

ABSTRACT

Title: RELATIONSHIP BETWEEN SCHOOL COUNSELOR MULTICULTURAL COUNSELING COMPETENCE AND SELF-EFFICACY IN WORKING WITH RECENT IMMIGRANT STUDENTS

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The purpose of this study is to examine how school counselors' multicultural counseling competence is related to their self-efficacy in working with recent immigrant students. This study investigated the demographic variables of school counselors, as well as three multicultural counseling competencies (multicultural terminology, multicultural knowledge, and multicultural awareness). A random sample of American School Counselor Association (ASCA) members received an online questionnaire via email, and a total of 381 professional school counselors participated in the study. The questionnaire combined the Multicultural Counseling and Training Survey-Revised (MCCTS-R), the

School Counselor Self-Efficacy Scale (SCSE) and demographic questionnaires. To assess the relationships between demographic variables, three multicultural counseling competencies, and five dimensions of self-efficacy the researcher conducted a series of descriptive analyses and a two-step hierarchical multiple regression. The results of the study suggested that training experiences in a graduate program, school urbanicity, and age were related to the counselors' perceived level of self-efficacy. Years of experience as a school counselor and race/ethnicity also were related to school counselors' self-efficacy, after controlling multicultural counseling competency variables. The study suggests that multicultural knowledge and multicultural awareness were related significantly to school counselors' self-efficacy when working with recent immigrant students.

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by

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Chapter I: Introduction

As the number of students from culturally diverse backgrounds increases in the U.S. educational system, school counselors often experience challenges when addressing the needs of these students. Students who are recent immigrants may present the biggest challenges because of their varied cultural and linguistic backgrounds. Without training experience in the issues of this population, school counselors generally feel that they lack the knowledge and skills necessary to serve recently immigrated students.

Statement of the Problem

According to the American Community Survey (ACS), “newly arrived foreign born” is a term that defines people who came to live in the U. S. within the last six years (U.S. Census Bureau, 2010). About forty million foreign-born people, who were not U.S. citizens at birth, lived in the U.S. in 2010. Of these 40 million individuals, 17 percent were classified as “newly arrived.” Additionally, about 20 percent of the U.S. population over the age five spoke a language other than English at home. This figure represents an increase from 23.1 million in 1980 to almost 55.4 million in 2007, a 140 percent increase. Among this population, 62.3 percent of people spoke Spanish at home (U.S. Census Bureau, 2010). Many of the families who speak a language other than English at home fall into the category of recent immigrants. Furthermore, about 65 percent of children of recent immigrant families are low-income. These families are unlikely to use public benefits, such as food stamps and public health insurance, due to the changes in eligibility rules, fear of interacting with the U.S. government, and limited English proficiency (National Center for Children in Poverty, 2004).

As the immigrant population has expanded, the number of immigrant students continues to increase in U.S. schools. The percentage of immigrant students in school systems across the country rose from 6.3% in 1970 to nearly 20% in 2000 (Williams & Butler, 2003). The 2010 Census found that more than one in five children in the U.S. was either an immigrant or had at least one parent who immigrated. Among this group, students of Asian and Hispanic backgrounds represented the largest proportion of immigrants in public schools (U.S. Census Bureau, 2010).

Despite individual differences, many recent immigrant students share common challenges to their academic and personal development in U.S. schools. Research suggests that recent immigrant students tend to show limited English proficiency in their first few years of school, which impacts their academic and social development (Matthews & Mahoney, 2005; McCall-Perez, 2000). Improving their verbal and written English skills is necessary to enhance their academic performance (Matthews & Mahoney, 2005). Additionally, a lack of familiarity with U.S. school systems, as well as the different cultural values they encounter during the learning process, can affect students' academic success (McCall-Perez, 2000; Tong, Huang, & McIntyre, 2006). Furthermore, a student's ability to navigate a new school system can impact that student's selection of elective courses, extracurricular activities, and special classes, such as music and physical education (Matthews & Mahoney, 2005).

In addition to academic challenges, some recent immigrant students have left behind a number of parents, friends, and other relatives in their home countries (Kopala & Esquivel, 1994). Some students may live in the homes of relatives or friends in the U.S. Recent studies indicate that, as a result, these students may feel disconnected from

trusted social support networks and may experience mental health issues, such as isolation, fear, grief, depression, confusion, hopelessness, frustration, and low self-esteem (Phinney, Horenczyk, Liebkind, & Vedder, 2001; Williams & Butler, 2003).

A great deal of research supports the idea that identity development can have a positive or negative influence on recent immigrant students' psychological well being, and can impact their self-esteem, self-concept, and self-evaluation (Fuligni, Witkow, & Garcia, 2005; Phinney, 1989; Phinney et al., 2001). Additionally, Padilla, Wagatsuma, and Lindholm (2001) noted that racial labeling and categorization can have an impact on the students' new identity and sense of self. Many recent immigrant students come from countries where racial categories are different than in the U.S, and some students may not have experienced significant racial and ethnic diversity in their countries of origin. Misunderstandings based on differences in language, dress, and speech patterns may lead to a lack of social acceptance by peers and teachers (Kopala & Esquivel, 1994). This experience can influence a student's sense of identity and belonging (Matthews & Mahoney, 2005; Williams & Butler, 2003). Schools function as a recent immigrant student's primary source of contact with the majority culture and serve as a significant place for promoting student development. To better serve this population of students, it is important for school counselors to understand these students' unique experiences.

The American School Counselor Association (ASCA, 2005) has established a position statement encouraging school counselors to address the needs of students from diverse backgrounds and to take action to ensure the accessibility of appropriate services and opportunities for all students. Since school counselors provide orientation for the students and help them navigate the school system, they often serve as the major contact

person for immigrant students when they enter the school (McCall-Perez, 2000).

Because recent immigrant students are in a new and different educational environment, attending school with American students from different backgrounds, unique adjustment issues can be important for their identity development and for their integration into the school system as a whole.

Professional school counselors should possess the competencies necessary to develop and implement culturally responsive school counseling programs and to promote inclusive environments in their schools (Park-Taylor, Walsh, & Ventura, 2007). One such competency, cultural competence, aids school counselors in working with students from diverse cultures and encouraging them to develop positive self-concepts and implement strategies to achieve academic success (Lee, 2001; Park-Taylor et al., 2007). School counselors also should have the skills to advocate for the elimination of institutional barriers and obstacles and ensure that recent immigrant students have equal access to a quality education (McCall-Perez, 2000; Lee, 2001; Lee, Villalba, & Indelicato, 2006; Smith-Adcock, Daniels). Collaboration with teachers, administrators, community stakeholders, and parents is necessary for school counselors to provide appropriate services and support that addresses the unique needs of recent immigrant students (Bryan, 2005; Mitchell & Bryan, 2007; Smith-Adcock, et al.; Orozco, 2007). With such skills and expertise, school counselors can play a critical role in assisting in the development and adjustment processes of recent immigrant students in U.S. schools; however, school counselors first must feel confident in their ability to assume this key function.

Along with myriad capabilities and skills, self-efficacy is an important factor in school counselors' perceptions of their ability to accomplish tasks related to serving students from culturally diverse backgrounds. Self-efficacy refers to an individual's beliefs or judgments about his or her capability to successfully carry out desired behaviors (Bandura, 1982). An individual's self-efficacy is influenced by task attempts, efforts on the task, and the duration of the task attempt in the event of obstacles. The accomplishment of a task is positively related to the perceived degree of self-efficacy (Bandura, 1982).

Bandura (1995) identified four sources of efficacy expectations: mastery experiences, vicarious learning, verbal persuasion, and emotional arousal. Mastery experiences are the most significant factor in increasing an individual's self-efficacy belief (Bandura, 1995). However, external expectations and attitudes about an individual's abilities can affect that individual's subsequent level of performance (Bandura, 1993). In an educational environment, students' perception of self-efficacy often relates to their level of motivation and efforts to accomplish tasks (Lent, Brown, & Hackett, 1994). School counselors can impact the self-efficacy level of recent immigrant students by providing emotional and educational support.

Daniels and Larson (2001) defined counseling self-efficacy as a "counselor's beliefs or judgments about his or her capabilities to effectively counsel a client in the near future" (p. 120). Research has shown that self-efficacy is an important aspect of effective teaching and counseling (Bandura, 1995; Larson & Daniels, 1998). In this study, school counselor self-efficacy refers to a school counselor's belief or judgment about his or her

capability to effectively perform tasks that are relevant to the diverse needs of recent immigrant students.

Purpose of the Study

While researchers previously have explored the nature of self-efficacy in counseling, insufficient research exists on school counselors' self-efficacy in working with recent immigrant students. The purpose of this exploratory study is to examine how demographic variables of school counselors and their multicultural counseling competence are related to the degree of their self-efficacy in working with recent immigrant students.

Hypothesis : Professional school counselors' multicultural counseling competence will account for a significant amount of variance in self-reported self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) over and above that accounted for by demographic variables (i.e., race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service).

Research Questions

1. What demographic factors (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service) are related to school counselors' self-efficacy in working with recent immigrant students?
2. What is the relationship of school counselors' perceived multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and

Multicultural Awareness) to self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students after controlling demographic variables?

Conceptual Framework

As an increasing number of students from culturally diverse backgrounds participate in the U.S. educational system, professional school counselors should possess multicultural counseling competence in order to effectively provide services for all students and their families. To develop multicultural counseling competence, professional school counselors must be aware of their own worldview and belief system, understand multicultural counseling theory, recognize how their worldview differs from that of the students and families they serve, and apply appropriate techniques and interventions based on the student's needs (Sue, Arredondo, & McDavis, 1992).

Self-efficacy is a dynamic set of beliefs that an individual holds regarding certain tasks, interacting with other people, behavior, and contextual factors (Lent et al., 1994). Research has shown that self-efficacy has a significant influence on an individual's behavior, motivations, and outcomes (Bandura, 1977). This makes it an important aspect of effective counseling. Bandura (1986) stated that past experiences and actual involvement in related tasks help individuals to develop more confidence in accomplishing a task. Moreover, an individual's accomplishments have the greatest influence on task-based self-efficacy (Lent & Brown, 2006). Therefore, school counselors and school counselors-in-training who have more awareness, knowledge, skills, and experiences related to diverse cultural backgrounds can perceive that they are

more competent in performing counseling with students from culturally diverse backgrounds. This study seeks evidence that a school counselor with a high level of multicultural counseling competence will demonstrate a high degree of self-efficacy in working with recent immigrant students.

Definition of Terms

Recent Immigrant Students

Recent immigrant students are individuals who have arrived in the United States, either with or without documentation, within 12 months prior to their first enrollment in a U.S. public school (Williams & Butler, 2003).

Professional School Counselor

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling, which qualifies them to address students' academic, personal/social and career development needs through a comprehensive school counseling program in elementary, middle/junior high and high schools (ASCA, 2012).

Multicultural Counseling Competency

Multicultural competency refers to a self-reported perception of school counselors' awareness, knowledge, and skills in working with culturally diverse clients (Sue et al., 1992).

Culturally Competent Counselor

Culturally competent counselors develop awareness, knowledge and skills to intervene effectively in the lives of people from culturally diverse backgrounds (Lee, 2001).

Self-efficacy

Self-efficacy refers to an individual's beliefs or judgments about his or her ability to successfully accomplish desired behaviors (Bandura, 1982).

School Counselor Self-efficacy

School counselor self-efficacy refers to a counselor's beliefs or judgments about his or her capability to effectively work with recent immigrant students in the near future (Bandura, 1997).

Summary

Recent immigrant students experience a range of challenges within the U.S. public school system. School counselors play a key role in addressing the barriers these students face. This exploratory study will examine the relationship between a school counselor's multicultural counseling competency and his or her degree of self-efficacy in working with recent immigrant students. The purpose of this inquiry is to gain a better understanding of how professional school counselors currently support the needs of students who recently immigrated to the U.S. The following chapter will provide an in-depth overview of the current literature on multicultural counseling competence and self-efficacy.

Chapter II: Literature Review

The following chapter includes a review of the literature on multicultural counseling competence and self-efficacy in the field of school counseling. The chapter begins by reviewing the history and general concepts of multicultural counseling competence and self-efficacy. Next, the chapter presents theories of multicultural counseling competence and self-efficacy theory, with a focus on the application of these theories in the work of professional school counselors. The chapter concludes with a discussion of the literature on the influence of multicultural counseling competency on a school counselor's self-efficacy when working with recent immigrant students.

Multicultural Counseling Competence

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (ACA, 2010). With respect to cultural diversity in the United States, the definition of counseling reflects the idea of helping people from diverse cultural, linguistic, and educational backgrounds. The multicultural counseling movement grew out of a convergence of historical, social, and professional movements, such as the Civil Rights movements of the 1960s and 1970s (Arredondo, Tovar-Blank, & Parham, 2008). As the ideas of inclusion, sensitivity, and social change exerted influence on U.S. society, counselors established the Association of Black Psychologists in 1968 and the Association of Non-White Concerns in the American Personnel and Guidance Association (now known as the ACA) in 1972. During 1970s, professional counselors expanded multicultural counseling movements by building the Association of Multicultural Counseling.

Because of these changes in the counseling field, the multicultural counseling movement began developing professional training programs designed to help new generations gain the counseling skills and competencies necessary to work effectively with clients from diverse backgrounds. Professional counselors and counselor educators started designing new theoretical models for training prospective counselors and focusing on research related to multicultural counseling and interventions (Arredondo et al., 2008). Sue and Sue (1977) addressed the cultural factors that could impede the counseling process, such as language barriers and differences in values, between the counselor and the client, based on variations in social class and cultural background. Later, Arredondo-Dowd and Gonsalves (1980) asserted that counselors must develop their cultural and linguistic competency to work more effectively with students of color, immigrant students, and students who spoke English as a second language. Furthermore, researchers began to place greater focus on the experiences and psychological issues of immigrant individuals and groups, such as acculturation (Berry, 1997; Phinney, Chavira, & Williamson, 1992), acculturative stress (Berry, 1997), racial/ethnic identity development (Phinney, 1989), and psychological well-being (Berry, 2001; Phinney et al., 2001).

Based on the collective efforts of professional counselors, Sue et al. (1992) published the article, *Multicultural Counseling Competencies and Standards: A Call to the Profession*. In this article, the authors described multicultural counseling competence as a counselor's attitudes, beliefs, knowledge, and skills in working with clients from diverse backgrounds (Constantine & Gushue, 2003; Sue et al., 1992). Culturally competent counselors are involved actively in the process of becoming aware of their

assumptions, biases, preconceived notions, and personal limitations; respecting the different worldview of clients from different backgrounds; and developing culturally appropriate strategies and skills to aid them in their work with diverse clients (Sue et al., 1992). Sue et al. (1992) also developed a conceptual framework of cross-cultural counseling competencies: “Counselor Awareness of Own Cultural Values and Biases, Counselor Awareness of Client’s Worldview, and Culturally Appropriate Intervention Strategies.” Using this framework, the American Counseling Association has adopted 31 multicultural counseling competencies and objectives for training helping professionals to develop their cultural awareness, knowledge, and skills (Arredondo, Toporek, Brown, Jones, Locke, Sanchez, & Stadler, 1996).

Pope-Davis and Ottavi (1994) examined the association between demographic variables (i.e. ethnic background, age, sex, highest degree held, what minority group a counselor had worked with the most, and the percentage of work a counselor had done in multicultural counseling) and self-reported multicultural counseling competency among counselors affiliated with university at counseling centers throughout the U.S. The participants in this study included 220 counselors (136 women and 84 men), 76.8% of whom were White. Using the Multicultural Counseling Inventory developed by Sadowsky et al (1994), Pope-Davis and Ottavi found no difference between White and minority counselors, with regard to their multicultural counseling skills. However, Asian-American and Hispanic counselors demonstrated more multicultural counseling knowledge than White counselors. Additionally, African-American, Asian-American, and Hispanic counselors reported more competence in multicultural awareness and relationships than did White counselors. This study demonstrated that the race/ethnicity

of counselors was associated with differences in self-reported multicultural counseling competency.

Ideally, professional counselors are culturally competent before they enter counseling sessions in school, community, and mental health settings. While they engage in counseling with clients from diverse background, they develop their own awareness, knowledge, and skills to help clients to feel empowered overcoming individual issues and promote social change.

Self-efficacy

Self-efficacy refers to an individual's beliefs or judgments about his or her ability to successfully accomplish desired behaviors (Bandura, 1982), and includes a dynamic set of beliefs particular to performance domains and the way in which individuals interact with other persons, behaviors, and contextual factors (Lent et al., 1994). Because self-efficacy is task specific, an individual can have a high level of self-efficacy in one activity and a low level of self-efficacy in another activity (Bandura, 1977, 1997). Moreover, self-efficacy is a self-assessment of one's ability to execute a specific task, and may not always reflect an individual's actual ability to perform the task (Bandura, 1977). For example, professional school counselors may have the knowledge and skills to counsel recent immigrant students. However, if they do not believe they have the capacity to work effectively with such students, counselors may have a low self-efficacy regarding that task.

Bandura (1977) distinguished between the concepts of outcome expectancies and efficacy expectations. Bandura defined outcome expectancy as "a person's estimate that a given behavior will lead to certain outcomes," and efficacy expectation as "the

conviction that one can successfully execute the behavior required to produce the outcomes” (Bandura, 1997, p. 193). Task attempts, efforts on the task, and perseverance in the event of obstacles all influence efficacy expectation. When individuals recognize that a certain activity will produce a certain outcome, and later successfully accomplish the task, they gain motivation to attempt and persist at the task to achieve better outcomes. Therefore, self-efficacy impacts an individual’s goals, behavior, choices, motivation, academic achievement, and vocational interests and choices (Bandura, 1997; Bandura & Schunk, 1981; Brown, Lent, & Gore, 2000).

Bandura (1995) identified four sources of efficacy expectations: mastery experiences, vicarious learning, verbal persuasion, and emotional arousal. Mastery experiences come from the successful completion of tasks that influence an individual’s sense of self-efficacy. Vicarious learning, or seeing the accomplishment of others, also can impact an individual’s expectation of success. Verbal encouragement from others about one’s skills and capabilities also affects an individuals’ self-efficacy. Finally, an individual’s emotional reactions to certain tasks and situations also can influence perceived self-efficacy. According to Bandura (1995) and Lent and Brown (2006), mastery experiences are the most significant factor in increasing an individual’s beliefs about self-efficacy. Importantly, even though individuals possess knowledge and skills, their level of performance may differ depending on the level of expectations and positive attitudes toward their ability (Bandura, 1993).

Multicultural Counseling Competence and Self-Efficacy

Research has identified a number of differences between general counseling competence and multicultural counseling competence (Coleman, 1998). Other research

has supported the relationships between multicultural counseling competence and self-efficacy for counselors and counselor trainees. For example, Coleman (1998) examined the relationship between general and multicultural counseling competence in a sample of 142 graduate students in counseling and 47 ethnic minority undergraduates in social psychology. To measure general and multicultural counseling skills, participants watched videotapes of two cross-cultural counseling vignettes. They then completed the Cross-Cultural Counseling Inventory-R developed by LaFromboise, Coleman, and Hernandez (1991) and the Counselor Effectiveness Rating Scale (CERS). The researchers classified participants who scored higher on the Cross-Cultural Counseling Inventory-R as culturally sensitive counselors, and categorized those who scored lower as culturally neutral counselors. The study found that culturally sensitive counselors were rated as being more competent in multicultural and general counseling skills than their culturally neutral counterparts.

Similarly, a study conducted by Constantine (2001) examined multicultural counseling self-efficacy in counseling trainees. The participants in the study included 94 women and 27 men in a doctoral and/or master's degree program who had completed at least one clinical practicum. The participants completed D'Andrea, Daniels, and Heck's (1991) Multicultural Awareness/Knowledge/Skills Survey, Marlowe-Crown Social Desirability Scale (SDS), and a demographic questionnaire, which included questions about their race/ethnicity, sex, age, highest degree earned, total months of counseling experience, number of classes related to multicultural issues, and average percentage of time per week with supervisors dedicated to multicultural issues. The study indicated that supervision focused on multicultural issues positively influenced counseling

supervisees' level of self-efficacy in multicultural counseling. Additionally, the research suggested that role playing with supervisees in multicultural counseling supervision may help develop their multicultural counseling competence.

In a subsequent study investigating a link between multicultural counseling competence and self-efficacy, Owens, Bodenhorn, and Bryant (2010) examined the relationship between school counselor self-efficacy and perceived multicultural competence self-efficacy using the School Counselor Self-Efficacy and Multicultural Counseling Competencies developed by Holcomb-McCoy and Day-Vines (2004). The study found that a counselor's ability to accept different cultures and his or her years of experience as a school counselor were statistically significant predictors of perceived multicultural competence. School counselors with higher levels of cultural acceptance and more years of experience reported higher levels of multicultural competence.

Research, such as those listed above, has shown that self-efficacy influences an individual's behavior, motivations, and outcomes, and has proved an important aspect of effective counseling. Within this context, multicultural counseling competence is a key component of providing culturally competent counseling to clients from diverse backgrounds. Self-efficacy is a dynamic set of beliefs that an individual has regarding certain performance areas, interactions with other persons, behaviors, and contextual factors (Lent et al., 1994). An individual's accomplishments have the potential to exercise the greatest influence on self-efficacy (Lent & Brown, 2006). Therefore, as counselors and counselors-in-training gain more awareness, knowledge, and skills related to diverse cultural backgrounds, they will experience an increase in their degree of self-efficacy in working with culturally diverse students.

Multicultural Counseling Competence in Counselor Preparation

As the number of students from culturally diverse backgrounds has increased in schools, counselor educators have focused their attention on multicultural counseling training and supervision for school counseling students (Alexander, Kruczek, & Ponterotto, 2005). The documents of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) reflect the importance of multicultural counseling competency in counseling. CACREP is “an independent agency recognized by the Council for Higher Education Accreditation to accredit master and doctoral degree programs.” Approximately 607 graduate degree programs received their accreditation from the CACREP (C. Bobby, personal communication, September 15, 2011). The 2009 Standards of CACREP emphasize multicultural training in curriculum and clinical instruction. For example, school counseling programs should enroll and retain a diverse group of students and faculty and create an inclusive learning environment. In addition, school counseling programs should provide a curriculum focused on helping students understand the cultural context of relationships, issues, and trends in a multicultural society; develop cultural awareness and sensitivity; and promote cultural and social justice and advocacy (CACREP, 2009).

In addition to CACREP standards, the ACA Code of Ethics (2005) has guided counselor preparation programs in the integration of ethical principles when working with diverse clients, and has worked to increase counselor awareness and knowledge in culturally competent ways. The ACA Code of Ethics states that “counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the

competencies of multicultural practice” (ACA, 2005, p. 16). Using the ACA Code of Ethics and CACREP Standards, many counselor training programs have infused multicultural counseling and social justice issues into their curricula (Dinsmore & England, 1996).

Counselor educators provide learning opportunities for counseling trainees to gain culturally sensitive attitudes and beliefs, knowledge, and culturally competent counseling skills. For example, to develop multicultural competency among trainees in a school counseling program, one university established an international cultural immersion field experience program (Alexander, et al., 2005). In the program, trainees had the opportunity to do their practicum in Trinidad, an experience designed to help them develop their multicultural counseling portfolio. The practicum included a process journal, a written case conceptualization, and an oral presentation of the conceptualization and intervention.

Vereen, Hill, and McNeal (2008) examined the perceived multicultural counseling competency of 198 counselor trainees using the Multicultural Awareness-Knowledge-Skills Survey and a demographic questionnaire. The sample included 81.6% Caucasian, 6.6% African-American, 4.1% Hispanic, and 2.6 % Biracial/Multiracial students. The majority of participants reported receiving clinical supervision on multicultural issues during their training and taking at least one course in multiculturalism. The data from this study suggested that students who received clinical supervision regarding multicultural issues, took multicultural classes in their training programs, and provided counseling to non-White clients reported a higher level of perceived multicultural counseling competency.

Research has also addressed the issue of in-depth exploration of multicultural issues in supervision for counselor trainees, and has placed particular focus on the lack of critical exploration and discussion of cultural difference (Gardner, 2002; Vereen, Hill, & McNeal, 2008; Constantine, 2001). Gardner (2002) stated that the awareness of culturally diverse clients and the impact of cultural bias influence counselors' reactions to and conceptualizations of client concerns. Additionally, Vereen, Hill, and McNeal (2008) described the importance of on-going dialogue about multicultural counseling training experiences in supervision and the exposure of counselor trainees to culturally diverse clients.

Multicultural Counseling Competence and School Counselors

School counselors are in very unique positions to promote individual student's development. According to Arredondo and Toporek (2004), multicultural counseling competency differs based on specific sites, issues, and cultural groups related to diverse clients. To develop multicultural counseling competence, school counselors must develop a better understanding of the needs of students, their families, and their communities.

The American School Counselor Association (ASCA) is the largest organization for professional school counselors in the U.S. ASCA supports professional school counselors and their work on the academic, personal/social, and career development of their students. Moreover, ASCA developed the ASCA National Model and Standards (2005) to help professional school counselors create comprehensive school counseling programs.

ASCA views school counselors' multicultural competence as an important aspect in the implementation of school counseling programs (ASCA, 2005). Research has identified a number of attributes that are characteristic of culturally competent school counselors. According to Lee (2001), culturally responsive school counselors facilitate student development; ensure equal access to quality education for all students, regardless of their cultural background; and work with parents and families from diverse cultural backgrounds. They also possess an understanding of issues related to racism and racial identity development, and demonstrate an awareness of appropriate and fair testing practices for culturally diverse students (Holcomb-McCoy, 2008).

Robinson and Bradley (2005) examined the self-perceived multicultural counseling competencies of 106 school counselors in rural areas. They found that 67% of participating school counselors had taken at least one graduate-level multicultural counseling class, and about 80% had attended a workshop related to multicultural counseling. However, on the Multicultural Counseling Inventory, the level of awareness subscale score was lower than the knowledge, relationship, and skills subscale scores. The researchers argued that the school counselors lacked awareness of their own cultural values and beliefs, which led them to distance themselves from different cultural values and orientations. These results indicated that the participating school counselors only understood multicultural counseling competence on a cognitive level.

Schwallie-Giddis (2004) conducted another study on cultural competence in school counseling that examined the in-service multicultural professional development provided to elementary and secondary school counselors who work with linguistically and culturally diverse (LCD) students and families. The participants included 13 school

counselors (12 female and 1 male) who attended a multicultural professional development program for seven monthly sessions during the 2001 to 2002 school year. Ten of the participants were European American, two were Hispanic, and one was African-American. Of the 13 participants, seven had significant experience working with LCD students. Over nine months, the school counselors participated in seven interventions. Five of these sessions entailed work with the researcher, and in the other two, students worked with counselor educators who specialized in multicultural counseling. In each session, instructors used specific methods, group dialogue, and instructional materials to help school counselors develop their multicultural counseling competency.

When gathering data, the researcher used a standardized open-ended interview protocol. The topics covered during the sessions included individual background information, perceptions of the challenges of working with LCD students and families, multicultural counseling experience, level of comfort in counseling LCD students and families, and professional development needs relevant to counseling LCD students and families. The results showed that school counselors faced more challenges when working with LCD parents and families than they did when working with LCD students. The researchers found that these challenges resulted from the counselors' lack of understanding of different family dynamics and family structures and their feelings of insecurity about the cultural appropriateness of their interactions with parents and families. School counselors also experienced challenges with language barriers. The findings of this study supported the idea that school counselors need ongoing professional

development to increase their awareness, knowledge, and skills relevant to working with students and parents from diverse backgrounds.

Yeh (2001) examined school counselors' experiences with Asian-American students. A total of 154 school counselors participated in this study, and the mean number of years as school counselor among participants was 10.5 years. The research suggested that Asian-American students tend to seek help regarding academic concerns, family issues, and cultural conflicts, which reflect cultural values in Asian-American families (e.g. academic achievement, family cohesion, and collectivism). Even though school counselors reported using similar counseling techniques for all students, they were more likely to involve family networks and be aware of cultural issues when working with Asian-American students. They also tended to use creative art activities to help Asian-American students overcome their discomfort with self-disclosure. The result of this study indicated that school counselors should be flexible when developing counseling strategies and approaches for immigrant students. As the studies above indicated, multicultural counseling competence is a critical skill that professional school counselors should possess to provide better services for recent immigrant students and families.

Counselor Self-Efficacy

Researchers have applied Bandura's self-efficacy theory to the examination of counselor development, counseling supervision, and counseling skills (Daniels & Larson, 2001; Jaafar, Mohamed, Bakar, & Tarmizi, 2009; Larson et al., 1999). Daniels and Larson (2001) defined counseling self-efficacy as a "counselor's beliefs or

judgments about his or her capabilities to effectively counsel a client in the near future” (p. 120).

Daniels and Larson (2001) investigated the influence of performance feedback on counseling self-efficacy and level of counselor anxiety using a sample of 45 graduate students in counseling fields. The researchers examined the influence of positive and negative performance feedback on graduate-level counseling trainees’ counseling self-efficacy and anxiety. Daniels and Larson collected data through the observation of mock counseling sessions and an experimental laboratory design, which included bogus positive and negative feedback about students’ counseling performance. The researcher used a number of data collection tools, including the Counseling Self-Estimate Inventory developed by Larson et al. (1992), Spielberger’s (1983) State-Trait Anxiety Inventory, a manipulation check (a self-assessment for the mock counseling session), and a demographic form that asked questions about students’ age, gender, ethnic background, type of graduate program enrolled in, graduate hours completed, number of semesters of supervision, and practicum experience. The results of the study indicated that positive feedback on counseling trainees’ performance was positively related to counseling self-efficacy and decreased trainees’ level of anxiety. This research suggested that beginning counselor trainees may translate positive performance feedback into mastery experience, which leads to increased counseling self-efficacy and decreased levels of anxiety.

Larson et al., (1999) examined differential effects on counseling self-efficacy using two counseling techniques: videotaped counseling sessions and role plays with mock clients. The sixty-seven participants in this study were enrolled in a pre-practicum counseling class at two Midwestern universities. The researchers randomly assigned

thirty of the participants to the role play group, where they conducted a 15-minute counseling session with a mock client. The other thirty-seven participants watched a 15-minute videotape. All participants completed the pretest and posttest of the Counseling Self-Estimate Inventory (Larson et al., 1992). The study indicated that both modeled video counseling sessions and perceived positive performance with a mock client were likely to have a positive impact on participants' level of counseling self-efficacy. However, those trainees who perceived their performance to be poor experienced a decrease in counseling self-efficacy. Overall, this study found that mastery experiences in counselor training, such as working with real clients or role-playing, could enhance a trainee's counseling self-efficacy if the trainee perceived the experiences as successful.

School Counselor Self-Efficacy

Existing literature on school counselor training and performance does not deal extensively with self-efficacy; however, self-efficacy has proved an important aspect of successful teaching (Bodenhorn & Skaggs, 2005). Because school counselors operate professionally in an educational setting, the literature on self-efficacy and teaching can inform research on self-efficacy in school counselors. School counselor self-efficacy can refer to a school counselor's belief or judgment about his or her capability to effectively perform tasks that are relevant to students. Bandura (1993) found that a teacher's self-efficacy influenced the classroom atmosphere. Extending this finding to other educational contexts, school counselors who have a higher sense of self-efficacy in their work with students may positively influence students' academic success.

Bodenhorn (2010) examined the degree of school counselor self-efficacy, school counselors' perceptions of the status of the achievement gap, equity in their schools, and

school counseling program approach (e.g. the ASCA National Model, the ASCA National Standards, comprehensive guidance and counseling, developmental counseling, the Education Trust's Transforming School Counseling Initiative, statewide developed standards, and others). The sample for this study included a total of 860 participants. Of the participants, 85% were female, and 89% were European-American. The researcher used the School Counselor Self-Efficacy Scale, along with questions about the school counseling program, achievement gap information, and demographics. The study indicated that school counselors with higher self-efficacy were more aware of academic achievement gap data. Additionally, school counselors who identified the types of approaches for school counseling programs were more likely to report closing the achievement gap in their schools.

Sutton and Fall (1995) examined the relationships between school counselor self-efficacy and school climate, counselor roles, and demographic variables. The study included 316 public school counselors in the state of Maine. For this inquiry, the researchers used the Counselor Self-Efficacy Scale, which they modified from a teacher efficacy scale by Gibson and Dornbo (1984). Sutton and Fall found that colleague and administrative support were the strongest predictors of school counselors' self-efficacy and outcome expectancy. For example, principals who supported the exchange of ideas about school counseling programs and material resources positively impacted their school counselors' sense of self-efficacy and empowerment.

Similarly, Bodenhorn, and Skaggs (2005) developed the School Counselor Self-Efficacy Scale (SCSE) to measure school counselors' perceived self-efficacy, as it related to their unique experiences working in schools. The SCSE contains 43 items related to

five factors: Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance. When testing the scale, the researchers found that both school counselors with teaching experience and female school counselors reported higher levels of self-efficacy than those with no teaching experience and male school counselors.

School counselors' sense of self-efficacy seems to be a subjective assessment of competence influenced by various factors, including the counselors' expectations about their ability, their level of acceptance with culturally diverse students, school climate, and years of experience at school. Because of the theory that stronger belief in school counselor's self-efficacy may lead to higher levels of success for recent immigrant students at school, it is important to examine the relationship between school counselor self-efficacy and other influential factors.

School Counselor Self-Efficacy and Immigrant Students

While researchers have placed increased attention on school counselor self-efficacy, with respect to multicultural competence, little research has focused on school counselor self-efficacy with immigrant students, despite the increasing number of students from diverse backgrounds in the U.S. school system. According to Holcomb-McCoy (2008) and Owens et al. (2010), multicultural self-efficacy of school counselors refers to a school counselor's perceived belief in his or her ability to perform tasks for ethnically and culturally diverse students.

Constantine and Gushue (2003) examined school counselors' ethnic tolerance and attitudes about racism, as well as their multicultural case conceptualization ability with an immigrant student. A total of 139 school counselors participated in this study, and 71.2%

of participants were White. The researchers asked the participants to complete a multicultural case conceptualization ability exercise, the Tolerance Measure developed by Sutter and McCaul (1993), Jacobson's New Racism Scale (1985), and a brief demographic questionnaire. Constantine and Gushue found that prior academic training in multiculturalism positively related to school counselors' perceived multicultural counseling competence. The researchers posited that such training might help counselors better conceptualize the mental health issues of immigrant students.

The level of effective communication school counselors have with recent immigrant students and families can impact counselors' self-efficacy when working with this population. Research has suggested the importance of establishing a quality counseling relationship with immigrant students with limited English proficiency (Altarriba & Bauer, 1998; Tong et al., 2006) and providing culturally appropriate assessments of the students (Ochoa, Rivera, & Ford, 1997; Santiago-Rivera, 1995). In a study that included 55 a sample of school administrators in Florida, Smith-Adcock et al. (2006) examined participants' concerns about Hispanic/Latino children and families and the need for bilingual school counselors. Even though this study did not collect information directly from school counselors, it indicated that school administrators perceived a need for Spanish-speaking school counselors. School counselors with Spanish language proficiency could communicate and share information more effectively with students and parents and could provide more culturally responsive counseling services for students.

One aspect of school counselors' self-efficacy in working with immigrant students may relate to their ability to build positive relationships with families and

communities. Mitchell & Bryan (2007) described the importance of establishing positive School-Family-Community partnerships as effective strategies for working with Caribbean immigrant students. A study by Park-Taylor et al. (2007) looked at developmental system theory with immigrant students. The researchers highlighted the importance of school counselors' cultural competency in facilitating a collaborative and culturally competent meeting with family members, teachers, and other stakeholders. Both studies suggested that school counselors should recognize the importance of family culture, and noted that maintaining a positive relationship with their students' families could facilitate effective intervention for immigrant students.

Professional school counselors provide services for helping students in their academic, personal/social, and career development (ASCA, 2005). Beliefs in their own level of performance on certain tasks and activities (i.e. individual and group counseling, consultation, collaboration, and utilizing data) impacts the motivation and behavior of professional school counselors. One of the important roles of school counselors is advocating for the needs of students and ensuring equal access and opportunity for all students. Because of the rapid changes in the U.S. population, school counselors should be multiculturally competent to help their students achieve success in school and in their communities.

Given the lack of empirical research on multicultural counseling competence and self-efficacy for professional school counselors, it is important to examine the relationship between school counselors' perceived multicultural counseling competence and their self-efficacy when working with recent immigrant students. The purpose of this exploratory study is to examine how demographic variables of school counselors and

their multicultural counseling competence are related to the degree of their self-efficacy in their work with recent immigrant students.

Hypothesis : Professional school counselors' multicultural counseling competence will account for a significant amount of variance in self-reported self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) over and above that accounted for by demographic variables (i.e., race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service).

Research Questions

1. What demographic factors (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service) are related to school counselors' self-efficacy in working with recent immigrant students?
2. What is the relationship of school counselors' perceived multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) to self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students after controlling demographic variables?

Summary

This chapter provided a review of existing literature on multicultural counseling competence and self-efficacy. This review included a discussion of the importance of

developing multicultural counseling competencies in counselor training programs and enhancing the awareness, knowledge, and skills needed for professional school counselors to become multiculturally competent. The review also explored counselor and school counselor self-efficacy. Finally, the chapter described research on school counselors' self-efficacy in their work with immigrant students, to facilitate increased understanding of the link between multicultural counseling competence and self-efficacy for school counselors working with culturally diverse immigrant students.

Chapter III: Methodology

The purpose of this study is to investigate the relationship between school counselors' demographic information and their perceived level of multicultural counseling competency in working with recent immigrant students. Further, this study examines school counselors' perceived multicultural counseling competence and self-efficacy in their work with recent immigrant students. The following section describes the methods used to address the following research questions.

Research Questions

1. What demographic factors (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service) are related to school counselors' self-efficacy in working with recent immigrant students?
2. What is the relationship of school counselors' perceived multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) to self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students after controlling for demographic variables?

Participants

The population targeted for this study is K-12th grade professional school counselors across the United States. The researcher utilized the American School Counselor Association (ASCA) directory for this study to conduct three separate searches at each of the three school levels (elementary, middle, and high school). The initial

search resulted in a sampling frame that consisted of 3,390 elementary school counselors, 2,174 middle school counselors, and 4,967 high school counselors. The total number of school counselors in the sampling frame equaled 10,531.

Using a margin of error of 5%, with a confidence level of 95% and a population size of 10,531, the recommended sample size for representative responses is 371. In order to obtain the desired number of responses, the researcher distributed the survey to 2,500 counselors listed in the ASCA directory. The sample of 2,500 school counselors was selected from the sampling frame through random number assignment. The researcher assigned each of the 10,531 school counselors into a number 1 to 10,531 and sent an email invitation to complete the survey to those with numbers 1 to 2500. Initially emails returned 24 invalid addresses, so the final sample fell to 2,476 school counselors. The total response rate was 15.4% with 381 completed surveys.

The survey asked participants to report on several demographic variables, including race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service.

Table 1

Participant Demographics

Demographics	n	%
<i>Race/Ethnicity (n=378)</i>		
White	307	81.2%
Black or African American	37	9.8%
Hispanic	14	3.7%
American Indian or Alaskan Native	3	0.8%
Asian	6	1.6%
Native Hawaiian or other Pacific Islander	1	0.3%
From Multiple Races	6	1.6%
Others	4	1.1%
<i>Gender (n=379)</i>		
Female	312	82.3%
Male	67	17.7%
<i>Age (n=377)</i>		
20-29	37	9.8%
30-39	99	26.3%
40-49	90	23.9%
50-59	106	28.1%
60 or older	45	11.9%

Years of Experience (n=377)

5 years or fewer	115	30.5%
6-10 years	107	28.4%
11-15 years	66	17.5%
16-20 years	38	10.1%
21 years or more	51	13.5%

School Urbanicity (n=376)

Urban	106	28.2%
Suburban	151	40.2%
Rural	119	31.6%

Region (n=376)

Northeast (ME, NH, VT, MA, RI, CT, NY, PA, NJ)	66	17.6%
Midwest (WI, MI, IL, IN, OH, MO, ND, SD, NE, KS, MN, IA)	72	19.1%
South (DE, MD, DC, VA, WV, NC, SC, GA, FL, KY, TN, MS, AL, OK, TX, AR, LA)	151	40.2%
West (MT, ID, WY, NV, UT, CO, AZ, NM, AK, WA, OR, CA, HI)	85	22.6%
Other (AS, GU, PR)	2	0.5%

School Level (n=376)

Elementary	127	33.8%
Middle/Junior high	75	19.9%
High	174	46.3%

Formal Instruction in Graduate Program (n=375)

Yes	96	25.6%
No	279	74.4%

In-service Training (n=377)

Yes	125	33.2%
No	252	66.8%

Instrumentation

All participants completed the Multicultural Counseling and Training Survey-Revised (Holcomb-McCoy & Day Vines, 2004), the School Counselor Self-Efficacy Scale (Bodenhorn & Skaggs, 2005), and a demographic questionnaire created by the researcher.

Multicultural Counseling and Training Survey-Revised (MCCTS-R)

Holcomb-McCoy and Myers initially developed the Multicultural Counseling Competence and Training Survey (1999) for assessing professional counselors' perceived multicultural counseling competence and training based on Association for Multicultural Counseling and Development (AMCD)'s Multicultural Competencies and Explanatory Statements. In the original version, the MCCTS consisted of five subscales:

Multicultural Knowledge, Multicultural Awareness, Definition of Terms, knowledge of Racial Identity Development Theories, and Multicultural Skills.

In 2001, Holcomb-McCoy revised this instrument to measure the perceived level of multicultural counseling competence of school counselors (Holcomb-McCoy & Day-Vines, 2004). The major change of the revision was to alter the language to reflect school counselors. This revision included the use of the word “students” rather than “clients.” Three ethnically diverse and experienced school counselors judged the items to be relevant to school counseling.

The MCCTS-R consists of 32 behaviorally-oriented statements with participant responses measured on a 4-point Likert-type scale (4=extremely competent, 3=competent, 2=somewhat competent, and 1= not competent). The MCCTS-R consists of three subscales: Multicultural Terminology (4 items), Multicultural Knowledge (19 items), and Multicultural Awareness (9 items). The reliability coefficients (Cronbach’s alphas) for the three subscales were .97, .95, and .83, respectively.

The first factor of the MCCTS-R is Multicultural Terminology. According to Johnson (1990), counselors should be able to define and understand concepts related to race and culture. The second factor is Multicultural Knowledge. Mio and Morris (1990) argued that counselors should understand cultural information or have knowledge of various cultural groups.

The third factor of the instrument is Multicultural Awareness. Parker and McDavis (1979) described how counselors’ cultural and self-awareness is an integral part of multicultural counseling competence.

The limitation of the MCCTS-R is the small sample size of 209 school counselors who were members of the ASCA when the study was conducted. Moreover, this construct of school counselors' perceived multicultural counseling competence must be validated (Holcomb-McCoy & Day-Vines, 2004).

Table 2

Description of Variables on the MCCTS-R

Variables	Description (measured via self-report)
Multicultural Terminology	Four items in which participants are asked to rate their level of multicultural terminology on a 4-point Likert-type scale (e.g., "I can define racism")
Multicultural Knowledge	Nineteen items in which participants are asked to rate their knowledge in multicultural counseling (e.g., "I can discuss research regarding mental health issues among culturally/ethnically different populations")
Multicultural Awareness	Nine items in which participants are asked to rate their level of awareness of multicultural counseling on a 4-point scale (e.g., "I nonverbally communicate my acceptance of culturally different students")

School Counselor Self-Efficacy Scale (SCSE)

This study employs the SCSE, developed by Bodenhorn and Skaggs (2005), to measure the degree of school counselor self-efficacy needed to perform various school counseling tasks across schools' geographic locations or levels. Items on the SCSE were developed using the National Standards for School Counseling, CACREP standards for school counseling programs, and counseling self-efficacy scales for other counseling specialties. Additionally, a panel of five professionals in school counseling and counselor education reviewed the materials used in constructing the SCSE. In conjunction with panel members, the SCSE was examined to a) evaluate the relevancy, content validity, and inclusiveness of the items as related to the ASCA National Standards; b) revise confusing items; and c) provide additional feedback regarding the structure, wording, and format of the scale items. The panel selected a total of 51 items to include in the original scale (Bodenhorn & Skaggs, 2005).

A second study of the SCSE (Bodenhorn & Skaggs, 2005) analyzed its reliability and conducted further item analysis. The researchers rated the responses on a 5-point scale (1 = not confident, 2= slightly confident, 3=moderately confident, 4=generally confident, 5=highly confident). The coefficient alpha for the scale score was .95 and the mean score for all item responses was 4.21 with a standard deviation of .67. Based on 226 usable data, Bodenhorn and Skaggs examined group differences using an Analysis of Variance (ANOVA). No significant differences were found between individual groups (Caucasians, African Americans, Hispanic Americans, and Asian Americans). The results indicated 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 led to the deletion of 8 items, which left 43 items for inclusion on the final version of the instrument.

Bodenhorn and Skaggs conducted a third study to examine further the reliability of the instrument and obtain validity information by comparing responses from the SCSE with preexisting instruments. 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, and the mean scores ranged from 3.4 to 4.7. In order to compare responses with other instruments, 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, indicating that those who reported higher counseling self-efficacy on the COSE also reported higher self-efficacy on the SCSE. The strongest correlation reported .49 was between the SCSE and the COSE subscale scores on cultural competence self-efficacy. In addition, another group of twenty-five master's level students completed the SCSE and the Social Desirability Scale (SDS). A small correlation (.31) was found. This analysis indicated that participants were not answering items in a fake positive direction. Furthermore, thirty-eight master's-level students completed the State-Trait Anxiety Inventory (STAI) and the SCSE. The analysis of these instruments indicated significant negative correlations between the STAI scores and SCSE scores, indicating that as self-efficacy increased, anxiety level decreased. Finally, twenty-eight master's-level students completed the Tennessee Self-Concept Scale 2nd and the SCSE. The researchers found no significant correlation between the two instruments' scores.

Bodenhorn and Skaggs (2005) conducted a fourth study to determine the factor structure for items on the SCSE. They identified five components: 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 with one another (.27 to .43) with the exception of Career and Academic Development, which correlated negatively (-.28 to -.41) with all other components. Sample items include “Adjust my communication style appropriately to the age and developmental levels of various students,” “Counsel effectively with students and families from different social/economic status,” and “Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself.”

Table 3

Description of Variables on the SCSE

Variables	Description (measured via self-report)
Personal and Social Development	Twelve items in which participants are asked to rate their confidence in their ability to help students with a particular task on a 5-point scale (e.g., “Change situations in which an individual or group treats others in a disrespectful or harassing manner”, “Adjust my communication style appropriately to the age and developmental levels of various students”)
Leadership and Assessment	Nine items in which participants are asked to rate their confidence on leadership and utilizing assessment (e.g., “Identify aptitude,

	achievement, interest, values, and personality
	appraisal resources appropriate for specified situations and populations”)
Career and Academic Development	Seven items in which participants are asked to rate their confidence on helping students with a particular task (e.g., “Implement a program which enables all students to make informed career decisions”)
Collaboration	Eleven items in which participants are asked to rate their confidence in collaboration with school staff, families, and communities (e.g., “Recognize situations that impact (both negatively and positively) student learning and achievement”)
Cultural Acceptance	Four items in which participants are asked to rate their confidence in working with students and families from different cultural backgrounds (e.g., “ I can find some way of connecting and communicating with any student in my school”, “Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself”)

In summary, internal consistency reliability coefficient alphas of the SCSE were .91 for Personal and Social Development, .90 for Leadership and Assessment, .85 for Career and Academic Development, .87 for Collaboration and Consultation, and .72 for Cultural Acceptance. Researchers measured the validity of this instrument using the Counseling Self-Efficacy Scale (COSE), the Social Desirability Scale (SDS), the State-Trait Anxiety Inventory, and the Tennessee Self-Concept Scale. SCSE scores were moderately correlated ($r=.41$) with COSE, and showed a small correlation with SDS.

Demographic Questionnaire

The Demographic Questionnaire contains nine items that asks about participants' race/ethnicity, gender, age, years of experience as a professional school counselor, the location of their current school (urban, suburban, or rural), the state of current school, and current school setting (elementary, middle/junior high, and high school). The questionnaire also asked participants to describe their training experiences related to recent immigrant students in their graduate programs and in-service training.

Procedures

The following section will describe the procedures used for the current study.

Survey Distribution

The researcher used SurveyMonkey (<http://www.surveymonkey.com>) to send all surveys electronically to the random sample of elementary, middle, and high school counselors ($N = 2,500$). Each selected participant received an email from the researcher that included an invitation take part in the study. By clicking on the link in the invitation, the participants were directed to a page that included an explanation of the purpose of the study (see Appendix A), the completed and approved IRB statements from the University

of Maryland, the contact information for the researcher, and the link for the survey.

Participation was entirely voluntary. The researcher identified no known risks or benefits associated with taking or not taking the survey. The researcher sent the survey 14 times within a 12-week span prior to reaching the desired number of responses.

Confidentiality

Confidentiality and anonymity were upheld in this survey. Although responses initially were linked to email addresses, these addresses were not linked with other identifying information, such as names or phone numbers. Additionally, when the researcher downloaded results into SPSS, email addresses were deleted and respondents were assigned a number to identify their responses, which helped to uphold anonymity in the survey responses. Participants received information about the confidentiality and anonymity of the survey. Finally, all data were stored on the research's password-protected computer to maintain security.

Incentives

To increase participation in the survey, subjects could choose to enter their email addresses into a raffle for one of two \$5 Starbucks gift cards. The introductory emails, sent to participants requesting their survey responses, provided details on this contest opportunity. Email addresses were not connected to survey responses or used for other purposes. The researcher selected raffle winners and notified them approximately two months after data collection had ceased.

Data Analysis

The researcher collected responses to the survey using SurveyMonkey, then downloaded and transferred all data into an SPSS file for further analysis. To answer the

research questions, a hierarchical multiple regression was conducted to explore the causal effects of the following variables: Demographic variables, Multicultural Counseling Competence, and Self-Efficacy. Additionally, the researcher ran descriptive analyses to determine means, standard deviations, and frequencies of responses. In the following section, the data analysis will be broken down by research question.

Research Question 1

What demographic factors (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service) are related to school counselors' self-efficacy in working with recent immigrant students?

To answer research question 1, the researcher ran a descriptive analysis on several variables in the study, which included an examination of means and standard deviations for several items. Frequencies were run on the items measuring preparation to determine the location of the training (graduate program and in-service) that school counselors received to work with recent immigrant students.

Research Questions 2

What is the relationship of school counselors' perceived multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) to self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students after controlling for demographic variables?

To answer research question 2, two-level hierarchical multiple regression analyses were conducted to examine the relationships of the demographic variables of school counselors (race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service), and school counselors' perceived level of multicultural counseling competence (Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) to each dimension of school counselors' degree of self-efficacy in working with recent immigrant students.

Summary

To determine professional school counselors' level of multicultural counseling competence and their degree of self-efficacy, this study used survey methodology. The sample for this study included school counselors who were members of ASCA and listed in the member directory. The methods applied to analyze the collected survey responses included descriptive and hierarchical multiple regression analyses. The following chapter will describe the results of the analyses for this study.

Chapter IV: Results

This chapter will provide a description of the results of the data analyses used to answer the following research questions:

1. What demographic factors (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service) are related to school counselors' self-efficacy in working with recent immigrant students?
2. What is the relationship of school counselors' perceived multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) to self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students after controlling for demographic variables?

This chapter is organized by the research questions listed above. Each section will identify the research question, detail the data analyses used to answer the question, and present the results of the analyses. For the research question 1, the chapter provides descriptive results and results of a factor analysis. For research question 2, the chapter presents the results of two-level hierarchical multiple regression analyses.

Research Question 1

The researcher addressed the question "What demographic factors (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in a graduate program and in-service) are related to school counselors' self-efficacy in working with recent immigrant students?" through a

descriptive analysis on demographic variables used to test the question. The following list demonstrates the researcher's approach to coding demographic variables in this study.

- (a) Race/ethnicity, 1= White, 0= non-White (Black or African American, Asian, Native Hawaiian or other Pacific Islander, Hispanic, Multiple races, and others)
- (b) Gender, 1= female, 0= male
- (c) Age, 1= 20-29, 2= 30-39, 3= 40-49, 4= 50-59, 5=60 or older
- (d) Years of experience, 1= 5 or fewer, 2= 6-10, 3= 11-15, 4= 16-20, 5= 21 or more
- (e) School urbanicity, 1= urban, 2= suburban, 3= rural
- (f) School level, 1= elementary, 2= middle, 3= high school
- (g) Training experience in a graduate program, 1= yes, 0= no
- (h) In-service training, 1= yes, 0= no

Research Question 2

The research addressed the question “What is the relationship of school counselors’ perceived multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) to self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students after controlling demographic variables?” using a two-level hierarchical multiple regression to test the hypotheses. The two-level hierarchical multiple regression analyses enabled the researcher to examine the relationships between the school counselors’ demographic variables (race/ethnicity, years of experience as a

school counselor, school urbanicity, school level, and training experiences in training programs and in-service), their perceived level of multicultural counseling competence (Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness) and each dimension of the school counselors' degree of self-efficacy in working with recent immigrant students.

Previous research has indicated that race/ethnicity, gender, years of experience as a school counselor, training experiences in a graduate program, and in-service training /professional development have an effect on school counselors' perceived level of multicultural counseling competence. To test the second research question, the demographic variables were entered into the first step of each hierarchical regression model, and the school counselor's multicultural counseling competence was entered into the second step.

Prior to conducting the regression analyses, the data for multicollinearity was assessed by examining the Pearson correlations, because the researcher anticipated a correlation between the independent variables. Most of the correlations among the independent variables were not statistically significant, except for three multicultural counseling competence variables ($r_{c1, c2} = .48, p = .000$, $r_{c2, c3} = .62, p = .000$, and $r_{c1, c1} = .69, p = .000$) occurring between multicultural counseling competence and collaboration on self-efficacy. These moderate correlations among some of the independent variables were not high enough (i.e., $r > .80$) to suggest a threat from multicollinearity (Tabachnick & Fidell, 2011). Therefore, a two-level hierarchical regression analysis was run to examine the relationships between the dependent (school counselors' self-efficacy) and

independent variables (demographic variables and multicultural counseling competencies).

Descriptive Analyses

School Counselor Self-Efficacy (SCSE). To determine how frequently school counselors reported confidence in working with recent immigrant students, descriptive analyses were run on the items from the SCSE that measured school counselors' degree of self-efficacy in these practices. Table 4 presents the means and standard deviations for Personal and Social Development on the SCSE. The descriptive analysis of the self-efficacy on Personality and Social Development items showed that, in general, school counselors reported a high level of self-efficacy in supporting students who are recent immigrants ($M = 4.26, SD = .584$). The range of the mean was 3.97 to 4.60, and the range standard deviation was .684 to .898. In particular, participants reported high self-efficacy on the item "follow ethical and legal obligations designed for school counselors" ($M = 4.60, SD = .684$), but reported a lower score on the item "evaluate commercially prepared material designed for school counseling to establish their relevance to my school population" ($M = 3.97, SD = .898$).

Table 4

Description of Personal and Social Development Variables on the SCSE

Dimensions of Self-Efficacy	n	Minimum	Maximum	Mean	SD
<i>Personal and Social Development</i>	310	2.17	5.00	4.26	.584
Function successfully as a small group leader.	349	2.00	5.00	4.31	.814
Evaluate commercially prepared material designed for school counseling to establish their relevance to my school population.	335	1.00	5.00	3.97	.898
Model and teach conflict resolution skills.	334	1.00	5.00	4.23	.855
Ensure a safe environment for all students in my school.	331	2.00	5.00	4.33	.737
Change situations in which an individual or group treats others in a disrespectful or harassing manner.	334	1.00	5.00	4.17	.786
Teach students to use effective communication skills with peers, faculty, employers, family, etc.	334	1.00	5.00	4.23	.789
Follow ethical and legal obligations designed for school counselors.	334	1.00	5.00	4.60	.684

Guide students in techniques to cope with peer pressure.	335	2.00	5.00	4.22	.766
Adjust my communication style appropriately to the age and developmental levels of various students.	334	1.00	5.00	4.48	.705
Incorporate students' developmental stages in establishing and conducting the school counseling program.	333	2.00	5.00	4.27	.787
Teach, develop and/or support students coping mechanisms for dealing with crises in their lives (e.g., peer suicide, parents death, abuse, etc.)	334	2.00	5.00	4.16	.811
Help students identify and attain attitudes, behaviors, and skills which lead to successful learning.	323	1.00	5.00	4.19	.714

Table 5 presents the means and standard deviations for Leadership and Assessment on the SCSE. The descriptive analysis of self-efficacy on Leadership and Assessment items showed that, in general, school counselors reported a high level of self-efficacy on leading school-wide initiatives and selecting and implementing assessments for students who are recent immigrants ($M = 3.93$, $SD = .673$). The range of the mean

was 3.66 to 4.11, and the range standard deviation was .755 to .1.033. In particular, participants reported lower scores on the item “Develop measurable outcomes for a school counseling program which would demonstrate accountability” ($M = 3.66, SD = 1.033$).

Table 5

Description of Leadership and Assessment Variables on the SCSE

Dimensions of Self-Efficacy	n	Minimum	Maximum	Mean	SD
<i>Leadership and Assessment</i>	314	1.78	5.00	3.93	.673
Analyze data to identify patterns of achievement and behavior that contribute to school success.	347	1.00	5.00	3.90	.954
Develop measurable outcomes for a school counseling program which would demonstrate accountability.	348	1.00	5.00	3.66	1.033
Help teachers improve their effectiveness with students.	333	2.00	5.00	3.86	.828
Select and implement applicable strategies to assess school-wide issues.	324	1.00	5.00	3.96	.802
Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate.	324	1.00	5.00	4.11	.863

Develop school improvement plans based on interpreting school-wide assessment results.	323	1.00	5.00	3.85	.913
Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specified situations and populations.	324	2.00	5.00	3.89	.871
Implement a preventive approach to student problems.	322	2.00	5.00	4.06	.755
Lead school-wide initiatives which focus on ensuring a positive learning environment.	322	1.00	5.00	4.01	.944

Table 6 presents the means and standard deviations for Career and Academic Development on the SCSE. The descriptive analysis of self-efficacy on Career and Academic Development items showed that, in general, school counselors reported high levels of self-efficacy when promoting the career and academic development of students who are recent immigrants ($M = 4.09, SD = .638$). The range of the mean was 3.99 to 4.20, and the range standard deviation was .786 to .853. In particular, participants reported high self-efficacy on the item “Foster understanding of the relationship” ($M = 4.20, SD = .786$), while reporting the lowest score on the item “Use technology designed to support student success and progress through the educational process” ($M = 3.99, SD = .800$).

Table 6

Description of Career and Academic Development Variables on the SCSE

Dimensions of Self-Efficacy	n	Minimum	Maximum	Mean	SD
<i>Career and Academic Development</i>	316	2.14	5.00	4.09	.638
Teach students how to apply time and task management skills.	347	2.00	5.00	4.11	.816
Foster understanding of the relationship between learning and work.	347	2.00	5.00	4.20	.786
Offer appropriate explanations to students, parents and teachers of how learning styles affect school performance.	347	2.00	5.00	4.05	.838
Deliver age-appropriate programs through which students acquire the skills needed to investigate the world of work.	348	2.00	5.00	4.15	.815
Implement a program which enables all students to make informed career decisions.	348	1.00	5.00	4.04	.853
Teach students to apply problem-solving skills toward their academic, personal and career success.	335	2.00	5.00	4.06	.833

Use technology designed to support student successes and progress through the educational process.	324	2.00	5.00	3.99	.800
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Table 7 presents the means and standard deviations for Collaboration on the SCSE. The descriptive analysis of self-efficacy on Collaboration items showed that, in general, school counselors reported high levels of self-efficacy when working with students, school staff, families, and communities ($M = 4.14, SD = .505$). The range of the mean was 3.95 to 4.70, and the range standard deviation was .551 to .913. In particular, participants reported high self-efficacy on the item “Establish rapport with a student for individual counseling” ($M = 4.70, SD = .551$), while they reported a lower score on the item “Advocate for integration of student academic, career, and personal development into the mission of my school” ($M = 3.95, SD = .973$).

Table 7

Description of Collaboration Variables on the SCSE

Dimensions of Self-Efficacy	n	Minimum	Maximum	Mean	SD
<i>Collaboration</i>	310	2.45	4.82	4.14	.505
Advocate for integration of student academic, career, and personal development into the mission of my school.	349	1.00	5.00	3.95	.973
Recognize situations that impact (both negatively and positively)	349	1.00	5.00	4.22	.814

student learning and achievement.					
Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling.	346	1.00	5.00	4.25	.849
Consult and collaborate with teachers, staff, administrators and parents to promote student success.	347	2.00	5.00	4.53	.664
Establish rapport with a student for individual counseling.	348	2.00	5.00	4.70	.551
Effectively deliver suitable parts of the school counseling program through large group meetings such as in classrooms.	348	1.00	5.00	4.43	.773
Conduct interventions with parents, guardians and families in order to resolve problems that impact students' effectiveness and success.	349	1.00	5.00	4.12	.913
Speak in front of large groups such as faculty or parent meetings.	324	1.00	5.00	4.19	.905
Communicate in writing with staff, parents, and the external community.	322	2.00	5.00	4.38	.749

Consult with external community agencies which provide support services for our students.	320	1.00	5.00	4.22	.873
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Table 8 presents the means and standard deviations for Cultural Acceptance on the SCSE. The descriptive analysis of self-efficacy on Cultural Acceptance items showed that, in general, school counselors reported high levels of self-efficacy when supporting students who are recent immigrants ($M = 4.16, SD = .645$). The range of the mean was 3.72 to 4.39, and the range standard deviation was .722 to 1.039. In particular, participants reported the lowest scores on the item “Discuss issues of sexuality and sexual orientation in an age appropriate manner with students” ($M = 3.72, SD = 1.039$).

Table 8

Description of Cultural Acceptance Variable on the SCSE

Dimensions of Self-Efficacy	n	Minimum	Maximum	Mean	SD
<i>Cultural Acceptance</i>	315	2.25	5.00	4.16	.645
I can find some way of connecting and communicating with any student in my school.	334	1.00	5.00	4.39	.726
Counsel effectively with students and families from different social/economic statuses.	333	2.00	5.00	4.32	.722
Understand the viewpoints and experiences of students and parents	332	2.00	5.00	4.21	.749

who are from a different cultural background than myself.					
Discuss issues of sexuality and sexual orientation in an age appropriate manner with students.	322	1.00	5.00	3.72	1.039

Multicultural Counseling Competence. Descriptive analyses on the items from the MCCTS-R measured school counselors’ perceived level of multicultural counseling competence in working with recent immigrant students to determine how school counselors reported their level of competence in these practices. Table 9 presents the means and standard deviations for Multicultural Terminology items on the MCCTS-R. The descriptive analysis of the Multicultural Terminology items showed that, in general, school counselors reported a high level of competence on articulating terminology related to multicultural counseling ($M = 3.50, SD = .566$). The range of the mean was 1.64 to 3.54, and the range standard deviation was .541 to 4.497. In particular, participants reported low scores on the item “I can define prejudice” ($M = 1.64, SD = 4.497$).

Table 9

Description of Multicultural Terminology Variables on the MCCTS-R

Dimensions of Multicultural Counseling Competence	n	Minimum	Maximum	Mean	SD
<i>Multicultural Terminology</i>	321	0.00	4.00	3.50	.566
I can define racism.	324	2.00	4.00	3.46	.585
I can define prejudice.	381	0.00	4.00	1.64	4.497

I can define discrimination.	323	2.00	4.00	3.54	.547
I can define stereotype.	324	2.00	4.00	3.54	.541

Table 10 presents the means and standard deviations for Multicultural Knowledge on the MCCTS-R. The descriptive analysis of self-efficacy on Multicultural Knowledge items showed that, in general, school counselors reported a slightly higher level of possessing knowledge related to multicultural counseling ($M = 2.65$, $SD = .668$). The range of the mean was 2.18 to 3.34, and the range standard deviation was .662 to .985. In particular, participants reported higher levels of understanding on the item “I can give examples of how stereotypical beliefs about culturally different persons impact the counseling relationship” ($M = 3.34$, $SD = .662$), while they reported lower scores on the item “I can discuss within-group differences among ethnic groups” ($M = 2.18$, $SD = .916$).

Table 10

Description of Multicultural Knowledge Variables on the MCCTS-R

Dimensions of Multicultural Counseling Competence	n	Minimum	Maximum	Mean	SD
<i>Multicultural Knowledge</i>	294	1.10	4.00	2.65	.668
I can discuss models of White Racial Identity Development.	323	1.00	4.00	2.49	.985
I can identify the cultural bases of my communication style.	319	1.00	4.00	3.17	.746

I can give examples of how stereotypical beliefs about culturally different persons impact the counseling relationship.	321	1.00	4.00	3.34	.662
I can articulate the possible differences between the nonverbal behavior of the five major ethnic groups (i.e., African/Black, Hispanic/Latino, Asian, Native American, European/White).	317	1.00	4.00	2.49	.877
I can articulate the possible differences between the verbal behaviors of the five major ethnic groups.	316	1.00	4.00	2.49	.893
I can discuss the counseling implications for at least two models of racial/ethnic identity development.	316	1.00	4.00	2.45	.933
I can discuss within-group differences among ethnic groups (e.g., low SES Puerto Rican student vs. high SES Puerto Rican student).	316	1.00	4.00	2.18	.916
I can discuss how culture affects a student's vocational choices.	317	1.00	4.00	2.86	.829

I can discuss how culture affects the help-seeking behaviors of students.	316	1.00	4.00	2.90	.862
I can discuss how culture affects the manifestations of psychological disorders.	315	1.00	4.00	2.49	.897
I can describe the degree to which a counseling approach is appropriate for a specific group of people.	317	1.00	4.00	2.56	.823
I can explain how factors such as poverty and powerlessness have influenced the current conditions of at least two ethnic groups.	316	1.00	4.00	2.94	.848
I can discuss research regarding mental health issues among culturally/ethnically different populations.	314	1.00	4.00	2.39	.937
I can discuss how the counseling process may conflict with the cultural values of at least two ethnic groups.	316	1.00	4.00	2.72	.828
I can list at least three barriers that prevent ethnic minority students from using counseling services.	316	1.00	4.00	2.85	.837

I can discuss the potential bias of two assessment instruments frequently used in schools.	315	1.00	4.00	2.43	.946
I can discuss family counseling from a cultural/ethnic perspective.	316	1.00	4.00	2.53	.896
I can anticipate when my helping style is inappropriate for a culturally different student.	317	1.00	4.00	2.83	.804
I can help students determine whether a problem stems from racism or biases in others.	315	1.00	4.00	2.77	.821

Table 11 presents the means and standard deviations for Multicultural Awareness on the MCCTS-R. The descriptive analysis of self-efficacy on Multicultural Awareness items showed that, in general, school counselors reported a high level of awareness related to multicultural counseling ($M = 3.46, SD = .464$). The range of the mean was 3.35 to 3.52, and the range standard deviation was .570 to .642. In particular, participants reported a lower score on the item “I can identify my reactions that are based on stereotypical beliefs about different ethnic groups” ($M = 3.35, SD = .642$).

Table 11

Multicultural Awareness on the MCCTS-R

Dimensions of Multicultural Counseling Competence	n	Minimum	Maximum	Mean	SD
<i>Multicultural Awareness</i>	318	2.22	4.00	3.46	.464
I can discuss my own ethnic/cultural heritage.	324	2.00	4.00	3.52	.580
I am aware of how my cultural background and experiences have influenced my attitudes about psychological processes.	325	2.00	4.00	3.51	.570
I am able to discuss how my culture has influenced the way I think.	325	1.00	4.00	3.48	.591
I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to my students.	324	2.00	4.00	3.37	.604
I verbally communicate my acceptance of culturally different students.	325	2.00	4.00	3.51	.586
I nonverbally communicate my acceptance of culturally different	324	2.00	4.00	3.47	.631

students.					
I can discuss my family's perspective regarding acceptable and non- acceptable codes of conduct.	324	1.00	4.00	3.52	.580
I can identify my negative and positive emotional reactions toward persons of other racial and ethnic groups.	323	1.00	4.00	3.45	.638
I can identify my reactions that are based on stereotypical beliefs about different ethnic groups.	324	2.00	4.00	3.35	.642

Hierarchical Multiple Regression Analyses

Table 12 presents the results of the two-step hierarchical multiple regression analysis conducted to predict school counselors' degree of self-efficacy on Personal and Social Development and Leadership and Assessment in working with recent immigrant students. The first model with all demographic variables was not contributed significantly to the personal and social development dimension of self-efficacy with $\alpha = .05$ ($F(10, 253) = 1.680, p = .086$). The R^2 was .062, which meant that demographic variables (race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service) only accounted for about 6.2% of the variance in the personal and social development

dimension of self-efficacy. However, age and school-level variables had a statistically significant impact on school counselors' self-efficacy in the personal and social development dimension. The regression coefficients for age and school-level variables in the first step of the model indicated that when school counselors were older, their degree of self-efficacy increased ($\beta = .086$ $t = 2.166$, $p = .031$), after controlling for the other demographic variables.

Additionally, high school counselors reported lower levels of self-efficacy on the personal and social dimension than those in elementary schools ($\beta = -.240$, $t = -2.880$, $p = .004$), after controlling for the other demographic variables. The second model included multicultural counseling competency variables (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness). The addition of the three competency variables resulted in a highly significant self-efficacy increase in R^2 of .276 (that is, in excess of an additional 28% of the variance in self-efficacy was accounted for). The second model, with additional school counselors' multicultural counseling competency variables, contributed significantly to the explanation of self-efficacy in personal and social development above and beyond the demographic variables, with $\alpha = .05$ ($F(13, 250) = 9.837$, $p = .000$) (Step 2). Among the three multicultural counseling competency variables, only multicultural awareness was statistically significant in predicting self-efficacy in the final model ($\beta = .494$, $t = 4.822$, $p = .000$), after controlling for other demographic variables and the other two multicultural competence variables.

Table 12

Hierarchical Regression for Correlations of Personal and Social Development on the SCSE

Variables	Step 1			Step 2		
	<i>B</i>	<i>SEB</i>	β	<i>B</i>	<i>SEB</i>	β
Race/Ethnicity ^a	-.027	.100	-.017	.123	.086	.077
Gender ^a	-.446	.097	-.030	-.010	.082	-.007
Age	.086*	.040	.177	.033	.034	.069
Years of Experience	-.010	.035	-.022	.006	.030	.014
Suburban ^a	-.031	.089	-.026	-.015	.075	-.012
Rural ^a	-.093	.094	-.075	-.049	.080	-.039
Middle School ^a	-.176	.103	-.111	-.158	.087	-.105
High School ^a	-.240**	.083	-.205	-.224	.070	-.191
Training in a Graduate Program	.102	.082	.079	.010	.070	.008
In-service Training	.026	.078	.021	-.036	.067	-.030
Multicultural Terminology				.085	.073	.084
Multicultural Knowledge				.116	.060	.134
Multicultural Awareness				.494***	.103	.395
F	1.680			9.837		
R ²	.062			.338***		

Note. The dependent variable is Personal and Social Development on the SCSE. ^a Reference categories in order: White, female, training in a graduate program, in-service training experience, urban, and elementary school.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 13 presents the results of the two-step hierarchical multiple regression analysis conducted to predict school counselors' degree of self-efficacy on Leadership and Assessment in working with recent immigrant students. The first model with all demographic variables was significantly contributed to leadership and assessment dimension of self-efficacy with $\alpha = .05$ ($F(10, 255) = 2.838, p = .002$). The R^2 was .100, meaning that demographic variables (race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service) accounted for only about 10% of the variance in the leadership and assessment dimension of self-efficacy. Specifically, variables dealing with training experience in graduate programs had a statistically significant impact on school counselors' self-efficacy in leadership and assessment dimension.

The regression coefficients for training variables in the first step of the model indicated that school counselors who received any formal training in graduate school reported high levels of self-efficacy on the leadership and assessment dimension ($\beta = .209, t = 2.308, p = .022$), after controlling for other demographic variables. The second model included multicultural counseling competency variables (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness). The addition of the three competency variables resulted in a highly significant self-efficacy increase in R^2 of .236 (that is, it was in excess of an additional 24% of the variance in self-efficacy was accounted for).

The second model, with additional school counselors' multicultural counseling competency variables, contributed significantly to explaining self-efficacy in leadership and assessment above and beyond the demographic variables with $\alpha = .05$ ($F(13, 252) = 9.762, p = .000$) (Step 2). The regression coefficients for years of experience in the second model indicated that school counselors with more experience demonstrated a greater degree of self-efficacy on the leadership and assessment dimension ($\beta = .081, t = 2.368, p = .019$), after controlling for other demographic variables and multicultural competency variables. Among three multicultural counseling competency variables, multicultural knowledge ($\beta = .290, t = 4.219, p = .000$) and multicultural awareness ($\beta = .470, t = 4.059, p = .000$) were statistically significant in predicting self-efficacy in the final model, after controlling for the other demographic variables and the other multicultural competence variables.

Table 13

Hierarchical Regression for Correlations of Leadership and Assessment on the SCSE

Variables	Step 1			Step 2		
	<i>B</i>	<i>SEB</i>	β	<i>B</i>	<i>SEB</i>	β
Race/Ethnicity ^a	-.021	.113	-.011	.130	.100	.070
Gender ^a	-.110	.108	-.062	-.096	.094	-.054
Age	.082	.044	.146	.025	.039	.044
Years of Experience	.045	.039	.091	.081*	.034	.165
Suburban ^a	-.077	.098	-.057	-.032	.085	-.023
Rural ^a	-.104	.104	-.073	-.046	.090	-.032
Middle School ^a	-.064	.114	-.038	-.040	.099	-.024

High School ^a	-.120	.092	-.091	-.112	.080	-.085
Training in a Graduate Program	.209*	.090	.142	.096	.080	.065
In-service Training	.150	.087	.107	.059	.076	.042
Multicultural Terminology				-.095	.083	-.082
Multicultural Knowledge				.290**	.069	.294
Multicultural Awareness				.470***	.116	.328
F	2.838			9.762		
R ²	.100**			.335***		

Note. The dependent variable is Leadership and Assessment on the SCSE. ^a Reference categories in order: White, female, training in a graduate program, in-service training experience, urban, and elementary school.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 14 presents the results of the two-step hierarchical multiple regression analysis conducted to predict school counselors' degree of self-efficacy on Career and Academic development in working with recent immigrant students. The first model with all demographic variables was not significantly contributed to Career and Academic Development dimension of self-efficacy with $\alpha = .05$ ($F(10, 255) = 1.145, p = .329$). The R^2 was .043, meaning that demographic variables (race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service) accounted for only about 4.3% of the variance in the career and academic development dimension of self-efficacy. However, the age variable had a

statistically significant impact on school counselors' self-efficacy in the career and academic development dimension.

The regression coefficients for age in the first step of the model indicated that when school counselors were older, their degree of self-efficacy increased ($\beta = .099$ $t = 2.237$, $p = .026$), after controlling for the other demographic variables. The second model included multicultural counseling competency variables (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness). The addition of the three competency variables resulted in a highly significant self-efficacy increase in R^2 of .256 (that is, it was in excess of an additional 26% of the variance in self-efficacy was accounted for).

The second model, with additional school counselors' multicultural counseling competency variables, contributed significantly to explaining self-efficacy in career and academic development, above and beyond the demographic variables with $\alpha = .05$ ($F(13, 252) = 8.273$, $p = .000$) (Step 2). Among the three multicultural counseling competency variables, multicultural knowledge ($\beta = .215$, $t = 3.144$, $p = .002$) and multicultural awareness ($\beta = .532$, $t = 4.555$, $p = .000$) were statistically significant in predicting self-efficacy in the final model, after controlling for the other demographic variables and the other multicultural competence variables.

Table 14

Hierarchical Regression for Correlations of Career and Academic Development on the SCSE

Variables	Step 1		Step 2			
	<i>B</i>	<i>SEB</i>	β	<i>B</i>	<i>SEB</i>	β
Race/Ethnicity ^a	-.064	.110	-.036	.084	.097	.048
Gender ^a	-.076	.108	-.045	-.062	.093	-.036
Age	.099*	.044	.184	.036	.039	.066
Years of Experience	-.036	.039	-.075	-.004	.034	-.008
Suburban ^a	-.034	.097	-.026	.001	.084	.001
Rural ^a	-.090	.104	-.065	-.032	.090	-.023
Middle School ^a	-.002	.113	-.001	.014	.097	.009
High School ^a	.017	.091	.014	.020	.079	-.191
Training in a Graduate Program	.124	.090	.088	.017	.079	.012
In-service Training	.043	.086	.032	-.038	.076	-.028
Multicultural Terminology				-.048	.092	-.041
Multicultural Knowledge				.215**	.068	.228
Multicultural Awareness				.532***	.117	.389
F	1.145		8.273			
R ²	.043		.229***			

Note. The dependent variable is Career and Academic Development on the SCSE. ^a Reference categories in order: White, female, training in a graduate program, in-service training experience, urban, and elementary school.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 15 presents the results of the two-step hierarchical multiple regression analysis conducted to predict school counselors' degree of self-efficacy in collaboration when working with recent immigrant students. The first model with all demographic variables was significantly contributed to the collaboration dimension of self-efficacy, with $\alpha = .05$ ($F(10, 256) = 2.731, p = .003$). The R^2 was .096, meaning that demographic variables (race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service) accounted for only about 10% of the variance in the collaboration dimension of self-efficacy. Specifically, age and school urbanicity variables had a statistically significant impact on school counselors' self-efficacy on the collaboration dimension.

The regression coefficients for age variables in the first model indicated that when school counselors were older, they reported higher levels of self-efficacy on the collaboration dimension ($\beta = .098, t = 2.941, p = .004$), after controlling for other demographic variables. Additionally, school counselors who worked in rural areas reported lower levels of self-efficacy than those who lived in urban areas ($\beta = -.179, t = -2.270, p = .024$). The second model included multicultural counseling competency variables (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness). The addition of the three competency variables resulted in a highly significant self-efficacy increase in R^2 of .367 (that is, in excess of an additional 37% of the variance in self-efficacy was accounted for).

The second model, with additional school counselors' multicultural counseling competency variables, contributed significantly to the explanation of self-efficacy in leadership and assessment, above and beyond the demographic variables with $\alpha = .05$ ($F(13, 253) = 16.750, p = .000$) (Step 2). The regression coefficient for race/ethnicity and school urbanicity variables had a statistically significant impact on school counselors' self-efficacy in the collaboration dimension. The regression coefficients for race/ethnicity in the second model indicated that the White female school counselors reported higher levels of self-efficacy than non-White school counselors on collaboration ($\beta = .149, t = 2.252, p = .025$), after controlling for other demographic variables and the multicultural competency variables.

Additionally, the regression coefficients for school urbanicity in the second model indicated that school counselors who worked in rural areas reported lower levels of self-efficacy than those who lived in urban areas ($\beta = -.129, t = -2.094, p = .037$), after controlling for other demographic variables and the multicultural competency variables. Among the three multicultural counseling competency variables, multicultural knowledge ($\beta = .134, t = 2.878, p = .004$) and multicultural awareness ($\beta = .586, t = 7.389, p = .000$) were statistically significant in predicting self-efficacy in the final model, after controlling for the other demographic variables and the other multicultural competence variables.

Table 15

Hierarchical Regression for Correlates of Collaboration on the SCSE

Variables	Step 1			Step 2		
	<i>B</i>	<i>SEB</i>	β	<i>B</i>	<i>SEB</i>	β
Race/Ethnicity ^a	.020	.084	.014	.149*	.066	.109
Gender ^a	.007	.082	.005	-.028	.063	.021
Age	.098**	.033	.233	.042	.026	.099
Years of Experience	.008	.029	.022	.028	.023	.077
Suburban ^a	-.092	.075	-.090	-.070	.058	-.069
Rural ^a	-.179*	.079	-.167	-.129*	.062	-.120
Middle School ^a	-.078	.087	-.061	-.071	.067	-.055
High School ^a	-.067	.070	-.066	-.064	.054	-.064
Training in a Graduate Program	.118	.069	.106	.024	.054	.021
In-service Training	.059	.065	.056	.004	.051	.004
Multicultural Terminology				-.049	.057	-.056
Multicultural Knowledge				.134**	.046	.181
Multicultural Awareness				.583***	.079	.540
F	2.731			16.750		
R ²	.096**			.463***		

Note. The dependent variable is Collaboration on the SCSE. ^a Reference categories in order: White, female, training in a graduate program, in-service training experience, urban, and elementary school.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 16 presents the results of the two-step hierarchical multiple regression analysis conducted to predict school counselors' degree of self-efficacy on cultural acceptance in working with recent immigrant students. The first model, with all demographic variables, was significantly contributed to the cultural acceptance dimension of self-efficacy with $\alpha = .05$ ($F(10, 255) = 1.920, p = .043$). The R^2 was .070, meaning that demographic variables (race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service) accounted for only about 7% of the variance in the cultural acceptance dimension of self-efficacy. Specifically, age and school urbanicity variables had a statistically significant impact on school counselors' self-efficacy in the collaboration dimension.

The regression coefficients for age variables in the first model indicated that when school counselors were older, they reported high levels of self-efficacy on the cultural acceptance dimension ($\beta = .135 t = 3.014, p = .003$), after controlling for other demographic variables. Additionally, school counselors who worked in rural areas reported lower levels of self-efficacy than those who lived in urban areas ($\beta = -.212 t = -2.020, p = .044$). The second model included multicultural counseling competency variables (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness). The addition of the three competency variables resulted in a highly

significant self-efficacy increase in R^2 of .335 (that is, in excess of an additional 34% of the variance in self-efficacy was accounted for).

The second model, with additional school counselors' multicultural counseling competency variables, contributed significantly to explaining self-efficacy in cultural acceptance, above and beyond the demographic variables with $\alpha = .05$ ($F(13, 252) = 13.188, p = .000$) (Step 2). Among the three multicultural counseling competency variables, multicultural knowledge ($\beta = .177, t = 2.766, p = .006$) and multicultural awareness ($\beta = .661, t = 6.090, p = .000$) were statistically significant in predicting self-efficacy in the final model, after controlling for the other demographic variables and the other multicultural competence variables.

Table 16

Hierarchical Regression for Correlates of Cultural Acceptance on the SCSE

Variables	Step 1			Step 2		
	<i>B</i>	<i>SEB</i>	β	<i>B</i>	<i>SEB</i>	β
Race/Ethnicity ^a	-.004	.111	-.002	.176	.091	.098
Gender ^a	-.024	.108	-.014	.008	.087	.005
Age	.135**	.045	.245	.061	.037	.110
Years of Experience	-.020	.039	-.042	.006	.032	.012
Suburban ^a	-.157	.099	-.117	-.135	.080	-.100
Rural ^a	-.212*	.105	-.151	-.153	.085	-.109
Middle School ^a	.012	.115	.007	.046	.092	.028
High School ^a	.029	.093	.022	.040	.075	.030

Training in a Graduate Program	.010	.091	.007	-.113	.075	-.078
In-service Training	.105	.087	.076	.020	.071	.015
Multicultural Terminology				-.013	.078	.011
Multicultural Knowledge				.177**	.064	.183
Multicultural Awareness				.661***	.109	.470
F	1.920			13.188		
R ²	.070*			.405***		

Note. The dependent variable is Cultural Acceptance on the SCSE. ^a Reference categories in order: White, female, training in a graduate program, in-service training experience, urban, and elementary school.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Summary

The analyses of the participant responses to the present study suggested several relationships between demographic variables (i.e. race/ethnicity, years of experience as a school counselor, school urbanicity, school level, and training experiences in training programs and in-service), multicultural counseling competencies (i.e. Multicultural Terminology, Multicultural Knowledge, and Multicultural Awareness), and the degree of school counselor' self-efficacy (i.e. Personal and Social Development, Leadership and Assessment, Career and Academic Development, Collaboration, and Cultural Acceptance) in working with recent immigrant students. The following chapter will discuss these results in more depth.

Chapter 5: Discussion

The results of this study suggest that several important variables are related to school counselors' work with recent immigrant students. This chapter begins with a discussion of the major findings of this study in light of current research, followed by a presentation of important implications for school counselor practice, the preparation of school counselors, and future research. The chapter concludes with a discussion of the limitations of the study.

Examination of Major Findings

This exploratory study examined variables related to school counselors' self-efficacy in working with recent immigrant students in the United States. The results indicated that several variables influence school counselors' degree of self-efficacy when supporting students who are recent immigrants. The variables that appear to be consistently related to school counselors' self-efficacy included multicultural knowledge and multicultural awareness of the issues of recent immigrant students. In addition, the study revealed significant relationships between demographic variables, such as training experiences in a graduate program, school urbanicity, age, years of experience as a school counselor, and race/ethnicity, and different dimensions of self-efficacy in working with recent immigrant students.

The Effects of Demographic Variables on Self-Efficacy

The descriptive analyses in this study indicated that demographic variables influence the degree of self-efficacy school counselors have when working with recent immigrant students. Results indicated that training experiences in a graduate program, years of experience as school counselor, age, race/ethnicity, and school urbanicity all

influence a school counselor's self-efficacy. These findings confirm previous research, which indicated that a significant relationship existed between multicultural training experiences and higher self-perceived multicultural counseling competence (Constantine, 2001; Constantine & Gushue, 2003; Sadowsky et al., 1994). Research also found that school counselor trainees who had more related coursework, internship hours, and work experience perceived that they were more confident in their counseling skills (Tang, Addison, LaSure-Bryant, Norman, O'Connell, & Stewart-Sicking, 2004).

The present study also found that school counselors who had more experience in the field reported higher levels of self-efficacy. Consistent with previous research on years of experience, counselors who had worked with large caseloads of students from diverse backgrounds reported higher levels of multicultural competence (Sadowsky, Taffe, & Gutkin, 1991). Owens et al. (2010) previously suggested that multicultural self-efficacy might result from a school counselor's years of experiences in the field. However, the effects of age and training experiences in a graduate program disappeared in model two, after the researcher entered other demographic variables and multicultural counseling competence into the analysis. Additionally, years of experiences, race/ethnicity, and school urbanicity were not significant in model one, but these variables proved significant in model two.

Finally, consistent with past research in school counselor and multicultural counseling competence (Holcomb-McCoy, 2008; Pope-Davis & Dings, 1995), gender was not related significantly to any of the dimensions of school counselors' self-efficacy in multicultural counseling competence. However, Bodenhorn and Skaggs (2005) found that female school counselors showed significantly higher levels of overall school

counseling self-efficacy. Based on the finding of this study, gender might not be an indicator for school counselors' self-efficacy in multicultural counseling competence when working with recent immigrant students.

Multicultural Counseling Competence and Self-Efficacy

In general, this study indicates that school counselors are self-efficacious about their tasks and activities in multicultural counseling competence with recent immigrant students. School counselors reported a high degree of self-efficacy in supporting recent immigrant students in their personal and social development. On the other hand, they showed a lower degree of self-efficacy in leadership and assessment than in other dimensions of self-efficacy.

In the second step of the hierarchical regression model, multicultural awareness had significant effects on school counselors' self-efficacy in all five dimensions (i.e., personal and social development, leadership and assessment, career and academic development, collaboration, and cultural acceptance), but multicultural knowledge showed no significant effects on the personal and social development dimension. School counselors reported a lower level of multicultural knowledge among the three multicultural counseling competencies (i.e. multicultural terminology, multicultural knowledge, and multicultural awareness). In multicultural knowledge, school counselors reported a relatively low level of confidence regarding racial/ethnic identity development, differences between nonverbal and verbal behaviors, and within-group differences among ethnic groups.

Increased knowledge and training in these areas may provide insight for school counselors in understanding recent immigrant students. Research indicates that

immigrant students experience racial/ethnic identity development while adjusting to their new cultural context, and finds that this process influences their psychological well-being (Phinney et al., 2001) and their academic adjustment (Fuligni et al., 2005). Previous research has also addressed the different nonverbal and verbal behaviors of immigrant students, including different help-seeking behaviors (Goh et al., 2007; William & Butler, 2003; Yeh, 2001) and issues of within-group differences among immigrant and international students (Sodowsky & Plake, 1992). The findings of the present study imply that, to enhance their level self-efficacy in working with diverse students, school counselors should gain more knowledge and sensitivity to better understand the unique issues of recent immigrants.

The findings from this study also suggest that professional school counselors are generally confident in their ability to perform tasks related to the SCSE dimensions of personal and social development and career and academic development. For example, items related to individual counseling yielded the highest scores on all scales in this study. These scores may be higher because these tasks and responsibilities are associated with the core responsibilities supported by ASCA (2005). In recent years, professional school counselors have advocated for the important role school counselors can play in implementing a broad range of multicultural, social justice, and systemic change, while helping individual students develop academically, vocationally, socially, and personally (Bemak & Chung, 2008). Expanding the role of school counselors beyond helping individual students can lead to changes in the way school counselors receive training, because school counselor training programs develop their curricula using ASCA and CACREP recommendations. Incorporating a broader role for school counselors into

ASCA and CACREP recommendations may result in training experiences that give counselors more clarity about their roles as professional school counselors and more confidence in their ability to provide services for students from culturally diverse backgrounds.

ASCA emphasizes collaboration with students, families, communities and other school staff to provide comprehensive school counseling programs (ASCA, 2005). This study showed school counselors' level of self-efficacy on collaboration to be moderately high. According to Bandura (1977), outcome expectancy is the belief that certain behaviors or tasks will lead to specific outcomes. Scarborough and Culbreth (2008) found that school counselors were more likely to engage in tasks if they believed that the tasks led to particular outcomes and the tasks had organizational or administrator support. The findings of the current study support the idea that school counselors understand their role as collaborators and feel confident collaborating at school.

Data also indicated that cultural acceptance significantly affected school counselors' multicultural knowledge and multicultural awareness. This finding is consistent with past research by Constantine (2002), who found that racist attitudes among counselors contributed significantly to their reported level of multicultural competence. This implies that school counselors who have more accepting attitudes about different cultures are more likely to report high levels of multicultural counseling competence and feel more confident working with recent immigrant students.

Finally, school counselors reported lower levels of self-efficacy in leadership and assessment with recent immigrant students. The lowest scores on the SCSE were on items related to accountability (i.e. developing measurable outcomes for a school

counseling program, analyzing data to identify patterns of achievement and behavior, and evaluating commercially prepared materials). Previous research found that professional school counselors faced challenges in accountability when developing data-driven school counseling programs and implementing effective school counseling programs based on the needs of their students and schools (Dahir & Stone, 2003; Sink, 2009).

Implications

The results of the present study have several implications for the practice and preparation of school counselors who work with recent immigrant students, as well as for future research. The relationships between the variables in this study revealed a correlation between multicultural counseling competence and school counselors' perceived level of self-efficacy when supporting students who are recent immigrants. This section will discuss implications for school counselor practice and preparation, as well as directions for future research.

Implications for School Counselor Preparation

The findings of this study, supported by previous research, indicated a positive relationship between school counselors' perceived multicultural counseling competence and their level of self-efficacy. Culturally competent school counselors feel comfortable and confident when working with students from culturally and linguistically diverse backgrounds. To develop school counselor trainees' multicultural counseling competency, counselor educators can infuse multicultural counseling throughout their curriculum and give focused attention to multicultural counseling and social justice issues as early as possible in school counselor training programs. Developing of a mission statement for the program and an orientation for incoming students may aid in this

process. These efforts can help trainees better understand the importance of multicultural counseling competence and develop their professional identity as culturally competent school counselors. Moreover, research has shown the importance of clinical supervision in multicultural issues and on-going dialogue about multicultural training experiences (Constantine, 2001; Gardner, 2002; Vereen et al., 2008).

Importantly, direct experiences with recent immigrant students might prove the most effective way of developing school counselor trainees' multicultural counseling competence. Counselor educators should consider how to maximize school counselor trainees' exposure to culturally diverse students throughout their graduate programs, by providing practicum and internship placements and immersion experiences in different countries (Alexander et al., 2005). With such lived experiences in the field (not simply in the classroom), school counselor trainees can develop a better understanding of the experiences of students from different cultural backgrounds and feel more confident when they work with diverse students as professional school counselors.

In this study, professional school counselors reported low levels of self-efficacy in leadership and assessment. According to ASCA, professional practices in this category include data- or results-driven program implementation, management, and evaluation (ASCA, 2005; Gysbers & Henderson, 2006). To develop leadership and assessment skills for school counselors in training, counselor educators should embrace the accountability and leadership role as clearly as possible in the school counseling program. In addition, counselor educators should help students understand how to analyze data and implement accountability strategies, such as program audits, results-based assessment, personnel reviews, and needs assessments (Sink, 2009). By shifting

training programs to focus more on accountability and data-driven school counseling, school counselors in training will feel more confident in developing and implementing their own school counseling programs with recent immigrant students.

Finally, counselor educators should work collaboratively with school districts to help identify areas of need. Facilitating increased awareness of and exposure to the issues and challenges affecting local immigrant students and families can create professional development opportunities for trainees. Counselor educators may seek to form partnerships with community organizations, community-based mental health programs, and other community services for immigrant families to provide learning opportunities for counseling trainees. Involving school counselor trainees in meaningful activities that involve immigrant students and families may help them gain the awareness, knowledge, and skills they need to work more effectively with recent immigrant students.

Implications for School Counseling Practice

The findings of the current study suggest that multicultural knowledge and multicultural awareness affect school counselors' self-efficacy in their work with recent immigrant students. Multicultural competency is crucial in the provision of culturally appropriate counseling for these students (Alexander et al., 2005). School counselors should value recent immigrant students' different cultural backgrounds, philosophies, customs, and behaviors. In addition, school counselors must help students understand the different cultural expectations and values in their new environments (Constantine & Gushue, 2003). Balancing the maintenance of their own culture with learning a new cultural context can help recent immigrant students successfully develop healthy cultural identities within their new educational environment (Oppedal et al., 2004).

Moreover, school counselors must expand their culturally appropriate counseling strategies to work with diverse populations (Constantine & Gushue, 2003). One strategy or intervention may not be effective for all students. Recent immigrant students often come into U.S. schools with different cultural backgrounds. School counselors can use activities and cross-cultural simulations to develop students' multicultural sensitivities (Goh et al., 2007; Kopala & Esquivel, 1994). While school counselors conduct curricular or extracurricular activities, they can encourage students to build mutual understandings about different cultures. To provide effective and appropriate cross-cultural simulations and activities, school counselors should receive training, mentoring, and supervision, and should have opportunities to participate in co-leading experiences (Alexander et al., 2005).

To develop a culturally friendly school climate, school counselors can collaborate with teachers, administrators, families, and communities to help immigrant students (Park-Taylor et al., 2007). Teachers can directly impact students' interactions with their peers in the classroom. Because teachers can reduce cultural misunderstandings and influence the classroom climate for recent immigrant students, school counselors should work with them to promote culturally competent classroom activities and develop effective teaching strategies. Additionally, school counselors can provide staff workshops about cultural diversity and understanding students' stressors in new environments. They also can develop faculty committees focused on increasing cultural awareness and acceptance within their schools.

School administrators are also a critical collaboration partner for school counselors, because they have authority and access to resources in their schools (Goh et

al., 2007). According to Finkelstein, in a study from the College Board (2009), communication, collaboration, respect, and shared vision are the most important elements involved in building a Principal-Counselor relationship that effectively improves student outcomes. When school counselors build a strong partnership with administrators, they can lead the entire school toward the creation of a multicultural school environment. To increase awareness of the needs of recent immigrant students' and families', school counselors can take the initiative in assisting with the training of teachers and administrators.

While school counselors develop culturally competent school counseling programs and work with school staff and parents, they also can create a welcoming environment for all students by coordinating various events, such as diversity awareness weeks, and the school's diversity committee (Goh et al., 2007). These activities are important to the enhancement of students' understanding of different cultures. Counselors also can encourage students to form groups to participate in the events. Some immigrant students may hesitate to join the groups because of their cultural values, gender expectations, or personalities. School counselors can arrange the students in a group to work with other students. While students are working together, they can experience the diversity among their peers and develop a better understanding of individual and cultural differences (Constantine & Gushue, 2003).

Parents and members of the community also can work with school counselors to help recent immigrant students adjust to new environments (Park-Taylor et al., 2007; Tong et al., 2006). When school counselors invite parents to participate in their children's schooling, these parents can provide vital information about their children's family

background and childhood experiences (Orozco, 2007). Reaching out to community members can help provide extra support for students and their families in and/or outside of school, such as through English classes, tutoring, mentoring, and job search strategies.

Implications for Future Research

Because this study is exploratory in nature, one of its purposes is to guide future research. The findings of the study prompt several other research questions and areas for future examination. In this study, multicultural counseling competence proved a significant variable related to school counselors' self-efficacy in working with recent immigrant students. Therefore, future research could shed light on differences between counselors' perceived level of multicultural counseling competence and their observable multicultural counseling competence in a school setting. Additional research could also need to be conducted to evaluate the effectiveness of counselor training programs and their relationship to the actual level of multicultural competence a counselor has when working with culturally and linguistically diverse students and families.

The field also could benefit from new empirical evidence on the effectiveness of increasing the multicultural counseling competence of school counselor trainees and professional school counselors. Previous studies have suggested different educational methods for helping school counselors become culturally competent, such as immersion experiences and case conceptualization. However, more research needs to be conducted on these specific practices, to determine their effectiveness in supporting recent immigrant students.

This study focused on the beliefs of professional school counselors regarding their own level of multicultural counseling competence and their perceived level of self-

efficacy when working with recent immigrant students. Future research should include stakeholders' (i.e., students, parents, teachers, and administrators) perspectives about school counselors' abilities to provide comprehensive school counseling programs for students from diverse backgrounds.

Limitations

There are several limitations to this study. As anticipated, despite 14 distribution efforts, the survey received a low response rate of under 20% (N=381). The researcher received several emails from selected participants reporting that they were not working with recent immigrant students or did not have any recent immigrant students at their schools. As a result, they were not able to respond to the items that required experience with recent immigrant students and, therefore, chose not to complete the survey.

Researchers have developed a few instruments to measure counselors' multicultural counseling competence and self-efficacy. The survey used in this study was created to measure general multicultural counseling competence and general self-efficacy as a school counselor. Because self-efficacy refers to an individual's belief about specific tasks, self-efficacy as a school counselor and self-efficacy in working with recent immigrant students might be different. Even though the researcher instructed participants to complete the survey based on their interactions with recent immigrant students, some may have done so using their general perceptions of school counseling tasks. Additionally, although both instruments indicated a moderate-to-high level of reliability, a further examination of validity would be necessary.

The demographic questionnaire also presented some limitations, as the survey did not collect any data on the number of recent immigrant students in school or on school

counselors' workload related to recent immigrant students. School counselors' level of exposure to recent immigrant students might prove an influential factor on increasing school counselors' multicultural counseling competence and self-efficacy.

The generalizability of this inquiry to all professional school counselors in the United States also serves as a limitation. Because the sample selected for this study only included school counselors listed in the ASCA directory, the results may not be generalizable to the entire population of professional school counselors. Those school counselors included in the directory may be more active and informed, because they are members of a professional organization focused on school counseling. However, participants in this study represented nearly every state in the U.S., so the sample may be representative of regional practices. Because this is an exploratory study, these results are still very important to the literature.

Another potential limitation when using self-reported data is a bias in responses. Participants may not have provided an accurate assessment of their multicultural counseling competence when working with recent immigrant students. Additionally, when reporting their degree of self-efficacy with recent immigrant students, participants may have reported higher ratings on self-efficacy to provide more socially desirable responses for the researcher.

Appendix A

Participant Consent Form

As the number of students from culturally diverse backgrounds increases in the U.S. educational system, school counselors often experience challenges when addressing the needs of these students. The purpose of this study is to examine factors related to the degree of school counselor's self-efficacy in working with recent immigrant students. In addition, the study examines the relationship between school counselor self-efficacy and their perception of their multicultural competency.

Project Title

Factors Related to School Counselors' Self-efficacy in Working with Recent Immigrant Students

Why is this research being done?

This is a research project being conducted by GoEun Na with support from her advisor, Dr. Courtland Lee, at the University of Maryland, College Park. As a school counselor, we are inviting you to participate in this research project so we can find out ways to better improve school counselor's work with recent immigrant students. Currently there is little information on school counselors and their work with recent immigrant students. This study is attempting to fill in that gap and provide information for school counselors.

What will I be asked to do?

In order to participate in this study, you will be asked to answer a series of scaled, multiple choice questions. Participation in the survey is voluntary and should take 15-20 minutes to complete. When you begin the survey, you will be asked to answer several questions related to recent immigrant students in schools. You will be asked to answer the questions to the best of your knowledge. You may stop at any time throughout taking the survey.

What are the risks of this research? What about confidentiality?

In order to protect your confidentiality, you will not be asked to provide any identifiable information that can be connected to your survey responses. When you clicked on the Survey Monkey link, it was not connected to your email address. Therefore, all of your responses will not be connected to any identifiable information. In order to minimize the risk of confidentiality breaches, the researcher will not be recording any identifying information (e.g., names) from the ASCA data base, where the researcher got your email address.

What are the benefits of this research?

This research is not designed to help you personally; however, your participation will help the researcher learn more about recent immigrant students and the intervention and

knowledge of school counselors who work with recent immigrant students. We hope that in the future, other school counselors and children will benefit from this study.

Do I have to be in this research? May I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

The research is being conducted by GoEun Na in the Counseling and Personnel Services Department at the University of Maryland, College Park. If you have any questions about the study itself, please contact Dr. Courland Lee at clee5@umd.edu 3214 Benjamin Building, University of Maryland, College Park, MD 20740.

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

Appendix B

1. Multicultural Counselor and Training Survey-Revised (MCCTS-R)
2. School Counselor Self-Efficacy Scale (SCSE)
3. Demographic Questionnaire

Multicultural Counselor and Training Survey-Revised (MCCTS-R)

Directions: Listed below are competency statements based on AMCD's Multicultural Counseling Competencies and Explanatory Statements. Please read each competency statement and evaluate your multicultural competence using the following 4-point scale.

- | | | |
|---|---|---|
| 1 | - | Not competent (Not able to perform at this time) |
| 2 | - | Somewhat competent (More training needed) |
| 3 | - | Competent (Able to perform competently) |
| 4 | - | Extremely competent (Able to perform at a high level) |

1.	I can discuss my own ethnic/cultural heritage.	1	2	3	4
2.	I am aware of how my cultural background and experiences have influenced my attitudes about psychological processes.	1	2	3	4
3.	I am able to discuss how my culture has influenced the way I think.	1	2	3	4
4.	I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to my students.	1	2	3	4
5.	I verbally communicate my acceptance of culturally different students.	1	2	3	4
6.	I nonverbally communicate my acceptance of culturally different students.	1	2	3	4
7.	I can discuss my family's perspective regarding acceptable and non-acceptable codes-of-conduct.	1	2	3	4
8.	I can discuss models of White Racial Identity Development.	1	2	3	4
9.	I can define racism.	1	2	3	4
10.	I can define prejudice.	1	2	3	4
11.	I can define discrimination.	1	2	3	4
12.	I can define stereotype.	1	2	3	4
13.	I can identify the cultural bases of my communication style.	1	2	3	4

14.	I can identify my negative and positive emotional reactions toward persons of other racial and ethnic groups.	1	2	3	4
15.	I can identify my reactions that are based on stereotypical beliefs about different ethnic groups.	1	2	3	4
16.	I can give examples of how stereotypical beliefs about culturally different persons impact the counseling relationship.	1	2	3	4
17.	I can articulate the possible differences between the nonverbal behavior of the five major ethnic groups (i.e., African/Black, Hispanic/Latino, Asian, Native American, European/White).	1	2	3	4
18.	I can articulate the possible differences between the verbal behavior of the five major ethnic groups.	1	2	3	4
19.	I can discuss the counseling implications for at least two models of racial/ethnic identity development.	1	2	3	4
20.	I can discuss within-group differences among ethnic groups (e.g., low SES Puerto Rican student vs. high SES Puerto Rican student).	1	2	3	4
21.	I can discuss how culture affects a student's vocational choices.	1	2	3	4
22.	I can discuss how culture affects the help-seeking behaviors of students.	1	2	3	4
23.	I can discuss how culture affects the manifestations of psychological disorders.	1	2	3	4
24.	I can describe the degree to which a counseling approach is appropriate for a specific group of people.	1	2	3	4
25.	I can explain how factors such as poverty, and powerlessness have influenced the current conditions of at least two ethnic groups.	1	2	3	4
26.	I can discuss research regarding mental health issues among culturally/ethnically different populations.	1	2	3	4
27.	I can discuss how the counseling process may conflict with the cultural values of at least two ethnic groups.	1	2	3	4

- | | | | | | |
|-----|--|---|---|---|---|
| 28. | I can list at least three barriers that prevent ethnic minority students from using counseling services. | 1 | 2 | 3 | 4 |
| 29. | I can discuss the potential bias of two assessment instruments frequently used in the schools. | 1 | 2 | 3 | 4 |
| 30. | I can discuss family counseling from a cultural/ethnic perspective. | 1 | 2 | 3 | 4 |
| 31. | I can anticipate when my helping style is inappropriate for a culturally different student. | 1 | 2 | 3 | 4 |
| 32. | I can help students determine whether a problem stems from racism or biases in others. | 1 | 2 | 3 | 4 |

School Counselor Self-Efficacy Scale (SCSE)

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity with recent immigrant students 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 |

Demographic Form

1. Race/Ethnicity
2. Age
 - a. 20-30
 - b. 31-40
 - c. 41-50
 - d. 51-60
 - e. 61 or over
3. Gender
 - a. Female
 - b. Male
 - c. Other
4. How many years have you worked as a school counselor?
 - a. 5 years or fewer
 - b. 6-10 years
 - c. 11-15 years
 - d. 16- 20 years
 - e. 21 year or more
5. Which best describes your current work setting?
 - a. Urban
 - b. Suburban
 - c. Rural
6. What is your current State?

7. Which is your current school level?
 - a. Elementary
 - b. Middle/Junior high
 - c. High

8. Did you receive any formal instruction related to counseling recent immigrant students in your graduate program?
 - a. Yes
 - b. No

9. Have you received any in service training related to counseling recent immigrant students?
 - a. Yes
 - b. No

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