Towards Effective Counseling Approaches and Contextual Factors Enhanced Diversity Collaboration

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Abstract

This study explored the counselling approach and contexual factors to enhance diversity collaborations among ethnic, religious people, teachers and parental involvement in Malaysian secondary schools. Specially, the study outlined cross-cultural counselling and related training approaches and effective factors that needs in Malaysian society. In particular, the researcher investigated the effectiveness of multi-ethnicity of students and diversity of approaches in their counselling contexts. Qualitative data were obtained from field survey while secondary data collected from various sources. The study focuses the main difficulties in general contexual literature, theoretical or ideological, and collaborative diversity approaches showing in the countries concerned. A qualitative case study approach was also represented on the experience of counsellors of eleven muslim schools in the Muar district through primary and secondary data analysis. The study recommended that effective counselling environment context enhanced diversity collaboration with their training models in various ways in relation to the contexual factors studied.

Keywords: *Counselling Approach, Contextual factors, collaborative diversity, Malaysia.*

1. Introduction

A number of different concepts have been used to examine the relationship between counselling approaches and contexual factors such as ethnic and religious diversity, teacher collaboration, parental involvement, and condition of service delivery, and the extent to which these factors influence the impact of a counselling approach. According to Fisher et al., [1] stated that three approaches can be identified in cross-cultural counselling, namely: universalist, contextualist and integrationist. The universalist approach adopts the methods and goals of traditional mainstream psychology. In this approach, the goal of counselling is to discover abstract, nomothetic, and universal laws of human functioning. Proponents of a contexualist or etic perspective have argued that existing psychological theories and techniques are robust enough to have universal applicability for ethnic or cultural groups living in the United States [2, 3]. Typically, they have embraced western-based counselling theories and associated helping strategies that they assume to be cross-culturally effective. Proponents of an "emic" perspective, on the other hand, have argued that helping strategies unique to the client's culture are needed to effectively meet the needs of ethnic minority clients [4]. According to Wohl [5] " culturally specific approaches are psychotherapeutic methods designed to be congruent with the cultural characteristics of a particular ethnic clientele, or for problems believed to be especially prominent in a particular ethnic group or to ethnic groups in general".
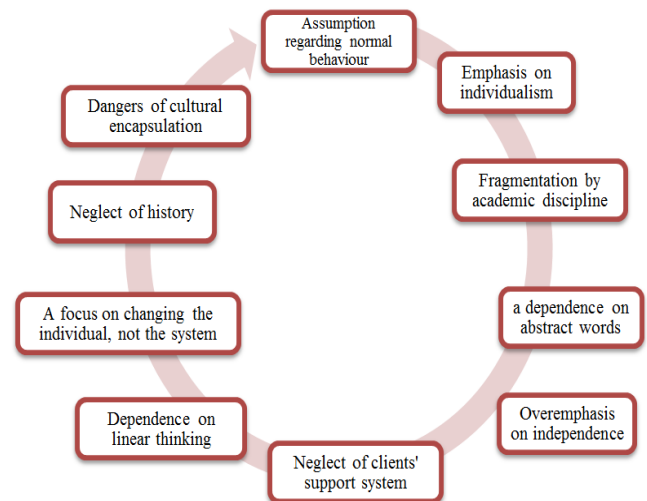

Fig. 1: Embedded assumptions on multicultural couselling [6].

Lastly, the integrationist approach emphasises the need to integrate knowledge generated by indigenous psychologies and cross-cultural testing of psychological theories. The integrationist approach represents the third goal of cross-cultural psychology: to integrate knowledge gained from cross-cultural testing of counselling theories with local indigenous knowledge to arrive at verified universal knowledge. Within this approach, two types can be identified: indigenization from without and indigenization from within [7, 15]. Pedersen [6] shared the view that a new approach is needed to suit cultural differences. Indeed, he lists ten frequent assumptions that reflect European and Americal culture