy increased, the anxiety level decreased. Finally, twenty-eight master's level students completed the Tennessee Self-Concept Scale 2nd and the SCSE. No significant correlation between the two instruments' scores was found.

Finally, a fourth study was conducted to determine the factor structure for items on the SCSE (Bodenhorn & Skaggs, 2005). Five components were identified: (a) Personal and Social Development (12 items), (b) Leadership and Assessment (9 items), (c) Career and Academic Development (7 items), (d) Collaboration and Consultation (11 items), and (e) Cultural Acceptance (4 items). All components correlated positively (.27 to .43) with one another with the exception of Career and Academic Development which correlated negatively (-.28 to -.41) with all other components. Internal consistency reliability coefficient alphas yielded the following scores: Personal and Social Development, .91; Leadership and Assessment, .90; Career and Academic Development, .85; Collaboration and Consultation, .87; and Cultural Acceptance, .72.

In a larger study of the SCSE, the factor structure was not confirmed as stable in a confirmatory factor analysis. As a result, the developer of the SCSE renamed the instrument the School Counselor Concept Scale (SCCS), which is used only as a full scale survey instrument (Bodenhorn, 2009). The SCCS in its modified form was sufficient for use in this study.

The School Counseling Multicultural Efficacy Scale (SCMES)

The School Counseling Multicultural Efficacy Scale (SCMES) was used to measure school counselor multicultural counseling self-efficacy. Development of this scale of 81 items was from a review of interdisciplinary scholarly writings, research, and literature on multicultural counseling competence, self-efficacy, counselor self-efficacy, multicultural school counseling and multicultural education (Holcomb-McCoy et al., 2008). The developers of the scale also used Bandura's (2005) guidelines for developing self-efficacy measures. The guidelines included (a) scale construction must be domain specific and contextualized; (b) clear and comprehensive operationalization of the self-efficacy domain must be specified; (c) the self-efficacy assessment should target a counselor's perceived ability to perform a function; (d) items should be developed to assess current perceived ability to perform a task rather than a counselor's intention or future plans to perform a task and; (e) only one task should be assessed in an item. An additional 9 items were generated for the instrument by a group of doctoral students with experience as professional school counselors. They were asked to create a list of items that described knowledge and or skills that they believed are crucial for culturally conscious professional school counselors. The additional 9 items produced a 90 item SCMES. It should be noted that no reliability coefficients were reported for the SCMES as a full-scale survey. The developers hoped that after more psychometric analyses the SCMES would be able to provide a total multicultural self-efficacy score. Consistent with a review of multicultural assessments, caution should be taken due to minimal availability of psychometric properties when interpreting results (Hays, 2008).

A factor analysis was conducted to highlight a preliminary structure for school counselor multicultural counseling self-efficacy. A principal axis factor analysis with varimax rotation was

conducted resulting in 38 of the 90 items being omitted because of factor loadings of less than .50. Six factors were identified from the remaining 52 items for the SCMES and include: (a) Knowledge and Multicultural Concepts (14 items), (b) Using Data and Understanding Systemic Change (9 items), (c) Developing Cross-Cultural Relationships (7 items), (d) Multicultural Counseling Awareness (7 items), (e) Multicultural Assessment, and (f) Application of Racial and cultural Knowledge to Practice (6 items). All factors correlated positively ranging from .50 to .84. An examination of each factor yielded a coefficient alpha of .95 for factor 1, .91 for factor 2, .89 for factor 3, .93 for factor 4, .89 for factor 5, and .88 for factor 6. Each factor is scored by adding the items for each subscale and dividing by the number of items. The means for each subscale should then be reported.

The initial study conducted in the development of the SCMES included 181 participants from ASCA. Responses were rated using a 7-point scale (1 = not well at all, 2 = , 3 = not too well, 4 = , 5 = pretty well, 6 = , 7 = very well). Initial results indicated minority school counselors had significantly higher perceived multicultural counseling capabilities than their White counterparts on five of the six subscales. There was no significant difference on factor 3 (developing cross-cultural relationships). There were also significant differences on factors 1, 2, 4, and 5 according to the number of multicultural courses taken.

Procedures

Upon receipt of approval from the Auburn University Institutional Review Board (see Appendix 2), participants were invited to participate via e-mail message (see Appendix 3). Access to members of ASCA, which is comprised of over twenty thousand members, is available to other ASCA members via the organization's member directory. The invitation e-mail was forwarded to 4125 individuals who listed their email addresses on the ASCA member directory.

Of the original e-mail messages sent, 107 came back as undeliverable, making the total number delivered 4018. In addition, using a snowballing technique, the invitation e-mail was forwarded to six personal contacts within the profession of school counseling in the states of Alabama, Mississippi, and Georgia for dissemination to willing participants. The invitation e-mail contained a link to Survey Monkey, which is an online tool used to develop surveys, and collect and analyze data. Only individuals who were currently practicing school counselors with at least a master's degree and state certification or licensure in school guidance and counseling were eligible to participate. Once the set amount of completed surveys was attained, the link to Survey Monkey was disabled. After three weeks 173 completed surveys were collected and used for this study.

Data Analysis

Fitzgerald, Rumrill, and Schenker (2004) suggest the use of correlation studies to assess the strengths of relationships. A correlation analysis was run to examine the relationship between general school counseling self-efficacy and school counseling multicultural self-efficacy. A multivariate analysis of variance (MANOVA) was run to examine the relationships between school counselor race/ethnicity, gender, years of experience, and school setting and school counselor multicultural counseling self-efficacy.

CHAPTER IV. RESULTS

Overview

The purpose of this study was to examine the relationship between school counselor general counseling self-efficacy and their multicultural counseling self-efficacy. The first three chapters of this study presented an introduction to the study, statement of the problem, purpose of the study, a review of relevant literature, and methods and procedures used to collect data. This chapter will focus on the results of the study as they relate to the primary research questions. The results are presented descriptively and in tabular format.

Research Questions

1. What is the level of school counseling self-efficacy among professional school counselors?
2. What is the level of multicultural counseling self-efficacy among professional school counselors?
3. What is the relationship between professional school counselors' general school counseling self-efficacy and their multicultural counseling self-efficacy?
4. What is the relationship between school counselor multicultural counseling self-efficacy and ethnicity, gender, years of experience, and school geographic setting (rural, urban, suburban)?

Participants

All participants were professional school counselors who held at least a master's degree and state certification or licensure in school guidance and counseling. A total of 4024 professional school counselors were solicited to complete the survey. There were 173 surveys completed by professional school counselors from the Eastern, Southeastern, Midwestern, and Western parts of the United States. This constituted a return rate of 4%.

One hundred seventy-three school counselors (173) completed both surveys. The number of respondents by gender included male ($n = 22$, 12.7%) and female ($n = 151$, 87.3%). The number of respondents by race/ethnicity included African American/Black ($n = 23$, 13.6%), American Indian/Native American ($n = 2$, 1.2%), European American/White ($n = 137$, 79.2%), Hispanic/Latino ($n = 7$, 4%), other ($n = 4$, 2.4%) with bi-racial, African American/Pacific Islander, African American/White, and White/Asian used to describe these participants racial/ethnic background. The number of respondents by education level included master's ($n = 126$, 72.8%), specialist's ($n = 30$, 17.3%), doctorate ($n = 17$, 9.8%). The number of respondents by grade level included elementary (K–5) ($n = 58$, 33.5%), middle/junior high (6–8) ($n = 45$, 26%), and high school (9–12) ($n = 70$, 40.5%). In addition, respondents identified as practicing in the following geographical settings; rural ($n = 47$, 27.2%), urban ($n = 48$, 27.7%), and suburban ($n = 78$, 45.1%). Respondents reported having the following number of years of experience: less than 1 year ($n = 21$, 12.1%), 1–3 years ($n = 23$, 13.3%), 4–7 years ($n = 51$, 29.5%), 8–10 years ($n = 28$, 16.2%), 11–14 years ($n = 18$, 10.4%), 15–19 years ($n = 12$, 6.9%), and 20+ years ($n = 20$, 11.6%). Finally, 96.5% ($n = 167$) of respondents reported having participated in or taken a multicultural focused training course, workshop, self-study, in-service

training, or continuing education opportunity, whereas 3.5% (n = 6) reported not having any type of multicultural training.

Research Question 1

Research question 1 was “What is the level of school counseling self-efficacy among professional school counselors?” Internal consistency for the School Counselor Concept Scale (SCCS) was measured for the current participants by computing Cronbach’s coefficient of reliability. Results for the SCCS indicated strong internal consistency for the instrument as a full scale survey ($\alpha = .963$). Research question one examined the current level of counseling self-efficacy among professional school counselors. Respondents were asked to indicate their confidence in their current ability to perform tasks and activities related to school counselor responsibilities. The following scale was used: 1 = not confident; 2 = slightly confident; 3 = moderately confident; 4 = generally confident; and 5 = highly confident. The data indicated that respondents to the SCCS viewed themselves as “generally confident” (M = 4.27, SD = .487) in their ability to perform tasks and activities related to school counselor responsibilities (see Table 1).

Table 1

Descriptive Statistics for SCCS

	N	Minimum	Maximum	Mean	SD
SCCS Total	173	2.70	5.00	4.27	.487

Research Question 2

Research question 2 was, “What is the level of multicultural counseling self-efficacy among professional school counselors?” To assess the level of multicultural self-efficacy among professional school counselors the School Counseling Multicultural Efficacy Scale (SCMES) was completed by respondents. The SCMES includes six factors that were used to examine school counselors’ levels of multicultural counseling self-efficacy. The factors are: Factor 1 = Knowledge and Multicultural Concepts, Factor 2 = Using Data and Understanding Systemic Change, Factor 3 = Developing Cross-Cultural Relationships, Factor 4 = Multicultural Counseling Awareness, Factor 5 = Multicultural Assessment, and Factor 6 = Application of Racial and Cultural Knowledge to Practice. Respondents were asked to indicate their ability to perform tasks related to multicultural school counseling. The following scale was used: 1 = not well at all; 2 = ; 3 = not too well; 4 = ; 5 = pretty well; 6 = ; 7 = very well.

Internal consistency was measured for the SCMES by computing Cronbach’s coefficient of reliability for each factor. They were as follows; factor 1, knowledge and multicultural concepts ($\alpha = .927$), factor 2, using data and understanding systemic change ($\alpha = .865$), Factor 3, developing cross-cultural relationships ($\alpha = .864$), factor 4, multicultural counseling awareness ($\alpha = .876$), factor 5, multicultural assessment ($\alpha = .904$), factor 6, application of racial and cultural knowledge to practice ($\alpha = .859$). Overall, the data indicated that school counselors felt “pretty well” (factor1, $M = 5.23$, $SD = .898$; factor 2, $M = 5.47$, $SD = .844$; factor 3. $M = 5.19$, $SD = .997$; factor 4; $M = 5.63$, $SD = .879$; factor 5, $M = 5.45$, $SD = .892$; factor 6; $M = 5.47$, $SD = .843$) across all six factors about their ability to perform tasks related to multicultural school counseling (see Table 2).

Table 2

Descriptive Statistics for SCMES

SCMES Factors	N	Minimum	Maximum	Mean	SD
Factor 1	173	3.07	7.00	5.23	.898
Factor 2	173	3.44	7.00	5.47	.844
Factor 3	173	2.14	7.00	5.19	.997
Factor 4	173	3.22	7.00	5.63	.879
Factor 5	173	3.14	7.00	5.45	.892
Factor 6	173	3.17	7.00	5.47	.843

Research Question 3

Research question 3 was, “What is the relationship between professional school counselors’ general school counseling self-efficacy and their multicultural counseling self-efficacy?” The third research question examined the relationship between professional school counselors’ general school counseling self-efficacy and their multicultural self-efficacy. Pearson correlation coefficients indicate that there is a significant positive correlation between the SCCS and all six factors of the SCMES (see Table 3).

Table 3

Correlation Analyses between the SCCS and SCMES

SCMES Factors	N	SCCS Total
Factor 1	173	.675**
Factor 2	173	.628**
Factor 3	173	.632**
Factor 4	173	.623**
Factor 5	173	.648**
Factor 6	173	.596**

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

Research Question 4

Research question 4 was, “What is the relationship between school counselor multicultural counseling self-efficacy and ethnicity, gender, years of experience, and school geographic setting (rural, urban, suburban)?” The fourth research question examined the relationship between school counselor multicultural counseling self-efficacy and demographic variables. The variables included race/ethnicity, gender, years of experience, and school setting? A multivariate analysis of variance (MANOVA) was used to examine group differences in relation to multicultural counseling self-efficacy. Significant differences were found for the demographic variable of race/ethnicity on factor 2 (Using Data and Understanding Systemic change), 3 (Developing Cross-Cultural Relationships), 4 (Multicultural Counseling Awareness), and 6 (Application of Racial and Cultural Knowledge to Practice) of the SCMES (see Table 4). A significant difference was found for years of experience on factor 2, Using Data and

Understanding Systemic change (see Table 6). In addition significant differences were found on all factors for the demographic variable of school setting (see Table 7). No significant differences were found for gender (see Table 5). Data for each variable are described in terms of their means and standard deviations (see Tables 8, 9, 10, and 11).

Table 4

Race/Ethnicity

SCMES Factors	F	df	sig	Eta squared
Factor 1	2.07	3	.106	.036
Factor 2	2.82	3	.041*	.049
Factor 3	3.28	3	.031*	.052
Factor 4	2.71	3	.047*	.047
Factor 5	2.53	3	.059	.044
Factor 6	3.41	3	.019*	.058

*Indicates significance at the .05 level

Table 5

Gender

SCMES Factors	F	df	sig	Eta squared
Factor 1	.971	1	.326	.006
Factor 2	.365	1	.547	.002
Factor 3	1.43	1	.232	.008
Factor 4	.508	1	.477	.003
Factor 5	.155	1	.694	.001
Factor 6	.902	1	.344	.005

*Indicates significance at the .05 level

Table 6

Years of Experience

SCMES Factors	F	df	sig	Eta squared
Factor 1	1.72	6	.119	.059
Factor 2	2.67	6	.017*	.088
Factor 3	1.82	6	.098	.062
Factor 4	1.35	6	.240	.046
Factor 5	1.91	6	.081	.065
Factor 6	1.32	6	.249	.046

*Indicates significance at the .05 level

Table 7

School Setting

SCMES Factors	F	df	sig	Eta squared
Factor 1	7.46	2	.001*	.081
Factor 2	4.16	2	.017*	.047
Factor 3	7.03	2	.001*	.076
Factor 4	3.96	2	.021*	.045
Factor 5	3.47	2	.033*	.039
Factor 6	4.14	2	.017*	.047

*Indicates significance at the .05 level

Table 8

Descriptive Statistics for Race/Ethnicity

SCMES Factors	Item	N	Mean	SD
Factor 1	African American	23	5.64	.845
	American Indian/Native American	2	4.68	.151
	Caucasian/European American	137	5.18	.904
	Hispanic/Latino	7	5.12	.819
Factor 2	African American	23	5.92	.807
	American Indian/Native American	2	4.94	.236
	Caucasian/European American	137	5.41	.850
	Hispanic/Latino	7	5.33	.673
Factor 3	African American	23	5.74	.863
	American Indian/Native American	2	4.79	.303
	Caucasian/European American	137	5.11	.998
	Hispanic/Latino	7	4.89	.967

(table continues)

Table 8 (continued)

SCMES Factors	Item	N	Mean	SD
Factor 4	African American	23	6.10	.762
	American Indian/Native American	2	5.39	.078
	Caucasian/European American	137	5.55	.888
	Hispanic/Latino	7	5.54	.864
Factor 5	African American	23	5.91	.813
	American Indian/Native American	2	5.21	.303
	Caucasian/European American	137	5.37	.899
	Hispanic/Latino	7	5.53	.848
Factor 6	African American	23	5.97	.789
	American Indian/Native American	2	5.16	.471
	Caucasian/European American	137	5.39	.761
	Hispanic/Latino	7	5.36	.836

Table 9

Descriptive Statistics for Gender

SCMES Factors	Item	N	Mean	SD
Factor 1	Male	22	5.41	1.05
	Female	151	5.21	.873
Factor 2	Male	22	5.58	.989
	Female	151	5.46	.824
Factor 3	Male	22	5.43	1.28
	Female	151	5.16	.948
Factor 4	Male	22	5.76	1.07
	Female	151	5.61	.849

(table continues)

Table 9 (continued)

SCMES Factors	Item	N	Mean	SD
Factor 5	Male	22	5.53	.951
	Female	151	5.45	.886
Factor 6	Male	22	5.63	.892
	Female	151	5.45	.837

Table 10

Descriptive Statistics for Years of Experience

SCMES Factors	Item	N	Mean	SD
Factor 1	Less than 1	21	5.16	.942
	1–3	23	5.02	.884
	4–7	51	5.15	.872
	8–10	28	5.08	1.00
	11–14	18	5.71	.697
	15–19	12	5.61	.930
	20+	20	5.29	.813
Factor 2	Less than 1	21	5.36	.826
	1–3	23	5.29	.801
	4–7	51	5.39	.829
	8–10	28	5.25	.915
	11–14	18	6.04	.642
	15–19	12	5.91	.811
	20+	20	5.55	.821
Factor 3	Less than 1	21	5.05	1.11
	1–3	23	4.92	.976
	4–7	51	5.15	.932
	8–10	28	5.04	1.10
	11–14	18	5.78	.737
	15–19	12	5.53	1.05
	20+	20	5.21	.942

Table 10 (continued)

SCMES Factors	Item	N	Mean	SD
Factor 4	Less than 1	21	5.54	.944
	1-3	23	5.02	.885
	4-7	51	5.59	.864
	8-10	28	5.47	.973
	11-14	18	6.06	.626
	15-19	12	5.98	.932
	20+	20	5.62	.814
Factor 5	Less than 1	21	5.28	.937
	1-3	23	5.26	.842
	4-7	51	5.41	.881
	8-10	28	5.35	.957
	11-14	18	6.02	.669
	15-19	12	5.76	1.03
	20+	20	5.43	.794
Factor 6	Less than 1	21	5.33	.864
	1-3	23	5.38	.704
	4-7	51	5.40	.913
	8-10	28	5.34	.881
	11-14	18	5.85	.676
	15-19	12	5.84	.939
	20+	20	5.48	.755

Table 11

Descriptive Statistics for School Setting

SCMES Factors	Item	N	Mean	SD
Factor 1	Rural	47	4.98	.986
	Urban	48	5.63	.869
	Suburban	78	5.14	.782
Factor 2	Rural	47	4.98	.986
	Urban	48	5.63	.869
	Suburban	78	5.14	.782
Factor 3	Rural	47	4.98	.986
	Urban	48	5.63	.869
	Suburban	78	5.14	.782
Factor 4	Rural	47	4.98	.986
	Urban	48	5.63	.869
	Suburban	78	5.14	.782
Factor 5	Rural	47	4.98	.986
	Urban	48	5.63	.869
	Suburban	78	5.14	.782
Factor 6	Rural	47	4.98	.986
	Urban	48	5.63	.869
	Suburban	78	5.14	.782

To explore the relationships between factors of the SCMES and the demographic variable of race/ethnicity, a series of univariate analyses of variance (ANOVA's) were conducted to explore group differences. Post hoc test analyses were conducted where significant differences were identified between the domains of race/ethnicity (African American/Black, Native American, Caucasian/White, Hispanic/Latino, and Asian) and factors of the SCMES. The first analysis indicated a significant difference between factor 2 (Using data, Understanding systemic

change) and race/ethnicity, $F(3, 165) = 2.82, p < .05, p = .041$. Post hoc analysis indicated significant differences between school counselors who identified as African American/Black and Caucasian/White ($p = .007$). Results from a second analysis showed a significant difference between factor 3 (Developing Cultural Relationships) and race/ethnicity, $F(3, 165) = 3.02, p < .05, p = .031$. Post hoc tests indicated a significant difference between school counselors who identified as African American/Black and Caucasian/White ($p = .005$). A third analysis indicated a significant difference between factor 4 (Multicultural Counseling Awareness) of the SCMES and race/ethnicity $F(3, 165) = 2.71, p < .05, p = .047$. Post hoc tests indicated a significant difference between school counselors who identified as African American/Black and Caucasian/White ($p = .006$). A fourth analysis indicated significant differences between factor 6 (Application of Racial and Cultural Knowledge) and race/ethnicity $F(3, 165) = 3.41, p < .05, p = .019$. Post hoc analysis indicated significant differences between school counselors who identified as African American/Black and Caucasian/White ($p = .002$).

To explore the relationship between factors of the SCMES and the demographic variable years of experience, an ANOVA was conducted to explore group differences. A post hoc test was conducted to explore significant differences between the domains of years of experience. The analysis indicated a significant difference between factor 2 (Using data and Understanding systemic change) and the years of experience, $F(6,166) = 2.67, p < .05, p = .017$. The post hoc analysis indicated significant differences between school counselors with less than 1 year of experience and 11–14 years of experience ($p = .012$). Results showed significant differences between school counselors with 1-3 years of experience ($p = .005$) and 11–14 years experience ($p = .038$). Significant differences were indicated between school counselors with 4–7 years of experience and 11–14 years of experience ($p = .005$). School counselors with 8-10 years of

experience showed significant differences between those with 11–14 years ($p = .002$) and 15–19 years ($p = .022$) of experience. School counselors with 15–19 years of experience showed significant differences between those with 1–3 years ($p = .038$) and 8–10 years ($p = .022$) of experience.

To explore the relationships between factors of the SCMES and school setting, a series of ANOVA's were conducted. Post hoc tests were conducted where significant differences were identified between the school setting domains (rural, urban, and suburban). The analysis indicated a significant difference between factor 1 (Knowledge of Multicultural Concepts) and school settings, $F(2,170) = 7.46, p < .05, p = .001$. Post hoc tests indicated significant differences between school counselors in urban and rural ($p = .000$) settings and school counselors in urban and suburban settings ($p = .003$). Results showed a significant difference between factor 2 (Using Data and Understanding Systemic change) and school setting, $F(2, 170) = 4.16, p < .05, p = .017$. Post hoc tests indicated significant differences between school counselors in urban and rural settings ($p = .005$). An analysis of factor 3 (Developing Cultural Relationships) and school settings indicated a significant difference between the SCMES and school setting $F(2, 170) = 7.03, p < .05, p = .001$. Post hoc tests indicated significant differences between school counselors in urban and rural settings ($p = .001$) and school counselors in urban and suburban settings ($p = .002$). A fourth analysis indicated a significant difference between factor 4 (Multicultural Counseling Awareness) and school setting, $F(2, 170) = 3.96, p < .05, p = .02$. Post hoc tests showed a significant difference between school counselors in urban and rural settings ($p = .005$). An analysis of factor 5 (Multicultural Assessment) and school showed significant differences, $F(2, 170) = 3.47, p < .05, p = .033$. Post hoc analysis indicated a significant difference between school counselors in urban and rural school settings ($p = .010$). A

sixth analysis indicated a significant difference between factor 6 (Application of Racial and Cultural Knowledge) and school settings, $F(2, 170) = 4.14, p < .05, p = .017$. Post hoc analysis indicated a significant difference between school counselors in urban and rural school settings ($p = .005$).

This concludes all analyses for the purposes of this study. In chapter five, limitations of the study, a summary of the findings, and implications will be discussed. Recommendations for future research will also be addressed.

CHAPTER V. DISCUSSION

Introduction

The purpose of this study was to explore school counselors' general counseling self-efficacy and multicultural counseling self-efficacy. School counselor's self-reported levels of self-efficacy were measured in each area. Additionally, their levels of multicultural counseling self-efficacy were examined in relation to demographic variables, which included race/ethnicity, gender, years of experience, and school geographical setting. More specifically, the purpose of the present study was to examine the relationship between school counselors' general counseling self-efficacy and their multicultural counseling self-efficacy based on their responses to the School Counselor Concept Scale (SCCS) and the School Counselor Multicultural Efficacy Scale (SCMES).

Data were collected by means of participant survey completion. Primarily recruited from the American School Counselor Association (ASCA), a total of 173 professional school counselors from around the United States participated. In this final chapter, the findings will be examined, the limitations of the study will be discussed, implications for professional school counselors and counselor educators will be explored, and recommendations for future research will be presented.

Discussion

The responses of participants to the research questions indicated that professional school counselors are generally self-efficacious about their general school counseling related tasks,

activities, and responsibilities. Responses also indicated that school counselors are self-efficacious with regards to multicultural school counseling tasks and activities. An examination of the relationship between general school counseling self-efficacy and their multicultural counseling self-efficacy indicated a moderate to strong positive relationship. Further examination of school counselors' multicultural counseling self efficacy indicated significant differences among the demographic variables of race/ethnicity, years of experience, and school geographical setting. However no significant differences were found among school counselors according to their gender.

The first research question of this study examined professional school counselors' levels of school counseling self-efficacy using the School Counselor Concept Scale (SCCS). The findings from this measure suggested that professional school counselors are "generally confident" in their abilities to perform tasks and activities associated with general school counseling responsibilities. These responsibilities fall within the core areas of school counseling as identified by ASCA (2003) and include; academics, personal/social, and career domains. One possibility for this level of reported self-efficacy among school counselors centers on research conducted by Sutton and Fall (1995) that identified several areas (school climate, counselor role, staff relationships, administration support) that may positively influence overall school counselor self-efficacy. As advocacy efforts for the profession have increased over recent years and the roles of school counselors have become more clearly defined, school counselors that participated in this study may have more clarity about their roles as professional school counselors. In addition, school counselor training programs, in adhering to training recommendations made by ASCA, have placed greater emphasis on areas such as skill development in collaboration and

consultation. As a result school counselors may have more confidence in their abilities to build and maintain positive staff relationships and garner administrative support.

The second research question examined professional school counselors' levels of multicultural counseling self-efficacy using the School Counselor Multicultural Efficacy Scale (SCMES). Findings across all six factors of the SCMES suggested that professional school counselors felt "pretty well" about their ability to perform tasks and activities related to multicultural school counseling. This finding is consistent with results from the only study to examine school counselors' multicultural counseling self-efficacy, where school counselors also reported feeling "pretty well" about their beliefs in their capabilities to complete tasks and activities related to multicultural school counseling (Holcomb-McCoy et al., 2008). These findings suggest that professional school counselors are confident in their abilities to complete and accomplish tasks that will allow them to work for equity and with students and parents from diverse backgrounds. It also suggests that school counselors are confident in their abilities to work toward specific issues (i.e., achievement gap, graduation rates, AP placement) related to students from diverse backgrounds. A current focus on advocacy and social justice within the field of counseling and a focus on accountability within school counseling, may account for part of the reported level of multicultural school counseling self-efficacy among school counselors that participated in this study. A heightened awareness of these areas may have contributed to their self-perceived confidence in their abilities to perform tasks associated with multicultural school counseling.

The third research question explored the relationship between school counselors' general school counseling self-efficacy and their multicultural counseling self-efficacy. A correlational analysis indicated a moderate to strong positive relationship between the two. These results

suggest that as school counselors' general school counseling self-efficacy increases, their multicultural counseling self-efficacy increases as well. This correlation further suggests that the training and acquisition of counseling skills specific to school counseling that school counselors receive, plays an important role in their beliefs about their capabilities to provide adequate and competent services to all students, especially those from diverse backgrounds. This assertion can be linked to findings about counselor training, where it was found that counselor trainees beyond the initial stage of training show more efficacy in the areas of other and self-awareness, motivation, and autonomy (Leach & Stoltenberg, 1997). In addition, it was found in a subsequent study that self-construals (self-awareness, other awareness, feelings and thoughts related to relationships with others) significantly predicted self-reported multicultural competence in female counselor trainees (Constantine, 2001a). As school counselors matriculate through training programs that provide for the acquisition of specific school counseling skills, they also gain self-awareness and other awareness, which plays an important role in their ability to acquire multicultural competence.

The fourth research question examined demographic variables in relation to school counselors' multicultural counseling self-efficacy. The first variable examined was race/ethnicity, where significant differences were found among factor 2 (Using data, Understanding Systemic Change), factor 3 (Developing Cultural Relationships), factor 4 (Multicultural Counseling Awareness), and factor 6 (Application of Racial and Cultural Knowledge to Practice) of the SCMES between African American and White school counselors. This finding was consistent with initial research that found significant ethnic/racial differences on all of the six factors of the SCMES, except factor 3 (Holcomb-McCoy et al., 2008). This finding is also consistent with research that showed counselors who identified as racial/ethnic

minorities, rated themselves significantly higher on multicultural counseling competence (Vinson & Neimeyer, 2003). However, caution should be taken when interpreting these results due to the small number of minority participants in this study. There are several reasons that could explain these differences along racial/ethnic lines. African American/Black school counselors may have “real life” experiences that contribute to their awareness, understanding, and skill development in multicultural issues. Research by Pope-Davis et al., 1995 indicated that racial/ethnic minority school counselors tend to be employed by schools that have higher proportions of students from diverse racial and socioeconomic backgrounds, which may lead to higher perceived confidence in their abilities to perform tasks and activities related to multicultural school counseling.

The next variable examined was school counselors’ gender. Results from this study indicated no significant differences between male and female school counselors in relation to their multicultural counseling self-efficacy. This finding was consistent with initial research exploring school counselor multicultural self-efficacy that found no significant differences between genders (Holcomb-McCoy et al., 2008). It is also consistent with findings that found no difference among professional school counselors’ scores on the Multicultural Counseling and Training Survey (Holcomb-McCoy & Myers, 1999). In addition, the results from this study are consistent with findings by Pope-Davis, Reynolds, Dings, and Nielson (1995), where no difference was found between genders among the scores of counseling and clinical psychology students on the Multicultural Counseling Inventory. These findings suggest that both male and female professional school counselors may share similar levels of overall multicultural training and professional experiences working with students from diverse backgrounds. However, this finding was contrary to results found by Bodenhorn and Skaggs (2005), where there were

significant differences in general school counseling self-efficacy between males and females, with females reporting higher levels of general school counseling self-efficacy. A potential reason for this finding, as identified by Bodenhorn and Skaggs (2005) include the possibility of female school counselors having more professional role models within the profession, which is predominately female, than male school counselors.

The next variable examined was years of experience held by school counselors. Significant differences were found between school counselors according to the number of years of experience within the profession on factor 2 (Using Data and Understanding Systemic change). School counselors with 11–14 and 15–19 years of experience reported being more confident in their belief about their abilities to perform tasks and activities associated with multicultural school counseling than school counselors with less than 1 year, 1–3 years, and 4–7 years of experience. These results were consistent with findings from the initial study of multicultural school counseling self-efficacy, where school counselors with more years of experience rated themselves significantly higher with regards to multicultural counseling self-efficacy on (Holcomb-McCoy et al., 2008). Even with many recent graduates of school counseling training programs coming from programs that promote and emphasize standards set forth by CACREP and ASCA with regards to multicultural and social justice issues, school counselors with more years of experience have more confidence in their belief about their abilities to perform tasks and activities related to using data and understanding systemic change. This could be attributed to school counselors with more experience acquiring the skills to perform tasks from within this domain over the course of their professional careers, as opposed to newer school counselors who still may not have obtained the skills necessary in their programs to perform such tasks. More years of experience could give school counselors

knowledge of how to find and interpret data and how to navigate the educational systems in which they work.

Finally the school setting in which school counselors worked was examined. School counselors' geographical work setting (urban, rural, or suburban) was significantly related to scores on the SCMES. School counselors who worked in urban settings scored significantly higher on factor 2 (Knowledge of Multicultural Concepts), factor 4 (Multicultural Counseling Awareness), factor 5 (Multicultural Assessment), and factor 6 (Application of Racial and Cultural Knowledge to Practice) of the SCMES than school counselors who worked in rural settings. In addition school counselors who worked in urban settings scored significantly higher on factor 1 (Knowledge of Multicultural Concepts) and factor 3 (Developing Cross-Cultural Relationships) of the SCMES than those who worked in rural and suburban school settings. These findings are inconsistent with results found by Bodenhorn and Skaggs (2005) where there were no significant differences among school counselors according to their geographical school setting in relation to their school counseling self-efficacy. Several possibilities may exist for these findings.

The differences among school counselors across all six factors of the SCMES according to the school setting in which they work could be attributed to the demographic make-up of schools in each setting. With urban schools having large minority populations (Constantine, 2001a), school counselors working in these settings may work with a higher proportion of students from diverse backgrounds, leading to perceived higher levels of multicultural counseling self-efficacy. Likewise, school counselors working in rural settings may not work with higher numbers of students from diverse backgrounds, leading to lower perceived abilities related to tasks and activities associated with multicultural school counseling responsibilities.

This assertion is consistent with the belief that in addition to multicultural coursework and skill training, multicultural experiences may contribute to a counselors' belief in their abilities to work for equity and with students and parents from diverse backgrounds. These findings suggest there is a need for continued research in the training of school counselors toward multicultural competence.

Limitations of the Study

There are several limitations of this study. The first limitation is the use of self-report measures. Both instruments used for this study allowed school counselors to provide responses based on a self assessment of their own capabilities and abilities to perform tasks and activities associated with general and multicultural school counseling responsibilities. It should be noted that the levels of reported school counseling and multicultural school counseling self-efficacy do not refer to actual practice, but only to school counselors' confidence in their abilities to perform tasks and responsibilities related to practice. Participants' perceptions of their own abilities may have led to presenting themselves in a more favorable manner. Participants may have also reported information in a more socially desirable way in light of this study's focus on issues of diversity and multiculturalism.

A second limitation of this study focuses on the instruments used to measure general school counseling self-efficacy and school counseling multicultural self-efficacy. The School Counselor Self-Efficacy Scale (SCSE) was found to have an unstable factor structure and was modified to be used as a full scale survey by its original author (email correspondence, Bodenhorn, October 22, 2009). The full scale measure used for this study was renamed the School Counselor Concept Scale (SCCS) by the original author. The authors of the SCMES, which was used to measure school counseling multicultural self-efficacy, reported its weak

construct validity and small participant-to-item ratio during the factor analysis of the scale's development as limits to its use.

A third limitation of this study was the absence of information about school counselors and whether they completed a CACREP accredited school counseling program. Those school counselors who completed a CACREP accredited program would have been required to complete a minimum 48 hour program that include practicum and internship hours, coursework in school counseling services, and coursework in diversity and multiculturalism. This information is important, as it could give insight into school counselors' level of self-efficacy with regards to general and multicultural school counseling. In addition, information regarding whether school counselors practiced in a private, public, or charter school setting could have yielded additional information about school counselors' experiences working in diverse environments.

A final limitation to this study could involve a threat to external validity in regards to the sample population of school counselors solicited for participation. First, the sample size ($n = 173$) was small, representing only a fraction of the 275,000 plus professional school counselors in the U.S. (Bureau of Labor and Statistics, 2008). In addition school counselors were heavily recruited from ASCA and its online member directory, which constituted a non-random sample. Participants in this study were largely white women, which is not a sample reflective of the total U.S. population or the student population within the U.S. Although the sample of school counselors used for this study is demographically close to the overall school counselor population, there are school counselors with various experiences and backgrounds who are not reflected in this sample. The benefits of being members of national and state school counseling

organizations could also affect perceived levels of self-efficacy with regards to general and multicultural school counseling.

Implications for Professional School Counselors

School counselors may use the results from this study in several ways. First, this study may help school counselors foster their own personal growth. Results from this study may foster the facilitation of self-reflection among school counselors on multicultural and social justice issues that are not always brought to the forefront on an everyday basis. Gaining an opportunity to reflect on issues facing students from diverse backgrounds could allow school counselors to assess how they are contributing, or not, to solutions. Professionally, results from this study could allow school counselors to assess their own beliefs or confidence in their capabilities. After assessing their beliefs in their capabilities, they could have the opportunity to evaluate whether they are using their skills to help all students, specifically students from diverse backgrounds. Doing so may help each individual identify areas of professional strength and professional areas in need of improvement.

Implications for Guidance and Counseling Coordinators

Results from this study could help district guidance and counseling coordinators in several ways. First this study sheds light on school counselors' beliefs about their abilities to perform tasks and activities related to general and multicultural school counseling. Having this information allows coordinators to compare these beliefs with actual outcomes. Secondly, coordinators can identify areas where school counselors' beliefs in their abilities are not as strong and plan professional development opportunities for school counselors within a district accordingly. Lastly, as these results show a positive correlation between general school counseling self-efficacy and multicultural counseling self-efficacy, coordinators can continue to

advocate for the appropriate use of school counselors in their roles. School counselors having the opportunity to perform duties prescribed by ASCA may in turn increase self-efficacy with regard to multicultural counseling. This could possibly influence goal setting, effort, perseverance, and resilience in behaviors geared toward addressing issues associated with students from diverse backgrounds (i.e. the achievement gap, advanced placement, college going rates).

Implications for Counselor Educators

This study could also aid counselor educators in the planning, development, and evaluation of their school counseling preparation programs. Using the results from this study that indicate a positive relationship between general and multicultural school counseling, counselor educators may focus their attention on the planning and development of training procedures that continue to foster overall school counseling self-efficacy. This may include increased emphasis being placed on the acquisition of basic counseling skills, and the promotion of and adherence to the tenets of the ASCA National Model. With regards to fostering multicultural counseling self-efficacy, the results of this study imply that counselor educators may focus on integrating the following; infusion of multicultural content throughout counseling curriculum, multicultural skill development, multicultural supervision, and experiential learning activities. Doing so could increase school counseling self-efficacy and multicultural self-efficacy. Lastly, counselor educators could work collaboratively with local school districts to help identify areas of need and to develop continuing education and professional development opportunities geared specifically toward issues and problems affecting students from diverse backgrounds.

Suggestions for Future Research

As student populations across the U.S. continue to diversify, there is a growing need for school counselors to help address the needs facing this population of students. This study focused on the relationship between professional school counselor's beliefs in their abilities to perform tasks related to general school counseling and multicultural school counseling. Future research should include exploring stakeholders' (students, parents, teachers, administrators) beliefs in school counselors' abilities to address specific problems associated with students from diverse backgrounds. Future research should also focus on the training that school counselors receive, exploring differences in general and multicultural counseling self-efficacy of school counselors from CACREP accredited school counseling programs and non-CACREP accredited programs.

The results of this study indicate school counselors are relatively confident in their beliefs about their abilities to perform general and multicultural school counseling activities. Since school counselors are generally self-efficacious, future research should explore the actual behaviors school counselors are engaged in with regards to addressing issues surrounding students from diverse backgrounds. In addition, the outcomes from these behaviors should be explored as well. A shift towards what school counselors are actually "doing" as opposed to their confidence in what they "believe" they can do in regards to addressing problems associated with students from diverse backgrounds, ties in with overall school counselor accountability practices.

Other areas of future research might focus on exploring how professional school counselors have increased their overall school counseling and multicultural competence. Identifying specific strategies currently in use could help inform counselor education programs

in the training of new school counselors and currently practicing school counselors in need of effective strategies at their respective schools. In addition, exploring current challenges school counselors are experiencing and areas where knowledge is lacking with regards to addressing issues and problems facing students from diverse backgrounds could prove beneficial to counselor educators, school counseling supervisors, and school counselors as well.

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Appendix 1

School Counseling Multicultural Self-Efficacy Scale (SCMES)

(Permission received from author)

The following scale is designed to assess your ability to do the following tasks related to multicultural school counseling. Please rate how well you can do the things described below by checking the appropriate response.

1	2	3	4	5	6	7
Not well at all		Not too well		Pretty well		Very well

- 1. I can identify the cultural basis of my communication style.**
- 2. I can motivate culturally diverse families and community members to participate in school activities.**
- 3. I can discuss how career assessment instruments are inappropriate for some culturally different students.**
- 4. I can develop partnerships with community groups and/or organizations that specifically serve ethnically and culturally different persons.**
- 5. I can challenge others' racist and/or prejudiced beliefs and behaviors.**
- 6. I can discuss the relationship between student resistance and racism.**
- 7. I can assess my own racial/ethnic identity development in order to enhance my counseling.**
- 8. I can discuss how interaction patterns (student-to-student, student-to-faculty) might influence ethnic minority students' perceptions of the school community.**
- 9. I can discuss how culture affects the help-seeking behaviors of students.**
- 10. I can use data to advocate for students.**
- 11. I can discuss the influence of self-efficacy on ethnic minority students' achievement.**
- 12. When counseling, I can address societal issues that affect the development of ethnic minority students.**
- 13. I can work with community leaders and other community members to assist with student (and family) concerns.**
- 14. I can utilize culturally appropriate counseling interventions.**

- 15. I can discuss how I (if European American/White) am privileged based on my race OR I am able to discuss White privilege (if I am a person of color).**
- 16. I can discuss the influence of racism on the counseling process.**
- 17. I can discuss how school-family-community partnerships are linked to student achievement.**
- 18. I can define "social change agent."**
- 19. I can assess how my speech and tone influence my relationship with culturally different students.**
- 20. I can discuss the potential cultural bias of two assessment instruments frequently used in the schools.**
- 21. I can discuss how school-family-community partnerships influence minority student achievement.**
- 22. I can develop culturally sensitive interventions that promote post-secondary planning for minority students.**
- 23. I can identify when a counseling approach is culturally inappropriate for a specific student.**
- 24. I can develop a close, personal, relationship with someone of another race.**
- 25. I can verbally communicate my acceptance of culturally different students.**
- 26. I can arrange opportunities for students to interact with ethnic minority professionals in my school community.**
- 27. I can initiate discussions related to culture when consulting with teachers.**
- 28. I can discuss how culture influences parents' discipline and parenting practices.**
- 29. I can evaluate assessment instruments for cultural bias.**
- 30. I can identify when my helping style is inappropriate for a culturally different student.**

- 31. I can use racial/ethnic identity development theories to understand my students' problems and concerns.**
- 32. I can give examples of how stereotypical beliefs about culturally different persons impact the counseling process.**
- 33. I can nonverbally communicate my acceptance of culturally different students.**
- 34. I can advocate for students who are being subjected to unfair and biased practices.**
- 35. I can analyze and present data that highlights inequities in course enrollment patterns and post-secondary decisions among student groups.**
- 36. I can discuss how race and ethnicity influence family dynamics.**
- 37. I can identify when the race and/or culture of a student is a problem for a teacher.**
- 38. I can encourage the participation of ethnic minority parents in school activities.**

- 39. I can assess the cultural sensitivity of the current academic planning policies and procedures in my school.**
- 40. I can recognize when my beliefs and values are interfering with providing the best services to my students.**
- 41. I can identify when specific cultural beliefs influence students' response to counseling.**
- 42. I can discuss how culture influences the decision-making styles of students.**
- 43. I can identify whether or not the assessment process is culturally sensitive.**
- 44. I can integrate topics related to race and racism in my classroom guidance units.**
- 45. I can discuss how class and/or economic level affect family functioning and development.**
- 46. I can live comfortably with culturally diverse people.**
- 47. I can explain test information to culturally diverse parents so that they understand the results.**

- 48. I can discuss how factors such as poverty and powerlessness have influenced the current conditions of at least two ethnic groups (other than my own).**
- 49. I can discuss how "work" and "career" are viewed similarly and differently across cultures.**
- 50. I can discuss at least three strategies to increase ethnic minority and low-income parent involvement.**
- 51. I can help students determine whether a problem stems from racism or biases in others.**
- 52. I can discuss how the assessment process might be biased against minority populations.**
- 53. I can develop and implement culturally sensitive career development activities.**
- 54. I can identify when a school policy is biased against culturally diverse students and families.**
- 55. I can identify when my helping style is appropriate for a culturally different student.**
- 56. I can greet students and parents in a manner that is consistent with their cultural norms.**
- 57. I can help students explore their own racial identity development.**
- 58. I can identify discriminatory practices in schools.**
- 59. I can discuss what it means to take an "activist" approach to counseling.**
- 60. I can discuss the relationship between student resistance and racism.**

- 61. I can identify when my culture is influencing the way in which I work with parents.**
- 62. I can identify culturally insensitive topics or gestures.**

- 63. I can discuss at least two ethnic group's traditional gender role expectations and rituals.**
- 64. I can list at three barriers that prevent ethnic minority students from using counseling services.**
- 65. I can develop friendships with people from other ethnic groups.**
- 66. I can develop counseling and guidance activities that enhance students' racial and/or ethnic identity.**
- 67. I can challenge my colleagues when they discriminate against students.**
- 68. When implementing small group counseling, I can challenge students' biased and prejudiced beliefs.**

- 69. I can develop interventions that are focused on "systemic change" rather than "individual student change."**
- 70. I can identify at least three societal issues that affect the academic and social development of ethnic minority students.**
- 71. I can identify when a counseling approach is culturally appropriate for a specific student.**
- 72. I can identify racist and/or biased practices in schools.**
- 73. I am able to integrate family and religious issues in the career counseling process.**
- 74. I can identify when my own biases negatively influence my services to students.**
- 75. I can identify when my helping style is inappropriate for a culturally different parent or guardian.**
- 76. I can define and discuss racism.**
- 77. I can advocate for fair testing and the appropriate use of testing of children from diverse backgrounds.**

- 78. I can discuss how assessment can lead to inequitable opportunities for students.**
- 79. I can identify when a teacher's cultural background is influencing his/her perceptions of students.**
- 80. I can identify unfair policies that discriminate against students of culturally different backgrounds.**
- 81. I can adjust my helping style when it is inappropriate for a culturally different student.**
- 82. I can utilize career assessment instruments that are sensitive to student's cultural differences.**
- 83. I can develop positive relationships with parents that are culturally different than me.**
- 84. I can discuss how racial identity may affect the relationships between students and educators.**

85. I can identify when to use data as an advocacy tool.

86. I can discuss culturally diverse methods of parenting and discipline.

87. I can be comfortable with people who speak another language.

88. I can use culturally appropriate instruments when I assess students.

89. I can initiate discussions related to culture when consulting with parents.

90. I can discuss the inherent cultural assumptions of the U.S. educational system.

Appendix 2

Auburn University Institutional Review Board (IRB) Approval Letter

Information Letter for a study entitled: "The Relationship between Counseling Self-Efficacy and Multicultural Counseling Self-Efficacy among School Counselors,"

You are invited to participate in a dissertation research study conducted by Tylon Crook at Auburn University under the direction of Dr. Suhyun Suh, faculty advisor. The purpose of this study is to examine the relationship between school counselor counseling self-efficacy and multicultural counseling self-efficacy. The relationships between school counselor demographic characteristics and school counselor multicultural self-efficacy will also be explored.

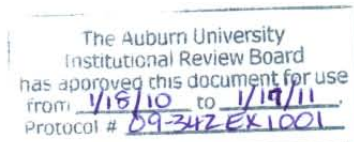
I am recruiting participants who (a) are currently Professional School Counselors (b) hold at least a master's degree in counseling with an emphasis in school counseling and guidance (c) and who hold state certification or licensure.

Potential benefits from this study include gaining information that could guide decisions made by school counselor supervisors regarding professional development. Counselor educators could also gain information relevant to school counselor training programs with regards to multicultural competence and skill development. Finally school counselors could gain an opportunity for personal and professional growth by exploring their beliefs about certain capabilities they possess.

Your participation in this research is voluntary. You may refuse to participate or discontinue participation at any point. If you do choose to participate, your online responses will be anonymous. No tracking information will be collected. Only group and aggregate data will be published or presented. Because the survey Internet servers are not encrypted, there is a slight chance that data could be observed by a third party. Once collected, all data will be stored in a secure place. Only the primary investigator and dissertation committee members will have access to the data.

If you decide to participate, you will complete an online survey consisting of 2 instruments designed to assess your attitudes and beliefs regarding the study variables. You will also be asked to complete a brief demographic sheet. The survey will take approximately 25 minutes to complete. No risk is anticipated from participating in this survey. You may choose to terminate participation should you experience emotional discomfort while completing the survey. No adverse actions will result from opting out. Neither Auburn University nor the researcher will provide any financial compensation to participants in this study.

Questions about this research study should be directed to the primary investigator, Tylon Crook (tmc0005@auburn.edu) 334-332-0571 or his dissertation committee chair, Dr. Suhyun Suh (suhshy@auburn.edu). Questions about your rights as a research participant should be directed to the Auburn University Institutional Review Board for Research Involving Human Subjects at 334-844-5966 or hsubjec@auburn.edu



The Auburn University Institutional Review Board has approved this document from January 18, 2010 to January 17, 2011. Protocol #09-342 EX 1001

By completing this survey you acknowledge that:

1. You are a current Professional School Counselor, who is the age of majority in your state
2. You hold at least a master's degree in counseling with an emphasis in school guidance and counseling
3. You are state certified or licensed as a school counselor
4. You have read and understand the aforementioned information
5. Your participation is voluntary and anonymous

You may print a copy of this document to keep. Thank you for your participation!

Clicking the Continue button below indicates that you meet these requirements and consent to participate in the survey.

<Continue Button>

The Auburn University
Institutional Review Board
has approved this document for use
from 1/18/10 to 1/17/11
Protocol # 09-342 EX 1001

Appendix 3

Invitation to Participate E-mail

Dear Professional School Counselor

My name is Tylon Crook and I am a professional school counselor and doctoral candidate in the Counselor Educator program at Auburn University. I would like to invite you to participate in my dissertation research study focusing on school counselors' counseling self-efficacy and multicultural counseling self-efficacy. You will be asked to complete an online survey which will take approximately 25 minutes to complete.

You are able to participate if you are currently a practicing school counselor who holds state licensure or certification in school guidance and counseling. If you meet the above criteria and wish to participate please proceed to the information letter by clicking the link below.

Thank you for your time and consideration!

<http://www.surveymonkey.com/s/28FQV5G>

Tylon Crook, MS, NCC
2084 Haley Center
Auburn University, AL 36849
Email: tmc0005@auburn.edu

Appendix 4

School Counselor Concept Scale (SCCS)

(Permission received from author)

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity by circling the appropriate answer next to each item according to the scale defined below. Please answer each item based on one current school, and based on how you feel now, not on your anticipated (or previous) ability or school(s). Remember, this is not a test and there are no right answers.

Use the following scale:

- 1 = not confident
- 2 = slightly confident
- 3 = moderately confident
- 4 = generally confident
- 5 = highly confident

Please circle the number that best represents your response for each item.

1. Advocate for integration of student academic, career, and personal development into the mission of my school.	1	2	3	4	5
2. Recognize situations that impact (both negatively and positively) student learning and achievement.	1	2	3	4	5
3. Analyze data to identify patterns of achievement and behavior that contribute to school success	1	2	3	4	5
4. Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling.	1	2	3	4	5
5. Develop measurable outcomes for a school counseling program which would demonstrate accountability.	1	2	3	4	5
6. Consult and collaborate with teachers, staff, administrators and parents to promote student success.	1	2	3	4	5
7. Establish rapport with a student for individual counseling.	1	2	3	4	5
8. Function successfully as a small group leader.	1	2	3	4	5
9. Effectively deliver suitable parts of the school counseling program through large group meetings such as in classrooms.	1	2	3	4	5
10. Conduct interventions with parents, guardians and families in order to resolve problems that impact students' effectiveness and success.	1	2	3	4	5

11. Teach students how to apply time and task management skills.	1	2	3	4	5
12. Foster understanding of the relationship between learning and work.	1	2	3	4	5
13. Offer appropriate explanations to students, parents and teachers of how learning styles affect school performance.	1	2	3	4	5
14. Deliver age-appropriate programs through which students acquire the skills needed to investigate the world of work.	1	2	3	4	5
15. Implement a program which enables all students to make informed career decisions.	1	2	3	4	5
16. Teach students to apply problem-solving skills toward their academic, personal and career success.	1	2	3	4	5
17. Evaluate commercially prepared material designed for school counseling to establish their relevance to my school population.	1	2	3	4	5
18. Model and teach conflict resolution skills.	1	2	3	4	5
19. Ensure a safe environment for all students in my school.	1	2	3	4	5
20. Change situations in which an individual or group treats others in a disrespectful or harassing manner.	1	2	3	4	5
21. Teach students to use effective communication skills with peers, faculty, employers, family, etc.	1	2	3	4	5
22. Follow ethical and legal obligations designed for school counselors.	1	2	3	4	5
23. Guide students in techniques to cope with peer pressure.	1	2	3	4	5
24. Adjust my communication style appropriately to the age and developmental levels of various students.	1	2	3	4	5
25. Incorporate students' developmental stages in establishing and conducting the school counseling program.	1	2	3	4	5
26. I can find some way of connecting and communicating with any student in my school.	1	2	3	4	5
27. Teach, develop and/or support students' coping mechanisms for dealing with crises in their lives – e.g., peer suicide, parent's death, abuse, etc.	1	2	3	4	5
28. Counsel effectively with students and families from different social/economic statuses.	1	2	3	4	5
29. Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself.	1	2	3	4	5
30. Help teachers improve their effectiveness with students.	1	2	3	4	5
31. Discuss issues of sexuality and sexual orientation in an age appropriate manner with students.	1	2	3	4	5
32. Speak in front of large groups such as faculty or parent meetings.	1	2	3	4	5
33. Use technology designed to support student successes and progress through the educational process.	1	2	3	4	5
34. Communicate in writing with staff, parents, and the external community.	1	2	3	4	5

35. Help students identify and attain attitudes, behaviors, and skills which lead to successful learning.	1	2	3	4	5
36. Select and implement applicable strategies to assess school-wide issues.	1	2	3	4	5
37. Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate.	1	2	3	4	5
38. Develop school improvement plans based on interpreting school-wide assessment results.	1	2	3	4	5
39. Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specified situations and populations.	1	2	3	4	5
40. Implement a preventive approach to student problems.	1	2	3	4	5
41. Lead school-wide initiatives which focus on ensuring a positive learning environment.	1	2	3	4	5
42. Consult with external community agencies which provide support services for our students.	1	2	3	4	5
43. Provide resources and guidance to school population in times of crisis.	1	2	3	4	5