2023

Perceived Multicultural Self-Efficacy as a Predictor of Competency in Social Justice Advocacy Among U.S. School Counselors

Damon D. Chambers
Walden University

Walden University

College of Social and Behavioral Health

This is to certify that the doctoral dissertation by

Damon D. Chambers

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Janee Steele, Committee Chairperson, Counselor Education and Supervision Faculty
Dr. Chandra Johnson, Committee Member, Counselor Education and Supervision Faculty
Dr. Marilyn Haight, University Reviewer, Counselor Education and Supervision Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Abstract

Perceived Multicultural Self-Efficacy as a Predictor of Competency in Social Justice

Advocacy Among U.S. School Counselors

by

Damon D. Chambers

MA, Western Michigan University, 2015

BSc, The Mico University College, 2011

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

Walden University

June 2023

Abstract

School counselors who engage in advocacy work may experience barriers when attempting to challenge oppression; hence, they need specific skills to advocate efficiently and effectively. Despite the trend in conceptual articles surrounding school counselor advocacy, little is known about how school counselors' multicultural self-efficacy predicts school counselors' social justice advocacy practices. This study addressed this gap in the literature by exploring factors related to school counselor social justice advocacy; that is, multicultural self-efficacy. Multicultural self-efficacy and advocacy competence have had an integral role in fostering school counselors' abilities to identify and support the needs of diverse student populations within the K-12 educational system. Using Bandura's social cognitive theory as a framework, this study examined perceptions of school counselor multicultural self-efficacy and social justice advocacy competency. The School Counselor Multicultural Self Efficacy Scale (SCMES) and the School Counselor Advocacy Assessment was administered to a national sample of school counselors. The sample consisted of 180 participants who met the inclusion criteria. Multivariate multiple regression and repeated measures multivariate analysis of variance were used to test the hypotheses. The results showed that SCMES subscales of school counselor multicultural self-efficacy are statistically significant predictors of school counselor social justice advocacy. Social change implications including areas of focus school counselor educators can embed in social justice advocacy as part of multicultural counseling competence and an ethical mandate in the profession are discussed.

Perceived Multicultural Self-Efficacy as a Predictor of Competency in Social Justice

Advocacy Among U.S. School Counselors

by

Damon D. Chambers

MA, Western Michigan University, 2015

BSc, The Mico University College, 2011

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

Walden University

June 2023

Dedication

This work is dedicated to every immigrant in the United States who has endured hardship while attempting to pursue advance degrees. It is dedicated to every immigrant who is a survivor of racism, marginalization, microaggressions, bias, and racist institutional practices. It is dedicated to every immigrant who experiences mental illnesses and trauma because of a lack of moral and financial support while studying for an advanced degree. It is dedicated to every potential immigrant who dreams of a PhD from a United States university, and to those who feel like they are not enough and struggle with self-worth and self-value.

You are enough! Never look down on someone unless you are going to pick them up!

It is dedicated to my mother who is an immigrant that worked hard to support my efforts to successfully complete this work. It is dedicated to my son, who was my motivation when I felt like giving up and would say, "Daddy, you can do this," with his hand on my shoulder, then a hug, and a "I love you, Daddy."

Acknowledgments

Thank you, Almighty God, for granting me this degree to use for your service to others. Thank you to all the special people in my life that supported my journey to this advanced degree.

Dr. Janeé Steele, my chair, Dr. Chandra Johnson, my second committee member, and Dr. Marilyn Haight, who supported the development and progress of every step it took to complete this research study. Thanks to Dr. Marianne Di Perrio for your constant support throughout this journey. Dr. Joseph Morris who told me, "Let your success be your noise," thank you! Dr. Stephaney Morrison, my mentor in the profession, thank you, and thank you Dr. Brooks Applegate, who guided me through the statistical analysis portion of Chapter 4.

To my family who always asks, "Are you still in school? When is the graduation?" Thanks for always checking on me. Thanks to my sister Carla Bailey and my brother-in-law Kerry Bailey for your support. To my friends, especially Justin Bush, Dr. Zanu Gordon, Lloy Hamilton, Carlos Brown, Davon Campbell, Michelle Lynn, Javarn Shaw, Kemel Palmer, Sherrie, Fuller, Melissa Nesbitt, Wilma Tays, Dr. Blaise Ndukwe, Dr. Ezell, Nathaniel Muir, and Dr. Ferguson- Haywood thanks for your love and support when I needed it most. Thanks to the Kalamazoo Foundation, especially Meredith Bradford for your financial support.

Table of Contents

List of Tables

List of Figures

vii

Chapter 1: Introduction to the Study

School counselors have been called upon by stakeholders of the educational system to use their unique position within K-12 schools to address educational inequities that arise from issues of race/ethnicity, gender, class, disability status, or sexual orientation through what has been conceptualized as social justice advocacy (Bemak & Chung, 2008; Grimes et al., 2013; McMahan et. al., 2010; Young & Bryan, 2015). The American School Counselor Association's (ASCA, 2016) Code of Ethics, for example, states that school counselors have a responsibility to "Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills" (Standard B.3.i). Traditionally, this "awareness, knowledge, and skills" has been theorized as consisting of awareness of the cultural values, beliefs, and biases informing one's worldview, as well as the knowledge and skills needed for strategies such as navigating power structures, building relationships, and teaching students self-advocacy skills (Griffin & Stern, 2011; Ratts et al., 2016; Singh et al., 2010). Recent literature, however, suggests that beyond certain knowledge, skills, and dispositions, multicultural self-efficacy may be another factor in social justice advocacy competence (Hannon & Vereen, 2016; Ratts et al., 2016). Broadly, *multicultural self-efficacy* is defined as the perceived ability to promote equity among culturally diverse K-12 students (Holcomb-McCoy et al., 2008). This study examined multicultural self-efficacy and school counselor advocacy competence to learn more about the relationship between the two constructs.

According to Ratts and Hutchins (2009), although there are theoretical frameworks existing within the counseling literature, there is still scarce research

evaluating social justice advocacy practice among school counselors. In spite of an assumed association between school counselor perceived levels of multicultural self-efficacy and multicultural counseling competence (Aga Mohd Jaladin, 2017), there is a lack of research documenting a potential statistically significant difference between multicultural self-efficacy and social justice advocacy competence among school counselors in the United States. As stated, the purpose of this dissertation was to investigate if a statistically significant relationship exists between school counselor perceived multicultural self-efficacy and social justice advocacy competence. The results of this study may have social change implications by calling on school counselor educators to embed social justice advocacy competence in all the Council for Accreditation of Counseling and Related Educational Programs (CACREP) school counselor preparation programs, since this is the fifth force in counseling (Ratts & Hutchins, 2009). CACREP has recognized that it is essential for training programs to help students become competent to work with diverse populations, by requiring students to take at least one multicultural counseling course in their accredited program. This study may lead to additional recommendations around social justice advocacy, which is included in multicultural counseling competence (Ratts &Ford 2010). There may be social change implications for K-12 educational systems, as school counselors' perceived multicultural self-efficacy and social justice advocacy competence may affect their willingness to challenge systemic barriers that prevent students from achieving their academic goals. Moreover, there may be social change implications for school counseling associations, as their leadership plans and implements professional development to

address their training needs. School counselors who are equipped with the knowledge and skills to become agents of change will be able to challenge inequity in schools (Bailey et al., 2003; Holcomb-McCoy, 2007).

This chapter provides background information on the current research study, including a brief review of relevant school counselor multicultural self-efficacy and advocacy competency literature. A statement of the problem describing the need for this study is also provided, as well as a description of the variables and methodology that was used to conduct this study. The study's theoretical framework, assumptions, scope, delimitations, and limitations are then discussed. The chapter concludes with definitions of terms that are used throughout the study.

Background

Advocacy is a foundational theme within the counseling profession across specializations (Field & Baker, 2004; Ratts et al., 2016). According to Ratts et al. (2007), *social justice advocacy* within the role of the school counselor can be defined as intervening in the social context that affects students. More specifically, within the school counseling profession, this includes school counselors' organized efforts to challenge systemic barriers that prevent the personal, social, academic and career goals of students (Lee & Walz, 1998). In counseling, social justice advocacy is seen as an ongoing process and goal of the counseling profession to be actualized through culturally appropriate advocacy strategies. While history points to strong professional alignment with social justice advocacy, it is only within the last 20 years that the counseling profession has recognized social justice advocacy as an essential element of counseling, requiring

intentional emphasis in training and in practice (Lewis et al., 2003; Solmonson, 2010; Stargell et al., 2020; Toporek et al., 2009).

In 2003, recognition of the need for greater clarity on the nature and purpose of social justice advocacy in the counseling profession resulted in a taskforce commissioned by the American Counseling Association ([ACA], Lewis et al., 2003). This taskforce was charged with developing the ACA Advocacy Competencies, which identify specific knowledge and skills to help counselors serve as advocates (Lewis et al., 2003; Toporek et al., 2009). The competencies were organized along two dimensions: (1) extent of client involvement and (2) level of advocacy intervention. The intersection of these dimensions produces six domains, which include the following: (1) empowerment, (2) client advocacy, (3) community collaboration, (4) systems advocacy, (5) collective action, and (6) social/political advocacy (Lewis et al., 2003). Together, the advocacy competencies describe necessary counselor skills, knowledge, and behavior essential to addressing existing systemic barriers and issues facing students, clients, client groups, or whole populations.

After the initial ACA Advocacy Competencies were published in 2003, the ASCA joined the newly revived advocacy movement by devoting specific attention to advocacy among school counselors in the 2003 ASCA National Model (Trusty & Brown, 2005). According to the 2003 ASCA National Model, "Advocating for every student's academic success is a key role of school counselors and places them as leaders in promoting school reform" (ASCA, 2003, p. 24). To this end, the ASCA National Model embedded advocacy in every aspect of the school counselor's role (Field & Baker, 2004; Wood,

2012). Some of the school counselor advocacy roles are: (a) eliminating barriers impeding students' development, (b) creating opportunities to learn for all students, (c) ensuring access to a quality school curriculum, (d) collaborating with others within and outside the school to help students meet their needs, and (e) promoting positive systemic change in schools (ASCA, 2012). Each model subsequently has dedicated special attention to advocacy, informed by ongoing research in the school counseling profession.

Beyond the ASCA National Model, social justice advocacy has also been explored within the broader school counseling literature. Lee and Walz (1998) defined social justice advocacy in school counseling as school counselors' involvement in challenging systemic barriers that prevent students' personal, social, academic, and career aspirations. Holcomb-McCoy (2007) stated that social justice advocacy is "centered on reducing the effects of oppression on students and improving equity and access to educational services" (p. 18). Furthermore, a social justice-oriented school counselor intentionally thinks about how multiple systems result in oppression among individuals with numerous identities (Lopez-Baez & Paylo, 2009).

Several researchers have examined social justice advocacy within the school counseling profession. Feldwisch and Whiston (2015), for instance, examined school counselors' commitment to social justice advocacy using the Social Issues Advocacy Scale. These authors found that school counselors who endorse a higher level of social justice advocacy in their work reported higher scores on the measure of social justice. Additionally, they found that on average, school counselors reported moderate to high social justice advocacy attitudes and beliefs.

In related research, Haskins and Singh (2016) developed the School Counselor Advocacy Assessment (SCAA) to measure school counselor advocacy competency. An exploratory factor analysis revealed a five-factor model, which included the following: (1) collaboration with school groups, (2) political and social actions, (3) individual student empowerment, (4) action to reduce achievement barriers, and (5) media advocacy. To date, this instrument is the only measure that focuses specifically on school counselor advocacy competency. By design, the SCAA measures advocacy competencies specified by the ACA: "(a) student empowerment, (b) student advocacy, (c) community collaboration, (d) systems advocacy, (e) public information, and (f) social/political advocacy" (Haskins & Singh, 2016, pg. 155). The item within the survey specifically measures advocacy competencies of school counselors instead of counselors in general (Haskins & Singh, 2016,).

Simons et al. (2018) sought to understand school counselor advocacy for lesbian, gay, and bisexual (LGB) students using the theory of planned behavior (Ajzen, 2015). The theory of planned behavior explains how one's believed can lead to actual behavior (Ajzen, 1991). Further, Ajzen (1991) stated that a person's behavior predicts the individual's intention to act, while their intentions are influences by their attitudes towards the behavior, their subjective norms related to the behaviors and the persons perceived behavioral control (Ajezen,1991). Simons and his colleagues found that school counselors' attitudes and self-efficacy advocacy significantly predicted LGB advocacy intention. Attitudes, self-efficacy, and LGB advocacy intention significantly predicted LGB advocacy activity. Findings related to motivation to comply were inconclusive,

indicating that motivation did not influence school counselor LGB advocacy intention or action changes.

Other researchers have also studied advocacy as it related to the LGBT student population. Maru (2017) examined high school counselors' experiences in the southeastern United States who have served as advocates for LGBT students, focusing on race/ethnicity and social class. The authors found four themes within the data: (a) student advocacy, (b) education as advocacy, (c) systems advocacy, and (d) social/political advocacy. The student advocacy theme refers to support from student peers via individual supports and LGBT allies to provide necessary resources for student development. The education as advocacy theme suggests that advocacy may include education to all stakeholders at micro and macro levels of the school system, as well as engagement in self-directed learning. The school system's advocacy theme refers to addressing institutional barriers by using data to influence social change and foster an environment that promotes safety and security for all members. Finally, the social/political advocacy theme emphasizes advocacy on a broader scale, including the wider community and the profession (Maru, 2017).

Beck and Lane (2019) examined perspectives of the school counselor as an advocate. Their study revealed five themes when exploring effective social justice advocacy among ASCA's school counselor of the year finalists. The themes include the following: (1) understanding advocacy as an ongoing process, (2) standing up and being the expert—professional advocacy, (3) building a principal-counselor partnership, (4) constructing equitable individual and systemic change, and (5) investing and giving back.

The results suggested that advocacy engagement is personal, reflective, and ongoing. Overall, the researchers stated that there are commonalities across participants' experiences as advocates. The participants all agreed that advocacy differed at various levels of their careers. Further, they stated that their work was intentional and purposeful. Specifically, intentionally formed relationships assisted with collaborative advocacy, which led to advocacy success. Moreover, participants shared responsibilities to support continuous advocacy through mentoring and creating advocacy networks among school counselors, which allowed for the preparation and recruitment of future school counselors (Beck & Lane, 2019).

There is a vast need for social justice advocacy in schools, which requires school counselors to act beyond the boundaries of their traditional school counseling practices by promoting systemic change within their state legislatures, school districts, and classrooms (Feldwisch & Whiston, 2015; Field & Baker, 2004; Haskins & Singh, 2016). School counselors are in a unique leadership role that allows them to advocate for systemic change. They have access to data such as attendance, achievement, and behavioral records to identify barriers that prevent all students from achieving post-secondary readiness (ASCA, 2012). School counselors can use these data to work with stakeholders from a social justice lens in the hope of removing systemic barriers, achievement gaps, and opportunity gaps to ensure all students succeed. Multicultural self-efficacy in the school counseling context broadly refers to one's perceived ability to promote equity among culturally diverse K-12 students (Holcomb-McCoy et al., 2008). Pietrantoni (2016) sought to understand the role of multicultural self-efficacy in school

counselors' development. He espoused that there are several ways to improve multicultural self-efficacy. Specifically, Pietrantoni suggested that school counselor educators, school counselors-in-training, and school counselors can work together to enhance multicultural self-efficacy. For school counselors to engage in effective advocacy, they must possess multicultural competence to remove systemic barriers by advocating for individual students, a student group, or a student issue (Haskins & Singh, 2016).

While multicultural competencies serve as an essential construct within the school counseling repertoire, multicultural self-efficacy is warranted to implement the multicultural competencies for systemic change. Holcomb-McCoy et al. (2008) defined *school counselor multicultural counseling self-efficacy* as "professional school counselors' perceived abilities (i.e., beliefs) to carry out and perform tasks that are relevant and specific to equity among students in K-12 schools, and the ethnicity and culturally diverse needs of K-12 students" (p. 169). To examine this construct, Holcomb-McCoy et al. developed the School Counselor Multicultural Self-Efficacy Scale (SCMES) and explored the relationship of school counselor multicultural self-efficacy to the following demographic variables: gender, ethnicity, educational background, years of experience, and number of multicultural courses taken. The authors postulated that understanding the relationship between these variables and their levels of multicultural self-efficacy will aid school counselor educators and supervisors in developing more appropriate curriculum for emerging school counselors. Furthermore, as it was determined that the number of multicultural courses taken increases self-efficacy, then

designing of training programs should include intentionality regarding ongoing multicultural training for school counselors (Holcomb-McCoy et al., 2008).

Furthering exploration of multicultural self-efficacy among school counselors, Adams (2015) examined the levels of this construct among school counselors in Canada and found that the school counselors had moderate to high levels of multicultural counseling self-efficacy across all six factors of the SCMES. Moreover, the number of graduate-level multicultural training courses and frequency of cross-cultural sessions were the most influential predictors of various levels of multicultural counseling self-efficacy. Additionally, Matthew et al. (2018) investigated the relationship between cultural competence, multicultural self-efficacy, and ethnic identity among 172 professional counselors. The authors found a positive correlation between cultural competency and multicultural self-efficacy. A hierarchical multiple regression also indicated that ethnic identity and multicultural self-efficacy accounted for 42.4% of the variance in multicultural counseling competence after controlling for social desirability.

Due to the growing population of students in the U.S. public school system and the quest for school counselor multicultural self-efficacy, additional research is warranted to better understand the constructs of school counselor multicultural self-efficacy and school counselor social justice advocacy competence. Given findings from the research reviewed above, examination of the statistically significant difference between school counselor multicultural self-efficacy and the influences of certain variables (i.e., gender, race, multicultural training, years of experience, and school level) is particularly warranted. Although researchers have explored the constructs of school counselor

multicultural self-efficacy and social justice advocacy competency separately, there is a scarcity of studies that examine school counselor multicultural self-efficacy and social justice advocacy. This critical gap in the existing literature will be addressed in this proposed study.

Problem Statement

Despite existing literature highlighting the importance of social justice advocacy in the school counselor's professional role, there remains a continued need for school counselor training in advocacy (Fickling & González, 2016). In essence, school counselors who engage in advocacy work may experience barriers when they attempt to challenge oppression; hence, these counselors need specific skills to advocate efficiently and effectively (Fickling & González, 2016). Moreover, the ASCA standards state that "school counselors are responsible for supporting the learning and academic experience necessary to promote the academic, career, and personal/social development of students" (ASCA, 2019, p. 42). Fulfilling this responsibility would necessitate challenging systemic barriers to these aspects of students' development (Lee & Walz, 1998). Again, adequate training and a greater understanding of factors that influence school counselor social justice advocacy are needed to prepare school counselors for this task.

Recent literature suggests multicultural self-efficacy may be a factor in school counselors' cultural competence (Holcomb-McCoy et al., 2008; Pietrantoni, 2016). Despite the trend in conceptual articles surrounding school counselor advocacy, little is known about how school counselors' multicultural self-efficacy predicts school counselors' social justice advocacy practices. Moreover, Beck and Lane (2019) suggested

that additional research is needed with more diverse samples to understand school counselor advocacy constructs. These authors advocated for more empirical studies with school counselors to provide greater direction on practice and policy changes. This study sought to address this gap in the literature by exploring factors related to school counselor social justice advocacy, that is, multicultural self-efficacy. Both multicultural self-efficacy and advocacy competence have had an integral role in fostering school counselors' abilities to identify and support the needs of diverse student populations within the K-12 educational system. Considering the increasing diversity within schools, school counselors must be multiculturally sensitive and possess the self-efficacy required to advocate for student's needs. The discipline of school counseling will benefit by understanding that a correlation exists between these constructs.

Purpose of the Study

The purpose of this quantitative non-experimental correlational research study was to examine a potential predictive relationship between school counselor multicultural self-efficacy (IV) and school counselor social justice advocacy (DV). Specifically, this study explored if scores on the subscales of the SCMES (Holcomb-McCoy et al., 2008) predict scores on a measure of school counselor social justice advocacy, i.e., the SCAA (Haskins & Johnson, 2017). Additional variables in this study included the following: gender, race/ethnicity, rural, urban, or suburban classification, years of experience, and number of multicultural courses taken. These variables helped the researcher notice any variation between the independent (sub-scales of the SCMES) and the dependent variable (sub-scales of the SCAA variable in the study. These extraneous variables provided

alternative explanations of the results between the two primary constructs. Consequently, the potential insight gained from these variables might impact school counselor preparation programs and school counselors' practice within schools.

Research Questions and Hypotheses

RQ1: Does school counselor multicultural self-efficacy, as measured by the subscales SCMES (i.e., Knowledge of Multicultural Concepts, Using Data and Understanding Systemic Change, Developing Cross-cultural Relationships, Multicultural Counseling Awareness, Multicultural Assessment, and Application of Racial and Cultural Knowledge to Practice), predict school counselor social justice advocacy competency, as measured by the subscales of the SCAA (i.e., Collaboration with School Groups, Political and Social Action, Individual Student Empowerment, Action to Reduce Achievement Barriers, and Media Advocacy)?

$H_0 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is not a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.

$H_a 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.

RQ2: Are there statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy, as measured by the subscales of SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?

$H_0$2: There are no statistically significant differences in school counselor

multicultural self-efficacy, as measured by the subscales of the SCMES, and

school counselor social justice advocacy competency, as measured by the

subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban

school classification.

H_a2: There are statistically significant differences in school counselor

multicultural self-efficacy, as measured by the subscales of the SCMES, and

school counselor social justice advocacy competency, as measured by the

subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban

school classification.

RQ3: Do years of experience and the number of multicultural counseling courses

taken predict school counselor multicultural self-efficacy, as measured by the subscales

of the SCMES?

$H_0$3: Years of experience and the number of multicultural counseling courses

taken are not statistically significant predictors of school counselor multicultural

self-efficacy, as measured by the subscales of the SCMES.

H_a3: Years of experience and the number of multicultural counseling courses

taken are statistically significant predictors of school counselor multicultural self-

efficacy, as measured by the subscales of the SCMES.

Theoretical Framework for the Study

Social cognitive theory (SCT) was used as the theoretical framework to guide this

study. According to Albert Bandura (1986), (SCT) is based on the idea that learning

occurs through observation and modeling the behaviors of others. Accordingly, (SCT) focuses on examination of the unique process individuals use to acquire and maintain behavior, as well as the environments in which the individuals perform the behavior. Additionally, (SCT) espouses that an individual's behavior results from factors that are personal, environmental, and behavioral. Thus, personal beliefs, expectations, self-perceptions, and thoughts affect how people behave. Moreover, personal emotions and cognitions are derived from social influence and social environment (Bandura, 1989b).

Another primary construct in (SCT) is *self-efficacy.* According to Bandura (1977), self-efficacy represents an individual's belief in their capability to implement behaviors required to produce a particular accomplishment. Confidence in one's ability is associated with four primary sources of influence, which include the following: (1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) emotional states. Bandura (1986) espoused that individuals with high self-efficacy tend to view difficult tasks as challenges to be overcome rather than risks to be averted. He further stated these individuals develop an interest in their pursuits, establish challenges, and maintain a resilient dedication.

Several scholars have explored the self-efficacy construct since Bandura (1977) originally popularized the term. According to Jansen et al. (2015), self-efficacy refers to whether coping strategies are launched, how often effort is exerted, and how efforts are sustained in the face of difficulties and adverse events. People's confidence in their own abilities is likely to influence whether they attempt to deal with a given circumstance. Moreover, according to Jansen et al. (2015), people are afraid of and avoid frightening

circumstances they perceive are beyond their coping abilities. In contrast, they engage in activities and act confidently when they believe they can handle cases that may have been daunting.

Self-efficacy is a concept that provides insight into why school counselors may or may not engage certain behaviors, especially those surrounding complex subjects. In line with Wright et al.'s (2015) self-efficacy theory, Farmer and Tierney (2017) suggested that school counselors who lack multicultural competency and confidence in their ability to complete activities with multiracial children might overlook the value of such tasks or perhaps avoid them entirely. According to Farmer and Tierney, many counselors begin the profession unprepared to build more sustainable relationships with multicultural children and parents. Consequently, guidance counselors may consider themselves less effective in dealing with various groups, which may lead to a general avoidance of intercultural assignments. Conversely, guidance counselors with higher self-efficacy are more likely to be motivated and committed to addressing multicultural issues and persevere through difficulties that may develop due to advocacy for ethnically and culturally rich kids (Jansen et al., 2015).

The use of (SCT) in counseling research is not a new phenomenon. Previous researchers have used (SCT) to examine school counselor self-efficacy, since the self-efficacy theory is explanatory when looking at human motivation (Graham & Weiner, 1996). Holcomb-McCoy et al. (2008), for example, used self-efficacy theory to understand school counselors' reasons and capabilities to engage in tasks geared towards equity and diverse student populations. Overall, (SCT) seems to be the best fit for this

study because social cognitive theory examines behavioral changes interchangeably by looking at how environmental factors, personal factors, and behavioral factors influence each other. According to Bandura (2001), individuals do not just plan a desired outcome, but they also exercise the ability to shape those intentions, motivate self into a course of action, and regulate the execution implementation. Moreover, an individual is self-evaluative, by examining actions, motivation, values, and the meaning of life, and they choose how their disposition will influence their desired outcomes. Using (SCT) focused on multicultural self-efficacy to explore any influence this construct may have on social justice advocacy may not only explain differences in levels of advocacy competence among school counselors but may also provide insight into ways to build and support this competence among this group of professionals. Thus, this theory will be influential in shaping the study design and the conceptualization of the study. A more in-depth review of (SCT) and self-efficacy theory will be explored in Chapter 2, in addition to their connection, relevance, and applicability to this dissertation study.

Nature of the Study

A quantitative research design was used to answer the research questions of this study. Specifically, this study used a correlational research approach. Correlational research designs are used to determine the relationship between two or more variables (Heppner et al., 1999). The primary methods of statistical analysis included multivariate multiple regression (MMR) and multivariate analysis of variance (MANOVA) Additionally, profile analysis using a repeated measure approach was used to answer Research Question 2. MMR was used to examine the relationship between more than one

independent variable and more than one dependent variable. MANOVA/profile analysis

repeated measures were used to determine how groups compare across multiple variables

within a study. The independent variables (IVs) in this study include the following: (1)

the SCMES subscales: (i.e., Knowledge of Multicultural Concepts, Using Data and

Understanding Systemic Change, Developing Cross-cultural Relationships, Multicultural

Counseling Awareness, Multicultural Assessment, and Application of Racial and Cultural

Knowledge to Practice), gender, race/ethnicity, years of experience, number of

multicultural counseling courses taken, and school classification (i.e., urban, suburban, or

rural). The dependent variables (DVs) are the subscales of the SCAA, which include

Collaboration with School Groups, Political and Social Action, Individual Student

Empowerment, Action to Reduce Achievement Barriers, and Media Advocacy.

A survey research method was used to collect data from a national sample of

school counselors. There are two types of survey methods: verbal and written (Ruel et al.,

2016). I used a written survey administered using an online platform. Data were collected

from the proposed participants at one point in time. The instruments included in the

survey are designed to measure school counselor social justice advocacy competency and

school counselor multicultural self-efficacy. There was also a demographic questionnaire

measuring the other factors within the proposed study. In keeping with the quantitative

approach, I analyzed the data using statistical methods (Creswell, 2014).

Finally, approval from Walden's institutional review board (IRB) and permission

from all authors to use each instrument intended for this study were obtained prior to the

collection of data. Data were collected from a national sample of school counselors who

are members of the ASCA. Again, data were collected using an online survey to address the research questions.

Definitions

Throughout this dissertation, various operational terms related to the school counseling profession will be utilized. These terms are defined for this study as follows:

Counselor advocate: using one's professional position to influence policies and work within a community to change oppressive systemic barriers (Ratts & Greenleaf, 2018)

Advocacy competency: a phrase used to describe the ability to understand and advocate equitably and effectively for individuals who experience barriers to access goods and services with society (Toporek et al., 2009).

Advocacy competencies: a framework for conceptualizing micro-level and macro-level advocacy strategies (Ratts et al., 2007)

Multicultural self-efficacy: "professional school counselors' perceived abilities (i.e., beliefs) to carry out and perform tasks that are relevant and specific to equity among students in K-12 schools, and the ethnically and culturally diverse needs of K-12 students" (Holcomb-McCoy et al., 2008, p. 167).

Multicultural competence: counselors' awareness of their attitudes and beliefs, knowledge, skills and their actions when clients' identities may differ from their own (Ratts et al., 2016).

Number of multicultural courses taken: the number of courses, workshops, or professional development trainings taken about cultural diversity during their academic program and post academic program.

Race/ethnicity: a group of people sharing a common cultural, geographical, linguistic, or religious background (Black or African American, Latino (a)/ Hispanic, Caucasian, Asian, Native American, Pacific Islander, and Other (Delgado-Romero et al. 2005).

School counselor multicultural self-efficacy refers to school counselors perceived multicultural competence that will affect positive outcomes within schools and their ability to advocate on their students' behalf (Lee, 2001).

School classification: school classification will be urban (city schools), suburban (outer edges of a metropolitan city), and rural (majority of the students live in rural places).

School counselor advocacy: an approach to school counseling wherein the school counselor extends their services outside of the traditional ways based on students' needs and contextual situations (Field & Baker, 2015).

Social justice advocacy: organized interventions and skills counselors use to influence public attitudes, inequitable social, political, or economic social ills that poses a barrier to personal and social development of individuals, their families, and the community in which they reside (Lewis, 2011).

Self-efficacy: a person's belief in their ability to "exercise influence over events that affect their lives" (Bandura, 1994, p. 71).

Assumptions

There are several assumptions related to this study. It was assumed that all participants responding to the survey would respond completely to all survey questions and that all participants would answer the questions truthfully to the best of their ability. It was also assumed that school counselors participating in the study would have had some basic knowledge of multicultural and social justice advocacy because it is part of the CACREP Standards, to adequately explore their advocacy competency and their perception of their multicultural self-efficacy. It was assumed that the SCMES was an appropriate measure to assess the variable of school counselor multicultural self-efficacy. It was assumed that the SCAA was an appropriate measure to assess the variable of school counselor advocacy competence. I also assumed that the chosen instruments would have provided the data for both the independent and dependent variables under investigation.

Scope and Delimitations

In this study, I determined if there was a statistically significant difference in school counselor multicultural self-efficacy and school counselor social justice advocacy. I chose to address this scope since little is known about how school counselors perceived their multicultural self-efficacy and social justice advocacy competencies as well as how multicultural self-efficacy predicts school counselor social justice advocacy practices. Several factors delimited this study. Firstly, the scope of this study was opened to all school counselors who are currently working in a K-12 school setting and are members of the ASCA within the United States of America. Secondly, graduate students not

practicing school counseling were not allowed to participate in the study. Thirdly,

counselors with multiple counseling specializations (e.g., clinical mental health, marriage

family and couples, clinical rehabilitation counseling, and college counseling) who are

not practicing school counselors did not participate in the study. The results of this study

are only generalizable to the school counseling population who are members of the

ASCA with the United States of America. The study might not be generalizable to other

school counselors in the United States who are not current members of the ASCA.

Limitations

The study was limited to members of the ASCA. A major constraint of this study

was limitation of volunteers' self-selecting to participate, which may exclude potential

important input from other school counselors. I was unable to control for this limitation.

According to Boslaugh and Walters (2008), sampling bias may take place when

participants self-select into a research study. I administered an online survey, which may

cause technological screen fatigue due to the high use of screens since the COVID-19

pandemic. Another limitation is that correlational studies cannot provide a definite cause-

and-effect relationship between this study's research variables. Correlational studies only

imply a connection, describing patterns between variables. Finally, the number of

participants who may complete the survey could affect the statistical analysis, which may

further determine the study's relevance and further research. To control for missingness

of possible non-completed survey, I over-sampled by 10% of the proposed result of the

G* power analysis.

Significance

This study aimed to extend the literature about school counselor multicultural self-efficacy as a predictor of school counselor advocacy competency. The current study may provide pertinent information for counselor educators regarding school counselor professional development for in-service and pre-service school counselors. Additional insights could be gained if these factors influence their future advocacy engagement and practices through a follow up study. Counselor educators often make curriculum changes based on current research. This study's results could influence curriculum changes. The results could also help school counselor associations and organizations make changes to their multicultural development workshop content to include ways to improve advocacy competency.

At the school building level, the results may reveal how school counselors' multicultural self-efficacy predicts their advocacy competency, which could impact policy changes to remove systemic barriers and decrease achievement and opportunity gaps in schools. The results may also influence how school counselors design and develop comprehensive school counseling programs for students' personal, social, and career achievement. Additionally, the findings may affect supervision practice and encourage researchers to explore other factors predicting school counselor social justice advocacy competency. The results of this study may have social change implication by calling on school counselor educators to embed social justice advocacy competence in all CACREP school counselor preparation programs, since this is the fifth force in counseling (Ratts et al., 2004). CACREP has recognized that it is essential for training

programs to help students become competent to work with diverse populations, by requiring students to take at least one multicultural counseling course in their accredited program. Additionally, requiring students to take a social justice advocacy course, may help develop their social justice advocacy competencies (CACREP, 2016). There may be social change implications for K-12 educational systems as a result of school counselors' perceived multicultural self-efficacy and social justice advocacy to challenge systemic barriers which prevents students from achieving their academic goals. There may be social change implications for school counselors' associations as their leadership plan and implement professional development to address their training needs. School counselors who are equipped with the knowledge and skills to become agents of change will be able to challenge inequity in schools (Bailey et al., 2003; Holcomb-McCoy, 2007).

This study may contribute to the positive social change that can occur when school counselors serve as advocates on major educational reforms or lack thereof causing systemic barriers to students' personal, social, career, and academic achievements. Additionally, the results of this study might help to implement positive social change by eliminating the academic and the opportunity gap among minority students. Thus, creating a more equitable learning environment for all students.

Summary

Multicultural and social justice advocacy are recognized as essential pillars of the counseling profession and more so more forceful over the past 10 years. Scholar-practitioners have documented the rich body of literature surrounding this topic and have

highlighted the need to further examine varied constructs related to this variable more contextually (Ratts et al., 2016). What is known by scholars in the counseling profession and by extension the school counseling profession is that there are worldviews and differences among counselors and clients influences the outcome of their services (Lee, 2007; Ratts et al., 2016). Emphasis has been placed on the development and training of counselors to develop multicultural and social justice competencies, via curriculum change, professional standards, ethical codes, and professional development offerings, which is an indication that the profession is making changes based on scholarly evidence.

Feldwisch and Whiston (2015) stated that school counselors who endorsed higher levels of social justice advocacy in their work reported higher scores on the measure of social justice. We also know that a social justice-oriented school counselor intentionally thinks about how multiple system results in oppression among individuals with numerous identities (Lopez-Baez & Paylo, 2009). In order for school counselors to address the complexities of diversity and multicultural issues in school, counselors must seek to understand how their awareness, knowledge and skills, and actions affect their work with students and all stakeholders of the education system.

Despite the increase spotlight on multicultural and social justice advocacy with the school counseling literature, I was unable to find research that explored the perceived multicultural self-efficacy and social justice advocacy among a national sample of school counselors. In addition, the research published is mainly conceptual articles which supports the need for more empirical studies that would explore more contextual variables specific to school counselors and their work with diverse student populations.

My quantitative research study explored the perceptions of school counselors' multicultural self-efficacy and school counselor social justice advocacy competence. I examined my main research question: Does school counselor knowledge of multicultural concepts, using data and understanding systemic change, developing cross-cultural relationship, multicultural counseling awareness, multicultural assessment, application of racial and cultural knowledge to practice, as measured by SCMES, predict school counselor collaboration with school groups, political and social action, individual student empowerment, action to reduce achievement barriers, media advocacy, as measured by the SCAA?

This study may have social change implications by calling on school counselor educators to embed social justice advocacy competence in all CACREP school counselor preparation programs, since this is the fifth force in counseling (Ratts et al., 2004). This study may also help school counselors in practice to examine their multicultural and social justice advocacy behaviors and make changes to influence the academic, personal, social and career outcomes of their student population where applicable. This study could cause a paradigm shift in how the profession views multicultural and social justice perceived competencies through the lens of school counselors who are currently working in the field as a guide to facilitate system change in training and professional development of present and future school counselors.

This chapter introduced the proposed study. This quantitative study aimed to examine if a statistically significant different exists between school counselor multicultural self-efficacy and school counselor advocacy competence. Participants were

school counselors across the United States who are practicing school counseling in K-12 school districts. A brief background and definition of terms relevant to the study was also provided. The theoretical framework that guided this inquiry is based on Bandura's (1977 SCT as a foundation for exploring the attitudes, beliefs, and actions of school counselors regarding their multicultural self-efficacy and advocacy competence.

Assumptions of the study, scope and delimitations, limitations, and implications for positive social change were addressed at the conclusion of this chapter. The results of this study may have positive social change implications in curricula reform within counselor education programs, designing of professional development for school counseling association members, removal of systemic barriers and create a more equitable learning environment for students. Chapter 2 reviews the literature strategies used to obtain the relevant scholarly research related to the research problem. Social cognitive theory and the self-efficacy construct, one of the main variables under investigation in this study, are explored. Literature related to other independent and dependent variables were also explored.

Chapter 2: Review of Literature

The purpose of this quantitative non-experimental correlational study is to examine a potential predictive relationship between school counselor multicultural self-efficacy and school counselor advocacy competency. School counselors who engage in advocacy work may experience barriers when they attempt to challenge oppression; hence, these counselors need specific skills to advocate efficiently and effectively (Fickling & González, 2016). Moreover, the ASCA standards state that "school counselors have a responsibility to support the learning and academic experience necessary to promote the academic, career, and personal/social development of students" (ASCA, 2019, p. 42). Fulfilling this responsibility would necessitate challenging systemic barriers to these aspects of students' development. Adequate training and greater understanding of factors that influence school counselor social advocacy is therefore needed to prepare school counselors for this task.

This literature review addresses factors related to the above-stated purpose, including the history of school counseling in the United States, counselor self-efficacy, school counselor multicultural self-efficacy, school counselor advocacy, school counselor advocacy competency, school counselor multicultural training, and multicultural advocacy. In addition, several demographic variables (e.g., age, gender, ethnicity, school classification, years of experience, and number of multicultural counseling courses taken) that have been previously explored in terms of their potential on impact school counselor multicultural self-efficacy will be discussed. The chapter concludes with a summary of the points that connect school counselor multicultural self-efficacy to school counselor

advocacy competency, SCT, and the positive social change impact of this study, followed by a transition to Chapter 3 of this study.

Literature Review Search Strategy

Empirical research on the primary variables in this study (i.e., self-efficacy, multiculturalism, and advocacy) is found in several peer-reviewed journals across multiple disciplines, including counseling, school counseling, international counseling, education, rehabilitation, social work, medicine, psychology, and nursing. To perform the most comprehensive literature review, I conducted a search electronically using *PsycINFO, PscyARTICLES, Educational Research Complete, Google Scholar, Thoreau,* and *Dissertation and Theses*. The initial search of the literature through these search engines involved using the search terms *social cognitive theory, self-efficacy, multicultural self-efficacy*, and *school counselor advocacy*. A secondary search using the search phrase *social cognitive theory and self- efficacy* was conducted as a follow-up. A third search using the same terms along with limiters and the following additions: "school Counselor Advocacy," school counselor advocacy competence," social justice advocacy, of full text and peer-reviewed articles was conducted in a final review.

The sources that I selected were within the scope of subject for this dissertation by including key terms and several references from online databases. The peer reviewed articles, dissertation studies, and seminal studies were limited to those published between 1980 and 2021. Approximately 80% of the research used were from 2010-2020. The articles cited that are older than 10 years provided a historical perspective on the

variables under investigation within the counseling profession that are relevant for this study, including those that support the theoretical foundation.

Theoretical Foundation

Social cognitive theory was the most suitable theoretical framework to guide and explain the research problem and anticipated results of this study. Social cognitive theory was first introduced by Bandura as social learning theory in the 1960s. SCT, also known as social learning theory, was described as learning that occurred through observation and replicating the behaviors of others (Bandura, 1977). The focus of SCT was reconceptualized in 1986 and social cognitive theory was introduced as a behavioral counseling theory. Since then, social cognitive theory has been used across several disciplines by researchers to explain and test constructs.

In 1989, Bandura discussed human agency in SCT. According to Bandura (1989), human agency is conceptualized in three ways: (1) autonomous agency, (2) mechanical agency, or (3) emergent interactive agency. Further, social cognitive theory subscribes to the notion that people are neither self-directed nor are they mechanical conveyers of ecological influences. Instead, they make contributions to their own motivation and action within a system of triadic reciprocal causation (Bandura, 1989). Hence, personal agency operates in a bi-directional interaction and causal association. Additionally, Bandura (1989) stated that agency is exercised via self-beliefs of efficacy, expectations, self-perception, and thoughts that influence our actions. Hence, people are viewed as both products and producers of the environment in which they live (Bandura, 1989). At its

core, the central tenant of SCT is that personal agency serves as a catalyst for people to measure self-directedness as their reality and environment change (Bandura 1989).

In 2002, Bandura conceptualized SCT in cultural context, by addressing human functioning in cultural embeddedness. Bandura believed that humans use a proxy agency that collaborates with others to act on their behalf to secure desired outcomes. Hence, their goals are achieved through social interdependent attempts. Therefore, individuals come together with their knowledge, skills, and resources, extending agreed-upon supports and forming alliances to work in congruence to achieve what was impossible alone (Bandura, 2002).

Several other theories were considered for this study. They include the following, the theory of planned behavior, multicultural and social justice counseling competency theory, and critical race theory. I chose this theory because it will help explain school counselor perceived multicultural self-efficacy. The theory will help support how a school counselors' perceived beliefs determine how they will engage in social justice advocacy practices. Additionally, the theory will explain how other factors may impact a school's counselors' advocacy behaviors. Further, this theory is a seminal theory upon which perceived self-efficacy and outcome expectances are conceptualized, which is related to this current study.

Background

Professional counseling dates to the late 1700s when Tomasco Garzoni of Italy produced a text outlining the numerous professions that were available at the time (Erford, 2016). *The International Plaza of All the World's largest Professions* was

published in multiple languages and translated into English as *The Universal Plaza of All the World's Industries.* Since then, many people have attempted to establish a career in vocational counseling. During the late 1800s and early 1900s, vocational guidance as a movement was established, serving as the foundation for all professional counselors (Baruth & Manning, 2016). Jesse Davis and Frank Parsons are known for establishing one of the first systems for providing any form of vocational guidance. Davis incorporated counseling as part of the Central Secondary School curricula in Grand Rapids while he served as an 11th-grade principal. Vocational counseling became a component of the classroom instructor's curriculum as a result of his work (Pope, 2015). Beyond moral and educational counseling, individuals were paired with careers depending on personality traits thanks to the efforts of Parsons. According to Parsons, there are three key elements to consider while deciding on a career path. These elements include: (a) a clear self-awareness of one's aptitudes, skills, interests, finances, and limits; (b) awareness of the requirements, benefits, drawbacks, and remuneration for various sorts of work; and (c) a grasp of the correlation (Douglas et al., 2015). While it took a long time for Parsons's significance and commitment to guidance counseling to be recognized, he, along with Davis, are often recognized as the fathers of career and guidance counseling (Douglas et al., 2015).

The Progressive Education Movement

Education reform emerged in the early 1900s, focusing on improving people's lives through a humanistic approach that targeted practical and mental understanding. The adequate teaching and learning approach appreciated what was effective, relevant,

and valuable for students (Baruth & Manning, 2016). In contrast to traditional educational approaches, modernism used leadership, discussion groups, and theatre to bring rich contexts into the classroom. Dialectic materialism, impressionism, and pragmatism all came together to become progressive teaching. The school counselor was considered as the most typical aspect of the progressive movement by developed and developing countries in the 1920s and 1930s. During the age of enlightenment, the school counselor was seen as a key player in molding and affecting students' lives (Lambie & Williamson, 2004). This period represented the start of the philosophical tradition for the graduate school counselor's function. Other major events such as the Great Depression and Pupil Personal Services, along with the formation of the ASCA, proceeded to have an impact on the school counselor's job. The school counselor's role and function were established for the emergence of the philosophical era, which proceeded to impact the function of the child psychologist and the counseling field in general (Baruth & Manning, 2016).

A Modern History of School Counseling

The school counseling profession within the United States itself is over 100 years old. School counseling began in the 1900s and was formally known as vocational guidance during that era. In 1920, the profession shifted its focus from vocational guidance and counseling to personal adjustment by the mental hygiene, psychometrics, and child study movement. The responsibilities shifted once again in the 1930s during the Great Depression, as there was a need to assess workers' abilities and aptitude while providing counseling for other mental health related issues (Myrick, 1987). During the

1940s and 1950s, federal legislation significantly increased the number school counselors along with counselor training. This expansion was because of the passage of the Vocational Education Act of 1946 and the National Defense Education Act of 1958 (Gysbers, 2010). In the 1952, the ASCA was formed. During the 1960s, school counseling set the foundation in elementary schools across the United States.

In 1960, the profession began a major discussion on the nature of school counseling. The debate shifted between school counseling being more psychological in its intervention or more educational. This debate started the reform of change, which led to the beginning of a comprehensive school counseling program approach within schools. This development led to a major foundation of counseling in schools, which still exists today as a form of managing programs of school counseling. During the 1980s and 1990s, the roles and functions of school counselors became a concern to several stakeholders. The concerns stem from two factors, where school counselors should be human development specialists or change agents which would lead the efforts of counseling and consulting. The question was, "is it guidance, guidance and counseling, or school counseling?" (Gysbers, 2010, p .2). In 2001, federal legislation acknowledged the name change from guidance counselor to school counselor, along with language highlighting the importance of the role of an elementary school counselor. Then, in 2003, ASCA released a national school counseling program model. The ASCA National Model helped to standardize school counseling programs within the United States. Since 2003, several states and school districts adopted the ASCA National Model as their model for school counseling. In 2005, 2013, and 2019, the ASCA National Model was revised to

add theory and streamlined and clarified language to reflect the current state of education within the United States (ASCA, 2020).

Role Development and Evolution of the School Counselor

The practice of school counseling has grown and changed as a result of various influences. School counseling began as an extension of the teacher's duty to offer vocational advice to students to help them pick a profession. In the 1960s, grammar school guidance became more clearly defined, expanding from vocational guidance to a critical role in professional development. During the 1960s and early 1970s, the character and role of the school counselors were still being conceived (Dahir et al., 2009). Later, between the 1970s and 1980s, the school counselor's job shifted from occupational counseling to personal development with a therapeutic guiding focus. This clarification of the role of school counselors led to many publications being produced with this purpose in mind. More lately, school counselors have implemented a comprehensive school guidance strategy that includes all children (Dahir et al., 2009).

Responsibility has been the most critical priority for all professional educators due to the transition of academic advising. A pupil's outcome is the responsibility of not only the pupil, but teachers, administration, and experienced educational psychologists (Mulford et al, 2007) Certified school counselors have increasingly been scrutinized as part of a national agenda that focuses on responsibility. As a result, they are obliged to explain and articulate how their work contributes to the academic performance of all children (Van Gordon et al., 2021).

The contemporary role of the school counselor also includes multicultural and social justice advocacy. School counselors are ethically bound to provide culturally responsive counseling by understanding how their personal knowledge and beliefs when working with diverse student population. Further, school counselors must ensure that each student has access to a comprehensive school counseling program that advocates for the needs of their diverse backgrounds. ASCA ethical standards gave voice within the school counseling literature by highlighting how school counselors serve as advocates in making schools and communities more equitable (Grothaus et al., 2020).

According to Grothaus et al. (2020), school counselors are constantly implementing culturally sustaining school counseling programs that eliminate systemic barriers and maintain positive social and systemic change through self-awareness, humility, and knowledge of worldviews. Further, school counselor collaboration with stakeholders creates a framework for the implementation of advocacy strategies through a social justice lens for all students (Ratts, 2015, as cited in Grothaus et al., 2020). The school counseling program becomes an ethos through the school counselor to promote cultural diversity within schools (ASCA, 2020).

Literature Gap

The discussions on multicultural and social justice issues in school counseling are not new, as evidenced by the studies mentioned above. More recently, according to Ricks et al. (2020), school counselors who received more advocacy training and experimental experiences may perceived themselves as better prepared to work with students who are considered high risk population. Some authors have highlighted the need for economic

class integration into on multicultural and diversity training among counselors (Holcomb-McCoy & Myers, 1999; Ricks, 2020). Further, these authors state that training in advocacy might provide a foundation for developing awareness of attitudes and belief regarding some social justice issues, such a poverty. The authors concluded that examination of school counselors training relating to social justice advocacy may address societies perceptions and beliefs about poverty. While these authors, like many others have zoomed in on one social issue such as poverty that is considered a social justice advocacy that stems from multicultural and diversity, there remains a need for a study which address school counselors' perceptions in general as it relates to their multicultural self-efficacy and social justice advocacy competence. While several researchers have provided valuable contributions to the literature, a gap in understanding how some constructs of multicultural and social justice advocacy influence each other remains. An extensive literature review revealed no studies exploring the constructs of school counselor multicultural self-efficacy and advocacy competency together. Several studies explore the constructs of school counselor multicultural self-efficacy with other variables since the seminal article developing the SCMES.

In 2016, Johnson et al. examined school counselor self-efficacy in relation to their perceived competence working with English, language learners. Similarly, also in 2016, Albert examined the relationship among school counselor self-efficacy and leadership practice among a national sample of school counselor. While a few studies investigated school counselor multicultural self-efficacy, there is a scarcity of the literature on the connections of this variable in relations to school counselor social justice advocacy.

Additionally, the studies that do exist appeared to have limited methodological variety in investigating school counselor multicultural self-efficacy and social justice advocacy. Larson and Daniels (1998) stated that researchers should be encouraged to use more sophisticated statistical tools to examine tenets of self-efficacy among counselors; therefore, additional research is warranted to better understand the association between the constructs of school counselor multicultural self-efficacy and school counselor advocacy competence. This study attempted to fill a gap in the literature and the methodological gap by providing data on the association between the constructs of school counselor multicultural self-efficacy and school counselor social justice advocacy competence using MANOVA and Multiple regression as its statistical analysis tools.

<div align="center">**Problem Statement**</div>

According to the ASCA, school counselors are leaders who advocate for the equitable treatment of all students in their schools and their communities (ASCA, 2019). This aspect of the school counselor's role recognizes that many students encounter barriers to their academic success due to their marginalized or underrepresented social identities. School counselors are knowledgeable of these barriers and seek to promote systemic change to benefit these students. The ASCA National Model (ASCA, 2019) describes these efforts, stating that school counselors' social advocacy endeavors are targeted towards the following: (a) creating opportunities to learn for all students, (b) eliminating systemic barriers that are preventing student's success, (c) ensuing equitable curriculums are available for students, (d) collaborating with all stakeholders, and (e) promoting positive social and systemic change in schools.

The aspects of advocacy described within the ASCA National Model (ASCA, 2019) represent a complex set of knowledge and skills. Upton (2017) stated that school counselors support individual students by assisting marginalized and underrepresented student groups. School counselors also challenge inequities in building, district, state, and national education policies in their social advocacy efforts. Ratts et al. (2007) identified similar skills, describing how competencies that link advocacy, social justice, and multiculturalism can be incorporated into the school counseling context to create a more equitable learning environment. These authors emphasized the school counselor's role as a change agent in fulfilling the school's academic mission and underscored social advocacy's value in our nation's school districts.

Despite existing literature highlighting the importance of social advocacy in the school counselor's professional role, there remains a continued need for school counselor training in advocacy (Fickling & González, 2016). In essence, school counselors who engage in advocacy work may experience barriers when they attempt to challenge oppression; hence, these counselors need specific skills to advocate efficiently and effectively (Fickling & González, 2016). Moreover, the ASCA standards state that "school counselors are responsible for supporting the learning and academic experience necessary to promote the academic, career, and personal/social development of students" (ASCA, 2019, p. 42). Fulfilling this responsibility would necessitate challenging systemic barriers to these aspects of student development. Again, adequate training and a greater understanding of factors that influence school counselor social advocacy are needed to prepare school counselors for this task.

Recent literature suggests multicultural self-efficacy may be a factor in school counselors' cultural competence (Holcomb-McCoy et al., 2008; Pietrantoni, 2017). Despite the trend in conceptual articles surrounding school counselor advocacy, little is known about whether school counselor multicultural self-efficacy predicts school counselor advocacy practices. Beck and Lane (2019) suggested that additional research is needed with a more diverse sample to understand school counselor advocacy constructs. Additionally, these authors advocate for researchers to engage in more empirical studies with school counselors to provide more direction on practice and policy changes. Currently, the policies in place do not adequately provide direction on school advocacy and competency. This study seeks to address this gap in the literature by exploring factors related to school counselor social advocacy; that is, multicultural self-efficacy.

Self-Efficacy Theory

The self-efficacy idea states that people's perceptions of their own skills influence their desire and conduct. The greater the goals people set for themselves and the more committed they are to them, the higher their identity becomes (Stajkovic et al., 2018). Individual margins can influence whether people embark on difficult jobs and how much work and perseverance they put in to complete them. Self-efficacy is a major trigger that affects people's decisions, objectives, effort, coping, and perseverance. As a result, counselor self-efficacy may be an important consideration for assessing counseling effectiveness and perseverance (Wright et al., 2015) Jansen et al. (2015) asserted that self-efficacy refers to whether coping strategies are launched, how often effort is exerted, and how long efforts are sustained in the face of difficulties and adverse events. People's

confidence in their own abilities is likely to influence whether or not they attempt to deal with a given circumstance. Moreover, according to Jansen et al. (2015), people are afraid of and avoid frightening circumstances they perceive are beyond their coping abilities. In contrast, they engage in activities and act confidently when they believe they can handle cases that may have been daunting. Self-efficacy is a concept that sheds light on the need to assess school counselors' views on their skills and how greater reported competency might improve counselor engagement and productivity to face complex subjects.

Self-Efficacy Theory and The School Counselor

Experienced school counselors' motivation and capacities to undertake relevant and unique tasks to foster equality for diverse students can be understood using self-efficacy theory. Wright et al. (2015) described self-efficacy as an individual's ability to plan and carry out the steps necessary to achieve specific goals. Self-efficacy also refers to one's confidence in one's ability to mobilize the motivation, cognitive resources, and courses of action required to satisfy specific situational demands. Because of its explanatory accuracy in a spectrum of entries, Wright et al. (2015) noted that self-efficacy structure can be a framework for analyzing behavioral tasks. Stajkovic et al. (2018) discovered that self-efficacy is favorably and highly connected to work-related performance in a conceptual analysis of 113 experimental self-efficacy research. The findings of this study backed almost 20 years of experimental research, finding a correlation between self and a variety of attitudinal and cognitive outcomes in therapeutic, pedagogical, and organizations. According to Karwowski (2016), when school counselors try to speak for the interests of multicultural students in schools, they

confront opposition and hurdles. A person's inaccurate self-efficacy influences what they do, the energy they put in, and also how long they will persevere in the face of hurdles and traumatic emotions (Farmer & Tierney, 2017). Considering the specialist regulations for school counselor governance to solve pressing issues of diversity, it appears necessary to investigate capacities to persevere via the various problems that may occur by looking at school counselor self-efficacy beliefs in their culturally diverse functionality and the connection between such opinions and their management styles (Karwowski, 2016).

Self-Efficacy and School Counselors Performance

The current literature on school counselor training and their performance has not addressed self-efficacy extensively despite self-efficacy being an important counseling aspect. School counselor self-efficacy can be described as the belief or judgment about a counselor's capabilities to effectively do the tasks relevant to their students (Pei-Boom et al., 2020). Ümmet (2017) looked into the degree of school counselor self-efficacy, the school counselors' perceptions, and the achievement gap and how these factors affect counseling programs Ümmet (2017) conducted a study involving 880 participants. Eighty percent of the participants were female, and 90% were of European-American descent. The school counselor self-efficacy scale tool was used by the researcher to tests the study variables. Ümmet (2017) identified that counselor who had a higher self-efficacy were aware of the achievement gap data.

In a similar study, Sutton and Fall (1995) looked into the relationship between the school counselor self-efficacy and the school climate. The participants of the study were all school counselors from public schools in the states of Maine and Massachusetts. In the

study, Sutton and Fall (1995) used the self-efficacy scale. They found that support from colleagues and from the administration is among the most vital indicators of high counselor self-efficacy and outcome expectancy. For instance, in the study, the principals who promoted and supported programs that allowed the students and the trainees to exchange ideas between each other program that allowed the students and the trainees to exchange ideas on self-efficacy and counseling programs positively impacted the school counselors and empowered them.

Finally, Kim and Ha (2018) came up with the school counselor self-efficacy scale, which is essential in analyzing the school counselors' sense of self-efficacy and its relations to experiences within a school setup. The scale is comprised of 43 items which are related to five factors that together determine the levels of self-efficacy in a student: personal and social development of a person, the leadership and its assessment, career and the academic development of a person, collaboration, and lastly, acceptance. When using the scale, the researchers noted that there was a higher self-efficacy reported in counselors with years of experience in teaching than female and male counselors who had no teaching experience whatsoever.

Self-Efficacy Theory and Counseling Related Studies

Bandura's self-efficacy theory has been used to explain different phenomena that affect development, counseling, and supervision. For example, Ender et al. (2019) looked into the influence of performance feedback on counseling self-efficacy and the amount of anxiety a counselor gets in a study involving 45 graduate students in several counseling fields. In the research, clients' influence on positive and negative performance

feedback were investigated, impacting the graduate-level trainees. Ender et al. (2019) used Larson's et al. (1992) Counseling Self-Estimate Inventory, the State-Trait Anxiety Inventory (Spielberger,1989), and a demographic form. The results from the study indicated that the positive feedback received by counselors during their work was directly related to the counseling self-efficacy and it resulted in a reduced level of anxiety and self-efficacy among the professionals. The research showed that professionals that were new to the profession were likely to be transformed by the positive feedback into experienced workers, which leads to an increase in self-efficacy and a reduced level of anxiety among the young trainees.

Watt et al. (2019) examined the effects of self-efficacy on counseling using two counseling techniques commonly used in the field—videotaped counseling sessions and counseling sessions done with mock clients. The study enrolled all the participants in a pre-practicum counseling class at two different universities. Thirty of the participants were given the role of playgroup, whereby they were given 15 minutes to conduct a mock counseling session. The rest of the participants used the recorded videotapes; watching sessions conducted in the past. The participants then completed the pretest and the posttest per the counseling self-estimate inventory. Participants who thought they were performing poorly reported having lower self-efficacy (Watt et al, 2019). This study highlights how role-playing and working with clients impact the trainees' self-efficacy only when the trainee considers their counseling session successful.

Self-Efficacy Theory and Multiculturalism

In line with Wright et al.'s (2015) self-efficacy theory, Farmer and Tierney (2017) stated that school counselors who lack multicultural competency and confidence in their ability to complete activities with culturally mixed kids might overlook the value of such tasks or perhaps avoid them entirely. According to Farmer and Tierney (2017), many counselors begin the profession unprepared to build more sustainable relationships with multicultural children and parents. Consequently, school counselors may consider themselves less effective in dealing with various groups, which may lead to a general avoidance of intercultural assignments. School counselors with higher self-efficacy are more likely to be motivated and committed to addressing multicultural issues and persevere through difficulties that may develop due to advocacy for ethnically and culturally rich kids (Jansen et al., 2015).

<div align="center">

Multicultural Counseling

</div>

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (ACA, 2010). According to Lee and Na (2013), this definition highlights the fact that counselors provide services to clients who are different from them; hence, the importance of counselors having the awareness, knowledge, and skills to provide the most culturally competent services to individuals, families, and groups based on interventions that are sensitive and inclusive of their cultural realities.

Multicultural counseling is operationally defined as the working relationship between counselor and client with a focus on the personal dynamics of both counselor and client

and the cultural dynamics of the counselor and client. Further, "multicultural counseling, therefore, takes into consideration the cultural backgrounds and individual experiences of diverse clients and how their psychosocial needs might be identified and met through counseling" (Lee & Ramsey, 2006; Lee & Na, 2013; Sue & Sue, 2012). Multicultural counseling initially began in the profession as the cross-cultural counseling movement, which arose from a confluence of political, economic, and personal campaigns, such as the 1960s and 1970s civil rights activists. Organizations such as the Organization of Black Counselors in 1968 and the Association of Non-White Affairs in the American Personnel and Counseling Organization in 1972 were formed as the principles of inclusiveness, sensitivity, and cultural reform began to affect American civilization (Matthews et al., 2018). The cross-cultural counseling movement began producing professional development programs to assist the emerging generation of counselors in obtaining the psychological skills and expertise needed to work closely with clients from distinct nationalities (Ridley et al., 2021). Additionally, clinicians began developing new theoretical models for training future therapists, with a focus on intercultural therapy and solutions studies.

According to Lee and Na (2013), multicultural counseling has paved the way for the development of a collective theory of multiculturalism which has been recognized as the fourth theoretical force within the counseling profession. A central tenet of multiculturalism is that both the client and the counselor bring a variety of cultural variables relating to age, gender, sexual orientation, education, disability, ability, religion, ethnic background, and socioeconomic status to the counseling relationship (Lee and Na,

2013). Therefore, according to Pedersen (1991b), cultural diversity is an essential element of all counseling relationships; hence, all counseling is multicultural in nature.

The school counseling profession has been a leader in advocating for closing the opportunity and the achievement gap for minority students. The term *opportunity gap* implies that when given the resources and opportunities they deserve, minority students can achieve just as their White peers do (Griffin et al., 2021), while the term *achievement gap* describes the academic, behavior, and attendance discrepancies that are present among minority student groups which results from biases that mirror societal issues (ASCA, 2016; Holcomb-McCoy, 2007). The achievement gap is one social justice advocacy issue that has not received much attention within school counseling literature (Holcomb-McCoy, 2007).

Ratts et al. (2016) was commissioned by the Association for Multicultural Counseling and Development (AMCD) to revise the Multicultural and Social Justice Counseling Competencies (MSJCC) framework in 2015, which was later endorsed by the Association for Multicultural Counseling and Development and the American Counseling Association. The MSJCC provides guidelines for multicultural competent counseling and social justice advocacy. It must be noted that the MSJCC model is a revision and update of the Multicultural Counseling Competencies (MCC) developed by Sue et al. (1992). The model also was developed to include the multicultural concepts of intersectionality due to the complexity of identities of the counselor client relationship (Ratts et al., 2016).

Ratts et al. (2016) examined the societal diversity that could obstruct the recovery process between both the client and the counselor, including language hurdles and value

disparities resulting from inequalities in social status and ethnic heritage. Ratts et al. (2016) published Multicultural Counseling Competencies: A Call to the Profession, which was based on the combined work of professional counselors. The writers defined intercultural communicative competency as an advisor's perspectives, attitudes, expertise, and abilities in dealing with individuals of varying backgrounds. Psychologists who are culturally literate are engaged in the process of becoming ever conscious of their presumptions, prejudices, preconceived notions, and personal limitations; respecting the different worldviews of customers from varying disciplines and developing culturally sensitive knowledge and techniques to assist them in everyone's work with various stakeholders.

Multicultural Counseling Competence and School Counselors

School counselors are tasked with the responsibilities of providing social, academic, career and emotional support to all students through a comprehensive school counseling program (ASCA, 2019). According to the National Center for Education Statistics (NCES), in 2018, of the 50.7 million students in K-12 public schools 23.8 million were White, 13.8 million were Hispanic, 7.7 million were Black, 2.7 million were Asian, 2.1 million were of Two or more races, 0.5 million were American Indian/Alaska Native, and 186,000 were Pacific Islander. For school counselors to effectively serve students from different racial, ethnic, and cultural background, schools' counselors must be multiculturally competent to provide multicultural counseling services (ASCA, 2016; Farmer et al., 2013; Forbes & Hutchison, 2020; Guzmán et al., 2013)   The ASCA) is the nation's largest professional association for school counselors that provides continuous

professional development and support to its members. Furthermore, ASCA created the ASCA National Model and Ethical Standards to assist certified counselors in developing complete counseling services.

The ASCA 2016 Ethical Standards states that professional schools' counselors:

B.1.d. Are culturally competent and sensitive to diversity among families (p. 6).

B.2.m. Promote cultural competence to help create a safer more inclusive school environment (p. 7).

B.3.i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge, and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders (p. 7).

B.3.j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students (p. 7).

B.3.k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students (p. 7).

In addition to the above statements, ASCA's cultural diversity position statement states "school counselors demonstrate cultural responsiveness by collaborating with

stakeholders to create a school and community climate that embraces cultural diversity and helps to promote the academic, career and social/emotional success for all students" (p. 24). In essence, multiculturally competent practice is not only an essential element of school counseling practice, but an ethical and legal responsibility sanctioned by ASCA.

ASCA considers multicultural competence to be a significant factor in the successful implementation of academic advising initiatives (Fye et al., 2017). According to Fye et al. (2017), multicultural counseling competence varies depending on the specific places, issues, and ethnic groupings that clients come from. School counselors must understand the needs of students their parents, and their communities to build multicultural counseling competency. In recent years, the literature on multicultural counseling has shifted from its original construct to a more inclusive terminology.

Several researchers have critiqued the School Counselor MCC literature over the years. In 2001, Holcomb-MCcoy reported racial identity as a factor among other factors noted earlier such as self-awareness, knowledge, and skills. In 2012, Tadlock-Marlo et al. also added their critique of the MCC research and stated "the few instruments that do exist to measure MCCs do not seem to cover the realities of the school counselor role. Indeed, the measures that have been developed are typically normed on community mental health professionals and not school counselors" (p. 235). To support their critique, a new scale was developed that was influenced by ASCA and the AMCD. The study which included 387 school counselors revealed a four factors scale: collaboration, assessment of school environment, reflection of personal culture, and interpersonal relationships. The authors stated that the new dimensions of school counselors' MCC

shed light on school counselors continuous work in facilitating interpersonal relationships and collaboration. The role of assessing school climate and environment, while fostering working relationships with stakeholders is foundational in the role and functions of school counseling (ASCA, 2016; Clemens et al., 2011; Pietrantoni & Glance, 2019).

While the focus of seminal studies on MCC was centered around race and ethnicity (Sue et al., 1992), more recent MCC research studies and conceptual articles have highlighted the disparities of other marginalized groups into the school counseling conversations. The LGBTQ + community has been one of the marginalized groups that school counselors have placed increased time and resources in advocating for equity and inclusion (ASCA, 2016; Bidell, 2005; Farmer et al., 2013; Simons & Cuadrado, 2019). A study was conducted to investigate counselors' perceived level of competence when providing services to LGB clients. The study included 468 counselors from a variety of specializations with the field of counseling. The authors found that of all the counseling specializations who took part in the study, school counselors had the lowest level of self-perceived multicultural counseling competence when providing counseling services to LGBTQ+ students (Farmer et al., 2013). Additionally, the authors found that school counselors perceived higher levels of counseling competence in their attitude when working with the LGBTQ+ community members. The result from this study supports previous research which states that school counselors have strong beliefs about their attitude when providing services to students from a diverse background, yet the implementation of awareness is different in everyday situations (Chao, 2013; Holcomb-McCoy, 2001). To further support this claim, Holcomb-McCoy (2001) stated "because

one is able to articulate his or her own biases and prejudices does not mean one is knowledgeable of other cultures or is skilled in cross-cultural counseling" (p. 199).

Another marginalized group that is worthy of noting are students from international backgrounds. Culturally competent school counselors encourage student learning, offer access to quality education for all children regardless of cultural heritage, and collaborate with children and relatives from many cultures (Matthews et al., 2018). They also understand racism and the formation of racial identity, as well as have knowledge of acceptable and fair assessment techniques for multicultural students.

Jones et al. (2016) investigated the perspectives of counselors with international students. A total of 156 counselors took part in this study, with the average number of years of service as a school counselor being 9.5 years. According to the authors, Arab students are more likely to seek help with schoolwork, family troubles, and cultural disputes, reflecting cultural values in immigrant parents. Although guidance counselors reported utilizing similar counseling strategies for all students, when dealing with oriental adolescents, they were much more likely to incorporate family connections and be conscious of cultural difficulties (Jones et al., 2016). They also tended to use creative art activities to assist pupils in overcoming their apprehensions about sharing personal information. The authors suggested that while establishing counseling tactics and approaches for immigrant adolescents, school counselors should be adaptable. Multicultural counseling competency is a vital skill that special education teachers should possess to deliver better assistance to new immigrant individuals and teachers, as the research above shows (Jones et al., 2016).

Multicultural Counseling Competence in Counselor Preparation

As the population of students from various cultures has grown in classrooms, counselor educators have concentrated their efforts on professional education training and supervision for academic advising students. The relevance of multicultural counseling competence in counseling is reflected in the publications of the Council for Accreditation of Counseling and Related Educational Programs (Celinska & Swazo, 2016). The Council for Higher Education Accreditation recognizes CACREP as an independent organization that accredits master's and doctoral level university courses. CACREP has granted accreditation to around 607 graduate degree programs (Celinska & Swazo, 2016). CACREP's 2009 and 2016 Standards include a strong emphasis on intercultural training in the classroom and in clinical practice. The 2024 Proposed Drafted Standards will place an even greater emphasis on diversity and inclusion. For example, "the counselor education program will make continuous and systemic efforts to recruit, enroll, and retain a diverse group of students and create and support an inclusive and equitable learning community" (CACREP, 2021, k. p. 2). Additionally, the student handbook, should include polices regarding diversity, equity, and inclusion. Syllabi will need to reflect statements regarding diversity, equity and inclusion with specific language and polices addressing disability accommodations. Counselor education programs are also expected collect and analyzes disaggregated demographic data with regards to students and faculty diverse learning community. The 2024 standards address social and cultural diversity in detail which includes the following: (a) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy, (b) the influence of

heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews, (c) the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors, (d) the influence of intersectional individual identities and social and cultural group identities on the development of worldviews within a global context, € the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally, (f) the effects of power, oppression, privilege, and marginalization for counselors and clients, (g) the effects of various socio-cultural influences on mental and physical health and wellbeing, including public policies, social movements, and cultural values, (h) health disparities and related needs for medical, physical, psychosocial, and mental health services within systems of care, (i) principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship, (j) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (k) competencies identified by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities, and (l) critical thinking strategies to promote awareness and understanding of the influence of stereotypes, discrimination, power, privilege, and oppression on marginalized counselors and clients

In conjunction with CACREP requirements, the ACA Code of Ethics has resulted in school counselors' preparation programs integration of ethical concepts when dealing

with diverse clients and has strived to develop counselor awareness and understanding in culturally competent ways. "School counselors actively infuse varying complexity in their education and supervisory practices," according to the ACA Code of Ethics (Trahan, 2014, p. 28). They actively teach students how to become more aware of, knowledgeable about, and skilled in multicultural made known. Many training schools have incorporated intercultural counseling and equality topics into their curricula using the ACA Code of Conduct and Ethics Guidelines (Trahan, 2014).

Counselor education programs are also tasked with the challenge of supporting their students' growth through experiential opportunities. School counselors should counsel students using culturally appropriate mindsets and information with culturally competent counseling skills. To support this, one institution, for instance, designed an inter-cultural absorption fieldwork curriculum for trainees in an academic advising program to develop varying complexity (Celinska & Swazo, 2016). Apprentices had the option of doing their practicum in Trinidad as part of the curriculum, which was aimed to assist them in constructing their intercultural communicative repertoire. A process log, a written case conceptualization, and verbal communication of the conceptualization and treatment were all part of the practicum.

Finally, in-depth investigation of cultural diversity in mentorship for counselor candidates has also been explored in studies, with a specific focus on the absence of critical exploration and debate of different cultures. According to O'Dowd (2015), counselors' responses to and conceptual frameworks of client concerns are influenced by their knowledge of culturally varied clients and the development of organizational bias.

In addition, O'Dowd (2015) emphasized the need of key processes and engagement of therapist trainees to culturally varied clients while discussing multicultural counseling training and development opportunities.

Multicultural Counseling and Self-Efficacy

As stated earlier, self-efficacy refers to an individual's perceptions about his or her ability to effectively complete positive behavior (Wright et al., 2015). It encompasses a dynamic set of beliefs specific to performance domains, as well as to how people socialize, their attitudes and behaviors, and their organizational characteristics. A person can have high self-efficacy in one domain and poor self-efficacy in another. Furthermore, self-efficacy is a self-evaluation of one's capacity to complete a task, and it may or may not represent a person's real ability to complete the activity (Caldwell & Hayes, 2016). Experienced school counselors, for instance, may have the knowledge and abilities to guide ethnic minorities; yet, they may have low self-efficacy in this assignment if they do not think they can work successfully with such pupils.

Recent research has been done on school counselor efficacy, with much attention placed on multicultural competency. However, little research has been done on the issue of self-efficacy and its relationship with certain diverse groups such as immigrant students (Peddizi & Marcelo, 2018; Simons et al., 2018). Constantine and Gushue (2003) evaluated counselors' tolerance levels and attitudes towards racism and immigration with students from diverse ethnicities. The study included 139 counselors from different schools, with 70% of the participants being White while the rest were other races and ethnicities. The study used a demographic form, Tolerance Measure (TM; Sutter &

McCaul, 1993) and Jacobson's New Racism Scale (NRS; Jacobson, 1985) to examine the relationship between these factors and their significance to counselors and immigrant students. The researchers believed that counselors could better understand the mental health issues surrounding immigrant students through exercises meant to test their ability to conceptualize issues.

In a similar study, Greenham et al. (2019) explored effective communication between the counselors and the immigrant student significantly impacts counselors' self-efficacy, especially when working with students with diverse backgrounds and diverse ethnicities. These authors concluded that there is a need for counselors to establish a quality relationship between the students and immigrants who have low proficiency in the English language. In another study involving school administrators, Hispanic/Latino children and families' concerns were examined in terms of their need for Spanish language counselors (Dos Santos, 2020). In the study, it was noted that there was, in fact, a need for Spanish-speaking counselors in schools. Counselors who speak Spanish can communicate effectively with students and have a good working relationship with the parents and the students. They are even more prone to offer counseling services to students as information is well shared in these scenarios compared to those without Spanish proficiency (Dos Santos, 2020). The Spanish-speaking counseling services offered were noted to be more responsive and more fruitful for the student. The ability of students to build positive relationships in the family and the community provides a suitable environment for the immigrant student, which helps in more interactions and positive relationships, which is fundamental for students and counselors.

These studies explored school counselor self-efficacy with specific diverse populations. Other research has examined the importance of counselor self-efficacy and its relationship with counseling variables needed to be culturally competent counselors, such as counselor performance and levels of anxiety. Several studies that have looked into these aspects have noted that counselors' self-efficacy is closely related to the level of training received by the counselor and the amount of supervision they get (Baglama & Uzunboylu, 2017).

Measuring Self Efficacy

The first tool to measure self-efficacy in schools was developed by Bodenhorn and Skaggs (2005) and was specific to school counseling. The scale included several factors which are essential to school counseling. The study engaged 200 counselors from different schools and found that those with more than 3 years of experience had a higher self-efficacy than those with few years of experience. Other studies have reported similar findings and recorded a positive relationship between the number of years of experience and the levels of self-efficacy in counselors (Arar & Masry-Harzallah, 2019). Although there is a general understanding that novice school counselors perceive themselves as lesser productive than those with more years of experience between themselves. As the gaps in the levels of achievement between the races persist, counselors should handle different complex issues in the society regardless of their experience level; they all must be self-efficacious to address and confront the complex problems in the community.

Recently, Obikwelu (2017) looked into the perceptions of the status of achievement in bridging the racial gap and the insurance of equity in different schools in

the country, the authors presented several conclusions from their study. It was noted that counselors who had higher levels of self-efficacy were more likely to be conscious of the existing academic gaps that exist in their schools and the need to close these gaps. The study noted that higher self-efficacy rates in counselors could have a more significant impact on the ability of the counselors to increase the levels of equity in schools and close the gaps that exist. Hence, it is essential to note that self-efficacy is crucial in examining issues related to multicultural problems and social justice in schools and the importance of counselors in bridging the gaps that exist.

Conventional Counseling Competences vs. Cross Cultural Counseling Competency

There are several distinctions between conventional counseling competency and cross-cultural counseling competence (Caldwell & Hayes, 2016). In related fields, research has found a link between cross-cultural competency and counselor and counseling student-in-training self-efficacy. Hendricks (2016), for example, looked at the link between general and intercultural counseling competence in a group of 142 counseling undergraduates and 49 racial group college clinical psychology candidates. Participants viewed video recordings of two cross-cultural counseling vignettes and used the Cross-Cultural Counseling Inventory-R (Lu et al., 2020) and the Counselor Efficiency Rating Scale (CERS) to assess their general and multicultural professional knowledge. Individuals who performed better on the Cross-Cultural Counselling Inventory-R were labeled as culturally appropriate counselors, while those who scored lower were labeled as culturally neutral advisors. According to the research, culturally appropriate counselors

were more skilled in intercultural and basic counseling abilities than their culturally

neutral colleagues (Lu et al., 2020).

School Counselor Multicultural Self-Efficacy

The counseling literature has not paid much attention to multicultural self-

efficacy, as it remains a new concept in the field (Garba & Yusuf, 2021). Multicultural

self-efficacy has been separated from general self-efficacy and defined as the ability of

school counselors to perform a given task that is relevant and specific to students with

diverse ethnic and cultural diversity needs (Holcomb-McCoy et al., 2008). School

counselors with higher multicultural self-efficacy are said to be more likely to believe

that they can understand the issue of multicultural and diversity and that they can identify

students' inabilities and remove the barriers that exist between the students and their

goals in an education setup. These counselors are said to be more satisfied with their

work and are more open to working with students from different racial backgrounds and

families. It is also noted that there is a relationship between the counselors with higher

multicultural self-efficacy to their leadership capabilities (Cimsir & Carney, 2017).

Counselors with a higher multicultural self-efficacy are more prone to use leadership

practices needed to tackle and combat inequity and challenge policies that promote

inequity in schools. The counselors are more likely to employ new techniques in schools

that close the inequity gap.

The School Counseling Multicultural Self Efficacy Scale ([SCMES], Holcomb-

McCoy et al., 2008) was developed to help assess counselors' perceived capabilities to

perform certain tasks within the school environment related to minority student

achievement. Holcomb-McCoy et al. (2008) developed and explored the factor structure

of the SCMES. A factor analysis revealed a 90-item scale with six factors which include

the following: (a) Knowledge of Multicultural Counseling Concepts, (b) Using Data and

Understanding Systemic Change, (c) Developing Cross-Cultural Relationships, (d)

Multicultural Awareness, (e) Multicultural Assessment, and (f) Applying Racial

Concepts to Practice. They found that ethnicity and the number of multicultural

counseling courses taken were significantly related to several of the SCMES's factors. In

that same study, Holcomb-McCoy et al. (2008) defined school counselor multicultural

counseling self-efficacy as "professional school counselors' perceived abilities (i.e.,

beliefs) to carry out and perform tasks that are relevant and specific to equity among

students in K-12 schools, and the ethnicity and culturally diverse needs of K-12 students"

(p. 169). In discussing the SCMES, Satici (2020) noted that although the previous scale

used to assess self-efficacy in schools was inclusive of multicultural considerations, it did

not cover the topic extensively. The SCMES addressed this gap in the literature (Clark &

Bussey, 2020; Malatskey et al., 2017).

To test the reliability and functionality of the SCMES (Holcomb-McCoy et al.,

2008), a study was conducted which involved 180 participants from the Association of

American School Counselors to look at the functionality of the SCMES and determine

the level of perceived multicultural self-efficacy of school counselors. The results showed

that the SCMES is valid and can maintain the consistency needed to conduct a study and

draw conclusive results at the end of the exercise (Falcao & Summers, 2019). Moreover,

most of the school counselors who participated in the study reported lower levels of

multicultural efficacy. The findings showed that school counselors lack confidence in the use of data to help discover student inequities, as well as in their abilities to use observation and knowledge acquired to advocate for a change in systems and the removal of barriers within our schools. According to Bandura (1977), people are more prone to avoid tasks in which they perceive themselves to have lower self-efficacy. Yet, school counselors have been given the mandate to be the leaders and use their capabilities to advocate for change and equal services for all the students. The research showed the need for more research on the topic and more effort to raise the counselors' self-efficacy in this area.

Hamzah et al. (2021) noted that two factors were related to the multicultural self-efficacy in school counselors: ethnicity and the counselors' years of experience. School counselors that were from ethnic minorities showed a higher level of multicultural self-efficacy as compared to those who were White. The research also noted that inexperienced school counselors had different skills related to diversity, such as different methods of advocating for change, and these might impact the capacity to employ other leadership skills that they have learned over time during their years of training and study.

Due to the little literature on the topic, Odaci et al. (2017) used the SCMES (Holcomb-McCoy et al., 2008) to measure and analyze the previously mentioned variables. The authors found differences in the demographic variables of race, the ethnicity of the counselors, and the years of experience they have as school counselors. Like results in previous studies, the research found that the racial minority school counselors regarded themselves as having a higher multicultural self-efficacy than White

counselors (Gholami, 2020). Significant results were reached concerning data, the concept of systematic change, developing cultural relationships, and applying the knowledge on culture, and diversity to practice.

Metcalf and Wiener (2018) conducted a follow-up to an earlier study using a sample size of 380 school counselors. They looked at the relationship between multicultural counseling competence and self-efficacy when dealing with immigrant students in the recent past. The study results showed that factors such as years of experience, the counselor's age, and their race ethnicity had a significant influence on the counselor's self-efficacy. Counselors with more years of experience showed that they had a higher self-efficacy, while those with few years of experience had lower self-efficacy. The findings on the aspect of age, race, and ethnicity were consistent with previous results showing that people with experience had a higher self-efficacy than those with few years of experience. In all studies, the results showed that race and ethnicity were essential factors and determined the counselor's level of self-efficacy (Green, 2020).

Due to the lack of research on the topic, more exploration needs to be done on how counselors perceive themselves and their abilities to help them in dealing with diverse students, to help promote more equity in schools, and to help them in dealing with students and parents that are from different cultures and backgrounds (Harun et al., 2021). Despite the limited research on the topic, the current literature on school multicultural efficacy shows that counselors who have more years of experience in the profession are more likely to report a higher level of multicultural self-efficacy. Second,

counselors are more prone to endorse a lower degree of self-efficacy as it relates to data when compared to the other subscales.

Collectively, the literature reviewed indicated that there is a need for more research to be done regarding factors that are needed to help develop multicultural self-efficacy and skills. More research should also be channeled to examine why school counselors from minority ethnic groups are more multicultural self-efficacious than White school counselors (Aksu & Vefikulucay Yilmaz, 2019; Rochat, 2018). Albert noted that counselors from the minority are more likely to have gone through specific experiences that helped them become more multicultural self-efficacious than those experiences from childhood. Through their experiences, counselors from minority ethnic groups more knowledge and expertise on issues that affect people from diverse backgrounds (Kontas & Özcan, 2017).

The population in the U.S. is increasing and is becoming more diverse than in previous years. Hence, there is a need to incorporate multicultural self-efficacy in schools for counselors to ensure that students and parents are treated equally and fairly. Another problem is that of the limited number of school counselors who considered themselves to be multiculturally self-efficacious. Research has shown that culturally responsive leadership requires that school leaders and counselors stand up against the social norms in the community and confront the systems that have over the years held the education system hostage of biases and prejudices (Baglama & & Uzunboylu, 2017).

Advocacy in Counseling

Advocacy has a long history in field of counseling and psychology. Advocacy in the profession is often tied to major reform or the lack thereof within the political landscape of the United States (Smith et al., 2009). Due to the importance of advocacy within the profession, social justice advocacy is often referred to as the "fifth force" of counseling (Ratts et al., 2004, p. 28); an outgrowth of the multicultural movement. Smith and Chen-Hayes (2003) described the movement as one that promotes social justice as a vital element of the counseling profession via the intentional and systematic elimination of barriers that cause oppression and social inequalities. Further, they highlighted the major focus of social justice advocacy, which includes issues surrounding power and privilege, allocation of resources, prejudicial discrimination, and violence toward minority individuals and groups. The profession has adopted social justice advocacy as a tool for leveling power structures, providing equity in privileges, and removing discrimination (Smith & Chen-Hayes, 2003).

Several researchers have documented a call for action within the profession of counseling. Notably, D'Andrea and Daniels (1997) highlighted racism in the United States by outlining the problems and benefits of implementing multicultural advocacy in counseling. Additionally, they discussed the possible challenges counselors face when they engaged in the improvement of multicultural advocacy. Osborne et al. (1998) described how counselor education programs developed and implemented a social advocacy model in counselor education programs. The authors encouraged counselor educators to think about the value of social justice advocacy in counselor preparation.

Lee and Walz (1998) wrote one of the first texts, *Advocacy: A Voice for Our Clients and Communities,* on social justice advocacy in counseling as a mandate for counselors. Myers and Sweeney (2004) discussed social advocacy as a two-pronged approach, advocating for clients' needs and for the profession. In addition, Akos and Galassi (2004) suggested a model of developmental advocacy for school counselor.

In 2003, the American Counseling Association Governing Council approved and adopted advocacy competencies developed by the Goodman Taskforce on Advocacy competencies. The advocacy competencies focused on counselor skills, knowledge, and behaviors, as well roles as advocates on behalf of clients affected by oppression and systemic barriers. The advocacy competencies led the way for collaboration and integration which called for a closer examination of ways to better serve clients. The Association for Multicultural Counseling and Development (AMCD) made updates to the 1992 (MCC) model of multicultural competence integrating social justice and advocacy into the competencies (Lewis et al., 2018).

School Counselor Advocacy

Although advocacy has been a foundational theme of counseling, it was not until recent years that the school counselor's role as advocates has gained momentum and recognition (Baker & Gerler, 2004, as cited in Brown & Trusty, 2005). Cooley (1999), Stones (2000), and Kuranz (2002) were some of the first authors who called for school counselors to be advocates within their profession, in addition to Bailey et al. (2003) and Osborne et al. (1998) who highlighted the need for school counselors in training to receive instruction in advocacy skills within their counseling programs (Brown & Trusty,

2005). In 2003, the ASCA National Model supported this call by integrating advocacy in every activity of the school counselor's role and function. As noted by Brown and Trusty (2005):

> According to the National Model, school counselors' advocacy efforts are aimed at (a) eliminating barriers impeding students' development; (b) creating opportunities to learn for all students; (c) ensuring access to a quality school curriculum; (d) collaborating with others within and outside the school to help students meet their needs, and (e) promoting positive, systemic change in schools. Therefore, advocacy involves leadership, collaboration, and systemic change" (p. 91).

Several scholars have sought the use of empirical studies to discuss the advocacy competencies among school counselors. Field and Baker (2004) used focus-group methodology with night school counselors to examine how they currently define advocacy on behalf of their students and how school counselors have learned to become advocates for their students. Participants in this study defined advocacy as focusing on students, exhibiting specific advocacy behaviors, and going beyond educational business as usual. Similarly, Schaeffer et al.'s (2010) phenomenological study explored the definition and practice of high school counselor advocacy as it relates specifically to increasing access for students traditionally underrepresented in four-year colleges. They found a priority and value of school counselor advocacy; however, participants also emphasized challenges such as systemic barriers to advocacy that lie in their schools, communities, and even in the school counselors themselves.

Singh et al.'s (2010) grounded theory methodology explored the strategies of 16 school counselors who self-identified as social justice agents used to advocate for systemic change with their school communities. They found seven overarching themes: (a) using political savvy to navigate power structures, (b) consciousness raising, (c) initiating difficult dialogues, (d) building intentional relationships, (e) teaching students self-advocacy skills, (f) using data for marketing, and (g) educating others about the school counselor role of advocate. The school counselors uniformly shared that their social justice advocacy was a political process.

Haskins and Singh (2016) developed the SCAA based on the ACA advocacy competencies (Lewis et al., 2003). An exploratory factor analysis revealed a five-factor model that accounted for 71% of the variance. The subscales are Collaboration with School Groups, Political and Social Actions to Change the System, Individual Student Empowerment, Actions to Reduce Achievement Barriers, and Media Advocacy.

Simons and Cuadrado (2019) used a qualitative study methodology and applied Ajzen's Theory of Planned Behavior (TPB) to examine the efforts of nine self-identified school counselor advocates to advocate for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students. They found that the work expectations of other school stakeholders, along with the school counselors' levels of advocacy self-efficacy and exposure to the LGBTQ community, were related to how, when, and why the school counselors advocated for LGBTQ students.

In a similar study, Wikoff (2019) examined how system variables and the school counselor-principal relationship influenced the school counselor's advocacy for LGBTQ

youth and found that demographic systems variables, from the micro- to the macrosystem level, are significant predictors of school counselor advocacy for LGBTQ youth. Additionally, when controlling for those significant systems variables, the number of years a school counselor and principal worked together, and a perception of a collaborative working relationship were also significant predictors of advocacy for LGBTQ youth.

While several researchers have attempted to contribute to the dearth of empirical research on school counselor advocacy, little research has explored school counselor advocacy competencies as it relates to multicultural counseling. Research exploring the subscales of the SCAA will attempt to fill the gap in the school counseling literature relating to other variables that could be potentially correlated. There is a direct link between social justice advocacy as evidenced by previous research documenting integration of the MCC (1992) and the SJC (2003) as updates and research supporting the integration becomes available.

Summary

A study to investigate school counselors perceived multicultural self-efficacy to explain school counselor social justice advocacy is required to better understand and support the work school counselors are currently doing in schools. As stated in the body of the literature review, according to the National Center for Education Statistics (NES), in 2018, of the 50.7 million students in K-12 public schools 23.8 million were White, 13.8 million were Hispanic, 7.7 million were Black, 2.7 million were Asian, 2.1 million were of two or more races, 0.5 million were American Indian/Alaska Native, and 186,000

were Pacific Islander, while over 80% of ASCA members identified as White females (State of the Profession, 2020). Racial and cultural diversity were not the only factors that promoted this study, but also school counselor's lower levels of perceived multicultural counseling competence when working with marginalized groups of students.

School counselor self-efficacy was described as an individual's ability to plan and carry out the steps necessary to achieve specific goals. Self-efficacy also refers to one's confidence in one's ability to mobilize the motivation, cognitive resources, and courses of action required to satisfy specific situational demands. Further, multicultural self-efficacy was defined as professional school counselors' perceived abilities (i.e., beliefs) to carry out and perform tasks that are relevant and specific to equity among students in K-12 schools, and the ethnically and culturally diverse needs of K-12 students (Holcomb-McCoy et al., 2008). Researchers have documented how the concept of multicultural counseling is moving away from its traditional dialogues (Holcomb- McCoy, 2001; Sue et al., 1992; Tadlock -Marlo et al., 2012) to include more inclusive approach such as marginalized groups. From the literature we know that culturally competent counselors encourage student learning, offer access to quality education for all children regardless of cultural heritage, and collaborate with children and relatives from many cultures (Matthews et al., 2018), They also understand racism and the formation of racial identity, as well as have knowledge of acceptable and fair assessment techniques for multicultural students. Although school counselor multicultural self-efficacy has relations with other salient variables such as leadership and multicultural counseling competence (Albert, 2016; Holcomb-McCoy et al., 2008), the existing literature fails to provide answers to the

question of whether school counselor perceived multicultural self-efficacy predicts school counselor social justice advocacy competency. Furthermore, there is no study pertaining to differences in school counselor multicultural self-efficacy and advocacy competency by gender, race/ethnicity, or rural, urban, or suburban school classification.

School counselor advocacy was defined as an approach to school counseling wherein the school counselor extends their services outside of the traditional ways based on students' needs and contextual situations (Field & Baker, 2015). Social justice advocacy was defined as organized interventions and skills counselors use to influence public attitudes, inequitable social, political, or economic social ills that poses a barrier to personal and social development of individuals, their families and the community in which they reside (Lewis, 2011). Despite existing literature highlighting the importance of social advocacy in the school counselor's professional role, there remains a continued need for school counselor training in advocacy (Fickling & González, 2016). In essence, school counselors who engage in advocacy work may experience barriers when they attempt to challenge oppression; hence, these counselors need specific skills to advocate efficiently and effectively (Fickling & González, 2016). ASCA has set forth standards which supports counselors' roles in this regard (ASCA, 2019); hence in order to fulfil this responsibility adequate training and a greater understanding of factors that influence school counselor social justice advocacy are needed to prepare school counselors for this task. Therefore, the current study explored school counselors perceived multicultural self-efficacy as it related to their social justice advocacy competence.

The purpose of this study was to evaluate the potential relationship between school counselor multicultural self-efficacy and school counselor advocacy competency. To accomplish this, this study employed a quantitative research design with a sample population for the study being counselors within the United States that are members of ASCA. Chapter 3 of this study elaborates in detail the research strategy, design, and plan for data collection, as well as its analysis.

Chapter 3: Research Method

The purpose of this quantitative non-experimental correlational study was to examine a potential predictive relationship between school counselor multicultural self-efficacy and school counselor social justice advocacy competency. This study also examined potential differences in the subscales of the SCMES across multiple variables which includes, age, gender, race/ethnicity, years of work experience as a school counselor, number of multicultural courses taken during and after completion of their academic program, school classification (rural, urban, or suburban), and United States geographic region (north, south, east, west). This chapter describes the research questions, research design, methodology, instrumentation, data analysis plan, validity, and ethical considerations. First, the research questions are presented, followed by a discussion of the research design and its connection to the research questions. Next, overviews of the population, sampling and sampling procedures, and strategies used for recruiting participants and data collection are presented. Complete details of instruments to be used and operationalization of each construct in the study are then presented. A data analysis plan is then outlined for each hypothesis and research question in the survey. The chapter concludes with a discussion of threats to validity and ethical considerations for the study and summarizes the chapter.

Research Questions and Hypotheses

The following research questions and hypotheses guided this proposed study. MMR was used for Research Questions 1 and 3 to determine if a relationship exists between multiple independent variables and multiple dependent variables.

MANOVA/profile analysis repeated measures were used for Research Question 2 to determine if participants differ on certain dependent variables according to group (Tabachnick & Fidell, 2013). All predictor variables were entered into the multiple regression to test whether the independent variables simultaneously explain a statistically significant amount of variance in the dependent variable.

RQ1: Does school counselor multicultural self-efficacy as measured by the subscales of SCMES, predict school counselor social justice advocacy competency as measured by the subscales of the SCAA?

$H_0 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is not a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.

$H_a 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.

RQ2: Are there statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy, as measured by the subscales of SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?

$H_0 2$: There are no statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the

subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification.

H_a2: There are statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification.

RQ3: Do years of experience and the number of multicultural counseling courses taken predict school counselor multicultural self-efficacy, as measured by the subscales of the SCMES?

$H_0 3$: Years of experience and the number of multicultural counseling courses taken are not statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.

$H_a 3$: Years of experience and the number of multicultural counseling courses taken are statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.

Research Design and Rationale

Non-experimental survey research was chosen for this study to examine a predictive relationship between the study's attribute (i.e., non-manipulated) independent variables and its dependent variables. The specific type of research that was used throughout this study was a quantitative correlational research design. In correlational research, the researcher measures two or more variables and assesses the statistical

relationship among them, with little or no effort to control extraneous variables (Curtis et al., 2016). Researchers usually conduct this type of research for two reasons. First, they do not believe that the statistical relationship is a causal one. Second, the researcher cannot manipulate the independent variable since its impossible, unethical, or impractical (Price et al., 2015).

To determine the relationships among variables in this study, the primary method of statistical analysis includes MMR and MANOVA profile analysis repeated measures. MMR was used to determine the relationship between two more dependent variable and two or more independent variables (Izenman, 2008). MANOVA repeated measures was used to determine how groups compare across multiple variables within a study (Heppner et al., 2015). Briefly, IVs in this study include the following: SCMES multicultural self-efficacy subscales, gender, race/ethnicity, years of experience, number of multicultural counseling courses taken, and school classification (urban, suburban, or rural). The DV is advocacy competency, as measured by the subscales of the SCAA.

I chose a quantitative approach for this study because its intent is to gather numerical data to generalize within the broader school counseling population (Babbie, 2013). Further, a quantitative approach is appropriate for this study based on the research questions, which require objectively quantified data to answer (Babbie, 2013). According to Allen (2017), researchers use quantitative research designs to involve many participants to help with the study's findings' generalizability. I did not choose a qualitative approach due to epistemological and methodological factors. Specifically, in

qualitative methods, researchers use an inductive approach to gather meaning-making data from a small group of individuals (Creswell, 2009).

This study focused on a deductive approach because it aims to examine predictive and relational strength among variables. A qualitative approach would help understand the "meaning" of school counselor social justice advocacy experiences through a multicultural self-efficacy lens. This study used the hypothesis testing process to determine how well the independent variables can statistically explain the variance in advocacy competencies among school counselors (Creswell, 2009; Tabacknick & Fidell, 2013).

Methodology

Population

The target population for this research were members of the ASCA who are working at the elementary, middle, and high school levels in rural, urban, and sub-urban geographical areas across the United States of America.

Sampling and Sampling Procedures

This study's sampling frame consists of up to 1,000 ASCA members practicing in elementary, middle, and high schools across the United States who were randomly selected from the American School Association member database. A randomized sampling approach was proposed for this study. According to Allen (2017), each population member has equal chances of participating in the survey using random sampling. Randomized sampling is essential to quantitative research since the sample is expected to be representative of the population. Prior to IRB approval a purposive

convenient sampling methods was selected to collect the data. The sample was drawn

from four main sources which include the following: (a) posting the study invitation on

the ASCA SCENE (http://scene.schoolcounselor.org/home), (b) posting the study

invitation on Facebook pages designed specifically for school counselors, (c) sending

email invitation to each state school counseling association introducing them to the study

and asking to invite their members to participate, and (d) handing out flyers at the ASCA

2022 National Conference. With 111 participants, this study should have enough

statistical power to lend the generalizability of the study's results. *Statistical power* refers

to the probability that the test is able to determine if a statistical difference exists large

enough to reject the null hypothesis. In other words, the researcher rejects the null

hypothesis when it is true to avoid a type II error (Warner, 2012). Additionally,

Tabachnick and Fidell (2007) stated that the number of cases to predictors must be

significant for a regression analysis to have creditable results. *Effect size* is a quantitative

measure of the magnitude of the relationship between two variables. According to

McLeod (2019), "Effect size either measures the size of the association between variables

or the size of the difference between the group means. Cohen's *d* is usually appropriate

for comparing two means. Further, Cohen suggests that *d* = 0.2 be considered a 'small'

effect size, 0.5 represents a 'medium' effect size, and 0.8 a 'large' effect size" (para, 4.).

Another way of viewing effective size is via Pearson's *r* correlation. Pearson's *r*

correlation reflects the strength of the bivariate relationship. The value of the effect size

of Pearson's *r* correlation varies between -1 (a perfect negative correlation) to +1 (a

perfect positive correlation) (McLeod, 2019; Tabachnick & Fidell, 2007; Warner, 2012).

This study's sample size was calculated in consideration of alpha level, power, and effect size. This study's alpha level was set to .05 (Cohen, 1988) and power .80, which is standard for most research within the social sciences. With these parameters, as well as a medium effect size of 0.3, G* power software program was used to determine *a-priori* sample size computation. I entered six predictor variables into the equation to compute the required sample size. The G*Power analysis parameters stated above resulted in a total sample size of 111 participants. Computed sample size was increased by 10% to minimize the impact of non-response, dropping out, or withdrawing from the study. This will result in a total sample size of 123 participants. I estimate sending at least 500 surveys to reach my desired sample. The final study $N = 180$.

Procedures for Recruitment, Participants, and Data Collection

Data obtained for this correlational research design was collected using an online survey approach. An online survey approach to collecting data is chosen as the most appropriate method for this research design, as survey research affords the researcher the option to recruit participants and collect data using various instruments (Ponto, 2015). Historically, survey research has been used to quickly collect data from a large sample of a population via reliable and valid instruments (Dillman et al., 2014). For this study, a tailored design method helped participants in the completion of the survey items. According to Dillman et al. (2014), using this method, attention should be given to visual appeal and graphics, font size, and ordering items logically and clearly on each page to prevent response bias.

The use of online surveys comes with several advantages. Some of the benefits include cost-effectiveness to design and disseminate, accessibility to individuals with the appropriate technology, and self-administration. An online survey also provides a quick turnaround when collecting data (Bourque & Field, 2003; Creswell, 2009). Further, surveys provide anonymity since participants do not disclose their identity (Bourque & Fielder, 2003).

While survey research has many advantages, there are also some disadvantages. First, online survey design takes away the researcher's control of the conditions under which the survey is completed. Another disadvantage of online survey design is that the researcher cannot control who completes the survey even though the link might be sent to participants within the sample frame (Creswell, 2009). To minimize these risks, participants were urged to complete the survey forms in a confidential and professional manner to reduce chances of bias.

Permission was sought from Walden University IRB to conduct this study. I sought participants using four sources: (a) posting the study invitation on the ASCA SCENE (http://scene.schoolcounselor.org/home), (b) posting the study invitation on Facebook pages designed specifically for school counselors, (c) sending email invitation to each state school counseling association introducing them to the study and asking to invite their members to participate, and (d) handing out flyers at the ASCA 2022 National Conference. After approval from Walden IRB, a study flyer with the link to participate in the study was sent to the administrator of ASCA Scene, the administrators of Facebook groups designed for school counselors and state school counseling associations via email

(Appendix A) requesting participation in the study. I also attended the ASCA 2022
National Conference to recruit participants for this study. All these organizations consist
of school counselors practicing in the K-12 educational system across the United States.
The email included a link directing participants to the informed consent document, a
demographic survey (Appendix B), the SCMES (Appendix C), and the SCAA (Appendix
D). Additionally, the email provided information on the purpose of the study, any
potential risks associated with completing the survey, their right to withdraw at any time
during the process, and anonymity. Initially, I proposed to use Qualtrics as the online
platform for data collection; however, due to cost, I switched to SurveyMonkey, which
was more cost effective. Participants access the survey via an electronic link sent in all
emails inviting them to participate. A follow-up email (Appendix E) was sent to each
administrator requesting that they post the invitation on their website and email members
where applicable two week after the initial email. The follow-up email was a reminder to
counselors inviting them to participate in the study. The email included a reminder about
informed consent and a link to the survey. I sought permission from the authors of the
SCMES and the SCAA to use their instrument in the study (Appendices F and G).

Instrumentation and Operationalization of Constructs

The study participants were asked to complete an online survey consisting of two
instruments and a demographic questionnaire. The two instruments are the SCMES and
the SCAA. The demographic questionnaire consists of questions relating to the
participants' gender, race/ethnicity, rural, urban, or suburban school classification, school

counselors' years of experience, and the number of school counseling multicultural courses taken during and after the completion of their academic program.

School Counselor Multicultural Self-Efficacy Scale (SCMES)

The School Counselor Multicultural Self-Efficacy Scale (SCMES; Holcomb-McCoy et al., 2008) was developed to measure "professional school counselors' perceived abilities (i.e., belief) to perform tasks that are relevant and specific to equity among students in K-12 schools, and the ethically and culturally diverse needs of K-12 students" (Holcomb-McCoy et al., 2008, p. 167). The SCMES is a 52-item measure that is on a 7-point Likert scale ranging from1 (*not well at all*) to 7 (*very well*) that measures school counselor multicultural self-efficacy. Items of the SCMES are composed of six-subscales with Cronbach's alpha values from the instrument development study: (a) Knowledge of Multicultural Concepts, (14 items; Cronbach's alpha reliability coefficient (α) = .95), which assesses professional school counselors' perceived abilities to discuss multicultural concepts such as influences of racism on counseling; (b) Using Data and Understanding Systemic Change (9 items; α = .91), which assesses school counselor perceived abilities to address equity and utilize data as an advocacy and equity tool; (c) Developing Cross-Cultural Relationships (7 items; α = .89), which assesses school counselors' perceived abilities to build relationships with culturally diverse people; (d) Multicultural Counseling Awareness (9 items; α = .93), which determines school counselors' perceived multicultural self-awareness including understanding of how one's culture may affect interactions and interventions with students; (e) Multicultural Assessment (7 items; α = .89), which assesses school counselors' perceived abilities to

identify culturally appropriate and fair testing practices in schools and identify

discriminatory policies and procedures that impact culturally diverse students; and (f)

Application of Racial and Cultural Knowledge to Practice (6 items; α = .88), which

assesses school counselors' perceived capabilities to integrate and apply awareness of

racial concepts such as racism and discrimination into actual practice. Cronbach's alpha

for the resulting 52-item SCMES was .93 (Holcomb- McCoy et al., 2008).

The following are sample items included in the SCMES: "When counseling, I can

address societal issues that affect the development of students" and "I can recognize

when my beliefs and values are interfering with providing the best services to my

students" (Holcomb-McCoy et al., 2008). Consistent with previous research, (Crook,

2010; Holcomb-McCoy et al., 2008), scores for each SCMES subscales will be obtained

by summing the scale items and then dividing them by the number on each scale. Higher

scores on each SCMES subscales indicate greater self-efficacy in that dimension of

multicultural self-efficacy. Subscale scores were entered into regression equations.

Crook (2010) examined the relationship between school counselors' counseling

self-efficacy and multicultural counseling self-efficacy using the SCMES. The author

found internal consistency by computing Cronbach's coefficient of reliability. The results

are as follows: Knowledge and Multicultural Concepts (α = .927), Using Data and

Understanding Systemic Change (α = .865), Developing Cross-cultural Relationships (α

= .864), Multicultural Counseling Awareness (α = .876), Multicultural Assessment (α =

.904), and Application of Racial and Cultural Knowledge to Practice (α = .859). Crook

(2010) also acknowledged that the authors of the SCMES reported weak construct validity and low participants-to-item ratio during the initial study as a limitation.

Gordillo's (2015) study on the influence of counselor demographics, work experience, and training on counselor self-efficacy and multicultural self-efficacy among urban school counselors found that overall, the SCMES had inter-item solid reliability (α = .96). Additionally, Camp et al. (2019) examined the relationship between multicultural self-efficacy, empathy, school counselors' training, and their knowledge and skills supporting students experiencing homelessness. The authors found reliability coefficients ranging from .73 to .95, suggesting reasonable internal stability.

Finally, the authors of the SCMES (Holcomb-McCoy et al., 2008) reported several limitations in the scale's development, which include the following: small participant-to-item ratios in the initial exploratory factor analysis, the conceptualization of multicultural counseling may need a more robust definition, and selection bias with the sample in the initial study (predominantly White English speaking); hence lack the diversity of the school counseling profession. While there are multiple limitations of SCMES, it is the only measure measuring school counselor multicultural self-efficacy and appears to have sound psychometrics when measuring school counselor multicultural self-efficacy overall. Additionally, the following additional measures were considered for this study: Counseling Self-Estimate Inventory (Larson et al., 1992), the School Counselor Self-Efficacy Scale (Sutton & Fall, 1995), and the School Counselor Self-Efficacy Scale (SCSE) (Bodenhorn & Skaggs, 2005). The Counseling Self-Estimate Inventory (Larson et al., 1992), was only normed on counseling graduate students in a

pilot study, hence would not be an appropriate measure for the population of the current

proposed study. The School Counselor Self-Efficacy Scale (Sutton & Fall, 1995) initial

study did not contain additional internal consistency information. The instrument is also

not appropriate since it is dated and does not provide current research findings to support

the variables under investigation. Finally, the School Counselor Self-Efficacy Scale

(SCSE) (Bodenhorn & Skaggs, 2005) appeared to have various authors reported a

nonstable factors structure, and hence its elimination.

School Counselor Advocacy Assessment (SCAA)

The SCAA (Haskins & Singh, 2016) was developed to measure school counselor

advocacy competency based on the American Counseling Association (ACA) advocacy

competencies. The 21 item assessment measures school counselor advocacy competency

on a 5-point Likert rating scale (5 = *always,* 4 = *often,* 3 = *sometimes,* 2 = *rarely,* 1 =

never) to respond to the prompts based on what participants believed to be their level of

compliance. Items of the SCAA are composed of six subscales: (a) Collaboration with

School Groups contains 5 items that measure school counselors' ability to collaborate

with school groups actively; (b) Political and Social Action (4 items which measure

school counselors' ability to work with allies to address and change oppressive structures

in schools and prepare data and justification to change the system); (c) Individual Student

Empowerment, (3 items which measure school counselors' ability to empower students

on a micro level, as evidenced by their ability to identify students' strengths, resources,

and influential external factors); (d) Action to Reduce Achievement Barriers, (3 items

which measure school counselors ability to develop and carry out plans to confront

environmental barriers); and (e) Media Advocacy (5 items which measure how school counselors use public information methods to advocate via the Internet, television, and printed media). All subscales yielded a Cronbach's alpha of .71 or higher (Haskins & Singh, 2016).

To date, no known study has utilized this instrument for further validity. The authors stated that further research was necessary to explore how the SCAA could detect false representation, since the measure is a self-reported measure that does not prevent suppression of thoughts and basis while completing the survey instrument. Additionally, the authors noted that the study did not examine all aspects of advocacy that school counselors may choose to be involved in or the impact of the environment on advocacy interactions. The authors recommended that further studies examine concurrent validity with other instruments related to assessing advocacy and further research to validate the findings. Other instruments and their limitations to school counselor social justice advocacy competencies were considered. The Social Justice Advocacy Readiness Questionnaire (Chen-Hayes, 2001) was not validated and is a lengthy questionnaire at 188 items. The Privilege and Oppression Inventory (Hays et al., 2007) does not specifically quantify the advocacy competencies for school counselors. While the Advocacy Competencies Self-Assessment (Ratts & Ford, 2010) has been validated (Bvunzawabaya, 2012), the validation process was conducted with mental health counselors; it excluded school counselor-specific advocacy language and competencies. Moreover, the study failed to identify specific factors related to advocacy competence. According to Lewis et al. (2003), a scale was developed to operationalize the ACA

advocacy competencies using a sample of counseling and counseling psychology graduate students. However, this dissertation study yielded low reliability and validity. Because this scale was not developed specifically for school counselors, linking the scale to the unique role and tasks of school counselors is challenging. The Social Issues Advocacy Scale (SIAS) (Marszalek et al, 2011) was developed to assess the following areas of social justice advocacy: (a) political and social advocacy, (b) confronting discrimination, (c) political awareness, and (d) social issue awareness. This was the only other scale that I could potentially use; however, it does not specifically measure school counselor social justice advocacy competence.

Demographic Questionnaire

A demographic questionnaire was used to collect information that described the sample. The demographic questionnaire consists of several questions. The table below represents the demographic variables for this study.

Table 1

Operational Definition of Demographic Variables

Variables	Operational Definitions and Codes
Age	Continuous variable
Gender	1 = Male, 2 = Female, 3 = Other
Race/Ethnicity	1 = Black American 2= Latino(a) Hispanic 3 = Asian/Pacifica Islander 4 = Caucasian 5 = Native American/Alaskan Native 6 = Other

Geographic Region	1 = West (Colorado, Wyoming, Montana, Idaho, Washington, Oregon, Utah Nevada, California, Alaska, Hawaii) 2 = Southwest (Texas, Oklahoma, New Mexico, Arizona) 3 = Midwest (Ohio, Indiana, Michigan, Illinois, Missouri, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, South Dakota, North Dakota) 4 = Southeast (West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Florida) 5 = Northeast (Maine, Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont, New York, Pennsylvania, New Jersey, Delaware, Maryland) 6 = United States Territory (American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands)
Level of Education	1 = Bachelor's Degree 2 = Master's Degree 3 = PhD 4 = Other
Work Experience	Continuous variable
Number of Multicultural Counseling Course Completed	Continuous variable
School Classification	1= Rural, 2=Urban 3= Suburban, 4= Other

Data Analysis Procedures

Data Screening

SPSS V27 was used for statistical analyses. Data collected for this study was organized and screened for missingness. To organize the data, I downloaded participants' responses into an Excel spreadsheet from Qualtrics. I then uploaded the data into SPSS for analysis. Next, I performed descriptive statistics and tested the assumptions for MMR and MANOVA.

Assumption Testing for Multivariate Multiple Regression

When running a multiple regression analysis, the researcher must check to ensure

the data meets the assumptions for the analysis to be reliable and valid. SPSS VXX was used for all analyses. The following assumptions were tested: (a) linear relationship between IVs and DVs, (b) absence of multicollinearity in the data, (c) independence of residuals, (d) the variance of the residuals is constant, (e) normality, and (f) no presence of outliers. The relationship between the IVs and DVs can be observed using scatterplots. Next, I checked the correlation table to test that the IVs are not highly correlated. A correlation above 0.8 can be challenging for the analysis and suggests that highly correlated variables may need to be removed. This assumption may also be tested by examining the coefficients table looking at variance inflation factor (VIF) and tolerance statistics which should have a range below 10 and above 0.2, respectively. Next, I will use Durbin-Watson statistic to test the assumption that the residuals are independent. For this assumption to be met, the value must be close to 2. If values are below 1 and above 3, the analysis may be viewed as invalid. To test if the variance of the residuals is constant, I examined the final graph of the SPSS output to see if data points are randomly distributed dots inside of funnel shape. This assumption is met if the dots look random display and not tunnel-like. I then checked if the residuals are normally distributed by reviewing the P-P plot for the model. Dots on the P-P plot should appear closer to a diagonal line for a normal residual distribution. Finally, outliers were observed by Cook's distance statistics for each participant. If a value is over 1.0, this would be considered as an outlier and were removed from the model. Multivariate multiple regression is an extension of a standard multiple regression model. Multivariate multiple regression (MMR) is used to model the linear relationship between more than one

independent variable (IV) and more than one dependent variable (DV).

Hypothesis Testing for Multivariate Multiple Regression

After assumptions are tested and met two multivariate multiple regressions were conducted to determine the following hypotheses both at the model level and the variable level:

$H_0 1$: The Subscales of the SCMES do not explain unique variance in the subscales of the SCAA.

$H_a 1$: The Subscales of the SCMES do explain unique variance in the subscales of the SCAA.

$H_0 3$: Years of experience and the number of multicultural counseling courses taken are not statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.

$H_a 3$: Years of experience and the number of multicultural counseling courses taken are statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.

I used the SPSS Advanced Models module to perform the two multivariate multiple regressions. In SPSS, I clicked on Analyze-> General Linear Model->Multivariate. I then placed the dependent variables in the Dependent Variable box and the predictors in the Covariate(s) box. I then clicked on the option button, then checked the box for Parameter Estimates, then continue, and finally then clicked OK to print the regression coefficients. It was expected that the output included the following: Statistical test for each predictor, omnibus univariate test, R^2, and Adjusted R^2 values for each

for each dependent variable, and individual univariate tests for each dependent variable. Additionally, I performed a multivariate test for the entire regression by using the following syntax:

GLM Y1 Y2 Y3 Y4 Y5 WITH X1 X2 X3 X4 X5 X6

/PRINT PARAMETTERS

/LMATRIX 'Multivariate test of entire model'

X11; X2 1; X3 1; X4 1; X5 1; X6 1.

Assumption Testing for MANOVA

Prior to conducting the main MANOVA analysis, researchers are encouraged to ensure that data conform to the tests of assumptions (Pallant et al., 2020). The tests of assumptions include the following: (a) sample size, (b) normality, (c) outliers (d) linearity, (e) homogeneity of regression, (f) multicollinearity and singularity, and (g) homogeneity of variance-covariance matrices. Sample size is ideal when the researcher has more cases in each cell compared to the number of dependent variables (Pallant et al., 2020). The assumption of normality test in MANOVA is concerned with both univariate and multivariate normal distribution. To ensure normality, it is recommended that the sample size in each cell is at least 20 elements for each dependent * independent variable combination. Since MANOVA is sensitive to outliers, researchers must examine univariate and multivariate outliers. Mahalanobis distance was used to assess outliers. Additionally, to identify an outlier, a critical chi square value was used with degrees of freedom for the number of dependent variables. Absence of multicollinearity was observed by conducting correlation among the dependent variables. A dependent variable

in any study using MANOVA should be moderately correlated, hence any correlation above .80 is concerning for multicollinearity. Finally, homogeneity of variance - covariance matrices assumption was examined by running a Box's M test. Since the Box's M test is strict, the levels of significance will be observed for a typical *p* value below .001. If the *p* value for this test is below .001 the assumption will be met (Cohen, 2008).

A repeated measure MANOVA was used to test Hypothesis 2 because it is the appropriate statistical analysis to assess if a difference exists using two or more continuous dependent variables by one or more discrete independent variables. For research question two the dependent variables are the sub-scales of the SCMES and the subscales of the SCAA; the independent variables are gender, race and ethnicity, and school classification. A repeated measures MANOVA is a technique used to analyze multiple dependent variables over time. A repeated measures MANOVA is useful rather than ANOVA to reduce the likelihood of encountering a Type 1 error. Additionally, a repeated measures MANOVA is suitable for examining group differences when combining the effects of multiple dependent variables, whereas an ANOVA is more suitable for detecting a single effect.

Hypothesis Testing for Multivariate Analysis of Variance

After assumptions were tested and met, using SPSS, a repeated measure MANOVA was performed to determine the following hypothesis both at the model level and the variable level:

$H_0 2$: There are no statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?

$H_a 2$: There are statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?

I placed dependent variables in the Dependent Variables box, and independent variables to the Fixed Factor(s). I then click options, to Display Means, check compare for main effects, check estimates of effective size and homogeneity tests to run the analysis. I saved the syntax to edit later for post-hoc analysis for interaction effect. The output provided the following for interpretation: Between-Subjects Factors, Box's Test of Equality of Covariance Matrices, Multivariate Tests, Tests of Between -Subjects Effects, Estimates, and Pairwise comparisons.

Table 2

Research Questions, Hypotheses, and Analyses

Research questions	Null hypothesis	Alternative hypothesis	Analysis
RQ. 1. Do school counselor multicultural self-efficacy as measured by the subscales of SCMES, predict school counselor social justice advocacy competency as measured by the subscales of the SCAA?	$H_0 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is not a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.	$H_a 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.	Multivariate Multiple Regression

RQ. 2. Are there statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy, as measured by the subscales of SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?	$H_0 2$: There are no statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?	$H_a 2$: There are statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban school classification?	Repeated Measures MANOVA
RQ. 3. Do years of experience, and the number of multicultural counseling courses taken predict school counselor multicultural self-efficacy, as measured by the subscales of the SCMES?	$H_0 3$: Years of experience and the number of multicultural counseling courses taken are not statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.	$H_a 3$: Years of experience and the number of multicultural counseling courses taken are statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.	Multivariate Multiple Regression

Threats to Validity

Validity concerns the extent to which "evidence and theory support the interpretation of the test scores for proposed use of test" (AERA, APA, & NCME, 2014, p. 11). Although researchers make every effort to avoid validity issues when using various tests, threats to validity will arise (Onwuegbuzie, 2000). Several potential threats to validity will be addressed in this section.

There are several clusters of standards when assessing validity in research. The first cluster of standards for validity is establishing intended uses and interpretations. For this study, the instruments were used in accordance with the instructions on "how the test scores are intended to be interpreted and consequently used." Further, both tests in this study was used on the population for which the tests were intended (AERA, APA, &

NCME, 2014, p. 25). I have discussed the reliability and validity of each instrument that was proposed to collect data under instrumentation and operationalization of constructs. I utilized an adequate power and sample size in this study which will help in preserving validity.

Another issue in validity refers to samples and settings. The participants who completed the survey from which validity evidence was obtained are described in much detail as possible and permissible, which included relevant demographic and developmental characteristics. Participants were targeted who met the criteria for this study to eliminate any misrepresentation of sampling errors. Another concern is whether the sample responding to the survey would adequately represent the school counseling population. I made efforts to ensure I used an unbiased sample size. I procured an adequate sample size based on the G Power calculation to reduce this threat to internal validity.

The use of survey research is yet another potential threat to the validity of the study. Survey research relies on self-report, which could possibly be biased due to participants' responses. The researcher has no control over participants responding truthfully to survey questions. One concern is not answering honestly to items on the SCMES and SCAA. This situation represents social desirability bias. Since the study was completed via online survey and no identifying information and IP addresses was collected, participants might feel confident to answer survey questions with the risk of reprisal.

The following threats to internal validity in quantitative study were considered: (a) history, (b) maturation, (c) regression, (d) selection, (e) mortality, (f) diffusion of treatment, (g) compensatory or resentful demoralization, (h) compensatory rivalry, (i) testing, and (j) instrumentation (Creswell & Creswell, 2018). I used a non-experimental, one-time survey design with no lapse in data collection time, hence these validity issues will not be a concern for this research study. I was able to generalize the potential findings to a larger population of school counselors who are not members of the American School Counseling Association within the United States.

Ethical Procedures

Counselors are bound to ethical procedures when conducting research with human subjects to prevent harm of participants (Hammersley, 2015). The American Counseling Association (ACA) *Code of Ethics* states that "counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research (ACA, 2014, G.1., p. 15). Approval from Walden University IRB was obtained before recruiting participants and collect data. Participants in this study were voluntary and agreed to study participation before taking the survey via informed consent. A $10 gift card was provided to the first 100 participants as a thank you. According to the *ACA Code of Ethics* (2014), counselors seeking consent for research participants should use language that:

1. accurately explains the purpose and procedures to be followed; 2. identifies any procedures that are experimental or relatively untried; 3. describes any attendant

discomforts, risks, and potential power differentials between researchers and participants; 4. describes any benefits or changes in individuals or organizations that might reasonably be expected; 5. discloses appropriate alternative procedures that would be advantageous for participants; 6. offers to answer any inquiries concerning the procedures; 7. describes any limitations on confidentiality; 8. describes the format and potential target audiences for the dissemination of research findings; and 9. instructs participants that they are free to withdraw their consent and discontinue participation in the project at any time, without penalty (ACA Code of Ethics, 2014, G.2.a., p. 16).

Informed consent for this study included a description of the study's purpose and procedure, data collection tools, risks and benefits, answers regarding inquires of procedures, the limits of confidentiality, format, and target audiences for publication of outcomes, and a statement of their right to withdraw at any time in the study without penalty. Participants had instruction for seeking additional information regarding the study prior to engaging with the material. Permission from the authors of the SCMES and SCAA was obtained to use these instruments in the study. Gender-neutral language was used throughout the research to respect potential participants' preferences. A certificate was submitted for Human Subjects Training completion. After data collection, I ensured that all identifying information was removed from the data and electronic databases. I downloaded and stored the data collected on an encrypted and password-protected hard drive only accessible by myself and the research committee. Upon completion of the research study, both raw data and cleaned data are stored in a password -protected external drive for 5 years. Once five years have passed, the data will be deleted according

to Walden IRB protocol. The dissertation committee members will have access to the data after the completion of the study for 5 years until the data is deleted (Walden University, 2020).

Summary

This chapter provided an overview of the methodology for this research study. This study used a quantitative correlational research design. The sample population was school counselors across the United States of America who are members of ASCA. The research variables for this study are school counselor multicultural self-efficacy and school counselor advocacy assessment. I performed a Multivariate Multiple Regression and a repeated measure MANOVA for this study. Chapter 4 discusses the data collection process, the sample population demographics, and the data analysis results addressing each research question.

Chapter 4: Results

The purpose of this quantitative non-experimental correlational research study was to determine if a potential predictive relationship exists between school counselor multicultural self-efficacy (IV) and school counselor social justice advocacy (DV). Specifically, this study explored if scores on the subscales of the SCMES (Holcomb-McCoy et al., 2008) predicted scores on a measure of school counselor social justice advocacy, i.e., the SCAA (Haskins & Johnson, 2017). This study also examined potential differences in scores on the subscales of the SCMES across multiple variables which include the following: age, gender, race/ethnicity, rural, urban, or suburban classification, years of experience, and number of multicultural courses taken. These variables helped me to notice variations between the independent variables (subscales of the SCMES) and the dependent variables (subscales of the SCAA) among the various demographics in the study.

Research Questions and Hypotheses

I address the following research questions and hypotheses in this study:

Research Question 1

RQ1: Does school counselor multicultural self-efficacy, as measured by the subscales SCMES, predict school counselor social justice advocacy competency, as measured by the subscales of the SCAA?

$H_0 1$: School counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is not a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.

H_a1: School counselor multicultural self-efficacy, as measured by the subscales of

the SCMES, is a statistically significant predictor of school counselor social

justice advocacy competency, as measured by the subscales of the SCAA.

Research Question 2

RQ2: Are there statistically significant differences in school counselor

multicultural self-efficacy, as measured by the subscales of the SCMES, and school

counselor social justice advocacy, as measured by the subscales of SCAA by gender,

race/ethnicity, or rural, urban, or suburban school classification? MANOVA was used to

analyze the data related to this question.

$H_0$2: There are no statistically significant differences in school counselor

multicultural self-efficacy, as measured by the subscales of the SCMES, and

school counselor social justice advocacy competency, as measured by the

subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban

school classification.

H_a2: There are statistically significant differences in school counselor

multicultural self-efficacy, as measured by the subscales of the SCMES, and

school counselor social justice advocacy competency, as measured by the

subscales of the SCAA by gender, race/ethnicity, or rural, urban, or suburban

school classification.

Research Question 3

RQ3: Do years of experience and the number of multicultural counseling courses taken predict school counselor multicultural self-efficacy, as measured by the subscales of the SCMES? MMR was used to analyze data related to this question.

$H_0$3: Years of experience and the number of multicultural counseling courses taken are not statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.

H_a3: Years of experience and the number of multicultural counseling courses taken are statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES.

This chapter includes a summarization of the result of the study, the detailed steps involved in the data collection process, procedures for data cleaning and preparation for the major analyses performed, descriptive and demographic characteristics of the sample, and the process of checking the assumptions for MMR and MANOVA (Profile Analysis). Finally, I conclude the chapter by providing the results of the data analyses as well as including an introduction to Chapter 5.

Data Collection

Upon receiving approval from the Walden University IRB (07-05-22-1028895), implementation and data collection occurred over a period of 2 weeks. Initially, the estimated time frame for the data collection was 1 month, which was within the 1-year IRB -approved timeline. A majority of the data approximately (90%) were collected at the ASCA Conference, which was held in Austin, Texas between July 8 and 12, 2022.

The conference attendance method of data collection was not initially proposed in

Chapter 3; however, while going through the IRB process, I decided to use this method as

a source of data collection and the proposed additional method was approved by

Walden's IRB. During the conference, I shared my flyer with a QR Code for the survey

with individuals I met in breakout sessions, the vendor display hall, and in the lunch hall.

Those who agreed to participate shared the link, QR Code, and flyer with other potential

participants. Additionally, I sought participation in the study from these additional three

sources: I (a) posted the study invitation on the ASCA SCENE, (b) posted the study

invitation on Facebook pages designed specifically for school counselors, and (c) sent

email invitation to each state school counseling association introducing them to the study

and asking to invite their members to participate. An additional 2 weeks post the ASCA

National Conference was allowed to gather data from these sources. Approximately 10%

of the data were collected outside of the ASCA National Conference. Each recruitment

flyer had both a QR code and a link to the survey via SurveyMonkey. Initially, I proposed

to use Qualtrics as the online platform for data collection; however, due to cost, I

switched to SurveyMonkey, which was more cost effective. The SurveyMonkey link

included the informed consent document, a demographic survey (Appendix B), the

SCMES (Appendix C), and the SCAA (Appendix D). The proposed sample size for this

study was $N = 123$ participants based on G*Power analysis conducted prior to the data

collection and IRB approval. This sample size accounted for a 10.00% increase to

minimize the impact of non-response, dropping out, or participants withdrawing from the

study.

Data Preparation

The collected data were downloaded from SurveyMonkey into an Excel spreadsheet. A total of 231 respondents were obtained during the data collection process. The data were then reviewed for missingness. I removed responses from respondents who did not complete the survey (i.e., respondents stopping mid-survey and answering no further questions), resulting in an $N = 180$. I then cleaned numbers (e.g., change "one" to "1") and recoded responses from the original scale (e.g., changed "7 very well" to "7"). I then retrieved the clean and coded data from the Excel file and imported it into SPSS for analysis. Further, I removed respondents who did not meet the inclusion criteria of having 1 year of experience. I then custom defined each variable in SPSS. The following variables were defined and computed during the data preparation process: (a) Gender, (b) Race Ethnicity, (c) School Classification, (d) Accreditation, (e) Year of Service, (f) Geographical Region, (g) Level of Education, and (h) Number of Multicultural Courses Taken. The following variables were computed for the subscales of the SCMES: (1) Using Data and Understanding Systemic Change, (2) Multicultural Assessment, (3) Developing Cross-Cultural Relationships, (4) Application of Racial and Cultural Knowledge to Practice, (5) Knowledge of Multicultural Concepts, and (6) Multicultural Counseling Awareness. Finally, the following variables were computed for the subscales of the SCAA: (1) Collaboration with School Groups, (2) Political and Social Actions, (3) Individual Student Empowerment, (4) Actions to Reduce Achievement Barriers, and (5) Media Advocacy.

Demographic Characteristics

Frequencies and percentages were calculated for each nominal variable. The demographics characteristics of the sample population are displayed in Table 3 with frequencies and percentages of gender, accreditation, school classification, race/ethnicity, geographic region, and levels of education noted. The total number of 180 responses is the final dataset for this study. The most frequently observed category of Sex was Female ($n = 144$, 80.00%). The most frequently observed category of Accreditation was CACREP-accredited ($n = 135$, 75.00%). The most frequently observed category of School Classification was High School ($n = 76$, 41.76%). The most frequently observed category of Race/ethnicity was Black American ($n = 83$, 46.10%); this frequency deviates from the norm since the target population is predominantly White female. The most frequently observed category of Geographical Region was Southeast (i.e., West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Florida; $n = 59$, 32.80%). The most frequently observed category of Level of Education was master's degree ($n = 101$, 56.10%).

Table 3

Participant Demographic Characteristics

Variable	f	%
Race/ethnicity		
Black American	83	46.11
Caucasian	65	36.11
Latino(a) Hispanic	17	9.44

Other	15	8.33
Gender		
Female	144	80.00
Male	36	20.00
School classification		
High school	76	42.22
Other	30	16.66
Elementary school	43	23.88
Middle school	31	17.22
Accreditation		
CACREP accredited	135	75.00
non-CACREP accredited	16	8.88
Not sure	29	16.11
Geographical region		
Southeast (West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Florida)	59	32.77
Northeast (Maine, Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont, New York, Pennsylvania, New Jersey, Delaware, Maryland)	16	8.88
West (Colorado, Wyoming, Montana, Idaho, Washington, Oregon, Utah Nevada, California, Alaska, Hawaii)	42	23.33
Midwest (Ohio, Indiana, Michigan, Illinois, Missouri, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, South Dakota, North Dakota)	27	15.00
Southwest (Texas, Oklahoma, New Mexico, Arizona)	32	17.77
Armed Forces Pacific	2	1.11

Armed Forces Europe	1	0.55
District of Columbia (DC)	1	0.55
Level of education		
Master's Plus Degree	44	24.44
Master's Degree	103	57.22
Educational Specialist Degree (Ed.S.)	18	10.00
Education Doctorate	11	6.11
PhD	3	1.66
Other	3	1.66
	M	*SD*
Years of service	9.24	7.29
Number of multicultural courses taken	2.66	2.46

Reliability

Table 4 presents the reliability of each of the SCMES subscales in the original study and both the SCMES and the SCAA for the present study. As shown, each subscale has a Cronbach's alpha of at least .60. Cronbach's alpha values above 0.60 is considered sufficient reliability and an acceptable index (Nunnally & Bernstein, 1994).

Table 4

Subscale Internal Consistency Reliability Scores

Subscales	α Original study	α Present study	N Items
KMC[a]	.95	.91	14
UDUSC[b]	.91	.86	9
DCCR[c]	.89	.84	7
MCA[d]	.93	.92	9
MA[e]	.89	.88	7
ARCKP[f]	.88	.82	6
SCAACSG[g]	-	.79	5
SCAAPS [h]	-	.85	4
SCAAISE[i]	-	.67	3
SCAAARAB[j]	-	.86	3
SCAAMA[k]	-	.83	5

Note [a] KMC = Knowledge of Multicultural Concepts; [b] UDUSC = Using Data and Understanding Systemic Change; [c] DCCR = Developing Cross Cultural Relationships; [d] MCA = Multicultural Counseling Awareness; [e] MA = Multicultural Assessment; [f] ARCKP = Application of Racial and Cultural Knowledge to Practice, [g] SCAACSG = Collaboration with School Groups, [h] SCAAPSA = Political and Social Actions, [i] SCAAISE = Individual Student Empowerment, [j] SCAAARAB = Actions to Reduce Achievement Barriers; [k] SCAAMA = Media Advocacy.

Descriptive Statistics for SCMES and SCAA

As shown in Table 5, respondents' ratings of each item were generally favorable. Response choices for the SCMES range from 1 (not well at all) to 7 (well) and response choices for the SCAA range from 1 (never) to 5 (always). Averages from the scores of each of the SCMES were high. Mean scores across each subscale were above 5.1 except for the UDUSC subscale, which had a mean of 4.9 (SD = .90). Respondents' ratings of each item on the SCAA were also generally favorable. Averages from the scores of each of SCAA were moderate. The lowest mean score was SCAAMA 2.6 (SD = .86) and the highest was SCAAISE 4.2 (SD = .51).

Table 5

Descriptive Statistics for SCMES and SCCA Subscales

	N	Range	Min	Max	Mean	Std. Dev	Skewness	Kurtosis
KMC[a, c]	179	3.93	3.07	7.00	5.35	.77	-0.03	0.02
UDUSC[a,d]	177	4.67	2.33	7.00	4.98	.90	-0.09	-0.01
DCCR[a, e]	179	3.29	3.71	7.00	5.99	.74	-0.71	0.00
MCA[a, f]	176	3.33	3.67	7.00	5.34	.83	0.07	-0.60
MA[a, g]	180	4.57	2.43	7.00	5.13	.90	0.13	-0.17
ARCKP[a, h]	180	3.83	3.17	7.00	5.22	.83	0.14	-0.13
SCAACS[b, i]	179	3.00	2.00	5.00	4.07	.51	-0.60	1.10
SCAAPS[b,j]	177	3.25	1.75	5.00	3.77	.76	-0.51	0.98
SCAAISE[b, k]	178	2.00	3.00	5.00	4.28	.51	-0.32	-0.54
SCAAARAB[b, l]	180	4.00	1.00	5.00	3.76	.69	-0.26	-0.20
SCAAMA[b, m]	179	4.00	1.00	5.00	3.06	.86	-0.43	-0.06

Note.[a] Response choices range from 1 (not well at all) to 7 (well).
[b] Response choices range from 1 (never) to 5 (always).
[c] KMC = Knowledge of Multicultural Concepts; [d] UDUSC = Using Data and Understanding Systemic Change; [e] DCCR = Developing Cross Cultural Relationships; [e] MCA = Multicultural Counseling Awareness; [g] MA = Multicultural Assessment; [h] ARCKP = Application of Racial and Cultural Knowledge to Practice, [i] SCAACSG = Collaboration with School Groups, [j] SCAAPSA = Political and Social Actions, [k] SCAAISE = Individual Student Empowerment, [l] SCAAARAB = Actions to Reduce Achievement Barriers; [m] SCAAMA = Media Advocacy.

Hypothesis 1

H[0]1: School counselor multicultural self-efficacy, as measured by the subscales of

the SCMES, is not a statistically significant predictor of school counselor social

justice advocacy competency, as measured by the subscales of the SCAA.

A multivariate multiple regression (MMR) was conducted to examine if school

counselor multicultural self-efficacy as measured by the subscales of the SCMES is a

statistically significant predictor of social justice advocacy competency as measured by

the subscales of the SCAA. Prior to running the MMR, the following assumptions were

tested: (a) linear relationship between IVs and DVs, (b) absence of multicollinearity in

the data, (c) independence of residuals, (d) normality not apparent test of multivariate

normality, at the univariate level if skew and kurtosis <|2| and the distribution is unimodal then normality is met (univariate normality is necessary but not sufficient for multivariate normality) and (f) no presence of outliers.

Observation of the IVs and the DVs using the scatterplots showed a linear relationship between the IVs and the DVs. Table 4 shows a correlation matrix, which was calculated to examine multicollinearity between the dependent and the independent variables. All variable combinations had correlations less than 0.9 in absolute value, indicating the results are unlikely to be significantly influenced by multicollinearity. Observation of the standard residual plots indicated that the dots appear randomly distributed; hence, the assumption of independence of residual was met. Based on the observed P-P plots, the dots did not appear closer to a diagonal line to assume normal distribution of the residual; hence, we violated the assumption of normal residual distribution. Finally, Cook's distance did not indicate any multivariate influence as an outlier, as all the data were clustered together.

Table 6

Pearson Correlations Matrix for the Subscales of the SCMES and SCAA

Variable	1	2	3	4	5	6	7	8	9	10	11
1. KMC	—										
2. UDUSC	.76**	—									
3. DCCR	.67**	.55**	—								
4. MCA	.80**	.78**	.64**	—							
5. MA	.76**	.87**	.58**	.80**	—						
6. ARCKP	.75**	.74**	.62**	.77**	.80**	—					

7. SCAACSG	.45**	.40**	.46**	.41**	.39**	.38**	—			
8. SCAAPSA	.47**	.51**	.33**	.44**	.50**	.50**	.60**	—		
9. SCAAISE	.47**	.34**	.40**	.37**	.34**	.41*	.55**	.43**	—	
10. SCAARAB	.47**	.55**	.40**	.45**	.55**	.50**	.55**	.60**	.44**	—
11. SCAAMA	.37**	.58**	.16*	.39**	.50**	.43**	.28*	.41**	.17*	.50**	—

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

A multivariate multiple regression was performed to assess the subscales of the

SCMES as a predictor on the subscales of the SCAA. The predictor variables were the

subscales of the SCMES: (a) UDUSC-Using Data and Understanding Systemic Change,

(b) MA-Multicultural Assessment), (c) DCCR-Developing Cross-Cultural Relationships,

(d) ARCKP-Application of Racial and Cultural Knowledge to Practice, (e) KMC-

Knowledge of Multicultural Concepts, and (f) MCA-Multicultural Counseling

Awareness. Outcome variables were the subscales of the SCAA: (a) SCAACSG-

Collaboration with School Groups, (b) SCAAPSA-Political and Social Actions, (c)

SCAAISE-Individual Student Empowerment, (d) SCAAARAB-Actions to reduce

Achievement Barriers, and (e) SCAAMA-Media Advocacy. Overall, the results of the

MMR model showed a statistically significant main effect of the IVs on the combined

DVs (Pillai's Trace = 0.822, $F(30, 805) = 5.28$, $p < .001$. Pillai's trace was used due its

robustness in the presence of the linear model assumption violation of residual normality.

Given that the overall multivariate multiple regression (MMR) was significant, each

predictor was tested to determine if it predicted variance in the dependent vector of

SCAA subscales. Pillai's Trace was again the criterion and a type I error standard of <=

.05 was used in a series of individual models in which the DV vector of SCAA subscales

was regressed on each SCMES subscale. In model 1, the SCMES-KMC subscale was considered and revealed a statistically significant Pillai's trace = .074, $F(5, 157) = 2.51$, $p = .0321$, squared canonical correlation (SCC) = .074. In model 2 the SCMES-UDUSC subscale was also a statistically significant, Pillai's trace = .136, $F(5, 157) = 4.94$, $p < .001$, SCC = .136. In model 3, the SCMES-DCCR subscale was considered and was also statistically significant, Pillai's trace = .118, $F(5, 157) = 4.21$, $p < .001$, SCC = .118. However, no statistically significant effects were noted for the SCMES-MCA, SCMES-MA, and SCMES-AKRCP subscales (Pillai's trace = .011, $F(5, 157) = .337$, $p < .890$, SSC = .011; Pillai's trace = .044, $F(5, 157) = 1.46$, $p < .206$, SCC = .04, and Pillai's trace = .027, $F(5, 157) = .884$, $p < .493$, SCC = .027, respectively.

A series of post-hoc models were examined to understand the statistically significant multivariate regression more completely. In the first analysis, the SCAA-ARAB subscale was predicted from the set of SCMES subscales in an OLS regression controlling for all other SCAA subtests. This analysis explicitly examines if the six SCMES subtests predict ARAB after controlling for its relationship with the other four SCAA subtests. Results revealed that only SCMES-MA significantly predicted SCAA-ARAB individually, overall model, $F(10,157) = 19.48$, $p < .0001$, $R^2 = .55$, MA $t(157) = 2.20$, $p = .0290$, type 2 partial^2 = .03. Moreover, the control variables of SCAA-CSG, SCAA-MA, and SCAA-PSA were statistically significant predictors, p's = .0045, .0045, and .0005, respectively. This analysis revealed that SCMES-MA predicted SCAA-ARAB, though minimally, after controlling for the other SCAA subtests. This finding suggests that multicultural assessment activities/behavior by the counselor predicts their

action (behavior) directed towards reducing achievement barriers that are separate from the counselor's behavior directed toward collaboration with school groups, media advocacy, and political/social action. Table 5 presents a summary of this analysis.

Table 7

DV=SCAAARAB

	Estimate	*t*-value	*p*-value	Type II Squared Partial
Control Variables				
SCAACSG	0.314	2.88	.0045	0.050
SCAAISE	0.147	1.59	.1144	0.015
SCAAMA	0.161	2.88	.0045	0.050
SCAAPSA	0.240	3.57	.0005	0.074
SCMES				
KMC	-0.099	-1.03	.3036	0.006
UDUSC	0.014	0.15	.8848	0.000
DCCR	0.081	1.10	.2743	0.007
MCA	-0.094	-1.06	.2930	0.007
MA	**0.213**	**2.20**	**.0290**	0.030
ARCKP	0.026	0.30	.7648	0.000

In the second analysis, the SCAA-CSG subscale was predicted from the set of SCMES subscales in an OLS regression controlling for all other SCAA subtests. This analysis explicitly examines if the six SCMES subtests predict CSG after controlling for its relationship with the other four SCAA subtests. Results revealed that only SCMES-DCCR significantly predicted SCAA-CSG individually, overall model, $F(10,157) = 18.93$, $p < .0001$, $R^2 = .55$, DCCR $t(157) = 2.48$, $p = .0142$, type 2 partial$^2 = .03$. Moreover, SCAA-ARAB, SCAA-ISE, and SCAA-PSA were statistically significant predictors, p's = .0045, .0011, and .0001, respectively. This analysis revealed that SCMES-DCCR predicted SCAA-CSG, after controlling for the other SCAA subtests. This finding suggests that developing cross-cultural relationship behaviors by the

counselor predicts their actions (behaviors) towards collaboration with school groups that are separate from the counselors' behavior directed towards reducing achievement barriers, individual student empowerment, and political social action. Table 6 presents a summary of this analysis.

Table 8

DV = SCAACSG

	Estimate	*t*-value	*p*-value	Type II Squared Partial
Control Variables				
SCAARAB	0.159	2.88	.0045	0.050
SCAAISE	0.213	3.34	.0011	0.066
SCAAMA	0.167	0.41	.6795	0.001
SCAAPSA	0.195	4.15	.0001	0.098
SCMES				
KMC	0.101	1.50	0.136	0.014
UDUSC	-0.019	-0.29	0.774	0.000
DCCR	**0.127**	**2.48**	**0.014**	**0.037**
MCA	0.039	0.62	0.535	0.002
MA	-0.054	-0.79	0.431	0.003
ARCKP	-0.067	-1.12	0.264	0.007

In the third analysis, the SCAA-ISE subscale was predicted from the set of SCMES subscales in an OLS regression controlling for all other SCAA subtests. This analysis explicitly examines if the six SCMES subtests predict ISE after controlling for its relationship with the other four SCAA subtests. Results revealed that only SCMES-KMC significantly predicted SCAA-ISE individually, overall model, $F(10,157) = 10.38$, $p < .0001$, $R^2 = .39$, KMC $t(157) = 2.21$, $p = .0287$, type 2 partial$^2 = .03$. Moreover, SCAA-CSG, was a statistically significant predictor, $p = .0011$. This analysis revealed that SCMES-KMC predicted SCAA-ISE, after controlling for the other SCAA subtests.

This finding suggests that counselor's knowledge of multicultural concepts predicts their actions (behaviors) towards individual student empowerment, which are separate from the counselor's behaviors directed towards collaboration with school groups. Table 7 presents a summary of this analysis.

Table 9

DV = SCAAISE

	Estimate	*t*-value	*p*-value	Type II Squared Partial
Control Variables				
SCAARAB	0.107	1.59	0.114	0.015
SCAACSG	0.310	3.34	0.001	0.066
SCAAMA	-0.059	-1.21	0.227	0.009
SCAAPSA	0.068	1.15	0.252	0.008
SCMES				
KMC	**0.179**	**2.21**	**0.028**	**0.030**
UDUSC	0.012	0.16	0.875	0.000
DCCR	0.029	0.47	0.642	0.001
MCA	-0.008	-0.11	0.913	0.000
MA	-0.121	-1.46	0.146	0.013
ARCKP	0.090	1.24	0.216	0.000

In the fourth analysis, the SCAA-MA subscale was predicted from the set of SCMES subscales in an OLS regression controlling for all other SCAA subtests. This analysis explicitly examines if the six SCMES subtests predict MA after controlling for its relationship with the other four SCAA subtests. Results revealed that only SCMES-UDUSC and SCMES-DCCR significantly predicted SCAA-MA individually, overall model, $F(10,157) = 12.81$, $p < .0001$, $R^2 = .44$, USUSC $t(157) = 4.35$, $p = .0001$, type 2 partial$^2 = .10$, and DCCR $t(157) = -3.17$, $p = .0018$, type 2 partial$^2 = .06$. Moreover, SCAA-ARAB, was a statistically significant predictor, $p = .0045$. This analysis revealed that SCMES-UDUSC and SCMES-DCCR predicted SCAA-MA, after controlling for the

other SCAA subtests. The findings suggest that using data, understanding systemic

change, and developing cross cultural relationships predicts counselors' actions/behaviors

directed towards media advocacy, which are separate from the counselor's behaviors

directed towards, actions to reducing student achievement barriers. Table 8 presents a

summary of this analysis.

Table 10

DV = SCAA-MA

	Estimate	*t*-value	*p*-value	Type II Squared Partial
Control Variables				
SCAARAB	0.312	2.88	0.004	0.050
SCAACSG	0.064	0.41	0.679	0.001
SCAAISE	-0.156	-1.21	0.227	0.009
SCAAPSA	0.074	0.77	0.442	0.003
SCMES				
KMC	-0.046	-0.35	0.728	0.000
UDUSC	**0.549**	**4.35**	**<.000**	**0.107**
DCCR	**-0.316**	**-3.17**	**0.001**	**0.060**
MCA	-0.018	-0.15	0.884	0.000
MA	-0.009	-0.07	0.947	0.000
ARCKP	0.105	0.88	0.380	0.004

The fifth and final analysis, the SCAA-PSA subscale was predicted from the set

of SCMES subscales in an OLS regression controlling for all other SCAA subtests. This

analysis explicitly examines if the six SCMES subtests predict PSA after controlling for

its relationship with the other four SCAA subtests. Results revealed that none of SCMES

subscales significantly predicted SCAA-PSA individually, overall model, $F(10,157)$

$=16.82$, $p < .0001$, $R^2 =.51$. Moreover, SCAA-ARAB and SCAA-CSG, were statistically

significant predictors, $p = .0005$ and .0001, respectively. Table 9 presents a summary of

this analysis.

Table 11

DV = SCAA-PSA

	Estimate	*t*-value	*p*-value	Type II Squared Partial
Control Variables				
SCAARAB[a]	**0.311**	**3.57**	**0.000**	**0.074**
SCAACSG[b]	**0.505**	**4.15**	**0.000**	**0.098**
SCAAMA[c]	0.050	0.77	0.442	0.003
SCAAISE[d]	0.121	1.15	0.252	0.008
SCMES				
KMC [e]	0.045	0.41	0.680	0.001
UDUSC[f]	0.098	0.90	0.368	0.005
DCCR [g]	-0.133	-1.59	0.113	0.015
MCA[h]	-0.021	-0.21	0.835	0.000
MA[i]	0.014	0.13	0.899	0.000
ARCKP[j]	0.089	0.92	0.358	0.005

Note. [e] KMC = Knowledge of Multicultural Concepts; [f] UDUSC = Using Data and Understanding Systemic Change; [g] DCCR = Developing Cross Cultural Relationships; MCA = [h] Multicultural Counseling Awareness; [I] MA = Multicultural Assessment; [j] ARCKP = Application of Racial and Cultural Knowledge to Practice.

Hypothesis 2

H₀2: There are no statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender, and race/ethnicity.

This hypothesis was investigated via a profile analysis which is a multivariate approach to repeated measures. The repeated measures in the analysis were the dependent variable vector [subscales on the SCMES] or [subscales on the SCAA] in separate but parallel profile analyses. A profile analysis focuses on three principal hypotheses: Levels, flatness, and parallel which closely align with the more traditional design hypotheses of a main effect for factor A, main effect for factor B, and the A*B interaction. To facilitate a

meaningful analysis, the independent variables in the design were counselor sex (M, F), race (coded Black, not Black) and the interaction sex*race. Counselor sex and race were collapsed into the for mentioned groups due to sparse data. Table 10 presents the cell sample sizes after recoding.

Profile analysis considered each independent variable in separate models: first the effect of sex on the profile, second the effect of race on the profile, and lastly the effect of the sex*race interaction. The design was treated in this way due to sparse data negatively affecting statistical power, however this approach will inflate the overall type I error rate.

Table 12

Cell Sample Size for Race and Sex After Recoding

Sex	Race		
	0	**1**	**Total**
1	18	18	36
	10.00	10.00	20.00
	50.00	50.00	
	21.43	18.75	
2	66	78	144
	36.67	43.33	80.00
	45.83	54.17	
	78.57	81.25	
	66	78	
Total	84	96	180
	46.67	53.33	100.00

Note. Sex = (1) male, Sex = (2) female. Race = (0) Black Americans, Race = (1) Non-Black Americans.

SCAA

The first three analyses examined the profiles for sex, race, and sex*race for subtests of SCAA. Figure 1a presents the profile plot for sex. The levels tests which pools over all SCAA subtests for sex was not statistically significant, Wilks Lambda = 0.9944, $F(1, 172) = 0.97$, $p = .3272$ indicating there was no overall difference in profile height between the sex groups. The flatness test examines, pools over sex groups, and tests for deviation from a flat response. This hypothesis was statistically significant, Wilk's Lambda = 0.468, $F(4,169) = 48.07$, $p < .0001$. The third hypothesis in this analysis, the parallel test, tests if the profile sex lines are parallel. Results indicated there was no statistically significant deviation from parallel profile lines, Wilk's lambda = 0.9973, $F(4,169) = 0.11$, $p = .9780$. Post-hoc analysis of the levels test revealed that the counselor's mean response on the SCAA, subtest SCAARAB was significantly different from subtest SCAACSG, SCAAISE, and SCAAMA but not SCAAPA. Subtest SCAACSG was different from subtests SCAAISE, SCAAMA, and SCAAPSA. Subtest SCAAISE was different from SCAAMA and SCAAPSA, and subtest SCAAMA was different from SCAAPSA.

Figure 1b presents the profile plot for race. The level tests which pools over all SCAA subtests for race was not statistically significant, Wilks Lambda = 0.9839, $F(1, 172) = 2.81$, $p = 0.0956$, indicating there was no overall difference in profile height between the race groups. The flatness test examines, pools over race groups, and tests for deviation from a flat response. This hypothesis was statistically significant, Wilk's Lambda = 0.3584, $F(4,169) = 75.61$, $p < .0001$.

The third hypothesis in this analysis, the parallel test, tests if the profile race lines are parallel. Results indicated there was no statistically significant deviation from parallel profile lines, Wilk's lambda = 0.9775, $F(4,169) = 0.97$, $p = 0.4248$. Post-hoc analysis of the flatness test revealed that the counselor's mean response on the SCAA, subtest SCAARAB was significantly different from subtest SCAACSG, SCAAISE, and SCAAMA but not SCAAPA. Subtest SCAACSG was different from subtests SCAAISE, SCAAMA, and SCAAPSA. Subtest SCAAISE was different from SCAAMA and SCAAPSA, and subtest SCAAMA was different from SCAAPSA.

Figure 1c presents the profile plot for race. The levels tests which pools over all SCAA subtests for sex*race was not statistically significant, Wilks Lambda = 0.9775, $F(3, 170) = 1.30$, $p = 0.2749$ indicating there was no overall difference in profile height between the sex*race groups. The flatness test examines, pools over sex*race groups, and tests for deviation from a flat response. This hypothesis was statistically significant, Wilk's Lambda = 0.4689, $F(4,167) = 47.28$, $p < .0001$. The third hypothesis in this analysis, the parallel test, tests if the profile sex*race lines are parallel. Results indicated there was no statistically significant deviation from parallel profile lines, Wilk's lambda = 0.9624, $F(12, 442.13) = 0.54$, $p = 0.8910$. Post-hoc analysis of the flatness test revealed that the counselor's mean response on the SCAA, subtest SCAARAB was significantly different from subtest SCAACSG, SCAAISE, and SCAAMA but not SCAAPA. Subtest SCAACSG was different from subtests SCAAISE, SCAAMA and SCAAPSA. Subtest SCAAISE was different from SCAAMA and SCAAPSA, and subtest SCAAMA was different from SCAAPSA.

SCMES

The second three analyses examined the profiles for sex, race, and sex*race for subtests of SCMES. Figure 2 presents the profile plot for sex. The levels tests which pools over all SCMES subtests for sex was not statistically significant, Wilks Lambda = 0.9861, $F(1, 172) = 2.41$, $p = 0.1221$ indicating there was no overall difference in profile height between the sex groups. The flatness test examines, pools over sex groups, and tests for deviation from a flat response. This hypothesis was statistically significant, Wilk's Lambda = 0.4541, $F(5,168) = 40.39$, $p < .0001$. The third hypothesis in this analysis, the parallel test, tests if the profile sex lines are parallel. Results indicated there was no statistically significant deviation from parallel profile lines, Wilk's lambda = 0.9733, $F(5,168) = 0.92$, $p = 0.4693$. Post-hoc analysis of the flatness test revealed that the counselor's mean response on the SCMES, subtest KMC was significantly different from subtest UDUSC, DCCR, MA, and ARCKP but not MCA. Subtest UDUSC was different from subtests DCCR, MCA, MA, and ARCKP. Subtest DCCR was different from MCA, MA, and ARCKP. Subtest MCA was different from MA and ARCKP and subtest MA was different from ARCKP.

Figure 2 presents the profile plot for race. The levels tests which pools over all SCMES subtests for race was statistically significant, Wilks Lambda = 0.9378, $F(1, 172) = 11.39$, $p = 0.0009$ there was an overall difference in profile height between the race groups. The flatness test examines, pools over race groups, and tests for deviation from a flat response. This hypothesis was statistically significant, Wilk's Lambda = 0.3525, $F(5,168) = 61.70$, $p < .0001$. The third hypothesis in this analysis, the parallel test, tests if

the profile race lines are parallel. Results indicated there was a statistically significant deviation from parallel profile lines, Wilk's lambda = 0.9269, $F(5,168) = 2.65$, $p = 0.0247$. Post-hoc analysis of the levels, flatness and parallel test revealed that the counselor's mean response on the SCMES, subtest KMC was significantly different from subtest UDUSC, DCCR, MA, and ARCKP but not MCA. Subtest UDUSC was different from subtests DCCR, MCA, MA, and ARCKP. Subtest DCCR was different from MCA, MA, and ARCKP. Subtest MCA was different from MA and ARCKP and subtest MA was different from ARCKP.

Figure 2 presents the profile plot for sex by race. The levels tests which pools over all SCMES subtests for sex*race was statistically significant, Wilks Lambda = 0.9212, $F(3, 170) = 4.84$, $p = 0.0029$ there was an overall difference in profile height between the sex*race groups. The flatness test examines, pools over sex* race groups, and tests for deviation from a flat response. This hypothesis was statistically significant, Wilk's Lambda = 0.4465, $F(5,166) = 41.14$, $p < .0001$. The third hypothesis in this analysis, the parallel test, tests if the profile sex*race lines are parallel. Results indicated there was not statistically significant deviation from parallel profile lines, Wilk's lambda = 0.8792, $F(15,458.65) = 1.46$, $p = 0.1166$.

Post hoc analysis of the levels and flatness test revealed that the counselor's mean response on the SCMES, subtest KMC was significantly different from subtest UDUSC, DCCR, MA, and ARCKP but not MCA. Subtest UDUSC was different from subtests DCCR, MCA, MA, and ARCKP. Subtest DCCR was different from MCA, MA, and

ARCKP. Subtest MCA was different from MA and ARCKP and subtest MA was different from ARCKP.

Figure 1
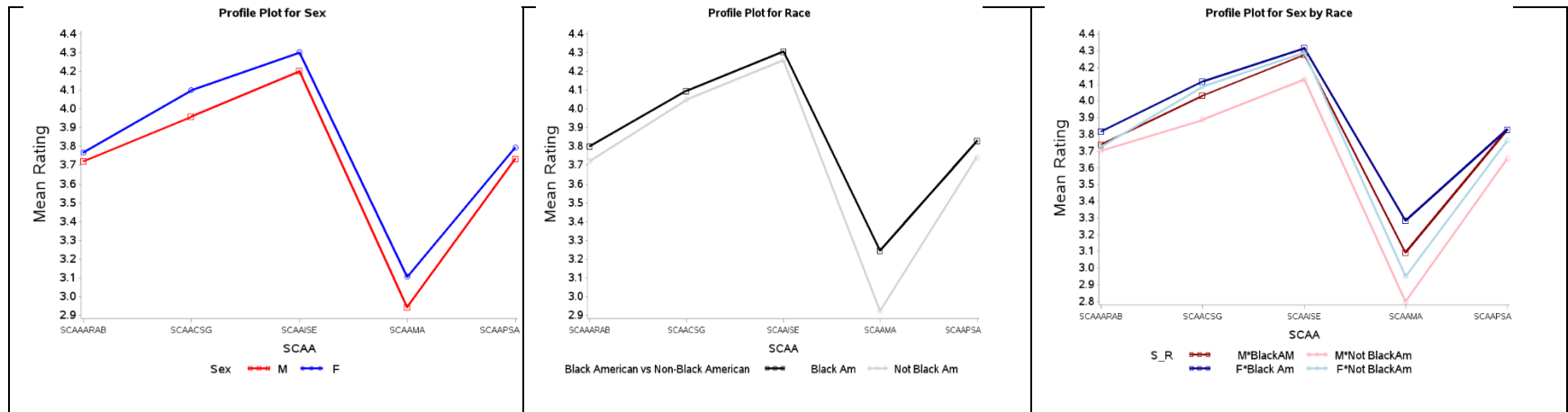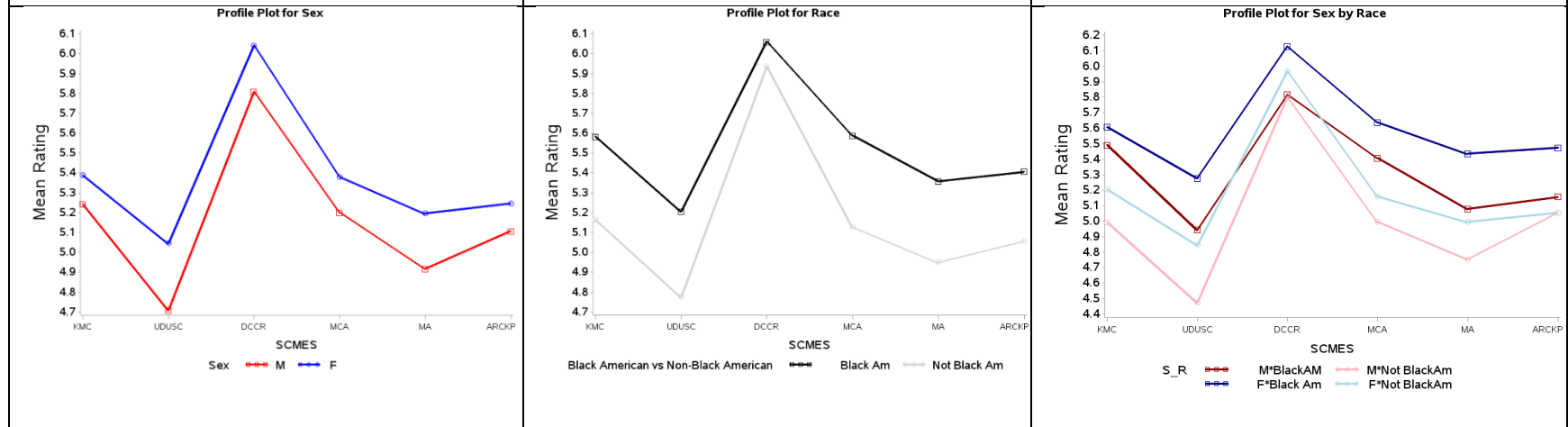
Profiles for Sex, Race, and Sex*Race for Subtests

Figure 2

Hypothesis 3

$H_0$3: Years of experience and the number of multicultural counseling courses taken are not statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES. A multivariate multiple regression was conducted to examine if years of experience and the number of multicultural counseling courses (IVs) taken are statistically significant predictors of school counselor multicultural self-efficacy as measured by the subscales of the SCMES (a) UDUSC-Using Data and Understanding Systemic Change, (b) MA-Multicultural Assessment), (c) DCCR-Developing Cross-Cultural Relationships, (d) ARCKP-Application of Racial and Cultural Knowledge to Practice, (e) KMC-Knowledge of Multicultural Concepts, and (f) MCA-Multicultural Counseling Awareness. Table 11 summarizes the analysis results of the Multivariate Tests.

In model 1, the SCMES- KMC subscale was considered and revealed a statistically significant Pillai's trace = 4.326, $F(2, 161) = 3.47$, $p = 0.0334$. Number of multicultural counseling course taken was a statistically significant predictor of KMC, $t(1) = 2.28$, $p = 0.024$ type 2 partial^2 = 0.03; however, years of services was not a statistically significant predictor of KMC. The overall model explained 4% of the variance in KMC of which 3 % is uniquely explained by the number of multicultural courses taken. The analysis revealed that number of multicultural courses taken is a statistically significant predictor of school counselor knowledge of Multicultural Concepts. The findings suggested the number of multicultural counseling course taken by

school counselor increased their knowledge of Multicultural Concepts while years of services does not impact their knowledge of Multicultural Concepts.

In model 2, SCMES-UDUSC subscale was considered and revealed a statistically significant Pillai's trace = 10.40, $F(2, 161) = 6.63$, $p = 0.001$. Both the number of multicultural counseling course taken, and years of service were statistically significant predictors of UDUSC, $t(1) = 2.55$, p = 0.011 type 2 partial^2 = 0.03, years of services, $t(1) = 2.00$, $p = 0.046$, type 2 partial^2 = 0.02 The overall model explained 7% of the variance in UDUSC of which 3% is uniquely explained by the number of multicultural courses taken and 2% uniquely explained by the years of services. The analysis revealed that number of multicultural courses taken, and years of service are statistically significant predictors of school counselor Using Data and Understanding Systemic Change. The findings suggested the number of multicultural counseling course taken by school counselor and their years if services impact their use of data and understanding systemic change.

In Model 3, SCMES -DCCR subscale was considered and revealed a non-statistically significant Pillai's trace = 0.976, $F(2, 161) = 0.88$, $p = 0.426$. Both the number of multicultural counseling course taken, and years were not statistically significant predictor of DCCR. The analysis revealed that number of multicultural courses taken, and years of service are not statistically significant predictors of school counselor ability to develop cross-cultural relationships.

In Model 4, SCMES- MCA was considered and revealed a non-statistically significant Pillai's trace = 2.696, $F(2, 161) = 1.86$, $p = 0.159$. Both the number of

multicultural counseling course taken, and years were not statistically significant

predictor of MCA. The analysis revealed that number of multicultural courses taken, and

years of service are not statistically significant predictors of school counselor

Multicultural Counseling Awareness.

In Model 5, SCMES MA, subscale was considered and revealed a statistically

significant Pillai's trace = 8.510, $F(2, 161) = 5.19$, $p = 0.006$. Number of multicultural

counseling course taken was a statistically significant predictor of MA, $t(1) = 2.24$, $p =$

0.026, type 2 partial^2 = 0.03, however years of services was not a statistically significant

predictor of MA. The overall model explained 6% of the variance in MA of which 3 % is

uniquely explained by the number of multicultural courses taken. The analysis revealed

that number of multicultural courses taken is a statistically significant predictor of school

counselor Multicultural Assessment. The findings suggested the number of multicultural

counseling course taken by school counselor impacted their ability to conducted

multicultural assessment while years of services does not impact their ability to conduct

multicultural assessments.

In Model 6, SCMES ARCKP, subscale was considered and revealed a statistically

significant Pillai's trace = 8.627, $F(2, 161) = 6.23$, $p = 0.0025$. Number of multicultural

counseling course taken was a statistically significant predictor of ARCKP, $t(1) = 2.78$, p

$= 0.061$, type 2 partial^2 = 0.04, however years of services was not a statistically

significant predictor of ARCKP. The overall model explained 7% of the variance in

ARCKP of which 4 % is uniquely explained by the number of multicultural courses

taken. The analysis revealed that number of multicultural courses taken is a statistically

significant predictor of school counselor Application of Racial and Cultural Knowledge to Practice. The findings suggested the number of multicultural counseling course taken by school counselor impacted their Application of Racial and Cultural Knowledge to Practice, while years of services does not impact their Application of Racial and Cultural Knowledge to Practice.

Table 13

Multivariate Test for Years of Service and Number of Multicultural Courses Taken by SCMES Subscales

Models	F	p-value	R^2	Est.	p-value	Type II Squared Partial
Model 1 DV=KMC[a]	3.47	0.033	0.041			
Years of service				0.006	0.416	0.004
Number of MC Taken				0.083	**0.024**	0.031
Model 2 DV=UDUSC[b]	6.63	0.001	0.076			
Years of service				0.019	**0.046**	0.024
Number of MC Taken				0.104	**0.011**	0.038
Model 3 DV=DCCR[c]	0.86	0.426	0.010			
Years of service				0.004	0.551	0.002
Number of MC Taken				0.035	0.313	0.006
Model 4 DV=MCA[d]	1.86	0.159	0.022			
Years of service				0.008	0.368	0.005
Number of MC Taken				0.058	0.142	0.013
Model 5 DV=MA[e]	5.19	0.006	0.060			
Years of service				0.017	0.074	0.019
Number of MC Taken				0.093	**0.026**	0.030
Model 6 DV=ARCKP[f]	6.23	0.002	0.071			

Years of service	0.013	0.125	0.014
Number of MC Taken	0.107	**0.006**	0.045

Note [a] KMC = Knowledge of Multicultural Concepts; [b] UDUSC = Using Data and Understanding Systemic Change; [c] DCCR = Developing Cross Cultural Relationships; [d] MCA = Multicultural Counseling Awareness; [e] MA = Multicultural Assessment; [f] ARCKP = Application of Racial and Cultural Knowledge to Practice.

Summary

The purpose of this quantitative non-experimental correlational research study was to determine if a potential predictive relationship exist between school counselor multicultural self-efficacy (IV) and school counselor social justice advocacy (DV). This study also examined potential differences in the subscales of the SCMES across multiple variables which include the following: age, gender, race/ethnicity, and number of multicultural courses taken. These variables helped the me to notice any variation between the independent (sub-scales of the SCMES) and the dependent variables (sub-scales of the SCAA) variable in the study. I conducted two MMR and one MANOVA-Profile Analysis to answer my three research questions, assessed at the statistical significance using an alpha level of .05, and tested the hypothesis of this study.

Regarding hypothesis 1, school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA. The data indicate that Knowledge of Multicultural Concepts, Using Data and Understanding Systemic Changes, and Developing Cross-Cultural Relations are all statistically significant predictors of the combined School Counselor Social Justice Advocacy, as measured by the subscales of the SCAA. The data also indicated that Multicultural Counseling Awareness, Multicultural Assessment, and Application of Racial and Cultural

Knowledge to Practice were not statistically significant predictors of the combined

School Counselor Social Justice Advocacy, as measured by the subscales of the SCAA.

Post-hoc analyses were used to explore the multivariate space among the

subscales of the SCAA and revealed the following: SCMES-MA predicted SCAA-

ARAB, though minimally, SCMES-DCCR predicted SCAA-CSG, SCMES-KMC

predicted SCAA-ISE, SCMES-UDUSC and SCMES-DCCR predicted SCAA-MA, after

controlling for the other SCAA subtests.

Regarding hypothesis 2, the data for the MANOVA Repeated Measure Profile Analysis

indicated that there were no statistically significant differences in gender and race across

the subscales of the SCMES and the subscales of the SCAA.

Regarding hypothesis 3, years of services and number of multicultural counseling

courses take are statistically significant predictors of school counselor multicultural self-

efficacy, as measured by the subscales of the SCMES. The number of multicultural

counseling course taken was a statistically significant predictor of KMC. Both the

number of multicultural counseling course taken, and years of service were statistically

significant predictors of UDUSC. The number of multicultural counseling course taken

was a statistically significant predictor of MA.

In Chapter 5, I will discuss implications and limitations to these results. I will also

discuss (a) interpretations of findings, (b) limitations of the study, (c) recommendations

for future research, and (d) implications for social change.

Chapter 5: Discussion, Conclusions, Recommendations

This quantitative study aimed to assess if a potential predictive relationship exists between school counselor multicultural self-efficacy and school counselor social justice advocacy. Specifically, I sought to determine if scores on the subscales of the SCMES (Holcomb-McCoy et al., 2008) predict scores on a measure of school counselor social justice advocacy, i.e., the subscales of the SCAA (Haskins & Johnson, 2017). To this aim, the research questions in the study explored whether the study's independent variables, the subscales of the SCMES (i.e., knowledge of multicultural concepts, using data and understanding systemic change, developing cross-cultural relationship, multicultural counseling awareness, multicultural assessment, and application of racial and cultural knowledge to practice), predict the dependent variables, the subscales of the SCAA (i.e., collaboration with school groups, political and social action, individual student empowerment, action to reduce achievement barriers, and media advocacy). Additionally, I explored if there are differences in school counselor multicultural self-efficacy (i.e., scores on the subscales of the SCMES) and school counselor social justice advocacy (i.e., scores on the subscales of the SCAA) by race/ethnicity. Further, I explored if years of service and the number of multicultural courses taken predict school counselor multicultural self-efficacy (i.e., scores on the subscales of the SCMES).

Two of the three research questions examined in this study returned results that partially supported the study's hypotheses. Overall, findings indicate that school counselor multicultural self-efficacy moderately predicts school counselor social justice advocacy as measured by the subscales of the SCAA in the full model of the analysis.

Post-hoc analysis revealed that Multicultural Assessment predicted Actions to Reduce Achievement Barriers. Developing Cross-Cultural Relationships predicted Collaboration with School Groups. Knowledge of Multicultural Concepts predicted Individual Student Empowerment. Using Data and Understanding Systemic Change and Developing Cross-Cultural Relationships predicted Media Advocacy. Findings further indicated no differences in gender and race across the subscales of the SCMES and the subscales of the SCAA. Years of service and the number of multicultural counseling courses taken were predictors of Using Data and Understanding Systemic Change. The number of multicultural counseling courses taken was a statistically significant predictor of Knowledge of Multicultural Concepts and Multicultural Assessment.

In the following sections, I describe the results in greater detail, discuss the study's limitations, highlight recommendations for future research studies, and discuss implications for this study.

Interpretation of Findings

One hundred eighty school counselors participated in this study, answering demographic questions and completing the SCMES and the SCAA. Eighty-three identified as Black Americans (46.11%), 65 as Caucasian (36.11%), 17 as Latino(a) (9.44%), and 15 as Other (8.33%). One hundred and forty-four (80.00%) identified as Female and 36 as Male (20.00%). As it relates to school classification, 67 (37.22%) identified as High School Counselors, 31 (17.22%) as Middle School Counselors, 43 (23.88%) as Elementary School Counselors, and 30 (16.66%) as Others (e.g., combined as district level or across school classifications). One hundred thirty-five (75.00%)

reported attending a CACREP-accredited program and 16 (8.88%) attended non-CACREP accredited programs. In comparison, 29 (16.11%) were unsure if their program was CACREP-accredited or non-CACREP-accredited. Fifty-nine participants (32.77%) were from the Southern region of the United States, 16 (8.88%) from the Northeast, 42 (23.33%) from the West, 27 (15.00%) from the Midwest, 32 (17.77%) from the Southwest, two (1.11%) from the Armed Forces Pacific, one (0.55%) from the Armed Europe Forces, and one (0.55%) from the District of Columbia (DC). Most respondents had a master's degree ($n = 103$, 57.22%). Forty-four (24.44%) had master's plus degrees, 18 (10.00%) had educational specialist degrees, 11 (6.11%) had education doctorates, three (1.66%) had PhDs, and three (1.66%) had other degrees.

Findings for Research Question 1

Does school counselor multicultural self-efficacy predict school counselor social justice advocacy competency?

Research Question 1 explored school counselor multicultural self-efficacy, as measured by the subscales of SCMES, as a predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA. Each subscale for the SCMES used a 7-point Likert rating that ranged from 1 *not well at all* to 7 *very well.* Similarly, each subscale for the SCAA used a 5-point Likert rating that ranged from 1 *never* to 5 *always.* The mean rating scores across all subscales of the SCMES were 5.13, which indicated that, on average, participants believed they have the ability to complete multicultural tasks in a school setting. Similarly, the average mean rating scores across all

subscales of the SCAA were 3.06, showing participants had favorable responses in their practice of social justice advocacy.

The results of the MMR showed that subscales on a measure of school counselor multicultural self-efficacy are statistically significant predictors of school counselor social justice advocacy, as measured by the subscales of the SCAA. However, post-hoc analysis, revealed that Multicultural Assessment predicted Actions to Reduce Achievement Barriers, though minimally. Developing Cross-Cultural relationships predicted Collaborating with School Groups, Knowledge of Multicultural Concepts predicted Individual Student Empowerment, and Using Data and Understanding Systemic Change and Developing Cross-Cultural Relationships predicted Media Advocacy, after controlling for the other SCAA subtests. Multicultural Counseling Awareness, Multicultural Assessment, and Application of Racial and Cultural Knowledge to Practice were not statistically significant predictors of School Counselor Social Justice Advocacy, as measured by the subscales of the SCAA. Hence, I accept the alternative hypothesis that school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, is a statistically significant predictor of school counselor social justice advocacy competency, as measured by the subscales of the SCAA.

Findings for Research Question 2

Are there statistically significant differences in school counselor multicultural self-efficacy and school counselor social justice advocacy by gender and race/ethnicity?

Research Question 2 explored if statistically significant differences exist by race/ethnicity on scores on the measures of school counselor multicultural self-efficacy

and social justice advocacy used in this study. The MANOVA repeated measures profile analysis indicated no statistically significant differences in gender and race across the subscales of the SCMES and the subscales of the SCAA. Hence, I accept the null hypothesis that there are no statistically significant differences in school counselor multicultural self-efficacy, as measured by the subscales of the SCMES, and school counselor social justice advocacy competency, as measured by the subscales of the SCAA by gender and race/ethnicity.

Findings for Research Question 3

Do years of experience and the number of multicultural counseling courses taken predict school counselor multicultural self-efficacy, as measured by the subscales of the SCMES?

The results of the MMR showed that the number of multicultural counseling courses taken was a statistically significant predictor of KMC. The number of multicultural counseling courses taken, and years of service were statistically significant predictors of UDUSC. The number of multicultural counseling courses taken statistically significantly predicted Multicultural Assessment.

Discussion of Major Findings

Overall, the results of this study provide empirical support that a predictive relationship exists between school counselor multicultural self-efficacy and school counselor social justice advocacy. Only a few studies have examined multicultural self-efficacy among practicing school counselors (Albert, 2016; Borders et al., 1992; Camp, 2018; Constantine et al., 2007; Lee et al., 2016; Smith-Adcock et al., 2016). The present research contributes to the growing literature on school counselor multicultural self-

efficacy and school counselor social justice advocacy. Extant literature often focuses on composite scores when testing school counselors' multicultural self-efficacy. However, this study's design allowed for a more in-depth analysis by exploring the scores on subscales of the SCMES as predictors of the scores on the SCAA. In this section, I will discuss the study's findings within the context of current literature.

As it relates to Research Question 1, scores on the Multicultural Assessment Activities/Behavior subscale were a statistically significant predictor of scores on the Actions to Reduce Achievement Barriers subscale. The Multicultural Assessment Activities/Behavior subscale includes items such as "I can identify racist and/or biased practices in schools" and "I can identify unfair policies that discriminate against students of culturally different backgrounds." This ability to identify racism and bias in the school environment seems like a natural prerequisite to being able to engage in activities captured on the actions to reduce achievement barriers subscale such as developing "plans of action for confronting barriers." Essentially, if school counselors are aware of the bias students experience at school, they may feel more compelled to do something about it. This idea is consistent with extant research which suggests that the ability to obtain data related to school climate and diversity is critical to the ability to advocate for the needs of diverse groups like LGBT students (González, 2017). Moreover, this finding is additionally consistent with the ASCA (2021) National Model, which identifies use of data as critical to the development of action plans.

The above finding can also be understood within the context of the broader call for multiculturalism to be considered as a factor for school counselors to reduce

achievement gaps in school for Black and Brown children (Merlin-Knoblich, 2020).

Multicultural assessment and actions to reduce achievement barriers are essential

components in efforts to mitigate achievement gaps in education. Multicultural

assessment refers to the process of evaluating individuals from diverse cultural

backgrounds to better understand their strengths, challenges, and needs in educational

settings (Richard, 2003; Sue & Sue, 2016) Actions to reduce achievement barriers, on the

other hand, involve implementing strategies and interventions that address systemic

inequalities and promote equitable access to educational opportunities for all students

(Hernandez, 2022; Holcomb-McCoy, 2017). The relationship between multicultural

assessment and actions to reduce achievement barriers is that the former can inform the

latter. By conducting multicultural assessments, school counselors can gain a better

understanding of the factors that contribute to achievement gaps and identify areas where

targeted interventions may be most effective. For example, a multicultural assessment

may reveal that certain groups of students are struggling academically due to language

barriers or a lack of culturally responsive instruction. This information can then be used

to develop interventions that address these specific barriers and promote more equitable

outcomes for all students. A study by Christopher and colleagues (2022) substantiated

this idea in that the study found schools that implemented comprehensive multicultural

assessment practices and interventions had higher levels of student engagement,

academic achievement, and graduation rates among traditionally marginalized student

groups.

Scores on the Developing Cross-Cultural Relationships subscale were a statistically significant predictor of scores on the Collaboration with School Groups subscale. The developing Cross-Cultural Relationships subscale includes items such as "I can develop positive relationships with parents who are culturally different" and "I can work with community leaders and other community members to assist with student (and family) concerns." Counselors' ability to foster relationships with parents and students who are different and work with community leaders to assist family is an essential function to engage in activities on the Collaboration with School Groups subscales such as "identify the strengths that the group members bring to the process of systemic change" and "identify the resources that group members bring to collaboration with school and community groups." School counselors who feel confident in their ability to form cross-cultural relationships might have a higher level of self-efficacy to advocate for school groups based on students' needs. This notion is consistent with researchers who state that school counselors who engage in partnerships or relationships with school-family- communities find it beneficial for student academic outcomes (Bryan, 2005; Moore-Thomas & Day-Vines, 2010). In recent years, other researchers have designed models using equity-focused school-family-community partnership as a method to provide a more robust network of support, resources, and increased opportunities, all of which is a significant positive contribution to student academic achievement and reduction of barriers because of systematic racism (Griffin et al., 2021). Additionally, research also suggests that school counselors who engage in culturally responsive practices and develop cross-cultural relationships are better able to address the needs of

diverse student populations and foster positive school climates (Hays, 2020: Dahir & Stone, 2015).

Scores on the Knowledge of Multicultural Concepts subscale were a statistically significant predictor of scores on the Individual Student Empowerment subscale. The Knowledge of Multicultural Concepts behavior subscale includes items such as "I can discuss the relationship between student resistance and racism," I can discuss how culture affects the help-seeking behaviors of students," and "I can discuss how school-family-community partnerships are linked to student achievement." School counselors' knowledge of multicultural concepts is essential for understanding key perspectives and engage in activities captured on the Individual Student Empowerment subscale, which includes items such as "I identify the external factors that affect the students," "I identify strengths of all students," and "I identify resources available to students." Basically, if school counselors understand the diverse cultural backgrounds, values, and perspectives of students, they can use their social justice advocacy agenda to support students' individual empowerment. This thought is consistent with research which suggest that school counselors must develop the ability to understand, communicate, and effectively interact with people from diverse cultural backgrounds (Sue & Sue, 2016). Additionally, school counselors should be familiar with the stages of cultural identity development, as these stages can influence how students perceive themselves and interact with others (Merlin, 2018). Further, it is important for school counselors to recognize and understand the intersecting social identities and systems of oppression experienced by students, such as race, gender, sexual orientation, and socio-economic status (Crenshaw, 1989). Hence,

school counselors should work towards creating an inclusive school environment by advocating for the rights and well-being of marginalized students and addressing systemic barriers to access and success (Ratts et al., 2016). School counselors' knowledge of multicultural concepts also helps counselors advocate and support ever-changing student needs, which leads to their individual student empowerment (ASCA Ethical Standards, B.3.i, 2016, ASCA, 2021, CACREP, 2016).

Scores on the Using Data and Understanding Systemic Change subscale were also a statistically significant predictor of scores on Media Advocacy subscale. The Using Data and Understanding Systemic Change subscale includes items such as "I can use data to advocate for students," "I can analyze and present data that highlights inequities in course enrollment patterns and post-secondary decisions among student groups," "I can discuss what it means to take an 'activist' approach to counseling," and "I can identify when to use data as an advocacy tool." It is not surprising that some of these behaviors of school counselors correlate with activities on the Media Advocacy subscale, which includes items such as "I disseminate advocacy information through written media," "I collaborate with other professionals who are involved in disseminating information," and "I assess the influence of the information efforts undertaken by the counselor." School counselors who believe they can use data to advocate for student needs may achieve systemic changes by using media advocacy. One book highlights the importance of using data and media advocacy to create systemic change (Hatch & Hartline, 2021). The authors note that school counselors are in a unique position to leverage their expertise in data analysis and advocacy to effect systemic change in their schools and communities

(Hatch & Hartline, 2021). Additionally, this finding was expected due to efforts of school counselor researchers, school counseling organizations, and practitioners to use data to inform their social justice advocacy agenda. According to the ASCA National Model (ASCA, 2012) school counselors should utilize data to evaluate their programs and identify areas that require improvement, as well as to demonstrate the effectiveness of their interventions. Data can come from various sources, such as student performance, behavioral, and attendance data, as well as surveys and needs assessments (Young & Kaffenberger, 2011). Consequently, using data and understanding systemic change is critical for school counselors to effectively support their students. By utilizing media advocacy, school counselors can bring attention to systemic issues and advocate for change to create a more equitable and supportive educational environment.

Scores on the Knowledge of Multicultural Concepts subscale were also a statistically significant predictor of scores on the Media Advocacy subscale. These behaviors on this subscale have a direct impact on how school counselors work with others to achieve positive student outcomes which relates to items on the Media Advocacy subscale. By understanding and engaging in multicultural discourse, school counselors can use their knowledge of diversity and inclusion to address the unique needs and challenges faced by students from diverse backgrounds, while promoting inclusion and equity within the school environment. This notion is also supported by research. According to a study by Mullen et al. (2016), media advocacy is an effective tool for school counselors to advocate for school counseling programs and services. They suggest that school counselors who engaged in media advocacy were able to increase visibility

and support for their programs and services, as well as promote the role of school counseling in student success. School counselor knowledge of multicultural concepts and media advocacy can also be used to address social justice issues in schools such as bullying, discrimination, and inequitable policies and practices. By using media outlets to bring attention to these issues, school counselors can mobilize the school community to act and promote positive change.

It was surprising that the scores on the Multicultural Counseling Awareness and Application of Racial and Cultural Knowledge to Practice subscales were not statistically significant predictors of any of the scores on the SCAA subscales. Multicultural counseling awareness is essential for school counselors, as it enables them to understand and support diverse student populations. Research has shown that cultural competency among school counselors is associated with more effective counseling practices and improved student outcomes. Sue and Sue (2016), in a seminal text, discuss the importance of cultural competence in counseling and provide guidance for developing the skills necessary to effectively work with diverse populations. According to Sue and Sue (2016), multicultural counseling awareness involves "the capacity to engage in an ongoing self-assessment process to understand one's own culture and how it influences perceptions, biases, and assumptions, as well as the ability to recognize and understand cultural differences and similarities and how these affect the counseling process" (p. 13). By developing this awareness, school counselors can identify and challenge their own biases and assumptions, which can improve their ability to provide culturally responsive counseling services and support social justice initiatives in the school community.

Furthermore, research has shown that counselors with multicultural counseling awareness are more likely to engage in social justice advocacy and promote equity in their school communities (Fickling & González, 2016).

The application of racial and cultural knowledge to practice is crucial for school counselors to engage in effective social justice advocacy. School counselors who understand the role of race and culture in students' lives can provide culturally responsive counseling services and create more inclusive and equitable school environments. Research has shown that school counselors who incorporate racial and cultural knowledge into their practice are better equipped to support the academic, social, and emotional well-being of diverse student populations and promote social justice in the school community (Edwards & Graham, 2022). According to the ASCA (2020), school counselors should have a deep understanding of the role of race and culture in students' lives and be able to apply that knowledge to their counseling practice. This includes understanding how race and culture impact students' beliefs, attitudes, and behaviors, and recognizing the influence of systemic oppression and privilege on students' experiences. By incorporating this knowledge into their practice, school counselors can provide culturally responsive counseling services that meet the unique needs of diverse student populations.

Research has also shown that school counselors who incorporate racial and cultural knowledge into their practice are more likely to engage in social justice advocacy (Foxx et al., 2020). This advocacy can take many forms, including developing and implementing policies and programs that promote equity, advocating for the needs of

marginalized students, and working collaboratively with other professionals to address systemic inequalities. By engaging in social justice advocacy, school counselors can work towards creating a more just and equitable school environment for all students. Hence, the application of racial and cultural knowledge to practice is essential for school counselors to engage in effective social justice advocacy. By incorporating this knowledge into their practice, school counselors can provide culturally responsive counseling services and promote equity in the school community.

Failure for this study to identify a relationship between the scores on Multicultural Counseling Awareness and the Application of Racial and Cultural subscales as predictors of scores on the subscales of the SCCA could be explained by some of the ongoing barriers experienced by school counselors' belief in their ability to promote social justice advocacy. School counselors play a crucial role in promoting social justice and equity in schools. Yet, they face many barriers such as limited resources, lack of support from school administrators, inadequate training, and personal biases. One study by Warren and Robinson (2015) explored the experiences of school counselors in promoting social justice in their work. The study found that school counselors faced various barriers, including institutional policies and practices, lack of resources, lack of administrative support, and lack of training (Warren & Robinson ,2015). Additionally, the study found that personal biases and discomfort with discussing issues related to social justice and equity could also be a barrier for some school counselors. Another study by Dameron et al. (2020) highlighted the importance of cultural competence and its potential impact on school counselors' ability to engage in social justice advocacy. This

study found that school counselors who had higher levels of cultural competence were more likely to engage in social justice advocacy and were better equipped to address issues related to diversity, equity, and inclusion. Overall, school counselors play a critical role in promoting social justice and equity in schools. However, they may face various barriers that can hinder their ability to engage in effective social justice advocacy. It is crucial for school counselors to receive adequate training, support, and resources to overcome these barriers and promote social justice in their work.

Concerning research question 2, the results of this study failed to provide empirical support for claim that there are differences in school counselor multicultural self-efficacy and school counselor social justice advocacy competency by gender and race. The results of this study showed that there were no statistically significant differences in gender and race across the subscales of the SCMES and the subscales of the SCAA. The result of this study is like other research on school counselor multicultural self-efficacy as it relates to gender. Multicultural self-efficacy refers to a professional's confidence in their ability to work effectively with individuals from diverse cultural backgrounds. Research on school counselor multicultural self-efficacy and gender differences is relatively limited, and the findings vary. In a study by Holcomb-McCoy and Day-Vines (2004), the researchers found no significant difference in multicultural self-efficacy between male and female school counselors. Their findings suggest that both male and female counselors have similar levels of confidence in their ability to work effectively with diverse populations. However, another study conducted by Chao (2013) found that female school counselors scored significantly higher in

multicultural self-efficacy than their male counterparts. The researchers suggested that female counselors may be more attuned to cultural differences and have a greater understanding of multicultural issues.

Further interpretation of findings from research question 2 are not surprising given the number of male school counselors who participate in research studies examining the differences in levels of self-efficacy. In this study, 20% of the participants identified as male, compared to 80% of females, which could have impacted the response rate to items of the SCMES. Similarly, most school counselor research studies participants are primarily female. This might explain Chao's (2013) results wherein female school counselors scored higher on the multicultural self-efficacy measure. Given the limited and varying research available, it is essential to consider the broader literature on school counselor multicultural self-efficacy and recognize that more research is needed to determine whether there are significant gender differences in this area.

As it relates to school counselor multicultural self-efficacy by race, this study's results showed that there were no statistically significant differences. This finding is also similar to other research on school counselor multicultural self-efficacy by race. One study conducted by Holcomb-McCoy and Myers (2004) suggested that there could be differences in multicultural self-efficacy among school counselors based on race or ethnicity. In their study, African American school counselors were found to have significantly higher multicultural self-efficacy than their Caucasian counterparts. Another study conducted by Barden and Greene (2015) examined the influence of race and other factors on multicultural counseling self-efficacy among counselors. The study found that

there were significant differences in multicultural counseling self-efficacy based on race, with counselors of color reporting higher levels of self-efficacy compared to their White counterparts. The authors suggested that these differences might be due to factors such as personal experiences with diversity and counselor education programs' focus on multicultural competencies. The findings of the current study are surprising since majority of the participants in the study identified as Black Americans. It is essential to consider that these findings are not universally applicable and may vary depending on the specific sample and context.

Similarly, there have been studies on the general role of gender in counseling, which suggest that both male and female counselors have unique perspectives, strengths, and challenges when it comes to providing effective counseling services. It is possible that these differences could extend to the area of social justice advocacy competency, but this connection has not been well-established in the literature. It is important to note that competency in social justice advocacy is likely influenced by numerous factors, such as education, training, personal experiences, and cultural backgrounds. Thus, it is essential to consider multiple factors when evaluating school counselor competency in this area. As it relates to school counselor social justice advocacy competency by race, studies have found that there may be differences in school counselor social justice advocacy by race. Minority school counselors, particularly those from underrepresented racial and ethnic backgrounds, may be more likely to engage in social justice advocacy due to their own experiences and empathy towards marginalized students. They might be more aware of the unique challenges that minority students face and therefore feel more compelled to

advocate for them. For example, a study conducted by Ratts et al. (2015) examined the social justice engagement of school counselors and found that school counselors of color were more likely to engage in social justice activities. This study suggested that a counselor's race and ethnicity could impact their level of involvement in social justice work. While the current study did not show a difference in school counselor social justice competency by race, it is important to note that more research is needed to explore this topic further, as other factors like training, personal values, and school environment may also contribute to differences in school counselor advocacy.

Finally, concerning research question 3, this study's finding regarding years of services and number of multicultural counseling courses taken are similar to the results of a study conducted by Holcomb-McCoy and Myers (2009), which investigated the relationship between school counselors' years of experience, the number of multicultural counseling courses taken, and their multicultural self-efficacy. The study found a positive correlation between the number of multicultural counseling courses completed and multicultural counseling self-efficacy. It also reported that counselors with more years of experience tended to have higher levels of multicultural self-efficacy. In the current study, the number of multicultural counseling courses taken was a statistically significant predictor of the scores on the Knowledge of Multicultural Concepts subscale. It could be argued that the more school counselors are exposed to multicultural related content, the better their ability to address diverse student needs. There is evidence to suggest that school counselors who take more multicultural courses tend to have a better understanding of multicultural concepts. This knowledge is critical for effective

counseling, as it helps professionals engage with diverse student populations and create inclusive school environments. For example, one study examining the impact of multicultural courses on school counselors' knowledge and skills found that those who completed more courses were better equipped to address the needs of culturally diverse students (Chao et al., 2011).

The number of multicultural courses taken was also a statistically significant predictor of the scores on the Using Data and Understanding Systemic Change subscale. School counselors who have higher levels of knowledge based in this area might be more confident in their ability to carry out these tasks than school counselors who lack knowledge in using data. Multicultural courses provide counselors with the knowledge, skills, and awareness needed to understand and address the unique needs of students from diverse backgrounds (Dameron, et al., 2020; Sue & Sue, 2016). Ideally, school counselors should take several multicultural courses throughout their education and training, covering topics such as cultural identity, cultural bias, racism, privilege, and intersectionality. Moreover, they should engage in ongoing professional development opportunities that focus on multicultural counseling. Using data and understanding systemic change are vital skills for school counselors as they work to address multicultural issues. Analyzing data can help identify areas of disproportionality, disparities in access to resources, and academic gaps (Holcomb-McCoy & Chen-Hayes, 2011). By understanding systemic change, school counselors can recognize structural barriers that perpetuate inequities, which in turn, enables them to advocate for policies and practices that promote social justice and reduce disparities (Ratts & Hutchins, 2009).

Further, the number of multicultural courses taken was also a statistically significant predictor of the scores on the Using Data and Understanding Systemic Change subscale. School counselors who have more knowledge of multicultural assessment may feel confident in their ability to advocate for culturally diverse student needs as it relates to school wide assessment. Research has shown that taking multicultural courses can positively impact multicultural assessment in school counseling. A study by Merlin (2017) found that school counselors who had taken multicultural courses had greater cultural competence and were better able to conduct culturally sensitive assessments. They were also more likely to use culturally appropriate assessment tools and techniques and to consider the cultural context when interpreting assessment results. Another study by Sue et al. (1992) found that counselors who had taken multicultural courses were more likely to recognize the impact of culture on assessment and to consider cultural factors when interpreting assessment results. These counselors were also more likely to recognize and address issues related to cultural bias in assessment. In summary, taking multicultural courses can improve the cultural competence of school counselors and increase their ability to conduct culturally sensitive and appropriate assessments. This, in turn, can lead to more accurate and valid assessment results and better outcomes for students from diverse cultural backgrounds.

Beyond number of multicultural courses taken, years of services was also a statistically significant predictor of the scores on the Using Data and Understanding Systemic Change subscale. School counselors who have more experience might feel more confident in their ability to use data to advance students' needs. Research has been

conducted to understand how a school counselor's years of experience impact their use of

data and understanding of systemic change. Poynton and Carey (2006) suggest that as

school counselors gain more experience, they tend to become more proficient in using

data to inform their practice. The study highlights the importance of an integrated model

of data-based decision-making, which supports school counselors in analyzing and

interpreting data, setting measurable goals, and evaluating the effectiveness of

interventions. Similarly, Holcomb-McCoy et al. (2009) found a positive relationship

between school counselors' years of experience and their use of data for decision-

making. Experienced school counselors demonstrated a higher level of data usage, which

can facilitate the development and implementation of effective interventions and systemic

change. Additionally, in Dodson's (2009) study, it was found that administrators perceive

experienced school counselors as better equipped to advocate for systemic change within

the school system. This is attributed to their ability to analyze data, identify areas of

improvement, and effectively communicate their findings to stakeholders. Camelford and

Ebrahim (2017) provided evidence that comprehensive school counseling programs can

lead to systemic change when they are fully implemented. Experienced school

counselors, with their understanding of data-driven decision-making and program

evaluation, play a crucial role in the development and success of these programs. In

conclusion, this study and others have provided evidence to suggest that as school

counselors gain more experience, they become more confident in their ability and

proficient in using data and understanding systemic change. The use of data-driven

decision-making and program evaluation is essential in implementing effective school

counseling programs and promoting positive student outcomes. School counselors' experience and skill development in these areas contribute to their ability to create systemic change within the school environment.

Understanding the Study's Findings Within the Context of SCT

SCT is a theoretical framework that has been widely used to understand human behavior, motivation, and learning. Developed by Albert Bandura, SCT emphasizes the role of cognitive processes, such as observation, modeling, and self-efficacy, in shaping behavior (Bandura, 1986). SCT can play a significant role in shaping school counselors' multicultural self-efficacy and social justice advocacy competency. Multicultural self-efficacy refers to counselors' confidence in their ability to work effectively with diverse populations, while social justice advocacy competency involves the skills and knowledge necessary to address systemic barriers and promote social equity in educational settings (Ratts et al., 2015). In the context of school counseling, multicultural assessment, developing cross-cultural relationships, knowledge of multicultural concepts, and using data to understand systemic changes, SCT can provide insights into the importance of fostering an inclusive and culturally responsive environment. SCT highlights the importance of considering students' cultural backgrounds when designing and administering assessments. This requires the use of culturally appropriate and sensitive assessment tools, as well as understanding the potential influence of cultural factors on students' responses (Sue & Sue, 2012). Assessments that account for cultural variation can promote accurate evaluation and appropriate interventions, fostering greater self-efficacy and academic achievement among diverse students.

According to SCT, positive cross-cultural relationships can be fostered through observational learning and modeling (Bandura, 1986). When students observe their counselors and educators demonstrating empathy, respect, and open-mindedness towards individuals from different cultural backgrounds, they are more likely to internalize these attitudes and behaviors. This can promote cultural understanding and reduce stereotypes, ultimately leading to a more inclusive school environment. Additionally, SCT emphasizes the importance of cognitive processes in understanding and adopting new knowledge (Bandura, 1986). School counselors who are knowledgeable about multicultural concepts can serve as role models for students and staff, promoting a greater understanding of diversity and inclusion within the school community. This can have a positive impact on students' self-efficacy, academic performance, and social relationships. SCT encourages the use of data to monitor and evaluate the effectiveness of interventions and systemic changes (Bandura, 2001). By analyzing data related to multicultural initiatives, school counselors can identify areas for improvement and implement evidence-based strategies that promote inclusivity and cultural competence. This can lead to systemic changes that support the well-being and success of all students, regardless of their cultural background. SCT provides a useful framework for understanding how school counselors' multicultural self-efficacy and social justice advocacy competency can be influenced and developed. By acknowledging the importance of personal factors, observational learning, and environmental factors, school counselors can work towards enhancing their skills in these critical areas.

Limitations of the Study

All results derived from this research must be considered within the context and limitations of its research design. One limitation was that I collected most of the data at the ASCA National Conference. Members in attendance took the survey on-site, which might have a limited how they responded to the items. They were moving from breakout sessions and in lunchrooms using their cell phones, which may have impacted their responses. Distraction could also explain how the responses were provided by the participants since they were interacting with each other while taking the survey. Additionally, the participants responses might by influenced by social desirability wherein individuals are inclined to present themselves in a manner that is considered socially acceptable or favorable, often to gain approval or to avoid negative judgments from others. This behavior often results in self-report bias, as people might not express their true thoughts, opinions, or behaviors in fear of being perceived negatively. The participants also self-reported, which might have caused bias in their responses. It could be, however, that they answered all the questions honestly.

Another limitation of this study was use of a convenient purposeful sampling of participants. Although this type of sampling allows data collection quickly and saves time finding participants, it did not provide an opportunity to include all school counselors within the United States, which would be a more representative sample of the school counseling population. Additionally, the findings from the study may not be generalizable to other school counselors in the United States who are not current members of the American School Counseling Association.

A third limitation of this study is that correlational studies cannot provide a definite cause-and-effect relationship between this study's research variables. Correlational studies only imply a connection, describing patterns between variables. Hence, I cannot conclude that there is a causal relationship between this study's independent and dependent variables.

Recommendations

A significant result of this study was the identification that Knowledge of Multicultural Concepts, Using Data and Understanding Systemic Changes, and Developing Cross-Cultural Relations are all statistically significant predictors of school counselor social justice advocacy, as measured by scores on the subscales of the SCAA. Multicultural Assessment predicted Action to Reduce Achievement Barriers, though minimally. Developing Cross-Cultural Relationships predicted Collaboration with School Groups, Knowledge of Multicultural Concepts predicted Individual Student Empowerment, and Using Data and Understanding Systemic Change and Developing Cross-Cultural Relationships predicted Media Advocacy. Additionally, the results show there were no significant differences in gender and race across the subscales of the SCMES and the subscales of the SCAA. Years of services and the number of multicultural counseling courses taken are statistically significant predictors of school counselor multicultural self-efficacy, as measured by the subscales of the SCMES. The number of multicultural counseling courses taken statistically significantly predicted Knowledge of Multicultural Concepts. The number of multicultural counseling courses taken, and years of service were statistically significant predictors of Using Data and

Understanding Systemic Change. The number of multicultural counseling courses taken statistically significantly predicted Multicultural Assessment.

While these results favor some of the predicted findings, some areas still need additional research and exploration in the school counseling profession. Recommendations for school counseling practice, counselor education and supervision, and school counseling research are offered in the sections that follow.

School Counseling Practice

An opportunity for school counselors practicing in K-12 education settings is to examine their current practice related to multicultural counseling awareness, multicultural assessment, and application of racial and cultural knowledge to practice. The results of this study show that the scores on these subscales did not predict any of the of the scores on the subscales that measured school counselor social justice advocacy competencies. School counselors should review their current practice to align their goals, objectives, and professional development needs to ensure these variables support their social justice advocacy agenda within their schools. School counselors are encouraged to continue to attend workshops and training programs focused on multicultural competence and social justice advocacy. Additionally, school counselors can intentionally integrate these missing elements of their social justice advocacy competence development within their schools. For example, school counselors can collaborate with colleagues and other professionals to foster a community of learners committed to promoting social justice and equity. This can be achieved by developing and implement an equity task force within their district. Additionally, school counselors can design interventions that are tailored to

the cultural backgrounds and experiences of students. For example, they may incorporate cultural traditions or practices into counseling sessions or work with families to develop culturally relevant solutions to challenges. School counselors can also address cultural barriers by working with families to address language barriers and provide resources that can help students navigate their school buildings.

School counselors should ensure that appropriate multicultural assessments are available when conducting evaluations in school to provide equity for all students. School counselors can also start assessing and reflecting on their own cultural competence, biases, and assumptions, and whether they are multiculturally aware when providing counseling services to students who are different from them due to the increased diversity within our schools. Additionally, school counselors can continue to use data to advocate for policies and practices that promote equity, diversity, and inclusion within their buildings. School counselors should continue to engage in continuous research and stay updated on multicultural counseling literature and social justice advocacy theories. Finally, school counselors should continue to infuse knowledge of multicultural concepts, using data and understanding systemic change, and developing cross-cultural relationships to drive their social justice advocacy agenda and competency development since these subscales predicted their social justice advocacy competencies as measured by the SCAA.

Counselor Education and Supervision

School counselor educators play a vital role in preparing school counselors to effectively work within diverse cultural contexts. School counselor educators can use the

results of this study as a guide to expand curriculum content to provide comprehensive standards that include courses on multicultural counseling and diversity. School counselor educators could offer professional development series by creating opportunities for school counselors to engage in professional development that focuses on multicultural competence, for example, workshops, seminars, and conferences that discuss topics like cultural humility, social justice, and anti-oppressive practices as a requirement throughout the students training. Counselor educators can also expand these opportunities to in-services school counselors. This, in turn, can affect long lasting collaborative relationships for school counseling supervision of trainee, which might aid in their continued learning after graduation.

School counselor educators can encourage students in training to engage in ongoing self -reflection about their own racial and cultural identity development, biases, and assumptions. Another recommendation is the continued experiential learning, especially during field experience courses such as role-plays, case studies, and small group discussions to help school counselors-in-training in developing required competencies to work with diverse student populations. During this hands-on experiential learning, school counselor educators should help students develop their personal multicultural and social justice advocacy statements. Further, school counselor educators can engage community partners to establish connections with local cultural groups and expose school counselors-in-training to diverse perspectives, furthering their understanding of how they might develop competencies in social justice advocacy.

Finally, school counselor educators should encourage school counselors-in-training to establish and maintain genuine relationships with individuals from diverse backgrounds, which might aid in developing empathy and cultural humility. Moreover, school counselor educators should develop research labs and engage students in collecting data to understand systemic change. They can teach students how to collect data and analyze and discuss the findings relating to multicultural issues within schools and the wider community. In sum, school counselor educators can continue their role in the promotion of equitable school practices and inclusive school environments by being intentional in passing along these important skills to their students.

School Counseling Research

The results of this study did not provide evidence that application of racial and cultural knowledge is associated with school counselor social justice advocacy. School counselors need more research in the application of racial and cultural knowledge because it can help them better understand and address the unique needs and experiences of students from diverse backgrounds. More research on the application of racial and cultural knowledge can help school counselors provide more culturally responsive and effective support to their students, which can in turn improve student outcomes and promote a more inclusive and equitable school environment. Future researchers may find it beneficial to determine how school counselors apply racial and cultural knowledge to their school counseling practice. What are the lived experiences of school counselors in their application of racial and cultural knowledge to practice? Furthermore, what factors

influence school counselors' decisions to implement racial and cultural knowledge in their social justice advocacy practice?

Since this was a quantitative analysis study, future researchers could conduct qualitative research to dive deeper into understanding other factors that might influence this work. Another recommendation is to determine what multicultural assessments are used in school counseling practices and how these assessments may or may not influence school counselors' multicultural self-efficacy and social justice advocacy practices. School counselors may not be using appropriate multicultural assessments in their practice, which may or may not affect their advocacy competencies.

The school counseling profession must understand the factors contributing to school counselors' social justice advocacy competencies as they work with students within the K-12 system beyond the results of this study. Another recommendation is determining how much multicultural counseling awareness affects school counselors' social justice advocacy practices. The results of this study found that the subscale of multicultural counseling awareness was not a statistically significant predictor of school counselor social justice advocacy competencies. A final recommendation would be to explore the additional training needed to develop school counselor social justice advocacy self-efficacy since only three of the subscales of the SCMES were found to predict school counselor social justice advocacy competencies. Additional research could also explore what roles school counselor supervision plays in school counselor social justice advocacy self-efficacy development.

Positive Social Change

To foster a more inclusive, equitable, and effective K-12 education system, several social changes are needed. These include but are not limited to the following: (1) emphasize inclusive education, (2) address systemic inequalities, (3) promote diversity and inclusion, (4) implement social-emotional learning (SEL), (5) cultivate a growth mindset, (6) increase family engagement, (7) prioritize mental health, (8) reduce high-stakes testing, (9) invest in teacher development, (10) engage in community partnerships, and (11) address the need for safer schools as a result of gun violence. The results of this study can inform how school counselor can use their position to help meet these needs.

The emphasis on inclusive education should encourage the integration of students with disabilities or special needs into general classrooms, as supported by the Individuals with Disabilities Education Act (IDEA) in the United States (U.S. Department of Education, 2004). By using appropriate multicultural assessments, school counselors can ensure that students are empowered to foster greater academic achievement. Another social change issue is addressing systemic inequalities. This can be achieved by advocating for the equitable distribution of resources among schools in low-income communities to provide better access to quality education, as discussed in the 2013 report by the National Center for Education Statistics. Fostering strong relationships between schools and families can further support this, as research has shown that parent involvement is linked to better academic achievement (Henderson & Mapp, 2002). Collaborating with community organizations, businesses, and other stakeholders to create opportunities for students and support the local community is yet another task that can

reduce achievement disparities (Sanders, 2003) as is the continued promotion of diversity and inclusion to foster a culture that respects and values different backgrounds, abilities, and perspectives by implementing anti-discrimination policies, cultural competency training, and diversity education programs (Banks, 2008). School counselor knowledge of multicultural concepts as evidenced by the findings of this study can aid in their ability to engage in action to reduce achievement barriers for all students.

Moreover, there is a need to continue the implementation and integration of social-emotional learning into the curriculum to improve students' interpersonal and emotional skills, which can lead to better academic achievement, as suggested by Durlak et al. (2011). Likewise, school counselors should address the mental health needs of students by incorporating mental health education, providing access to counselors, and creating safe spaces for students to express their concerns (Kutcher et al., 2016). In addition, school counselors should encourage a growth mindset, or the belief that abilities can be developed through hard work, as it can promote resilience, motivation, and academic success (Dweck, 2006). In contrast, school counselors should limit reliance on high stakes standardized testing, as it can lead to a narrow curriculum and increased stress on students and teachers (Au, 2007). With the advent of data-driven decision-making, school counseling programs are increasingly expected to demonstrate their impact on student outcomes. School counselor use of data is essential in understanding the needs of students and implementing effective interventions. However, it is also important to recognize that systemic change is necessary to address larger issues that impact student success. This is where media advocacy can play a role.

Finally, when school counselors address the need to impact positive social change, several outcomes can be expected, including enhanced empathy, and understanding, empowerment and engagement, skill development, collaborative learning, encouraging active citizenship, promoting equity and inclusivity, improved school climate, and long-term societal benefits. Ultimately, when school counselors address the need for positive social change, they empower students to become active citizens who can make a difference in their communities and the world. This not only benefits the students but also has the potential to create meaningful change in society as a whole.

Conclusion

In general, school counseling is viewed as a vital component of the educational system, playing a crucial role in the academic, social, and emotional development of students. School counselors provide guidance and support to students, helping them overcome personal and academic challenges, make informed decisions, and develop healthy relationships. The impact of school counseling on society is multifaceted and it includes the following: improved academic performance, increased college readiness, enhanced social and emotional well-being, prevention and intervention for at-risk students, and greater equity and inclusion. School counselors are responsible for providing counseling services to students with diverse backgrounds, including those from different races, cultures, and ethnicities. To provide services and advocate for student's needs, school counselors must believe in their ability to work effectively with students from diverse backgrounds. Examining the perceived multicultural self-efficacy as a predictor of competency in social justice advocacy among U.S. school counselors was

timely and needed.   The results of this study provide evidence that school counselor

multicultural self-efficacy is a predictor of school counselor social justice competency.

Particularly, data indicated that knowledge of multicultural concepts, multicultural

assessment, using data and understanding systemic change, and developing cross-cultural

relationships serves as a prerequisite for their social justice advocacy competency

development. This study underscores the importance of advocacy, multicultural

competencies, collaboration, and culturally responsive counseling practices in promoting

inclusivity and positive social change within school communities. The future for social

justice advocacy within the school counseling profession looks promising.

References

Aga Mohd Jaladin, R. (2017). Perceived multicultural counseling competence of

    Malaysian counselors: An exploratory study. *Journal of Multicultural Counseling*

    and Development, *45*(2), 127–148. https://doi.org/10.1002/jmcd.12069

Akos, P., & Galassi, J. P. (2004). Middle and high school transitions as viewed by

    students, parents, and teachers. *Professional School Counseling*, *7*(4), 212–221.

    https://www.jstor.org/stable/42732584

Aksu, A., & Vefikulucay Yilmaz, D. (2019). The relationship of postpartum sleep quality

    and breastfeeding self-efficacy of Turkish mothers. *Scandinavian Journal of*

    Caring Sciences, *33*(4), 833–839. https://doi.org/10.1111/scs.12679

Allen, M. (2017). *The Sage encyclopedia of communication research methods*. SAGE

    Publications.

Arar, K., & Masry-Harzallah, A. (2019). Trust among teachers and educational

    counsellors in the Arab education system. *International Journal of Leadership in*

    Education, *22*(4), 456–468. https://doi.org/10.1080/13603124.2018.1481534

American Educational Research Association, American Psychological Association, &

    National Council on Measurement in Education (Eds.). (2014). *Standards for*

    educational and psychological testing.

American School Counselor Association. (2003). *The ASCA national model: A*

    framework for school counseling programs. Author.

American School Counselor Association. (2021). *ASCA research report: State of the profession 2020*. https://www.schoolcounselor.org/getmedia/bb23299b678d-4bce-8863-cfcb55f7df87/2020-State-of-theProfession.pdf

Babbie, E. (2013). *The practice of social research*. CENGAGE Learning.

Baglama, B., & Uzunboylu, H. (2017). The relationship between career decision-making self-efficacy and vocational outcome expectations of preservice special education teachers. *South African Journal of Education*, *37*(4). https://doi.org/10.15700/saje.v37n4a1520

Bailey, D. F., Getch, Y. Q., & Chen-Hayes, S. (2003). Professional school counselors as social and academic advocates. In B. T. Erford (Ed.), *Transforming the school counseling profession* (pp. 411–434). Merrill Prentice Hall.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84(*2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1986). Fearful expectations and avoidant actions as coeffects of perceived self-inefficacy. *American Psychologist*, *41*(12), 1389–1391. https://doi.org/10.1037/0003-066X.41.12.1389

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology*, *25*(5), 729–735. https://doi.org/10.1037/0012-1649.25.5.729

Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, *52*(1), 1–26. https://doi.org/10.1146/annurev.psych.52.1.1

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology*, *51*(2), 269–290. https://doi.org/10.1111/1464-0597.00092

Baruth, L. G., & Manning, M. L. (2016). *Multicultural counseling and psychotherapy: A lifespan approach*. Routledge.

Beck, M. J., & Lane, E. M. (2019). Exploring effective practitioner advocacy: A study of ASCA's school counselor of the year finalists. *Journal of Counselor Leadership and Advocacy*, *6*(2), 174–187. https://doi.org/10.1080/2326716X.2019.1601602

Bemak, F., & Chung, R. C. Y. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling & Development*, *86*(3), 372–382. https://doi.org/10.1002/j.1556-6678.2008.tb00522.x

Bidell, M. P. (2005). The sexual orientation counselor competency scale: assessing attitudes, skills, and knowledge of counselors working with lesbian, gay, and bisexual clients. *Counselor Education and Supervision*, *44*(4), 267–279. https://doi.org/10.1002/j.1556-6978.2005.tb01755.x

Bodenhorn, N., & Skaggs, G. (2005). Development of the school counselor self-efficacy scale. *Measurement and Evaluation in Counseling and Development*, *38*(1), 14–28. https://doi.org/10.1080/07481756.2005.11909766

Boslaugh, S., & Watters, P. A. (2008). *Statistics in a nutshell: A desktop quick reference*. O'Reilly Media.

Bourque, L., & Fielder, E. P. (2003). *How to conduct self-administered and mail surveys* (Vol. 3). SAGE.

Bvunzawabaya, B. (2012). *Social justice counseling: Establishing psychometric properties for the Advocacy Competencies Self-Assessment Survey©* [Doctoral dissertation, Auburn University]. http://hdl.handle.net/10415/3369

Caldwell, C., & Hayes, L. A. (2016). Self-efficacy and self-awareness: moral insights to increased leader effectiveness. *Journal of Management Development*, *35*(9), 1163–1173. https://doi.org/10.1108/JMD-01-2016-0011

Camelford, K. G., & Ebrahim, C. H. (2017). Factors that affect implementation of a comprehensive school counseling program in secondary schools. *Vistas Online*. https://www.counseling.org/docs/default-source/vistas/comprehensive-school-counseling.pdf?sfvrsn=9a9f4a2c_4

Camp, A., Foxx, S. P., & Flowers, C. (2019). Examining the relationship between the multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills supporting students experiencing homelessness. *Professional School Counseling*, *22*(1), Article 2156759X19867332. https://doi.org/10.1177/2156759X19867332

Celinska, D., & Swazo, R. (2016). Multicultural curriculum designs in counselor education programs: Enhancing counselors-in-training openness to diversity. *The Journal of Counselor Preparation and Supervision*, *8*(3), Article 4. https://doi.org/10.7729/83.1124

Chao, R. C. (2013). Race/ethnicity and multicultural competence among school

    counselors: Multicultural training, racial/ethnic identity, and color-blind racial

    attitudes. *Journal of Counseling and Development*, *91*(2), 140–151.

    https://doi.org/10.1002/j.1556-6676.2013.00082.x

Chen-Hayes, S. F. (2001). Social justice advocacy readiness questionnaire. *Journal of*

    Gay & Lesbian Social Services, *13*(1-2), 191–203.

    https://doi.org/10.1300/J041V13N01_13

Cimsir, E., & Carney, J. V. (2017). School counsellor training, attitudes, and perceptions

    of preparedness to provide services to students with disabilities in inclusive

    schools in Turkey. *European Journal of Special Needs Education*, *32*(3), 346–

    361. https://doi.org/10.1080/08856257.2016.1240340

Clark, M., & Bussey, K. (2020). The role of self-efficacy in defending cyberbullying

    victims. *Computers in Human Behavior*, *109*, Article 106340.

    https://doi.org/10.1016/j.chb.2020.106340

Clemens, E. V., Shipp, A., & Kimbel, T. (2011). Investigating the psychometric

    properties of school counselor self-advocacy questionnaire. *Professional School*

    Counseling, *15*(1)*,* 34–44. https://doi.org/10.1177/2156759X1101500101

Cohen, B. (2008). *Explaining psychological statistics*. John Wiley & Sons.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Lawrence

    Eribaum Associates.

Constantine, M. G., & Gushue, G. V. (2003). School counselors' ethnic tolerance

    attitudes and racism attitudes as predictors of their multicultural case

conceptualization of an immigrant student. *Journal of Counseling and Development*, *81*(2), 185–190. https://doi.org/10.1002/j.1556-6678.2003.tb00240.x

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP standards*. http://www.cacrep.org/wpcontent/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf

Council for Accreditation of Counseling and Related Educational Programs. (2021). *2024 CACREP standards draft 2*. https://www.cacrep.org/news/cacrep-2024-standards-draft-2/

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, *1*(8), 139–167. https://philpapers.org/archive/CREDTI.pdf?ncid=txtlnkusaolp00000603

Creswell, J. W. (2009a). *Mapping the field of mixed methods research*. SAGE.

Creswell, J. W. (2009b). *Research design: Qualitative, quantitative, and mixed methods approaches.* SAGE.

Crook, T. (2010). *Relationship between counseling self-efficacy and multicultural counseling self-efficacy among school counselors* [Doctoral dissertation, Auburn University]. http://hdl.handle.net/10415/2323

Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling*,

12(3), Article 2156759X0901200304.

https://doi.org/10.1177/2156759X0901200304

Dameron, M. L., Camp, A., Friedmann, B., & Parikh-Foxx, S. (2020). Multicultural education and perceived multicultural competency of school counselors. *Journal of Multicultural Counseling and Development*, *48*(3), 176–190. https://doi.org/10.1002/jmcd.12176

D'Andrea, M., & Daniels, J. (1997). Multicultural counseling supervision: Central issues, theoretical considerations, and practical strategies. In D. B. Pope-Davis & H. L. K. Coleman (Eds.), *Multicultural counseling competencies: Assessment, education and training, and supervision* (pp. 290–309). SAGE Publications.

Delgado-Romero, E. A., Galván, N., Maschino, P., & Rowland, M. (2005). Race and ethnicity in empirical counseling and counseling psychology research: A 10-year review. *The Counseling Psychologist*, *33*(4), 419–448. https://doi.org/10.1177/0011000004268637

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method.* John Wiley & Sons.

Dodson, T. (2009). Advocacy and impact: A comparison of administrators' perceptions of the high school counselor role. *Professional School Counseling*, *12*(6), 480–487. https://doi.org/10.1177/2156759X0901200606

Dos Santos, L. M. (2020). The challenges of public health, social work, and psychological counselling services in South Korea: The issues of limited support

and resource. *International Journal of Environmental Research and Public Health*, *17*(8), Article 2771. https://doi.org/10.3390/ijerph17082771

Douglas, S., Chapin, S., & Nolan, J. (2015). Special education teachers' experiences supporting and supervising paraeducators. *Teacher Education and Special Education*, *39*(1), 60–74. https://doi.org/10.1177/0888406415616443

Edwards, C. N., & Graham, M. A. (Eds.). (2022). *Foundations of school counseling: Innovations in professional practice*. Springer Publishing Company.

Ender, Z., Saricali, M., Satici, S. A., & Eraslan-Capan, B. (2019). Is mindful awareness effective on hope, burnout and self-efficacy among school counsellors in Turkey? *British Journal of Guidance & Counselling*, *47*(6), 712–726. https://doi.org/10.1080/03069885.2018.1458072

Erford, B. T. (2016). *Professional school counseling: A handbook of theories, programs, and practices*. PRO-ED.

Falco, L. D., & Summers, J. J. (2019). Improving career decision self-efficacy and STEM self-efficacy in high school girls: Evaluation of an intervention. *Journal of Career Development*, *46*(1), 62–76. https://doi.org/10.1177/0894845317721651

Farmer, S. M., & Tierney, P. (2017). Considering creative self-efficacy: Its current state and ideas for future inquiry. In *The creative self* (pp. 23–47). Academic Press.

Feldwisch, R. P., & Whiston, S. C. (2015). Examining school counselors' commitments to social justice advocacy. *Professional School Counseling*, *19*(1), 1096–2409. https://doi.org/10.5330/1096-2409-19.1.166

Fickling, M. J., & González, L. M. (2016). Linking multicultural counseling and social justice through advocacy. *Journal of Counselor Leadership and Advocacy*, *3*(2), 85–94. https://doi.org/10.1080/2326716X.2015.1124814

Field, J. E., & Baker, S. (2004). Defining and examining school counselor advocacy. *Professional School Counseling*, *8*(1), 56–63. https://www.jstor.org/stable/42732415

Forbes, A., & Hutchison, A. N. (2020). Counseling competencies for the English-speaking Caribbean. *The Counseling Psychologist*, *48*(5),657–684. https://doi.org/10.1177/0011000020911007

Foxx, S. P., Saunders, R., & Lewis, C. W. (2020). Race, gender, class and achievement: A culturally responsive approach to urban school counseling. *Professional School Counseling*, *23*(1_part_2), 2156759X19899184.). https://doi.org/10.1177/2156759X19899184

Fye, H. J., Miller, L. G., & Rainey, J. S. (2017). Predicting school counselors' supports and challenges when implementing the ASCA national model. *Professional School Counseling*, *21*(1), Article 2156759X18777671. https://doi.org/10.1177/2156759x18777671

Garba, H., & Yusuf, J. (2021). Effect of modeling counselling technique on disruptive behavior among secondary school students in Bauchi Metropolis. *Teaching and Learning*, *20*(8), 100–112. https://www.cambridgenigeriapub.com/wp-content/uploads/2021/06/CJCER_Vol20_No8_March_2021-8.pdf

Gholami, M. (2020). *Investigating the effectiveness of functional analytic psychotherapy (FAP)-enhanced cognitive counselling on the sexual quality of life and sexual self-efficacy of female married adolescents in Darab City, 2019* [Doctoral dissertation, Faculty of Nursing and Midwifery, Kerman University of Medical Sciences, Kerman, Iran].

Gordillo, F. A. (2015). *The influence of counselor demographics, work experience, and training on counselor self-efficacy and multicultural counseling self-efficacy among urban school counselors* (Publication No. 3681192) [Doctoral dissertation, Montclair State University]. ProQuest Dissertations and Theses Global.

Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R. C. Calfee, *Handbook of Educational Psychology* (pp. 63–84). Routledge.

Green, Z. A. (2020). The mediating effect of well-being between generalized self-efficacy and vocational identity development. *International Journal for Educational and Vocational Guidance*, *20*(2), 215–241. https://doi.org/10.1007/s10775-019-09401-7

Greenham, J. C., Harris, G. E., Hollett, K. B., & Harris, N. (2019). Predictors of turnover intention in school guidance counsellors. *British Journal of Guidance & Counselling*, *47*(6), 727–743. https://doi.org/10.1080/03069885.2019.1644613

Griffin, D., & Stern, S. (2011). A social justice approach to school counseling. *Journal for Social Action in Counseling & Psychology*, *3*(1), 74–85. https://doi.org/10.33043/JSACP.3.1.74-85

Griffin, D., Williams, J. M., & Bryan, J. (2021). School–family–community partnerships

    for educational success and equity for Black male students. *Professional School*

    Counseling, *25*(1_part_4), 2156759X211040036.

    https://doi.org/10.1177/2156759X211040036

Grimes, L. E., Haskins, N., & Paisley, P. O. (2013). "So, I went out there": A

    phenomenological study on the experiences of rural school counselor social

    justice advocates. *Professional School Counseling*, *17*(1), 40–51.

    https://doi.org/10.1177/2156759X0001700107

Grothaus, T. J., Johnson, K. F., & Edirmanasinghe, N. (2020). *Culturally sustaining*

    school counseling: Implementing diverse, equitable, inclusive programs.

    American School Counselor Association.

Guzmán, M. R., Calfa, N. A., Kerne, V. V. H., & McCarthy, C. (2013). Examination of

    multicultural counseling competencies in school counselors. *Journal of School*

    Counseling, *11*(7), Article n7. https://files.eric.ed.gov/fulltext/EJ1012307.pdf

Gysbers, N. C. (2010). *Remembering the past, shaping the future: A history of school*

    counseling. American School Counselor Association.

Hammersley, M. (2015). On ethical principles for social research. *International Journal*

    of Social Research Methodology, *18*(4), 433–449.

    https://doi.org/10.1080/13645579.2014.924169

Hamzah, S. R. A., Kai Le, K., & Musa, S. N. S. (2021). The mediating role of career

    decision self-efficacy on the relationship of career emotional intelligence and self-

    esteem with career adaptability among university students. *International Journal*

of Adolescence and Youth, *26*(1), 83–93.

https://doi.org/10.1080/02673843.2021.1886952

Hannon, M. D., & Vereen, L. G. (2016). Irreducibility of Black male clients:

Considerations for culturally competent counseling. *Journal of Humanistic*

Counseling, *55*(3), 234–245. https://doi.org/10.1002/johc.12036

Harun, M. M., Jaafar, W. M. W., Ismail, A., & Noah, S. M. (2021). Psychometric

properties of the Multicultural Counselling Competence Training Survey-Revised

(MCCTS-R): Application for counsellor trainees in Malaysia. *Pertanika Journal*

of Social Sciences & Humanities, *29*(S1), 155–179.

http://www.pertanika2.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH

%20Vol.%2029%20(S1)%202021/09%20JSSH(S)-1495-2021.pdf

Haskins, N. H., & Johnson, L. (2017). Asian and Latino students' preparation to counsel

White clients: A critical perspective. *National Cross-Cultural Counseling and*

Education Conference for Research, Action, and Change, 8.

https://digitalcommons.georgiasouthern.edu/ccec/2017/2017/8

Haskins, N. H., & Singh, A. (2016). Advocacy competency of school counselors: An

exploratory factor analysis. *Professional School Counseling*, *20*(1), 1096–2409.

https://doi.org/10.5330/1096-2409-20.1.149

Hays, D. G., Chang, C. Y., & Decker, S. L. (2007). Initial development and psychometric

data for the privilege and oppression inventory. *Measurement and Evaluation in*

Counseling and Development, *40*(2), 66–79.

https://doi.org/10.1080/07481756.2007.11909806

Hendricks, K. S. (2016). The sources of self-efficacy: educational research and implications for music. *Update: Applications of Research in Music Education*, *35*(1), 32–38. https://doi.org/10.1177/8755123315576535

Heppner, P. P., Kivlighan Jr, D. M., & Wampold, B. E. (1999). *Research design in counseling*. Brooks/Cole Wadsworth.

Heppner, P. P., Wampold, B. E., Owen, J., & Wang, K. T. (2015). *Research design in counseling*. Cengage Learning.

Hernandez, A. (2022). Closing the achievement gap in the classroom through culturally relevant pedagogy. *Journal of Education and Learning*, *11*(2), 1–21.https://doi:10.5539/jel.v11n2p1

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Corwin Press.

Holcomb-McCoy, C., Harris, P., Hines, E. M., & Johnston, G. (2008). School counselors' multicultural self-efficacy: A preliminary investigation. *Professional School Counseling*, *11*(3), 166–178. https://doi.org/10.5330/PSC.n.2010-11.166

Holcomb-McCoy, C. C., & Day-Vines, N. (2004). Exploring school counselor multicultural competence: A multidimensional concept. *Measurement and Evaluation in Counseling and Development*, *37*(3), 154–162. https://doi.org/10.1080/07481756.2004.11909757

Holcomb-McCoy, C. C., & Myers, J. E. (1999). Multicultural competence and counselor training: A national survey. *Journal of Counseling & Development*, *77*(3), 294–302. https://doi.org/10.1002/j.1556-6676.1999.tb02452.x

Izenman, A. J. (2008). *Modern multivariate statistical techniques* (Vol. 1). Springer.

Jansen, M., Scherer, R., & Schroeders, U. (2015). Students' self-concept and self-efficacy in the sciences: Differential relations to antecedents and educational outcomes. *Contemporary Educational Psychology*, *41*, 13–24. https://doi.org/10.1016/j.cedpsych.2014.11.002

Johnson, L. V., Ziomek-Daigle, J., Haskins, N. H., & Paisley, P. O. (2016). An investigation of school counselor self-efficacy with English language learners. *Professional School Counseling*, *20*(1), 1096–2409. https://doi.org/10.5330/1096-2409-20.1.44

Jones, J. M., Kawena Begay, K., Nakagawa, Y., Cevasco, M., & Sit, J. (2016). Multicultural counseling competence training: Adding value with multicultural consultation. *Journal of Educational and Psychological Consultation*, *26*(3), 241–265. https://doi.org/10.1080/10474412.2015.1012671

Karwowski, M. (2016). The dynamics of creative self-concept: Changes and reciprocal relations between creative self-efficacy and creative personal identity. *Creativity Research Journal*, *28*(1), 99–104. https://doi.org/10.1080/10400419.2016.1125254

Kim, M. R., & Ha, S. J. (2018). The effects of personal, social factors, and school career experience on high school students' self-efficacy and career maturity. *Journal of the Korea Convergence Society*, *9*(9), 399–405. https://www.koreascience.or.kr/article/JAKO201830540462012.pdf

Kontas, H., & Özcan, B. (2017). Adapting sources of Middle School Mathematics Self-Efficacy Scale to Turkish culture. *International Journal of Evaluation and Research in Education*, *6*(4), 288–294. https://files.eric.ed.gov/fulltext/EJ1166886.pdf

Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, *8*(2), 124–131. https://www.jstor.org/stable/42732614

Larson, L. M., & Daniels, J. A. (1998). Review of the counseling self-efficacy literature. *The Counseling Psychologist*, *26*(2), 179–218. https://doi.org/10.1177/0011000098262001

Larson, L. M., Suzuki, L. A., Gillespie, K. N., Potenza, M. T., Bechtel, M. A., & Toulouse, A. L. (1992). Development and validation of the counseling self-estimate inventory. *Journal of Counseling Psychology*, *39*(2), 105–120. https://doi.org/10.1037/0022-0167.39.1.105

Lee, C. C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, *4*(4), 257–261. https://www.proquest.com/openview/bf02c213be97ee910ab00351482820f0/1?pq-origsite=gscholar&cbl=11185

Lee, C. C., & Na, G. E. (2013). The global context of counseling in the 21st century. *Journal of Asia Pacific Counseling*, *3*(1). https://doi.org/10.18401/2013.3.1.1

Lee, C. C., & Ramsey, C. J. (2006). Multicultural counseling: A new paradigm for a new century. *Multicultural issues in counseling: New Approaches to Diversity*, *3*, 3–11.

Lee, C. C., & Walz, G. R. (1998). *Social action: A mandate for counselors*. American Counseling Association. https://files.eric.ed.gov/fulltext/ED417372.pdf

Lewis, J. A. (2011). Operationalizing social justice counseling: Paradigm to practice. *Journal of Humanistic Counseling*, *50*(2), 183–191. https://doi.org/10.1002/j.2161-1939.2011.tb00117.x

Lopez-Baez, S. I., & Paylo, M. J. (2009). Social justice advocacy: Community collaboration and systems advocacy. *Journal of Counseling & Development*, *87*(3), 276–283. https://doi.org/10.1002/j.1556-6678.2009.tb00107.x

Lu, J., Li, C., Potts, C. A., & Ufomadu, J. (2020). An exploration of variables that contribute to counseling students' spiritual competence development: Implications for counselor education. *International Journal for the Advancement of Counselling*, *42*, 200–216. https://doi.org/10.1007/s10447-019-09391-9

Malatskey, L., Zeev, Y. B., Tzuk-Onn, A., & Polak, R. (2017). Lifestyle medicine course for family medicine residents: preliminary assessment of the impact on knowledge, attitudes, self-efficacy, and personal health. *Postgraduate Medical Journal*, *93*(1103), 549–554. https://doi.org/10.1136/postgradmedj-2016-134726

Marszalek, J. M., Barber, C., & Nilsson, J. E. (2017). Development of the social issues advocacy scale-2 (SIAS-2). *Social Justice Research*, *30*(2), 117–144. https://doi.org/10.1007/s11211-017-0284-3

Maru, G. (2017). Advocacy for and with LGBT students: An examination of high school counselor experiences. *Professional School Counseling*, *20*(1a), 1096–2409. https://doi.org/10.5330/1096-2409-20.1a.38

Matthews, J., Barden, S., & Sherrell, R. (2018). Examining the relationships between multicultural counseling competence, multicultural self-efficacy, and ethnic identity development of practicing counselors. *Journal of Mental Health Counseling*, *40*(2), 129–141. https://doi.org/10.17744/mehc.40.2.03

McLeod, S. A. (2019). What does effect size tell you. *Simply Psychology*. https://online210.psych.wisc.edu/wp-content/uploads/PSY-210_Unit_Materials/PSY-210_Unit09_Materials/McLeod_EffectSize_2019.pdf

McMahan, E. H., Singh, A. A., Urbano, A., & Haston, M. (2010). The personal is political: School counselors' use of self in social justice advocacy work. *Journal of School Counseling*, *8*(18), n18. https://files.eric.ed.gov/fulltext/EJ885221.pdf

Metcalf, D. A., & Wiener, K. K. K. (2018). Academic self-efficacy in a twenty-first-century Australian university: strategies for first-generation students. *Higher Education Research & Development*, *37*(7), 1472–1488. https://doi.org/10.1080/07294360.2018.1484705

Moore-Thomas, C., & Day-Vines, N. L. (2010). Culturally competent collaboration: School counselor collaboration with African American families and communities. *Professional School Counseling*, *14*(1), Article 2156759X1001400106. https://doi.org/10.1177/2156759X1001400106

Mulford, B., Kendall, D., Edmunds, B., Kendall, L., Ewington, J., & Silins, H. (2007).

Successful school leadership: What is it and who decides? *Australian Journal of Education*, *51*(3), 228–246. https://doi.org/10.1177/000494410705100302

Myers, J. E., & Sweeney, T. J. (2004). The indivisible self: An evidence-based model of wellness. *Journal of Individual Psychology*, *60*(3), 234–244. https://www.researchgate.net/profile/Thomas-Sweeney-2/publication/265038067_The_Indivisible_Self_An_Evidence-Based_Model_of_Wellness/links/58bae5ce92851c471d531248/The-Indivisible-Self-An-Evidence-Based-Model-of-Wellness.pdf

Myrick, R. D. (1987). *Developmental guidance and counseling: A practical approach*. Educational Media Corporation.

Obikwelu, C. L. (2017). *Effect of need-focused cognitive restructuring intervention programme on the self-esteem and self-efficacy of recidivist inmates in the prisons in Nigeria* [Doctoral dissertation, University of Nigeria, Nsukka]. Institutional Repository. http://hdl.handle.net/123456789/4703

Odaci, H., Değerli, F. I., & Bolat, N. (2017). Emotional intelligence levels and counselling skills of prospective psychological counsellors. *British Journal of Guidance & Counselling*, *45*(5), 622–631. https://doi.org/10.1080/03069885.2017.1379596

O'Dowd, R. (2015). The competences of the telecollaborative teacher. *The Language Learning Journal*, *43*(2), 194–207. https://doi.org/10.1080/09571736.2013.853374

Onwuegbuzie, A. J. (2000). *Expanding the framework of internal and external validity in quantitative research*. https://files.eric.ed.gov/fulltext/ED448205.pdf

Osborne, J. L., Collison, B. B., House, R. M., & Gray, L. A. (1998). Developing a social advocacy model for counselor education. *Counselor Education and Supervision*, *37*(3), 190. https://www.proquest.com/openview/40df28740bf63b8c4dfdb9f819d9062d/1?pq-origsite=gscholar&cbl=25206

Pallant, A., Lee, H. S., & Pryputniewicz, S. (2020). How to support secondary school students' consideration of uncertainty in scientific argument writing: A case study of a high-adventure science curriculum module. *Journal of Geoscience Education*, *68*(1), 8–19. https://doi.org/10.1080/10899995.2019.1622403

Pedersen, P. B. (1991b). Multiculturalism as a generic approach to counseling. *Journal of Counseling & Development*, *70*(1), 6–12. https://doi.org/10.1002/j.1556-6676.1991.tb01555.x

Pietrantoni, Z. (2016). School counselor multicultural self-efficacy: Educational and training practices. *ACA Knowledge Center*, *7*, 1–15. https://www.counseling.org/docs/default-source/vistas/school-counselor-multicultural-self-efficacy.pdf?sfvrsn=4

Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, *6*(2), 168–171. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/

Pope, M. (2015). Career intervention: From the industrial to the digital age. In P. J. Hartung, M. L. Savickas, & W. B. Walsh (Eds.), APA *handbook of career intervention, Vol. 1. foundations* (pp. 3–19). American Psychological Association. https://doi.org/10.1037/14438-001

Poynton, T. A., & Carey, J. C. (2006). An integrative model of data-based decision making for school counseling. *Professional School Counseling*, *10*(2), Article 2156759X0601000212. https://doi.org/10.1177/2156759X0601000212

Price, P. C., Jhangiani, R., & Chiang, I. C. A. (2015). *Research methods in psychology*. BCCampus. https://kora.kpu.ca/islandora/object/kora%3A384/datastream/PDF/view

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling*, *11*(2), 90–97. https://doi.org/10.1177/2156759X0701100203

Ratts, M. J., & Ford, A. (2010). Advocacy Competencies Self-Assessment (ACSA) Survey©: A tool for measuring advocacy competence. In M. J. Ratts, R. L. Toporek, & J. A. Lewis (Eds.), *ACA advocacy competencies: A social justice framework for counselors* (pp. 21–26). American Counseling Association.

Ratts, M. J., & Greenleaf, A. T. (2018). Multicultural and social justice counseling competencies: A leadership framework for professional school counselors. *Professional School Counseling*, *21*(1b), Article 2156759X18773582. https://doi.org/10.1177/2156759X18773582

Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development*, *87*(3), 269–275. https://doi.org/10.1002/j.1556-6678.2009.tb00106.x

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28–48. https://doi.org/10.1002/jmcd.12035

Ricks, L., Carney, J., & Lanier, B. (2020). Attributes, attitudes, and perceived self-efficacy levels of school counselors toward poverty. *Georgia School Counselors Association Journal*, *27*, 51–68. https://files.eric.ed.gov/fulltext/EJ1278219.pdf

Ridley, C., Mollen, D., Console, K., & Yin, C. (2021). Multicultural counseling competence: A construct in search of operationalization. *The Counseling Psychologist*, *49*(4), 504–533. https://doi.org/10.1177/0011000020988110

Rochat, S. (2018). Examining motivational interviewing in career counselling from a motivational system theory perspective. *British Journal of Guidance & Counselling*, *46*(5), 632–643. https://doi.org/10.1080/03069885.2018.1483005

Ruel, E., Wagner, W., III, & Gillespie, B. (2016). *The practice of survey research*. SAGE Publications.

Satici, B. (2020). Social exclusion and adolescent wellbeing: Stress, school satisfaction, and academic self-efficacy as multiple mediators. *The Educational and Developmental Psychologist*, *37*(1), 67–74. https://doi.org/10.1080/03069885.2018.1483005

Schaeffer, K., Akos, P., & Barrow, J. (2010). A phenomenological study of high school counselor advocacy as it relates to the college access of underrepresented students. *Journal of School Counseling*, *8*(2), n2. https://files.eric.ed.gov/fulltext/EJ885027.pdf

Simons, J., & Cuadrado, M. (2019). Narratives of school counselors regarding advocacy for LGBTQ students. *Professional School Counseling*, *22*(1), Article 2156759X19861529. https://doi.org/10.1177/2156759X19861529

Simons, J. D., Beck, M. J., Asplund, N. R., Chan, C. D., & Byrd, R. (2018). Advocacy for gender minority students: Recommendations for school counsellors. *Sex Education*, *18*(4), 464–478. https://doi.org/10.1080/14681811.2017.1421531

Singh, A. A., Urbano, A., Haston, M., & McMahan, E. (2010). School counselors' strategies for social justice change: A grounded theory of what works in the real world. *Professional School Counseling*, *13*(3), Article 2156759X1001300301. https://doi.org/10.1177/2156759X1001300301

Solmonson, L. (2010). *Developing advocacy skills: A program model*. American Counseling Association.

Spielberger, C. D. (1989). *State-Trait Anxiety Inventory: Bibliography*. Consulting Psychologists Press.

Stajkovic, A. D., Bandura, A., Locke, E. A., Lee, D., & Sergent, K. (2018). Test of three conceptual models of influence of the big five personality traits and self-efficacy on academic performance: A meta-analytic path-analysis. *Personality and Individual Differences*, *120*, 238–245. https://doi.org/10.1016/j.paid.2017.08.014

Stargell, N., Craigen, L., Bradley, N., Whisenhunt, J., Campbell, E., & Kress, V. E. (2020). Relational-cultural supervision: A humanistic approach to promoting vulnerability and counselor development. *The Journal of Humanistic Counseling*, *59*(3), 188–200. https://doi.org/10.1002/johc.12144

Stone, C., & Dahir, C. A. (2015). *The transformed school counselor*. Cengage Learning.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Multicultural Counseling and Development*, *20*(2), 64–88. https://doi.org/10.1002/j.2161-1912.1992.tb00563.x

Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

Sue D.W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

Sutton, J. M., & Fall, M. (1995). The relationship of school climate factors to counselor self-efficacy. *Journal of Counseling & Development*, *73*(3), 331–336. https://doi.org/10.1002/j.1556-6676.1995.tb01759.x

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics: Pearson new international edition*. Pearson Higher Ed.

Tadlock-Marlo, R. L. (2012). *One school many differences: A validation study* (Publication No. 3510550) [Doctoral dissertation, Idaho State University]. ProQuest Dissertations and Theses Global.

Toporek, R. L., Lewis, J. A., & Crethar, H. C. (2009). Promoting systemic change through the ACA advocacy competencies. *Journal of Counseling & Development*, *87*(3), 260–268. https://doi.org/10.1002/j.1556-6678.2009.tb00105.x

Trusty, J., & Brown, D. (2005). Advocacy competencies for professional school counselors. *Professional School Counseling*, *8*(3), 259–265. https://www.jstor.org/stable/42732467

Ümmet, D. (2017). Structural relationships among counselling self-efficacy, general self-efficacy and positive-negative affect in psychological counsellor candidates. *Educational Sciences: Theory & Practice*, *17*(6). https://jestp.com/index.php/estp/article/view/404

Van Gordon, W., Sapthiang, S., Barrows, P., & Shonin, E. (2021). Understanding and practicing emptiness. *Mindfulness*, *12*(7), 1845–1848. https://doi.org/10.1007/s12671-020-01586-1

Warner, R. M. (2012). *Applied statistics: From bivariate through multivariate techniques*. SAGE Publications.

Warren, J. M., & Robinson, G. (2015). Addressing barriers to effective RTI through school counselor consultation: A social justice approach. *Electronic Journal for Inclusive Education*, *3*(4). https://corescholar.libraries.wright.edu/ejie/vol3/iss4/3/

Watt, H. M., Ehrich, J., Stewart, S. E., Snell, T., Bucich, M., Jacobs, N., Furlonger, N., & English, D. (2019). Development of the psychologist and counsellor self-efficacy

scale. *Higher Education, Skills and Work-Based Learning*, *9*(3), 485–509.

    https://doi.org/10.1108/HESWBL-07-2018-0069

Wikoff, H. D. (2019). *Understanding the factors that influence school counselor*

    advocacy for LGBTQ students [Doctoral dissertation, University of Iowa].

    https://iro.uiowa.edu/view/pdfCoverPage?instCode=01IOWA_INST&filePid=13

    731041560002771&download=true

Wood, C. (2012). Professional school counseling: Zeitgeist and lodestar. *Professional*

    School Counseling, *16*(1), Article 2156759X1201600101.

    https://doi.org/10.1177/2156759X1201600101

Wright, B. J., O'Halloran, P. D., & Stukas, A. A. (2015). Enhancing self-efficacy and

    performance: An experimental comparison of psychological techniques. *Research*

    Quarterly for Exercise and Sport, *87*(1), 36–46.

    https://doi.org/10.1080/02701367.2015.1093072

Young, A., & Bryan, J. (2015). The school counselor leadership survey: Instrument

    development and exploratory factor analysis. *Professional School Counseling*,

    19(1), 1–15. https://doi.org/10.5330/2156759X1501900104

Appendix A: Demographic Questionnaire

INSTRUCTIONS: Please answer the following questions to the best of your knowledge.

1.What is your gender?
   a. Female
   b. Male
   c. Other

2. What is your age in years:

3.What racial identity best describes you?
   a. Black American
   b. Latino(a) Hispanic
   c. Asian/Pacifica Islander
   d. Caucasian
   e. Native American/Alaskan Native
   f. Other

4.What school level are you currently working?
   a. Elementary School
   b. Middle School
   c. High School
   d. Other

5.In what type of Counselor preparation program did you complete your master's degree?
   a. CACREP accredited.
   b. non-CACREP accredited.
   c. Not Sure

6.How many years of experience do you have as a school counselor:

7. Indicate the United States geographic region in which your school is located
   a. West (Colorado, Wyoming, Montana, Idaho, Washington, Oregon, Utah Nevada, California, Alaska, Hawaii)
   b. Southwest (Texas, Oklahoma, New Mexico, Arizona)
   c. Midwest (Ohio, Indiana, Michigan, Illinois, Missouri, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, South Dakota, North Dakota)
   d. Southeast (West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Florida)

e. Northeast (Maine, Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont, New York, Pennsylvania, New Jersey, Delaware, Maryland)

f. United States Territory (American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands)

g. Multiple Regions (i.e., a virtual or online school)

h. Armed Forces Europe

i. Armed Forces Pacific

j. District of Columbia (DC)

8.What is your school classification?

a. Rural

b. Urban

c. Suburban

d. Other

9.What is your current level of education?

a. Master's degree

b. Master's Plus Degree

c. Doctorate

d. Educational Specialist Degree (Ed.S.)

e. Other

10.What is the number of multicultural courses taken during your masters or post-master's degree program?

Appendix B: School Counseling Multicultural Efficacy Scale

Developed by Cheryl Holcomb-McCoy, Ph.D.

University of Maryland at College Park

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

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

Items	**Scale**
1. I can challenge others' racist and/or prejudiced beliefs and behaviors.	1 2 3 4 5 6 7
2. I can discuss the relationship between student resistance and racism.	1 2 3 4 5 6 7
3. I can assess my own racial/ethnic identity development in order to enhance my counseling.	1 2 3 4 5 6 7
4. I can discuss how interaction patterns (student-to-student, student-to-faculty) might influence ethnic minority students' perceptions of the school community.	1 2 3 4 5 6 7
5. I can discuss how culture affects the help-seeking behaviors of students.	1 2 3 4 5 6 7
6. I can use data to advocate for students.	1 2 3 4 5 6 7
7. I can discuss the influence of self-efficacy on ethnic minority students' achievement.	1 2 3 4 5 6 7
8. When counseling, I can address societal issues that affect the development of ethnic minority students.	1 2 3 4 5 6 7
9. I can work with community leaders and other community members to assist with student (and family) concerns.	1 2 3 4 5 6 7
10. I can use culturally appropriate counseling interventions.	1 2 3 4 5 6 7

11. I can discuss the influence of racism on the counseling process.   1 2 3 4 5 6 7

12. I can discuss how school-family-community partnerships are linked to student achievement.   1 2 3 4 5 6 7

13. I can assess how my speech and tone influence my relationship with culturally different students.   1 2 3 4 5 6 7

14. I can discuss how school-family-community partnerships influence minority student achievement.   1 2 3 4 5 6 7

15. I can develop culturally sensitive interventions that promote post-secondary planning for minority students.   1 2 3 4 5 6 7

16. I can identify when a counseling approach is culturally inappropriate for a specific student.   1 2 3 4 5 6 7

17. I can develop a close, personal relationship with someone of another race.   1 2 3 4 5 6 7

18. I can verbally communicate my acceptance of culturally different students.   1 2 3 4 5 6 7

19. I can discuss how culture influences parents' discipline and parenting practices.   1 2 3 4 5 6 7

20. I can evaluate assessment instruments for bias against culturally diverse students.   1 2 3 4 5 6 7

21. I can identify when my helping style is inappropriate for a culturally different student.   1 2 3 4 5 6 7

22. I can give examples of how stereotypical beliefs about culturally different persons impact the counseling process.   1 2 3 4 5 6 7

23. I can nonverbally communicate my acceptance of culturally different students.   1 2 3 4 5 6 7

24. I can analyze and present data that highlights inequities in course enrollment patterns and post-secondary decisions among student groups.   1 2 3 4 5 6 7

25. I can identify when the race and/or culture of a student is a problem for a teacher. 1 2 3 4 5 6 7

26. I can recognize when my beliefs and values are interfering with providing the best services to my students. 1 2 3 4 5 6 7

27. I can identify when specific cultural beliefs influence students' response to counseling. 1 2 3 4 5 6 7

28. I can identify whether or not the assessment process is culturally sensitive. 1 2 3 4 5 6 7

29. I can live comfortably with culturally diverse people. 1 2 3 4 5 6 7

30. I can explain test information with culturally diverse parents. 1 2 3 4 5 6 7

31. I can discuss how environmental factors such as poverty can influence the academic achievement of students. 1 2 3 4 5 6 7

32. I can help students determine whether a problem stems from racism or biases in others. 1 2 3 4 5 6 7

33. I can identify when my helping style is appropriate for a culturally different student. 1 2 3 4 5 6 7

34. I can discuss what it means to take an "activist" approach to counseling. 1 2 3 4 5 6 7

35. I can develop friendships with people from other ethnic groups. 1 2 3 4 5 6 7

36. I can challenge my colleagues when they discriminate against students. 1 2 3 4 5 6 7

37. When implementing small group counseling, I can challenge students biased and prejudiced beliefs. 1 2 3 4 5 6 7

38. I can develop interventions that are focused on 'systemic change' rather than 'individual student change.' 1 2 3 4 5 6 7

39. I can identify racist and/or biased practices in schools. 1 2 3 4 5 6 7

40. I can integrate family and religious issues in the career counseling process.   1 2 3 4 5 6 7

41. I can identify when my own biases negatively influence my services to students.   1 2 3 4 5 6 7

42. I can identify when my helping style is inappropriate for a culturally different parent or guardian.   1 2 3 4 5 6 7

43. I can define and discuss racism.

44. I can advocate for fair testing and the appropriate use of testing of children from diverse backgrounds.   1 2 3 4 5 6 7

45. I can discuss how assessment can lead to inequitable opportunities for students.   1 2 3 4 5 6 7

46. I can identify when a teacher's cultural background is influencing his/her perceptions of students.   1 2 3 4 5 6 7

47. I can identify unfair policies that discriminate against students of culturally different backgrounds.   1 2 3 4 5 6 7

48. I can adjust my helping style when it is inappropriate for a culturally different student.   1 2 3 4 5 6 7

49. I can utilize career assessment instruments that are sensitive to student's cultural differences.   1 2 3 4 5 6 7

50. I can develop positive relationships with parents who are

culturally different   1 2 3 4 5 6 7

51. I can identify when to use data as an advocacy tool.   1 2 3 4 5 6 7

52. I can use culturally appropriate instruments when I assess students.   1 2 3 4 5 6 7

Thank you for your participation!!!

Appendix C: School Counselor Advocacy Assessment (SCAA)

Item   **Scale**

Collaboration with School Groups

4. I communicate with school groups that have   1 2 3 4 5
   the same concerns that I do.

5. I use effective listening skills to gain   1 2 3 4 5
   understanding of school groups goals

6. I identify the strengths that the group members   1 2 3 4 5
   bring to the process of systemic change

7. I identify the resources that group members   1 2 3 4 5
   bring to collaboration with school and
   community groups

Political and Social Actions

8. I join with allies to change oppressive   1 2 3 4 5
   structure in schools

9. I support allies as they work to change   1 2 3 4 5
   systems of oppression

10. With allies, I prepare convincing data for   1 2 3 4 5
    Change.

11. With allies, I prepare justifications for change   1 2 3 4 5

Individual Student Empowerment

12. I identify the external factors that affect the   1 2 3 4 5
    Students.

13. I identify strengths of all students   1 2 3 4 5

14. I identify resources available to students   1 2 3 4 5

Actions to reduce Achievement Barriers

15. I develop plans of action for confronting   1 2 3 4 5
    Barriers

16. I identify potential allies for confronting   1 2 3 4 5
    Barriers.

17. I carry out the plans of action developed to   1 2 3 4 5
    confront barriers

Media Advocacy

18. I disseminate advocacy information through   1 2 3 4 5
    Television

19. I disseminate advocacy information through   1 2 3 4 5
    written media

20. I collaborate with other professionals who are 1 2 3 4 5
    involved in disseminating information.

21. I disseminate advocacy information through   1 2 3 4 5
    Internet

22. I assess the influence of the information   1 2 3 4 5
    efforts undertaken by the counselor

Thank you for your participation!!!

Appendix D: Second Email

Dear Professional School Counselors,

Recently you received an email invitation to participate in an online study. Many of you have already completed the survey, and we thank you for your participation and contribution to this study.

If you have not yet participated, please consider taking 25-30 minutes of your time for this research study on school counselor multicultural self-efficacy and school counselor advocacy competency. All school counselors are eligible to participate in this doctoral dissertation study by a student at Walden University. Survey responses will remain anonymous and confidential, and the research has received approval from the Walden University Institutional Review Board.

If you are a school counselor and interested in participating, please click on the following link:

https://www.surveymonkey.com

If you have any questions, please feel free to contact me at XXXXXXXX@waldenu.edu or my faculty mentor and dissertation committee chair, Dr. Janee Steele, at XXXXXXX@mail.waldenu.edu.

Sincerely,

Damon Chambers
Doctoral Student
Walden University

Dr. Janee Steele
Dissertation Chair
Walden University

Appendix E: Permission to Use the SCMES

Dear Dr. Holcomb-McCoy,

I am a doctoral student at Walden University in the Counselor Education and Supervision program. I am conducting a research study for the partial fulfillment of my doctoral degree title, Perceptions of School Counselor Multicultural Self -Efficacy and School Counselor Social Justice Advocacy Competency.

I am seeking permission to use the scale in my study. I would appreciate a copy of the SCMES and any instructions on scoring after data collection.

Please feel free to contact me if you have any questions.

Sincerely,
Damon Chambers
Doctoral Student
Walden University

Appendix F: Permission to Use the SCAA

Dear Dr. Haskins,

I am a doctoral student at Walden University in the Counselor Education and Supervision program. I am conducting a research study for the partial fulfillment of my doctoral degree title, Perceptions of School Counselor Multicultural Self -Efficacy and School Counselor Social Justice Advocacy Competency.

I am seeking permission to use the scale in my study. I would appreciate a copy of the SCAA and any instructions on scoring after data collection.

Please feel free to contact me if you have any questions.

Sincerely,
Damon Chambers
Doctoral Student
Walden University