

HIGH SCHOOL STUDENTS' PERCEPTIONS OF THE IMPORTANCE OF SCHOOL
COUNSELOR MULTICULTURAL COUNSELING COMPETENCE

by

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ABSTRACT

WENDY ECKENRODG-GREEN. High school students' perceptions of the importance of school counselor multicultural counseling competence. (Under the direction of Dr. JOHN CULBRETH)

The purpose of this study was to explore the relationship between high school students' perceptions of the importance of school counselor multicultural competence (SCMCC) and student's characteristics (i.e., students race, SES, sex, grade level, and contact with the school counselor). Participants in this study were students enrolled in two traditional public high schools, one in North Carolina and one in Virginia. A total of 786 high school students participated in this study. An exploratory analysis was conducted using participants' responses to the Cross-Cultural Counseling Inventory-Revised (CCCI-R, LaFromboise, Coleman, & Hernandez, 1991), which was adapted to measure high school students' perceptions of the importance of SCMCC. Three distinct factors (Advocacy for Students, Respect for Students, and Communication Skills) were revealed and validated by a confirmatory factor analysis. A standard multiple regression was used to determine the relationship between the dependent variables (Advocacy for Students, Respect for Students, and Communication Skills) and the independent variables of students race, SES, sex, grade level, and contact with the school counselor. Males perceived Advocacy for Students to be more important than females. As student contact with the school counselor increased, so did students perceptions of the importance of Advocacy for Students. Similarly, as student SES increased, so did students perceptions of the importance of Advocacy for Students. As student grade level decreased, student perceptions of the importance of Advocacy for Students increased. Student race was not

significantly related to Advocacy for Students. Student perceptions of the importance of Respect for Students increased as contact with the school counselor increased and SES increased. As grade level decreased, Respect for Students was perceived to be more important. Student race and sex were not significantly related to Respect for Students. The importance of Communication Skills increased as contact with the school counselor increased. The importance of Communications Skills increased as student grade level decreased. Student race, SES, and sex were not significantly related to Communication Skills. Findings reveal that student characteristics such as SES, sex, grade level, and contact with the school counselor are significantly related to SCMCC.

TABLE OF CONTENTS

LIST OF TABLES	x
CHAPTER I: INTRODUCTION	1
School Counselor Multicultural Competence	1
Background of the Problem	2
Role of the School Counselor	2
Role of the School Counselor	2
Multicultural Counseling Competence Research	2
High School Student Perceptions	3
School Counseling Multicultural Counseling Competence Research	4
Student Characteristics	5
Contact with the School Counselor	6
Purpose of the Study	7
Significance of the Study	7
Research Questions	8
Limitations	8
Threats to Validity	9
Operational Definitions	10
Summary	11
Organization of the Study	12
CHAPTER II: REVIEW OF THE LITERATURE	13
Introduction	13
Multicultural Counseling Competence	16

Early Contributors	16
Current Contributors	17
Summary	20
Student Perceptions of Their School Counselor	20
Evaluations of the School Counselor: The Student Perspectives	21
Student Characteristics	29
Summary	36
School Counselor Multicultural Counseling Competence Theoretical Framework and Empirical Research	36
School Counselor Multicultural Counseling Competence Theoretical Framework	38
School Counselor Multicultural Counseling Competence Framework for At-Risk Students	38
Culturally Responsive School Counselors	38
School Counselor Multicultural Checklist	40
Summary	40
School Counselor Multicultural Counseling Competence and Empirical Research	41
School Counselor Trainees	41
School Counselor Self-Reported Multicultural Counseling Competence	42
Summary	45
Synthesis of the Literature	46
CHAPTER III: METHODOLOGY	49
Introduction	49
Research Questions	49

Participants	50
Procedures	52
Pilot Study	52
Data Collection	55
Instrumentation	56
The Adadpted Version of the Cross Cultural Counseling Inventory Revised	56
Student Demographics	60
Research Design	61
Data Analysis	61
CHAPTER IV: RESULTS	63
Introduction	63
Pilot study	64
Talk Aloud Interview	64
Pre-Test	66
Description of the Data	67
Description of Participants	68
Instrument Reliability and Preliminary Analysis	71
Factor Analysis	72
Exploratory Factor Analysis	75
Confirmatory Factor Analysis	77
Multiple Regression Analysis	78
Summary	85

CHAPTER V: DISCUSSION	87
Introduction	87
Overview of the Study	87
Discussion of Results	89
Contributions of the Study	97
Conclusions of the Study	98
Limitations of the Study	100
Implications of the Findings	101
Recommendations for Future Research	103
Concluding Remarks	105
REFERENCES	107
APPENDIX A: THE ADAPTED VERSION OF THE CCCI-R	117
APPENDIX B: DEMOGRAPHIC QUESTIONNAIRE	119
APPENDIX C: TALK-ALoud INTERVIEW STUDENT ASSENT FOR MINORS FORM	120
APPENDIX D: TALK-ALoud INTERVIEW INFORMED CONSENT FORM	122
APPENDIX E: TALK-ALoud INTERVIEW PARENT/GUARDIAN INFORMED CONSENT FORM	124
APPENDIX F: PRE-TEST STUDENT ASSENT FOR MINORS FORM	126
APPENDIX G: PRE-TEST INFORMED CONSENT FORM	128
APPENDIX H: PRE-TEST PARENT/GUARDIAN INFORMED CONSENT FORM	130
APPENDIX I: TALK-ALoud INTERVIEW PARTICIPANT INSTRUCTION	132
APPENDIX J: PRE-TEST PARTICIPANT INSTRUCTIONS	133
APPENDIX K: TEACHER DIRECTIONS TO ADMINISTER FINAL SURVEY	134

APPENDIX L: STUDENT ASSENT FOR MINORS FOR FINAL SURVE	135
APPENDIX M: STUDENT ASSENT FOR FOR FINAL SURVEY	137

LIST OF TABLES

TABLE 1	Schools A, B, C, and D: Items and Student Report	27
TABLE 2	Demographic Characteristics of Study Participants	70
TABLE 3	Skewness and Kurtosis Values for the CCCI-R Items	72
TABLE 4	Means and Standard Deviations for MCC items 1-20	74
TABLE 5	Exploratory Factor Analysis Component	76
TABLE 6	Means, Standard Deviations, and Numbers of Outcome and Predictor Variables	79
TABLE 7	Pearson Correlations Matrix Between Advocacy for Students and Predictor Variables	81
TABLE 8	Unstandardized Regression Coefficients (B) and Intercept, the Standardized Regression Coefficients (β), Semipartial Correlations (sr_i), t-values, and p-values	81
TABLE 9	Pearson Correlations Matrix Between Respect for Students and Predictor Variables	83
TABLE 10	Unstandardized Regression Coefficients (B) and Intercept, the Standardized Regression Coefficients (β), Semipartial Correlations (sr_i), t-values, and p-values	83
TABLE 11	Pearson Correlations Matrix Between Communication Skills and Predictor Variables	84
TABLE 12	Unstandardized Regression Coefficients (B) and Intercept, the Standardized Regression Coefficients (β), Semipartial Correlations (sr_i), t-values, and p-values	85

CHAPTER I: INTRODUCTION

School Counselor Multicultural Competence

Several researchers (Chae, Foley, & Chae, 2006; Harley, Jolvette, & McCormick, 2002; Holcomb-McCoy & Myers, 1999) have paid close attention to the changing demographic trends in the United States and have called for the counseling and school counseling professions to change in an effort to render appropriate counseling services to the changing population of school students. The United States Census Bureau (2000) projected that by the year 2050, racial and ethnic minorities (REM) will account for more than 50% of the United States (US) population. Moreover, existing literature concerning school counselor multicultural counseling competence (SCMCC) has primarily focused upon school counselor trainees and current practitioners. Researchers have been slow to assess client perceptions of counselor multicultural counseling competence (MCC) and researchers have altogether neglected high school student perceptions of SCMCC.

It is critical for school counselors to possess MCC (i.e., knowledge, awareness, and skills) to address educational inequities and to bring educational equality to marginalized students. Educational equity and MCC have been critical issues in the school counseling profession. The American School Counselor Association (ASCA) revised their position concerning the professional school counselor and cultural diversity, stating that “professional school counselors advocate for appropriate opportunities and

service that promote maximum development for *all* students regardless of cultural backgrounds and strive to remove barriers that impede student success” (ASCA, 2004a, p. 1). Equitable school counseling services is of paramount importance because school counselors play a key role in the educational opportunities in a student’s academic career, and it is important for school counselors to have the awareness, knowledge, and skills necessary to provide educational opportunities, regardless of students’ characteristics (i.e., race, socioeconomic status [SES], sex, and grade level).

School counselors utilize a variety of counseling techniques that are geared toward meeting the academic, career, and personal/social needs of students (ASCA, 2004b). School counselors also employ numerous skills including: (a) developing, implementing, and evaluating the professional school counseling program; (b) collaboration; and (c) consultation (ASCA, 2009). School counselor multicultural counseling competence may be a critical element in ensuring that school counselors have the ability to utilize their techniques and skills to ensure adequate delivery of academic, career, and personal/social services.

Over the past twenty years, research in the area of MCC has consistently grown (Worthington, Soth-McNett, & Moreno, 2007). Several researchers (Ponterotto, Rieger, Barrett, & Sparks, 1994; Pope-Davis, Liu, Toporek, & Brittan-Powell, 2001; Worthington, Soth-McNett, & Moreno, 2007) have argued that the counseling profession has been reliant upon self-reported measures of counselor MCC. Several problems exist when relying on self-report measures of MCC. Pope-Davis et al. (2001) contended that (a) counselors may either over or underrate themselves, and (b) counselor self-reports are a one-time snapshot of competence and do not provide a baseline for comparative

purposes. In addition, this reliance on the self-report of the counselor does not extend itself to examining clients' perceptions of their counselor's MCC. The extensive use of counselor self-report regarding MCC has led to the need for research to focus upon client perceptions of counselor MCC.

With the exception of a couple of recent studies (e.g., Fuertes et al., 2006; Pope-Davis et al., 2002) researchers have neglected to examine clients' perceptions of their counselor's MCC. Worthington et al. (2007) examined the literature pertaining to client perception of counselor MCC and found that although 21% of the empirical research focused upon client ratings of counselor's MCC, (a) 70.6% were students who were asked to imagine that they were a client (pseudo-clients), (b) 5.9% were community pseudo-clients, (c) 5.9% were mixed pseudo-clients, (d) 11.8% were self-referred real clients, and (e) 5.9% were recruited and self-referred real clients. Thus, only 17.7% of the literature over the past 20 years pertaining to counselors' MCC has examined real clients' perceptions of their counselor's MCC. This study will address this need by exploring high school student perceptions of SCMCC.

Student perceptions of their high school counselor are important to consider as they may impact student utilization of school counseling services. Student's perceptions of their SCMCC may impact a multitude of factors such as frequency of meeting with their assigned school counselor and self-referral behaviors. These factors may contribute to students obtaining and having access to critical school counseling services (i.e., academic counseling, college advising, and career preparation). Therefore, it is critical to investigate high school students' attitudes and opinions of SCMCC.

Several researchers have examined perceptions of school counselors and school counseling programs from different perspectives, such as teachers, administrators, student service directors, school counselors, and parents (Gottardi, 1984; Harris, 1987; Hughey & Gysbers, 1993; Mitkos & Bragg, 2008; Ostwald, 1989; Smith-Adcock, Daniels, Lee, Villalba, & Indelicato, 2006). However, the student perspective offers an alternative view of a direct consumer. Although several researchers have investigated high school students' perceptions of their school counselor (e.g., Corwin, Venegas, Oliverez, & Colyar, 2004; Eckenrod-Green & Culbreth, 2008; Engen, Laing, & Sawyer, 1988; Harris, 1987; Hughey & Gysbers, 1993; Saunders & Saunders, 2001; Wiggins & Moody, 1987), there is little agreement concerning how students' perceive school counselors. For example, Hughey and Gysbers (1993) found that students reported that their school counselor was "doing a good job and should continue in the same manner" (p. 34). In contrast, Corwin et al. (2004) found that students reported that their school counselor was a barrier to college and assigned students to inappropriate courses. In addition to the inconsistencies in perceptions of school counselors in general, researchers have neglected to examine students' perceptions of SCMCC. Student factors such as race, SES, sex, grade level, and contact with the school counselor, may be related to students' perceptions of their school counselor. Therefore, this study will focus upon high school students' perceptions of SCMCC and the relationship of these perceptions with student race, SES, sex, grade level, and amount of school counselor contact that students report.

Much of the existing research concerning the school counseling profession and MCC has been conducted with practicing school counselors (e.g., Constantine & Gushue, 2003; Holcomb-McCoy, 2005; Holcomb-McCoy & Day-Vines, 2004; Robinson &

Bradley, 2005) and school counselor trainees (Constantine, 2001a; Constantine, 2002a). Researchers have examined similar issues within the school counseling trainee and practicing school counselor populations. For example, previous multicultural courses taken was related to higher levels of MCC for practicing school counselors (Holcomb-McCoy, 2005) and school counseling trainees (Constantine, 2001a; Constantine, 2002a). In addition, researchers have also examined school counselors' perceptions of their own MCC (Holcomb-McCoy, 2005; Robinson & Bradley, 2005). Robinson and Bradley's (2005) findings are similar to Holcomb-McCoy's (2005) findings in that practicing school counselors did not perceive themselves as multiculturally competent.

Multicultural counseling competence constructs have been examined related to school counseling professionals. Holcomb-McCoy and Day-Vines (2004) investigated four scales of MCC (i.e., multicultural knowledge, multicultural awareness, multicultural terminology, and multicultural skills) using the Multicultural Counseling Competence and Training Survey (MCCTS) (Holcomb-McCoy & Myers, 1999), a MCC survey that had been used with practicing mental health counselors. For practicing school counselors, MCC factors were found to be different from those of practicing mental health counselors MCC factors. Holcomb-McCoy and Day-Vines utilized a factor analysis and found that only three of the four scales emerged, and the multicultural skills scale was absent. As a result of the multicultural skills scale absence from the adapted MCCTS, SCMCC needs to be examined differently and measured differently compared to mental health counselor MCC. In addition, unlike the mental health counseling profession, no research has been conducted from the client's perspective of SCMCC.

Student characteristics (i.e., race, SES, sex, and grade level) and contact with the school counselor may play a role in students' perception of SCMM. Student characteristics related to SCMCC are important to examine as researchers have drawn attention to the school counseling profession in an effort to ensure that *all* students receive equitable school counseling services (i.e., college and career preparation). It is unknown if student race, SES, sex, and grade level is related to high school students' perceptions of the importance of SCMCC. As a result of the lack of research concerning student race, SES, sex, and grade level related to students' perceptions of SCMM, this study will investigate the relationship between student race, SES, sex, and grade level, and students' perceptions of the importance of SCMM

Student contact may also play a critical role in students' perception of the importance of SCMCC. Students come into contact with school counselors in a number of different ways (e.g., individual counseling, small group counseling, and classroom guidance). School counselor multicultural counseling competence may play a role in such contact with the school counselor. Student contact with the school counselor may also depend upon whether it is initiated by the student (self-referral) or initiated by the school counselor.

Contact with the school counselor may be related to student characteristics such as race, SES, sex, and grade level. Trusty, Watts, and Crawford (1996) found that when student SES decreased, sources such as school and school counselors were considered the best source for career information. However, when student SES increased, a person in the field and books were considered the best source for career information (Trusty et al., 1996). Few researchers have examined the actual face to face contact between school

counselors and high school students. In addition, the research that has been conducted concerning face to face contact between students and school counselor is dated. For example, Barnard, Clarke, and Gelatt (1969) investigated high school student contact with school counselors and found that over 40% of students had three or less contacts, 29% of students had two or less contacts, and 16% of students had one or less contact with the school counselor. Student contact with the school counselor may be related to several variables. This study will bridge the gap between student contact with school counselor and student perceptions of the importance of SCMCC.

Purpose of the Study

The purpose of this study was to explore high school student perceptions of the importance of SCMCC. Specifically, this study investigated the relationship between student race, SES, sex, grade level, and contact with school counselor, and student perceptions of SCMCC. Student race, SES, sex, grade level, and contact with school counselor served as the quasi-independent variables in this study, with perception of SCMCC as the dependent variable.

Significance of the study

Much attention has been paid to school counselor trainees and practicing school counselor development of MCC. However, few researchers have investigated client perceptions of counselor MCC, let alone the perceptions of high school students. Furthermore, student perceptions of SCMCC in regard to student race, SES, sex, grade level, and contact with school counselor have not been addressed. This study attempted to contribute to new knowledge within the school counseling field. It was also hoped that this new knowledge would facilitate the growth and development of MCC for school

counselor trainees and practicing school counselors. Such information may be important because school counselors may be unaware of student perceptions and their own MCC, which may contribute to the inequitable delivery of school counseling services.

Research Questions

Based on the review of the literature pertaining to SCMCC, the following exploratory research question was developed:

1. How do the variables of student race, socioeconomic status, sex, grade level, and school counselor contact, relate to student perceptions of SCMCC, as measured by the CCCI-R?

Limitations

This study had the following limitations:

1. Differences may have existed between students enrolled at the traditional public high schools being surveyed and other high school students.
2. Differences may have existed between students enrolled at the traditional public high schools being surveyed and students enrolled in private schools or alternative schools.
3. Differences may have existed between students who attend school on the day of the survey administration and those who are absent.
4. Differences may have existed between high school students who reside in both North Carolina and Virginia, and those who reside in another state.

Threats to Validity

External validity addresses the question of generalizability (Campbell & Stanley, 1963). In essence, external validity pertains to the specific sample in which results or findings of research are generalizable to a larger population. Because this study is a non-experimental design, the internal validity, which refers to inferences pertaining to a causal relationship in experimental design studies (Campbell & Stanley, 1963), were not addressed.

The sample, students enrolled in a traditional public high school (N = 1450), was selected because it was a sample of convenience. Drawing a sample from two high schools limited the generalizability of results to the target population, traditional public high school students who reside in the United States. Although the sample that was used in this study limits the generalizability of the results, the instrument that was used in this study, the CCCI-R, is one way to prevent threats to external validity. Both the original CCCI (Hernandez & LaFromboise, 1985) and the CCCI-R had good construct validity (Pomales, Claiborn, & LaFromboise, 1986; Sabnani & Ponterotto, 1992). The construct validity of the CCCI-R is important because construct validity is related to generalizability of results (Ferguson, 2004) and because MCC is a theoretical construct that was adopted by ACA (ACA, 1992). In addition, the CCCI-R was developed to assess the three specific theoretical categories of MCC, which include awareness, knowledge, and skills.

Operational Definitions

For the purposes of this study, the following terms were used and delimited with the following definitions:

School Counselor Multicultural Counseling Competence - School counselor multicultural counseling competence is defined as school counselors possessing multicultural counseling competence. Sue, Arredondo, and McDavis (1992) defined multicultural counseling competence as counselors' capacity to be self-aware, have the knowledge, and use skills suitable to work with clients who are in some way different from themselves. Student perceptions of SCMCC will be measured by the Cross-Cultural Counseling Inventory-Revised (CCCI-R, LaFromboise, Coleman, & Hernandez, 1991), which is aligned with Sue et al.'s (1992) operational definition of MCC (Kitaoka, 2005).

Race – Seven of the categories utilized by the U. S. Census Bureau (2000b) will be used including White, Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian and Other Pacific Islander, some other race, and two or more races. Although the U. S. Census Bureau (2000b) does not categorize Hispanic individuals by race, but by their origin, for the purpose of this study, the term Hispanic will be used to capture all origins (i.e., Spanish, Hispanic, or Latino). Thus, a total of eight categories will be used.

Socioeconomic Status – In this study, socioeconomic status is defined as participant's report of the highest educational attainment of either parent or guardian. Researchers have attempted to measure SES in various ways (i.e., family income, maternal educational attainment, paternal educational attainment, and father's occupation). Several researchers (Braveman, Cubbin, Marchi, Egarter, & Chavez, 2001; Eagle, 1989;

McLoyd, 1998) have used parental education as a measure of SES. McLoyd (1998) contended that there is a consensus among researchers that the use of parental education is a valid measure of SES and that parental educational attainment is a stable measure, as there is little change from year to year.

Sex - Sex is defined as male and female (Uzell & Horne, 2006). Participants will be asked to self-select one of two choices, male or female.

High School Grade Level - Grade level is defined as one of the following categories: 9th, 10th, 11th, or 12th. Participants will self-select one of the options given on the demographic questionnaire.

School Counselor Contact - School counselor contact is defined as face to face contact since being enrolled at the high school. School counselor contact may include an array of face to face contacts, including individual counseling, small group counseling, registration, parent meeting, and classroom guidance. Participants will indicate how many times they have seen their counselor since beginning high school.

Summary

School counselor multicultural counseling competence has become increasingly important as school counselors are held accountable for student learning and educational attainment. School counselors are also viewed as being held accountable for student access to postsecondary education. School counselor multicultural counseling competence may play a pivotal role in school counselors delivering adequate educational services. Thus, understanding the factors that play an important role in students' perceptions of SCMCC is a much needed area of examination at this time.

Organization of the study

This research study is divided into five sections. Chapter one provides an introduction to the study, including a summary of SCMCC and student perceptions of school counselors. Chapter two presents a review of the related literature concerning student characteristics, students' perceptions of their school counselor, and SCMCC. Chapter three is a presentation of the methodology used to complete the study. Chapter four presents the results of this study and chapter five presents a discussion of the results, contributions of the study, as well as recommendations for future research.

CHAPTER II: LITERATURE REVIEW

Introduction

The purpose of this study was to explore high school student perceptions of the importance of school counselor multicultural counseling competence (SCMCC). The adapted version of the Cross-Cultural Counseling Inventory-Revised (CCCI-R, LaFromboise, Coleman, & Hernandez, 1991) was the dependent variable in this study and measured student perceptions of the importance of SCMCC. This study also investigated student race, SES, sex, grade level, and contact with school counselor in relation to student perceptions of the importance of SCMCC. Student race, SES, sex, grade level, and contact with school counselor served as the independent variables in this study. The primary focus of this chapter was to review the theoretical and empirical literature that highlights the need for this study.

This chapter was organized into five main sections. The first section reviewed the demographic trends within the United States (US) population and changing student characteristics. This section also examined school counselor characteristics and underscores the differences between the student population and the school counselor population. The second section provided a history of the multicultural counseling competence (MCC) movement within the counseling profession which included an examination of early contributors, major contributors, and recent contributors. The second section also reviewed the MCC literature related to counselor preparation, an area

that has received much attention from researchers. The third section provided a review of high school student perceptions of their school counselor, specifically a review of evaluation of school counseling programs from the student perspective, and student characteristics (i.e., student race, SES, grade level, and contact with the school counselor). Reviewing high school student perceptions of their school counselor is important because no research exists concerning high school student perceptions of SCMCC. Literature pertaining to SCMCC theoretical framework, particularly three existing models, was reviewed in the fourth section. The fourth section also included a review of current SCMCC empirical research, with the primary focus on school counselor trainees and practicing school counselors. Finally, the last segment summarized and synthesized the literature to support the present study.

Demographic Shift in the United States

The demographic landscape in the US is changing. The US Census Bureau (2000b) projected that the overall percentage of the White population will steadily decrease (i.e., 81.0% in 2010, 79.3% in 2020, 77.6% in 2030, 73.9% in 2040, and 72.1% in 2050), and in contrast, all other racial groups are expected to continue to grow. For example, The Black/African American population is expected to grow from 13.1% in the year 2010 to 14.6% in the year 2050 (US Census Bureau, 2000b). The Asian population is expected to grow from 4.6% in the year 2010 to 8% by the year 2050, and Hispanics (of any race), is expected to grow from 15.5% in the year 2010 to 24.4% by the year 2050 (US Census Bureau, 2000b). These figures demonstrate the expected racial changes in the entire US population. A racial shift in the population of public high school students (i.e., more racially and ethnically diverse students) is also occurring and is a reflection of the

changing US population as a whole. The US Census Bureau (2000a) reported that racial ethnic minority (REM) students comprise 36% of the student population. These figures reflect the racial makeup of the US.

The American Counseling Association (ACA) collects membership demographic information and reported a lack of current members who are counselors of color. The ACA December 2007 membership report revealed a total membership of 41,313 (V. L. Cooper, personal communication, December 5, 2007). Cooper (2007) reported that not all members reported their ethnicity (term used by ACA), ethnicity varied as (a) 14,399 reported being White, (b) 1,001 reported being African American, (c) 242 reported being Asian, (d) 485 reported being Hispanic/Latino, (e) 143 reported being Native American, (f) 31 reported being Multiracial, and (g) 233 reported being other. In addition, there is a discrepancy in sex of ACA members, as Cooper reported more female (12,539) ACA members than male (4,766) ACA members. ACA membership is important to examine because the American School Counselor Association (ASCA) does not collect membership demographic information. Therefore, it may be reasonable to conclude that the school counseling population is similar to the mental health population, with the majority being White and female.

The discrepancy between students and school counselor's race and gender related to the projected population change is important to examine. Little is known about the impact of SCMCC upon students and upon the delivery or utilization of school counseling services. Additionally, it is the school counselors' responsibility to ensure that *all* students have access to the services that are provided, regardless of student characteristics such as race, socioeconomic status [SES], or sex (ASCA, 2009; The

Education Trust [Ed Trust], 2006). School counselor's multicultural competence may play a large role in the equity of school counseling services that have a far reaching impact upon student's lives (i.e., high school graduation and college access). Thus, it is important to investigate students' perceptions concerning the importance of SCMCC.

Multicultural Counseling Competence

Several researchers recognize the critical need for MCC as the US' REM populations continue to increase (e.g., Constantine, 2001a; Constantine, 2002b; Harley, Jolivet, & McCormick, 2002; Holcomb-McCoy, 2000; Holcomb-McCoy, 2004; Holcomb-McCoy & Myers, 1999; Lee, 2001; Richardson & Molinaro, 1996). In addition, Lee (2001) strongly asserted that in order to deliver effective and equitable counseling services, counselors must become multiculturally competent. To better understand the MCC movement within the counseling profession, it is necessary to examine (a) early contributors, (b) major contributors, (c) recent contributors, and (d) counseling trainees.

Multicultural counseling competence grew out of, and is rooted in, the civil rights movement (Worhly, 1995). Early contributions toward MCC began with research that was focused upon specific groups of people (i.e., Native Americans and African Americans). Research efforts focused on multicultural issues in counseling have consistently risen over the past three decades. For example, Pine (1972) brought awareness to the counseling profession concerning negative opinions and views that minorities held regarding counselors. Pine (1972) also addressed the negative impact that the lack of understanding of cultural differences could have on the counseling process. Some researchers in the 1970's, (Ivey, 1977; Pederson, 1978) realized the importance of the impact of culture within the counseling process, while other researchers focused

specifically upon the counseling experiences of African Americans (Cheek, 1976; Harper, 1973). Much of the early MCC research focused on the race of the client as a crucial factor, whereas later contributors began to focus upon other client cultural dimensions (i.e., acculturation and racial identity) and upon counselor characteristics.

In the 1980's, MCC became increasingly important. Sue et al. (1982) created the foundational tripartite model to define MCC and incorporated (a) counselors recognizing their personal attitudes and values concerning race and ethnicity, (b) counselors developing their knowledge of diverse cultural world views and experiences, and (c) counselors identifying effective skills in working with clients of color. The tripartite model was later expanded upon in 1992 to include counselor (a) awareness of personal assumptions, values, and biases, (b) understanding of the world views of culturally diverse clients, and (c) abilities to use and create culturally appropriate intervention strategies (Constantine & Sue, 2005). The three major domains (i.e., knowledge, awareness, and skills) contain 31 multicultural counseling competencies, which were approved in 1992 by the Association for Multicultural Counseling and Development (a division of ACA) and operationalized (Arredondo et al., 1996).

As MCC continues to become increasingly important, researchers have focused upon other cultural dimensions that were unexplored by earlier researchers. For example, Bullinger, Anderson, Cella, and Aaronson (1993) raised the issue of the importance of gender differences and posited that the "woman factor" is absent from earlier research. Other researchers (e.g., Holcomb-McCoy, 2000; Sadowsky, Taffe, Gutkin, & Wise, 1994) explored the 31 MCCs and contend that other additional MCC dimensions exist. For example, Sadowsky et al. (1994) posited that a relationship dimension exists, and

Holcomb-McCoy (2000) posited that both multicultural terminology and racial identity development factors exist. Still, other researchers have focused upon MCC and cross-cultural relationships (e.g., Burkard, Juarez-Huffaker, & Ajmere, 2003; Constantine, 2007; Ochs, 1994), while other researchers have focused upon the development of case examples to advance multicultural counselor development (Constantine & Gushue, 2003; Hansen, Pepitone-Arreola-Rockwell, & Greene, 2000; Liu & Clay, 2002).

More controversial are the recent criticisms, challenges, and debates over the 31 MCCs and standards (Coleman, 2004; Hansen et al., 2006; Patterson, 2004; Thomas & Weinrach, 2004; Weinrach & Thomas, 2004). There have been a number of questions posed by researchers concerning MCC including (a) “Do we practice what we preach?” (Hansen et al., 2006, p. 66), (b) “Do we need MCCs?” (Patterson, 2004, p. 67), and (c) “What’s missing from MCC research?” (Pope-Davis et al., 2001, p. 121). Thomas and Weinrach (2004) contended that the supporting research for the competencies is insubstantial and that the competencies, for the most part, focus on racial and ethnic minority differences and take little notice of other diverse populations (i.e., gender and sexual orientation). Similarly, Patterson (2004) contended that the counseling profession does not need multicultural counseling competencies as separate and divergent techniques or approaches to counseling, but instead a more universal approach to counseling to effectively serve all individuals is needed.

Much of the research concerning MCC has focused upon counseling trainee preparation (Arredondo & Arciniega, 2001; Brinson, Brew, & Denby, 2008; Hill, 2003; Roysircar, Gard, Hubbell, & Ortega, 2005). This attention is reflected in the ACA’s code of ethics (2005) which emphasized the importance of MCC in counselor education

programs and consists of specific guidelines, such as (a) F.11.a. recruitment and retainment of diverse faculty members, (b) F.11.b. recruitment and retainment of diverse students, and (c) F.11.c. the committed infusion of MCC in training and supervision via role-plays, case examples, and classroom activities. Researchers have also investigated and discussed the importance of MCC within supervision (e.g., Bhat & Davis, 2007; Constantine, Warren, & Miville, 2005; Estrada, Frame, & Williams, 2004; Garrett, Borders, & Crutchfield, 2001; Toporek, Ortega-Villalobos, & Pope-Davis, 2004; Lassiter, Napolitano, Culbreth, & Ng, 2008) and the supervisory relationship (e.g., Duan & Roehlke, 2001; Estrada, 2005; Gatmon, Jackson, & Koshkarian, 2001; Utsey, Hammar, & Gernat, 2005). The issue of MCC in counseling programs has lead several researchers to incorporate and expand upon ACA's ethical guidelines, and have proposed additional recommendations.

Arredondo and Arciniega (2001) proposed the use of established strategies and techniques (i.e., grounding principles) to target the multicultural counseling competencies for counselor training programs and other educational settings. These principles include (a) the learning organization (i.e., ability to challenge and change norms), and (b) a program competency rational (i.e., competency centered teaching and training). Similarly, Hill (2003) made several recommendations to promote and celebrate trainee MCC within counselor education programs. Several of her recommendations revolve around specific program issues that include a philosophical commitment to MCC, as well as curriculum-based changes (i.e., infuse and integrate multicultural topics and issues; experiential and reflective components to enhance self-awareness, knowledge, and skills). Hill's recommendations also encompass a faculty focus (i.e., faculty development,

modeling, and open dialogue), and a student focus (i.e., promote and develop self-awareness and racial identity development). Similarly, Wallace (2000) raised several critical questions in her call for change in graduate level multicultural training and proposed a greater emphasis on additional multicultural dimensions that include issues and topics related to (a) linguistic and language diversity, as well as immigrant issues, (b) gay/lesbian parenting and sexual orientation issues, (c) disability, and (d) spirituality. Through training and preparation regarding MCC, it is anticipated that counselors entering the field will be more prepared when encountering multicultural issues and will be better able to deliver equitable services to *all* clients.

Summary

Multicultural counseling competence, which began to take shape during the 1960's, continues to grow. The development of the multicultural counseling competencies and standards in 1992 and ACA's adoption of these competencies was a significant accomplishment for the counseling profession. Yet, the multicultural counseling movement continues to encounter challenges from critics. In spite of the challenges and criticisms of multicultural counseling competencies, the multicultural movement continues to mature and expand as recommendations are made for counselor education programs and MCC continues to flourish.

Students' Perceptions of Their School Counselor

Few researchers (e.g., Corwin, Venegas, Oliverez, & Colyar, 2004; Eckenrod-Green & Culbreth, 2008; Harris, 1987) have focused upon high school students' perceptions of their school counselor relative to multicultural dimensions (i.e., race, SES, sex, grade level, and contact with the school counselor). This lack of research leaves

noteworthy and considerable gaps concerning high school student perceptions of their school counselor, specifically perceptions of SCMCC. Furthermore, no instrument has been developed to assess client perceptions of their counselor's MCC (Fuertes, Bartolomeo, & Nichols, 2001), let alone high school student perceptions of their school counselor's MCC.

School counseling programs are often evaluated from several different perspectives, such as teachers (e.g., Gottardi, 1984; Hughey & Gysbers, 1993; Ostwald, 1989; Mitkos & Bragg, 2008), student service directors (e.g., Smith-Adcock, Daniels, Lee, Villalba, & Indelicato, 2006), parents (e.g., Hughey & Gysbers, 1993), administrators (Mitkos & Bragg, 2008), and counselors (e.g., Harris, 1987).

Comparatively, the students' perspective of the school counselor offers a different lens of insight and observation. Several researchers have acknowledged this alternative filter and have investigated students' perceptions of their school counselor (e.g., Corwin, Venegas, Oliverez, & Colyar, 2004; Eckenrod-Green & Culbreth, 2008; Engen, Laing, & Sawyer, 1988; Harris, 1987; Hughey & Gysbers, 1993; Saunders & Saunders, 2001; Wiggins & Moody, 1987). It is important to examine the existing literature concerning high school student perceptions of their school counselor, because no research has been conducted concerning high school student perceptions of SCMCC. Thus, student perceptions related to evaluation of school counseling programs from the student perspective, and student characteristics (i.e., student race, SES, sex, grade level, and contact with the school counselor) will be reviewed.

Evaluation of School Counseling Programs: The Student Perspective

Students' evaluations of their school counselor and the services they receive offer different viewpoints through which to examine the effectiveness of school counseling programs. This is a critical perspective as students are the direct recipients of school counseling services. However, only four studies (e.g., Corwin et al., 2004; Harris, 1987; Hughey & Gysbers, 1993; Wiggins & Moody, 1987) have investigated the evaluation of school counseling programs from the student's perspective, leaving minimal fluency and understanding of student perceptions regarding evaluations of their school counselor and the services they receive.

Harris (1987) conducted a multi-method experimental study in which both a self-report survey and individual student interviews were used. For the survey component, Harris surveyed both students (N=223) and school counselors (N=28) about the counseling process and compared student and school counselor responses across the seven factors that emerged from the survey. The survey consisted of 25 items and participants were asked to respond on 5-point Likert type scale (1=strongly disagree, 5=strongly agree). The seven factors that comprised the survey include (a) accessibility/helpfulness (i.e., accessibility of counselor to the student and helpfulness of the counselor), (b) impartiality (i.e., counselor's ability to provide services to all students), (c) academic counseling (i.e., inform students of credit hours and diploma requisites), (d) degree of comfort (i.e., level of comfort as experienced by the student and counselor sensitivity), (e) trust/confidence (i.e., genuineness and unconditional positive regard), (f) knowledge/high expectation (i.e., counselor's broad or general knowledge and

expectations counselor's have of students), and (g) astuteness/orderliness (i.e., inviting atmosphere and orderliness of counselor's office).

When student and school counselor means were compared across the seven factors, via a two sample *t*-test, Harris (1987) found a significant difference ($p < .001$) between students and school counselors, with school counselors' ratings higher than students' ratings for the following factors: (a) accessibility/helpfulness, (b) impartiality, (c) academic counseling, (d) degree of comfort, (e) trust/confidence, and (f) knowledge/high expectation. No statistical significance was found between student and school counselor self-report for astuteness/orderliness. School counselors perceived themselves as delivering a more comfortable and trusting atmosphere than did students. This discrepancy is significant, bearing in mind the impact that students' perceptions of their school counselor may have upon access and equity of services provided by their school counselor.

Student interviews in Harris' (1987) multi-method experimental study revealed deeper insight into students' perceptions of their school counselor. Fifteen students were interviewed and asked to share their perceptions and experiences with their school counselor. Several themes emerged, including accessibility. Students perceived school counselors to be (a) inaccessible, (b) asked students to come back later, (c) were not available when students arrived, (d) did not follow through, and (e) did not take time to get to know students. A second theme that emerged was degree of comfort. Students reported that school counselors were not involved when working with them towards a successful goal, and reported that school counselor behaviors implied that they were indifferent when helping students. A third theme that emerged was trust and confidence.

Students reported being frustrated and disappointed with their counseling experiences. Students also reported that their school counselor's behaviors led them to seek help from a teacher. In addition, with the exception of academic classes, students reported that their school counselor's attitudes and behaviors led students to avoid discussing serious problems. In contrast to earlier themes whereby students reported negative perceptions and experiences, the fourth theme, knowledge/expectations, students recognized the importance of the school counselor and "that without them, schools would be disorganized" (p. 110) and that "they do make a difference in the school" (p. 110).

Interestingly, the students in this study felt they could express their needs. Students felt that school counselors ought to appreciate and respect students, give 9th graders additional attention, become acquainted with students, and keep students informed of their credits. Students also expressed the need for school counselors to carry out their responsibilities, as well as be productive and organized (Harris, 1987).

The strength of this study lies in the comparison of student perceptions and those of their school counselor. It is critical to examine the perceptions of individuals providing the services (school counselors) and the perceptions of the individuals who are the recipients of those services (students). When discrepancies exist, they can be examined, evaluated, and changed to the betterment of those receiving the services. An additional strength is the multi-method design of the study, in which the interviews added a deeper understanding to students' perceptions and experiences with their school counselor. Major weaknesses of this study include the lack of comparisons between other important demographic variables, such as race, gender, and grade level.

Wiggins and Moody (1987) conducted the first study to examine students' evaluations of school counseling programs. The study was qualitative and focus groups were formed at seven middle schools and four high schools. For the purpose of this literature review, only results from the high schools will be discussed. Students were interviewed and asked seven questions: (a) How many students know their counselor's name? (b) How many have voluntarily sought any type of help from their counselors this school year? (c) Of those who sought help, how many received it? (d) How many have been called to the counselor's office for any reason this year? (e) Were the visits helpful? (f) How many would seek help from their counselor or recommend that a good friend seek such help for a personal concern, academic concern, or a career related concern? and (e) How would you rate the counseling services you received since entering this school (i.e., excellent, good, fair, poor, awful)? After the initial interview, students were then divided into small groups and asked to expand upon their experiences with their school counselor.

The results from Wiggins and Moody's (1987) were reported by school, with the individual schools designated as schools A, B, C, and D. Some of the results from the Wiggins and Moody study are presented in Table 1. Most students at all four high schools knew their school counselor's name. Students reported school counselors contacting them directly were different at each school (school A, 14%, (b) school B, 94%, (c) school C, 14%, and (d) school D, 100%). When asked if the visits from the direct contact from the school counselor were helpful, student "yes" responses at the different schools varied greatly (school A, 92%; school B, 21%; school C, 3%; school D, 18%).

The final two questions (i.e., would you seek help or recommend a friend and how would you rate the school counseling services) revealed interesting findings. Students at the four different schools varied in their responses for seeking counseling or recommend a friend for counseling in the three specified areas (i.e., personal, academic, or career related concern). Overall, students were less likely to seek or recommend a friend for counseling for a personal concern (a) school A, 91%, (b) school B, 6%, (c) school C, 7%, and (d) school D, 5% than they were to seek or recommend a friend for an academic concern (a) school A, 86%, (b) school B, 63%, (c) school C, 72%, and (d) school D, 66% or a career-related concern (a) school A, 98%, (b) school B, 64%, (c) school C, 53%, and (d) school D, 69%. In addition, Wiggins and Moody (1987) found that students at different schools varied when rating the counseling services they received. With the exception of school A, where 67% rated their counseling services as excellent, schools B, C, and D rated the services they received as “good” (school B, 41%, school C, 39%, and school D, 45%), and “fair” (school B, 33%, school C, 18%, school D, 44%). Students at schools B and C rated the services they received higher for “poor” and “awful” than did students at schools A and D.

It important to note that students at schools B and C both rated visits to the school counselors when contacted by school counselors as least helpful, and these same students rated the counseling services they received as lowest, and were the least likely to seek or recommend a friend to the counselor for a personal concern and a career-related concern. Conversely, students at school A reported that the services they received were helpful (92%) and had the highest ratings for the services they received with 67% reporting “Excellent” services and 28% reporting “good” services. Half of students at school D

reported that the services they received were helpful, and these students rated the services they received as “good” (45%) and “fair” (44%).

Table 1

Schools A, B, C, and D: Items and Student Reports

<i>Item</i>	<i>School A</i>	<i>School B</i>	<i>School C</i>	<i>School D</i>
School counselor contacted student directly	14%	94%	14%	100%
Direct contact from school counselor helpful	Yes 92%	Yes 21%	Yes 3%	Yes 18%
Seek help or recommend a friend to the school counselor for a personal related concern	91%	6%	7%	5%
Seek help or recommend a friend to the school counselor for a academic related concern	86%	63%	72%	66%
Seek help or recommend a friend to the school counselor for a career related concern	98%	64%	54%	69%

The results of Wiggins and Moody’s (1987) study add to our understanding of what is important to students based upon their perceptions and evaluations of school counselors and school counselor programs. One strength of this study involves the description of the schools (i.e., both rural and suburban). In addition, participants in this study were randomly selected and each grade level was represented, although no comparisons by grade level were made. Participant demographic characteristics (i.e., gender, SES, race and ethnicity) were not assessed, thus prohibiting demographic

comparisons. The lack of demographic comparisons limits the interpretation of the student's perceptions.

Hughey and Gysbers (1993) implemented a study that evaluated the school counseling program from the vantage point of students, parents, and teachers. Fourteen schools in one state were surveyed. Students in this study included high school students (N=280) who had been involved in the school counseling program via (a) individual counseling, 72.9%, (b) classroom presentations, 65.0%, (c) small group, 49.6%, and (d) other workshop, seminar, or large group, 30%. Students reported receiving the most help from teachers and school counselors in the area of career planning and career exploration. Students also reported receiving help with (a) planning their high school courses, 87.9%, (b) making decisions, 65%, (c) planning and exploring careers as well as help with postsecondary education and training, 60%, (d) help with personal problems, approximately 50%, and (e) job preparation (percentage not given).

Interestingly, the most frequent teacher suggestion for recommendations for the school counseling program was to hire more school counselors, and provide assistance with clerical work. Although students supported these recommendation, students' most frequent suggestion was that the school "counselors were doing a good job and should continue in the same manner" (p. 34). Another student recommendation included the need for more information concerning the school counseling program and the school counselor's role. The student need for more information concerning the school counseling program and the role of the school counselor leaves questions about the validity of the student reflections of their school counselor's performance and school counseling program.

There are major weaknesses in Hughey and Gysbers' (1993) study, similar in nature to Wiggins and Moody's (1987) qualitative study. There are virtually no demographic descriptions of the participants or the schools in which they were enrolled (i.e., rural, urban, median family income). This lack of information leaves questions concerning the socioeconomic status, race, and gender (among other cultural characteristics) of the participants in this study and what impact, if any, these variables may have on student evaluations of the school counseling program.

Corwin et al. (2004) conducted focus groups at 12 high schools that primarily served students who qualified for free or reduced lunch and were REM. Corwin et al. found that the majority of students reported that their school counselors provided class scheduling but did not encourage them to attend college. In addition, Corwin et al. found that "Students voiced concern that counselors actually acted as barriers to college. Counselors favored specific students, and counselors placed students in inappropriate classes because they did not want to change the students established schedule" (p. 454). Furthermore, students in this study believed that their school counselors were not concerned about their welfare (Corwin et al., 2004). Overall, students in this study perceived their school counselor as uncaring, a barrier to success, and not providing adequate and equitable school counseling services.

Student Characteristics

Student characteristics, such as race, SES, sex, grade level, and contact with the school counselor, are important to examine, because students' perceptions may differ as a result of students encompassing a variety of student characteristics. Student characteristics may play a role in how students perceive the importance of SCMCC.

Researchers have neglected to examine student characteristics such as student SES, sex, grade level, and contact with the school counselor related to student perceptions of their school counselor and no research has been conducted upon student perceptions of SCMCC related to student characteristics, leaving a significant gap in the literature.

However, some researchers have examined student race (e.g., Avilés et al., 1999; Davilla, 2003; Eckenrod-Green & Culbreth, 2008; Philp, 1979; Porché & Banikiotes, 1982) related to students' perceptions of their school counselor. Thus, literature pertaining to student perceptions and student race will be reviewed.

Race. Several researchers (e.g., Avilés et al., 1999; Davilla, 2003; Eckenrod-Green & Culbreth, 2008; Philp & Bradley, 1980; Porché & Banikiotes, 1982) have focused upon the race of the student as an important variable when examining student perception of their school counselor. However, only Hispanic/Latino and Black/African American students' perceptions of their school counselor has been specifically examined, leaving a striking gap in White, Native American, Asian, Biracial, and Multiracial student perceptions of school counselors. To better understand the importance of student characteristics related to SCMCC, the research that has been conducted concerning Hispanic/Latino and Black/African American students' perceptions of their school counselor requires examination.

Several researchers have investigated Hispanic/Latino student's perceptions of their former or current school counselor (e.g., Avilés et al., 1999; Davilla, 2003; Eckenrod-Green & Culbreth, 2008). However, researchers have focused upon different samples of Hispanic/Latino students. For example, Avilés et al., (1999) examined Chicano/Latino students who dropped out of high school, Davilla (2003) focused upon

former high school Puerto Rican students of a specific school district, while Eckenrod-Green and Culbreth (2008) focused upon Latino/a high school students currently enrolled in a traditional public high school. All three studies used qualitative methodology and each study will be examined individually.

Avilés et al. (1999) conducted focus group interviews with Chicano/Latino students (N=72) who dropped out of high school within the five years before the study was conducted. Each group interview began with three open-ended questions (a) “What were some reasons you dropped out of school?” (b) “What could have prevented you from dropping out of school?” and (c) “What would you say to a brother, sister, relative, or friend who was considering quitting school?” (p. 467). Several group themes emerged concerning graduation credits and misunderstanding about absenteeism policies. Other themes emerged that were directly related to the school counselor. For example, participants reported that their school counselors had lower expectations compared to other students, and that they were told they would not graduate. Another theme that emerged was that students perceived that they were unwanted and were being facilitated out of the school system.

Davilla (2003) conducted individual and focus group interviews with four former high school Puerto Rican students. Davilla had 16 pre-established interview questions with the specific questions pertaining to school counseling including (a) “Did you have a counselor; how often did you see him/her?” (b) “Did your counselor or teachers discuss decisions to be made after high school?” and (c) “Do you feel that high school prepared you for life after high school? Why or Why not?” (p. 28). Several themes emerged related to school counseling. Students reported having role-models that were White, not Puerto

Rican, and several students expressed frustration with their school counselor because they did not feel prepared for college, nor did they feel prepared to select a career. In addition, students expressed frustration as a result of the lack of contact from the school counselor when requested by the student. This frustration was emphasized by a participant who stated:

I remember the counselors were a joke, nobody knew about them, maybe the White kids, but us no way, they were not there for us, they were there for the few kids that would survive, and those were usually the White kids. Now that I think about it, the Hispanic students had more problems they should have been helping us, but you know how it works. (p. 21)

It is clear that students in this study had very negative perceptions and experiences with their former school counselors. Furthermore, these negative perceptions and experiences are very important critical issues that deal specifically with the role of the school counselor (i.e., academic, social/emotional, and career). From the students' perspective in this study, they did not receive adequate and equitable school counseling services.

Eckenrod-Green and Culbreth (2008) interviewed eight Latino/a high school students currently enrolled in a traditional public high school. Eckenrod-Green and Culbreth developed 29 pre-established questions, with most relating to students' perceptions, preferences, and experiences with their current school counselor (e.g., "What do you like about your school counselor?" "How has your school counselor helped you this year?" "How does your school counselor treat you?" "Do you feel that your school counselor genuinely cares about you or cares about what is going on in your life?" (p.

23). Several important themes emerged from the interviews. Eckenrod-Green and Culbreth found that students were not aware of the school counseling services that were available to them. Students in this study reported that school counselors help students with academic class schedules, college admissions, and graduation. In addition, two critical needs emerged including (a) the need for students to build trust with their school counselor, and (b) the need for a translator. There were also several variables that inhibited students from seeking out the school counselor including the lack of access to school counselor's office (i.e., office location and time out of class), and the school counselor's limited time.

Latino/a high school students in this study reflected upon their experiences with their current school counselor and felt they were receiving inadequate services concerning personal/emotional issues. Students did feel that they received help with academic issues. Unfortunately, Latino/a students were inhibited from seeking school counseling services. This finding is consistent with West, Kayser, Overton, and Saltmarsh's (1991) findings in which students were inhibited from seeking counseling, because students disliked confiding in strangers, were concerned about confidentiality, did not have time, were embarrassed to discuss real concerns, and because the school counselor was busy or unavailable.

Only two studies have been conducted concerning Black/African American students' perceptions and school counselor appraisal. Philp and Bradley (1980) investigated 10th, 11th, and 12th grade students' (N=198) perceptions of school counselors. Philp and Bradley found several similarities between Black/African American students and non- Black/African American students including the priority placed upon school

counseling services. Both Black/African American students and non- Black/African American students reported that the school counseling services they received emphasized academic counseling first, then vocational counseling, and emotional-personal counseling last. In addition, Philp and Bradley assessed differences between Black/African American students and non- Black/African American students on perceived growth factors (i.e., needs that would bring about help-seeking) and found no significant difference. Philp and Bradley also compared Black/African American students and non- Black/African American students on their overall assessment of school counseling services and found no significant difference.

Although Philp and Bradley's (1980) study focused upon Black/African American high school students, several major weaknesses exist. First, the population surveyed consisted of high school students who were dependents of parents serving in or employed by the Armed Services. Second, the high school surveyed was a high school located overseas, adding a variety of cultural and acculturation variables that traditional public high school students in the US do not experience. Third, besides a racial comparison between Black/African American students and non-Black/African American students (which may include a number of other different racial backgrounds), no other comparisons were made (i.e., gender or grade level). Fourth, ninth graders were not surveyed. And finally, the school structure and the delivery of school counseling services in an overseas school may be markedly different from that of a tradition public high school in the US.

In a study of Black/African American adolescents (N=247), Porché and Banikiotes (1982) investigated racial and attitudinal factors affecting the perceptions of Black/African American high school students. Participants included 123 males and 124 females whose socioeconomic status (SES) ranged from lower middle to low SES. Students' were asked to self-report both attitudinal information regarding a hypothetical counselor, via a vignette, whose gender (male and female) and race (White/Caucasian and Black/African American) were manipulated. Students were also asked to complete the Counselor Rating Form, which assesses clients' perceptions of counselor's expertness, attractiveness, and trustworthiness.

Porché and Banikiotes (1982) did not find significant main effects for counselor's race ($p=.056$) nor an interaction between race of counselor and gender of counselor ($p=.079$). Although the statistical analysis approached significance, when the data was further analyzed, Porché and Banikiotes found that for attractiveness, participants rated White counselors more attractive than Black/African American counselors ($p<.05$). For counselor expertise, White female counselors were rated higher than Black/African American female counselors. Student gender was not significant for their perceptions of counselor expertness, attractiveness, and trustworthiness.

The major strength of this study was the experimental design in which counselor characteristics were manipulated. The major weakness of this study is that although the data was obtained, the authors did not compare student perceptions by grade level or by SES. In addition, the study offered information concerning how students perceive counselors and was defined as "someone who may be helpful to you when you are upset about something" (p. 170-171). This definition is vague and may be open to broader

interpretation by participants. It is also unclear how the vignettes relate to the real world. In addition, it is reasonable to question the participant's previous experiences with counseling, as students in this study may or may not know what a counselor does or have had contact with a counselor.

Summary

Taken together, these studies shed light upon high school students' perceptions of school counselors. The student perspective is important for several reasons, with the primary reason being that students are consumers of school counseling services. Students have the ability to offer a unique perspective and insight into their perceptions and experiences with their school counselor and the services they do or do not receive. These perceptions have been measured in the form of evaluations of school counseling programs and from different groups of students (i.e., Hispanic/Latino and Black/African American high school students). Significant racial, SES, sex, grade level, and contact with the school counselor gaps exist in the knowledge and understanding of student perceptions of their school counselor. Overall, these studies fail to address the relationship between student factors (i.e., race, SES, sex, grade level, and contact with the school counselor) and students' perceptions of their school counselor. In addition, little is known about how students' perceive SCMCC, since no research has been conducted on this topic thus far.

SCMCC Theoretical Framework and Empirical Research

Much of the MCC movement has focused upon professional mental health counselors, leaving the school counseling MCC movement still in its infancy (Holcomb-McCoy & Day-Vines, 2004). It is critical for the school counseling profession to focus

upon MCC for several reasons. First, Lee (2001) acknowledged that in order for school counselors to implement important functions that promote student development and growth, school counselors must extend themselves beyond the traditional school counselor roles and practice. Second, Oakes (1985) and Gándara (2002) found that there is a general distrust of counseling services by minority student populations, because they fear that school counselors will not understand their individual needs, and as a result will counsel, advise, and direct them into vocational or general education tracks. Thus, SCMCC may be related to students' perceptions of the school counselor, which may be in turn related to the effectiveness and availability of school counseling services. Therefore, it is important to understand the SCMCC theoretical framework from which school counselors operate and the empirical research related to SCMCC.

School Counselor Multicultural Counseling Competence Theoretical Framework

The theoretical framework of SCMCC is still in its initial stages as the three existing SCMCC models have been largely developed from the foundations of MCC related to mental health counselors. This is critical, because the role and job responsibilities of school counselors are markedly different from those of mental health counselors. Thus, school counselors' MCC and mental health counselor's MCC may vary considerably and may even be demonstrated differently. Furthermore, counselor MCC may differ when assessed from the perspective of a client seeking counseling in an agency setting compared to the perspective of a high school student in a school setting. Thus, it is necessary to examine the three existing models of SCMCC, which include the school counselor multicultural counseling framework for at-risk students (Trusty, 1996),

culturally responsive school counselors (Lee, 2001), and the school counselor multicultural checklist (Holcomb-McCoy, 2004).

School Counselor Multicultural Counseling Framework for At-Risk Students.

Trusty (1996) was the first researcher to apply the MCC framework to the school counseling profession. Trusty recommended a framework for school counselors working with high school students who were at risk of dropping out of school. This framework has three major recommendations. The first involves counselors' and students' perceptions, which entails counselors exploring and examining their own views and opinions (i.e., attitudes, beliefs, and values) concerning high school dropout and education. Trusty called for school counselors to acquire counseling points of view that are not rigid and to collaborate with students. Trusty also proposed that school counselors shape and modify interventions according to specific students, with special consideration given to student's individual, interpersonal, and environmental background and circumstances.

The second recommendation Trusty (1996) made was that school counselors need to understand the student's worldview, which involves exploring the student's worldview and the student's perceptions about their worldview (e.g., life history). And last, Trusty encouraged school counselors to facilitate students' flexibility and adaptability, which essentially involves enhancing student growth, development, and flexibility concerning student's cognitive styles, communication styles, problem solving skills, and coping skills.

Culturally Responsive School Counselors. Lee (2001) proposed a theoretical framework of culturally responsive school counselors and programs, with the main thrust emphasizing school counselors meeting the needs of *all* students. Thus, school counselors

provide equitable access to school counseling services, as well as educational justice to all students, regardless of cultural background. Lee outlined several necessary actions for school counselors to take within a comprehensive framework, including facilitation of student development, advocating for students, and bridging gaps between school, home, and community.

Lee (2001) posited that a culturally responsive counselor as facilitator of student development entails several critical steps. The first step includes promoting students' positive self-identities, and constructing interpersonal relationships with students from different cultures. Other steps include helping students develop both a constructive outlook towards academics and academic skills, as well as competencies to succeed. In addition, school counselors facilitate career exploration and career decisions.

The second necessary action for school counselors that Lee (2001) recommended is that culturally responsive counselors serve as student advocates. Student advocacy entails (a) an awareness of the systemic barriers to quality education and the use of effective initiatives to effectively challenge them, and (b) assisting in the professional growth among teachers and school administrators of culturally responsive methods to teaching, learning, and instruction. And finally, Lee asserted that culturally responsive counselors bridge and link school, family, and community, by reconfiguring school counseling services and taking them into the community to reach out to families and the community. Overall, Lee calls for school counselors and school systems to enact multicultural competencies and standards by taking different approaches; approaches that are culturally sensitive to students, families, and communities, to ensure equitable services to all students.

School Counselor Multicultural Checklist. Holcomb-McCoy (2004) developed a 51-item checklist to guide the development and training of professional school counselor multicultural competence. She developed the checklist based on a review of the literature concerning multicultural issues and school counseling. The 51-item checklist is comprised of multicultural competencies and consists of nine major areas which are designed to assess school counselor competence in (a) multicultural counseling, (b) multicultural consultation, (c) understanding racism and student resistance, (d) racial identity development, (e) multicultural assessment, (f) multicultural family counseling, (g) social advocacy, (h) developing school, family, and community partnerships, and (i) understanding interpersonal interactions.

Holcomb-McCoy (2004) asserted the necessity for school counselors to continuously examine, appraise, and evaluate one's MCC. Holcomb-McCoy contended that the process of continuous self-appraisal leads to additional successful counseling with culturally diverse and REM students. Her 51-item checklist serves as an assessment tool to monitor and observe, not only individual strengths and needed areas of growth among the nine major areas of school counselor multicultural competence, but also the growth, development, and progress of individual school counselors.

Summary. Taken together, the works of Trusty (1996), Lee (2001), and Holcomb-McCoy (2004) are critical contributions to the school counseling profession, and are greatly needed to guide school counselors to deliver equitable services to students. The roles and responsibilities assigned to professional school counselors are extremely important given the nature of their work, especially when delivering impartial services to

a student population that is becoming more racially and ethnically diverse. Thus, research that explores high school students' attitudes and opinions of SCMCC is vital.

School Counselor Multicultural Counseling Competence and Empirical Research

Most of the empirical research investigating SCMCC has occurred within the past decade (e.g., Constantine, 2001b; Constantine, 2002a; Constantine & Gushue, 2003; Holcomb-McCoy, 2005; Holcomb-McCoy & Day-Vines, 2004; Jackson, Holt, & Nelson, 2005; Robinson & Bradley, 2005; Yeh & Arora, 2003). The research direction within the school counseling profession is largely a reflection of the MCC movement within the mental health profession, and has been slow to investigate high school students' perceptions of SCMCC. Further, the research that has been conducted concerning MCC and the school counseling profession is lacking and consists of two primary areas (a) school counselor trainees and (b) self-reported MCC of practicing school counselors.

School Counselor Trainees. Much of the focus on school counselor trainees and MCC revolves around school counselor trainee characteristics and the relationship, association, and factors that contribute to and predict MCC. Constantine (2001a) investigated school counselor trainees' (N=105) theoretical orientation, empathy, and MCC. Multicultural counseling competence was measured by the Multicultural Counseling Inventory (MCI; Sadowsky, Taffe, Gutkin, & Wise, 1994). Although Constantine (2001a) did not find an interaction between empathy, gender, race, and MCC, she did find that the number of previous multicultural courses taken was related to higher levels of MCC. After controlling for previous multicultural counseling courses taken, Constantine (2001a) found that school counselor trainees that ascribed to eclectic/integrative theoretical orientations self-reported higher MCC than did school

counselor trainees that ascribed to psychodynamic or cognitive behavioral theories. When both previous multicultural courses taken and theoretical orientation were controlled, Constantine (2001a) found that empathy contributed to school counselor trainee's self-reported MCC ($R_2=.29, p<.01$).

In a similar study, Constantine (2002a) investigated racism attitudes, White racial identity attitudes, and MCC of White school counselor trainees ($N=99$). Constantine used the CCCI-R (LaFromboise et al., 1991) as a measure of MCC and found that the number of previous multicultural courses taken was related to higher levels of MCC. In addition, Constantine found that as racist attitudes and disintegration (emerging awareness of own racial group) on the White Racial Identity Attitude Scale increased, self-reported MCC decreased.

In both of these studies, the number of multicultural courses related to an increase in MCC. However, both of these studies share similar weaknesses. There is a lack of counselor trainee demographic information (i.e., race, SES, sex, etc.) that stifles the depth of understanding school counselor trainees' SCMCC.

School Counselor Self-Reported Multicultural Counselor Competence. Much of the existing empirical research that has been conducted concerning the school counseling profession has been conducted with practicing school counselors (e.g., Constantine & Gushue, 2003; Holcomb-McCoy, 2005; Holcomb-McCoy & Day-Vines, 2004; Robinson & Bradley, 2005). Some researchers have focused upon MCC constructs pertaining to the school counseling profession, such as multicultural knowledge, awareness, skills, and terminology (Holcomb-McCoy, 2005; Holcomb-McCoy & Day-Vines, 2004). Other researchers have focused upon practicing school counselor self-perceptions of MCC

(Holcomb-McCoy, 2005; Holcomb-McCoy & Day-Vines, 2004; Robinson & Bradley, 2005).

Holcomb-McCoy and Day-Vines (2004) investigated the constructs of MCC. The majority of participants in this study were White/European (89%) practicing school counselors. Holcomb-McCoy and Day-Vines used the Multicultural Counseling Competencies and Exploratory Statements-Revised instrument (MCCTS-R; Holcomb-McCoy, 2001) which contains 4 factors (multicultural knowledge, multicultural awareness, multicultural terminology, and multicultural skills). Holcomb-McCoy and Day-Vines used a factor analysis to analyze the data and found that three MCC constructs (multicultural terminology, multicultural knowledge, and multicultural awareness) emerged. In this study the multicultural counseling skills construct was absent. This finding was different from Holcomb-McCoy's (2001) previous research that investigated MCC constructs with practicing counselors, as four constructs were found.

For practicing school counselors, MCC constructs were found to be different from those of practicing mental health counselors MCC constructs. As a result, SCMCC needs to be examined differently and measured differently compared to mental health counselor MCC. In addition, school counselors may even need to be trained differently than mental health counselors concerning MCC.

Holcomb-McCoy (2005) expanded upon the work of Holcomb-McCoy and Day-Vines (2004) and investigated professional school counselors' (N=209) self-reported MCC. Holcomb-McCoy (2005) used the MCCTS-R (Holcomb-McCoy, 2001) to examine practicing school counselors' perceptions of their MCC. Participants in this study were largely White (89%). Holcomb-McCoy found that for the most part,

participants in this study perceived themselves to be “somewhat competent” on a four point Likert type scale (4=extremely competent to 1=not competent). Although Holcomb-McCoy (2005) found that none of the MCC factors on the MCCTS-R significantly related to years of school counseling experience, school setting, or gender, she did find that previous multicultural coursework significantly related to multicultural knowledge ($p<.01$) and multicultural terminology ($p=.05$). This finding is similar to the findings related to the number of multicultural counseling courses taken and school counselor trainee multicultural competence (Constantine, 2001a; Constantine, 2002a).

Robinson and Bradley (2005) investigated practicing school counselors' (N=106) perceptions of their MCC. Robinson and Bradley examined school counselors employed in a rural area. The majority of participants in this study were White/Caucasian (88%) and female (79%). Robinson and Bradley used the MCI (Sodowsky et al., 1996) to measure school counselor self-reported MCC. Participants were asked to respond to items related to four factors (multicultural counseling skills, multicultural counseling awareness, multicultural counseling knowledge, and multicultural counseling relationship) on a 4-point Likert type scale (1=very inaccurate to 4=very accurate). Robinson and Bradley found that participants rated their MCC on the MCI as the following: (a) multicultural counseling awareness, $M=2.65$, (b) multicultural counseling knowledge, $M=3.04$, (c) multicultural counseling relationship, $M=3.19$, and (d) multicultural counseling skills, $M=3.29$. Robinson and Bradley postulated that participants in this study did not perceive themselves to be multiculturally competent due to the multicultural counseling awareness subscale result being too low.

Robinson and Bradley's (2005) findings are similar to Holcomb-McCoy's (2005) findings in that practicing school counselors did not perceive themselves as multiculturally competent. Holcomb-McCoy's (2005) participants rated themselves to be "somewhat competent" and Robinson and Bradley's (2005) participants reported themselves as lacking multicultural awareness. Thus, it is likely that school counselors have not received adequate MCC training, or have received the same or similar training that mental health counselors receive. School counselor's lack of SCMMC likely affects the services they provide to students, which ultimately may have a negative and far reaching impact upon the students they serve.

Summary. Given the emerging research examining SCMMC, researchers have begun to investigate SCMMC constructs and how these constructs are different from mental health MCC. In addition, much of the research has highlighted school counselor trainees and the factors that contribute to and predict MCC in practicing school counselors. One of the major strengths of these studies is the use of practicing school counselors who have had experience in the school setting and have delivered services to real clients (i.e., students). One of the major weaknesses in all of the studies conducted on school counseling and MCC is that no demographic (i.e., race, SES, sex, etc.) comparisons were made. This lack of racial comparison is likely due to the current counseling profession demographics, which consists of predominantly White/Caucasian counselors (V. L. Cooper, personal communication, December 5, 2007). Another major weakness is that these studies failed to investigate or take into consideration how SCMMC impacts students and student perceptions.

Synthesis of the Literature

Chapter two provided a review of the literature related to student perceptions' of school counselors and SCMCC, which supports the critical importance of examining high school students' perceptions of the importance of SCMCC. The demographic trends within the US are changing. The US population is becoming more racially diverse as REM populations are gradually increasing, and the White population is gradually decreasing (US Census Bureau, 2000b). The demographic shift in the US is also mirrored in the student population, as REM students comprise 36% of the student population (US Census Bureau, 2000a). In contrast to the changing student population, the school counseling population is largely White and female. The racial and sex differences between the provider and recipient of school counseling services highlights the need for investigating students' perceptions of the importance of SCMCC.

The MCC movement within the counseling profession began in the 1960's as a result of the civil rights movement (Worhly, 1995), which brought an awareness to counselors of the importance of cultural differences in counseling. Sue et al. (1982) created the first MCC model, which was later expanded upon in 1992 to include counselor (a) awareness of personal assumptions, values, and biases, (b) understanding of the world views of culturally diverse clients, and (c) abilities to use and create culturally appropriate intervention strategies (Constantine & Sue, 2005). Despite criticisms, the MCC movement within the counseling profession continues to grow as evidenced by the expanding research, specifically related to the school counseling profession. Multicultural counseling competence has been applied to school counseling theoretical models and empirical research. Overall, the theoretical models provide a framework for school

counselors to provide equitable services to *all* students (Holcomb-McCoy, 2004; Lee, 2001; Trusty, 1996). The empirical research supports the need for continued emphasis on SCMCC as school counseling practitioners rated themselves as “somewhat competent” (Holcomb-McCoy, 2005) and lacking multicultural awareness (Robinson & Bradley, 2005). These findings underscore the importance of continued research related to SCMCC.

The need for the current study is supported by the review of the literature as no research has explored high school students’ perceptions of SCMCC. Moreover, the research that does exist concerning high school students’ perceptions of their school counselor is fragmented, as no instrumentation exists to assess this concept. Most of the current studies that have been conducted have used qualitative measures, thus limiting comparisons across studies and limiting generalizability of findings. In addition, the existing literature pertaining to high school student perceptions’ of their school counselor is restricted to specific populations (i.e., Hispanic/Latino and Black/African American) and researchers have paid little attention to the importance of specific student characteristics (i.e., SES, sex, grade level, and contact with the school counselor). Related to the need to focus upon student characteristics, is a lack of attention given to comparing student characteristics. For example, it is unclear how students’ perceptions differ by student race, SES, sex, grade level, and contact with the school counselor. Moreover, the existing research is not robust with repeated research studies, leaving a lack of depth to understanding students’ perceptions. Furthermore, the lack of research concerning students’ perception of SCMCC leaves a significant gap in fully understanding SCMCC.

There is a need to understand students' perceptions of the importance of SCMCC to ensure equitable access to and utilization of school counseling services (i.e., academic, career, and college planning) by all students, regardless of student characteristics (i.e., race, SES, sex, grade level, and contact with the school counselor). This study attempted to support the existing literature that emphasizes and highlights the importance of examining high school student perceptions by investigating high school students in a traditional public high school setting. This study also attempted to provide empirical data that will provide deeper insight into student perceptions' of the importance of SCMCC.

CHAPTER III: METHODOLOGY

Introduction

The study investigated high school students' perceptions of the importance of school counselor multicultural competence (SCMCC). The independent variables in this study were comprised of student (a) race, (b) socioeconomic status (SES), (c) sex, (d) grade level, and (e) contact with school counselor. The dependent variable was the adapted version of the Cross-Cultural Counseling Inventory-Revised (CCCI-R, LaFromboise, Coleman, & Hernandez, 1991). This chapter introduces the methods that were used in this study. First, the research question is presented, followed by a description of the subjects and the procedures. Next, a description of the research instrument is presented, followed by the data analysis procedures.

Research Question

Based on the review of the literature pertaining to SCMCC, the following exploratory research question was developed:

1. How do the variables of student race, socioeconomic status, sex, grade level, and school counselor contact, relate to student perceptions of SCMCC, as measured by the CCCI-R?

Participants

The sampling frame in this study was high school students (N=1,859) enrolled in traditional public schools in North Carolina and Virginia. All first block or homeroom classes were administered the survey by the schools corresponding administration and teachers. It was anticipated that approximately 1,859 students would participate in this study. The two traditional public high schools selected were a sample of convenience (Creswell, 2003). The researcher had previously conducted research at one of the two schools and the researcher lives within close proximity of the other school. In addition, the principals at the selected schools were willing to give permission to the researcher to conduct this study. Participants in this study were all of the high school students currently enrolled in the selected high schools.

For the purpose of this study, the two schools are referred to as school A and school B. School A was comprised of grades 9-12 and school B was comprised of grades 8-12. For the purpose of this study, eighth grade students enrolled in school B were not included in the data analysis. In addition, both male and female students attended the schools. The two schools selected were traditional public high schools and students enrolled in the selected schools varied by race.

School A

School A was located in the Southeast United States, and the county in which the school is located is described as having a mixture of urban, suburban, and rural areas (Iredell-Statesville Schools, 2008). There were 1,157 students currently enrolled in school A with 51% males and 49% females (L. Rogers, personal communication, January 27, 2009). School A was comprised of grades 9-12 and student enrollment by grade

consisted of (a) 335 ninth graders, 285 tenth graders, 284 eleventh graders, and 253 twelfth graders. (L. Rogers, personal communication, January 27, 2009). Student race also varied and consisted of (a) American Indian (0%), (b) Asian (5%), Hispanic (11%), Black/African American (43%), and White (41%) (L. Rogers, personal communication, January 27, 2009). The National School Lunch Program (NSLP) is a meal program supported by the federal government and operates within public schools (United States Department of Agriculture [USDA], 2009). Student eligibility in the NSLP program is determined by family income. Therefore, student eligibility in the NSLP program is an indicator of student SES. Just under half of students at school A were eligible to participate in the NSLP program as 41% of students were eligible for free lunch and 6% of students were eligible for reduced lunch (L. Rogers, personal communication, January 27, 2009).

School B

School B was located in the Southeast United States, and the county in which the school is located is considered rural. For the 2007-2008 school year, there were 702 students enrolled in school B, with 152 eighth graders, 162 ninth graders, 148 10th graders, 128 eleventh graders, and 112 twelfth graders (Virginia Department of Education [VDOE], 2008). In addition, male students represented 48% of the student population, whereas females represented 52% of the student population (P. Johnson, personal communication, February 3, 2009). School B was largely White (98%) and although no American Indian, Asian, or Hispanic students were currently enrolled in school B, 1% of students are Black/African American and 1% of student's race is unknown (P. Johnson, personal communication, February 3, 2009). Student eligibility in

the NSLP program is one way to measure student SES. Less than half of students were eligible to participate in the NSLP program at school B as 27% of students were eligible for free lunch and 6% of students were eligible for reduced lunch (P. Johnson, personal communication, February 3, 2009).

Procedures

The Human Subjects Institutional Review Board (SIRB) at the university in which the author was enrolled reviewed and approved the proposal for this study prior to implementation. The school administrator at each school granted permission to implement this study. Several steps were taken in advance before the survey was administered to ensure ethical treatment of participants, particularly confidentiality and readability of the survey, including a pilot study, an introductory letter, student assent, and careful data collection.

Pilot Study

Prior to the final survey administration, a pilot study was conducted to evaluate the clarity of directions. In addition, the pilot study was also used to determine if the items on the adapted CCCI-R instrument are clearly worded, understandable, and comprehensible. The adapted CCCI-R was refined based on the findings of this pilot study.

The school that was used for the pilot study was different a school used for the final survey. Participants for the pilot study were identified by the school counselor at a traditional public high school convenient to the researcher's geographical location in the Southeast United States. The county in which the school is located is considered rural. There were 1039 students enrolled at this school (Montgomery County Public School

[MCPS], 2008). The majority of students were White (88%), with the remaining students varying by race including American Indian/Alaskan (.2%), Asian/Pacific Islander (1.5%), Black/African American (8%), Hispanic (1.3%), and unspecified race (1%) (MCPS, 2008). Of the student population, 33% of students received free or reduced lunch (MCPS, 2008).

The pilot study occurred in two groups. The first group involved in a talk-aloud interview procedure. The second group involved in a pre-test. The investigator met with each group and introduced the study. During this introduction, all participants in the pilot study were given a student assent form and a parental/guardian consent form for the pilot study (see Appendix C, D, E, F G, and H). The student assent form and the parental/guardian informed consent form gave both participants and parents/guardians a brief description of the study and explained that participation in the pilot study is voluntary. The student assent form for the pilot study also informed participants and parents/guardians that all information collected is confidential and anonymous.

Talk-aloud interview. Six high school students, similar to students who completed the final survey, participated in the talk aloud interview procedure. The investigator collected all student assent and parental informed consent forms on the day the talk aloud interview occurred. Only those students who returned a signed student assent and a parental/guardian informed consent form were eligible to participate in the talk aloud interview. Instructions for the talk-aloud interview procedure are in Appendix I. The talk-aloud interview was conducted to determine participants' understanding and comprehension of the adapted version of the CCCI-R. Each participant was interviewed individually and the investigator took notes throughout each interview. During the talk-

aloud interview, participants were asked to read aloud the directions for completing the adapted version of the CCCI-R to the investigator. Next, participants were asked to “say in their own words what they thought the” directions are asking (Fowler, 2002, p. 109). Participants were also asked to read aloud each item of the adapted version of the CCCI-R to the investigator. After reading each item aloud, participants were asked to “to say in their own words what they thought the question was asking” (Fowler, 2002, p. 109). The talk aloud interview procedure was critical to ensure that there was consistent meaning for participants for the directions and for each item (Fowler, 2002).

Pre-test. Fowler (2002) recommended that a pre-test consist of 20-50 participants drawn from a similar population to which the survey was administered. This study utilized a pre-test procedure of the instrument, which was administered to a group of 60 students who were similar to the ones who took the final and completed survey. In addition, the participants were both male and female. Participants were also racially diverse high school students and their grade level varied.

The investigator collected all student assent and parental informed consent forms on the day the pre-test was administered. Only those students who returned a signed student assent and a parental/guardian informed consent form was eligible to participate in the pre-test. Participants received instructions (see Appendix J) and were directed to complete the questionnaire as if they were actually taking the survey. After participants completed the pre-test survey, the researcher facilitated a discussion concerning the instrument. The investigator took notes throughout the discussion and examined the directions and items in relation to participants’ thoughts and opinions expressed during the discussion. Special attention was given to (a) the instructions to complete the survey,

(b) student perceptions about the clarity of the questions, (c) any difficulty in discerning what types of answers were anticipated, and (d) ease of response (Fowler, 2002). In addition, participant answers on the survey were examined for item consistency. The primary investigator also examined the survey answers for (a) failure to answer questions, (b) indicating more than one answer for the same question, (c) any comments written on the survey instrument, and (d) range of responses (Fink, 2006).

Data Collection

The principals and teachers administered the survey to students. The researcher collaborated with the principal in delivering the survey packets to each school. The day before the designated survey administration day, the researcher delivered a survey packet to each teacher who teaches a first period or homeroom class via their designated mailbox. On the outside of the survey packet, the survey administration time and date were provided. The survey packet included directions for the survey administration (see Appendix K). After the teacher completed the survey administration, teachers returned the survey packets to the principal. The researcher returned to the school the day after the scheduled survey administration and met with the principal and retrieved the data.

Utilizing group administration for data collection, according to Fowler (2002), has three primary advantages; (a) high cooperation rates, which increases response rates; (b) opportunities to explain the study and to answer participant questions; and (c) low cost. In addition, self-administered procedures (i.e., participants taking a pen and paper survey) are beneficial for participants who answer questions that may be socially undesirable (Fowler, 2002). Fowler (2002) also described that accuracy of responses concerning sensitive information is higher when self-administration is utilized.

During the group administration, students were given a brief description of the study and which were read aloud by the first block and homeroom teachers. At that time, students were given the survey. Participants who volunteered to complete the survey were asked to read and sign the student assent form (see Appendix L and M) before they completed the survey. To reduce possible coercion from teachers for students to complete the survey and to maintain anonymity of student participation, all students received a survey and were instructed to place the survey face down in the envelope provided. Students who do not wish to participate were able to self-select out of the survey by not completing the survey and returning the survey face down to the envelope provided. It was anticipated that it would take approximately 20 minutes to complete the survey

Instrumentation

The instrument used in this study was an adapted version of the CCCI-R (LaFromboise, Coleman, & Hernandez, 1991) (see appendix A). The CCCI-R was the first instrument developed to measure an individual counselor's counseling usefulness with a sundry of clients (Kitaoka, 2005) and was constructed in an observer-rating format (i.e., designed to evaluate a counselor from a supervisor's perspective). In addition, the CCCI and CCCI-R has been used in several studies to investigate client perceptions of counselor multicultural counseling competence (e.g., Constantine, 2002; Constantine, 2007; Fuertes, Bartolomeo, & Nichols, 2006; Gim, Atkinson, & Kim).

The CCCI-R is a 20-item instrument developed to correspond with Sue et al.'s (1982) characteristics of multicultural competent counselors (Kitaoka, 2005). The CCCI-R is a short survey, and according to Fink (2006), short surveys are one way to achieve good response rates. The CCCI-R is intended to assess three dimensions of multicultural

counselor competence (i.e., awareness, knowledge, and skills) (Hays, 2008). Although the CCCI-R is aligned with multicultural counseling competencies, during its development three scales emerged (a) cross-cultural counseling skill, (b) socio-political awareness, and (c) cultural sensitivity. On the CCCI-R, participants are asked to rate each item on a 6-point Likert scale (1=strongly disagree to 6=strongly agree).

According to LaFromboise et al. (1991), scores from the CCCI-R should be interpreted on a unidimensional basis (i.e., one total score). The CCCI-R, as a whole, has adequate internal consistency ($\alpha=.95$) (Hays, 2008). For the purpose of this study, a total score will be used as the dependent variable, with all three scales used to determine that score. In addition, the CCCI-R has acceptable construct validity, as 19 of the 20 items of the three factor model loaded at .55 or higher and accounted for 63% of the variance (Hays, 2008). In addition, there was a significant difference in scores between individuals with multicultural training and without multicultural training who took the CCCI-R, thus demonstrating acceptable criterion-related validity (Hays, 2008).

The CCCI-R was adapted for use in this study to measure high school student perceptions of the importance of SCMCC. The stem “it is important for school counselors” was added to the beginning of each item and some words were altered to match the school setting. For example, the word “student(s)” replaced the word “client.”

The cross-cultural counseling skill scale contains ten items. These items measure student perceptions of the importance of SCMCC cross-cultural counseling skills.

LaFromboise et al. (1991) defined cross-cultural counseling skills as the counselor’s (a) self-awareness, (b) ability to convey appropriate counseling communication skills, and (c) understanding of the counseling role. The definition of cross-cultural counseling skills

developed for the CCCI-R (LaFromboise et al., 1991) is consistent with other researchers who have addressed the serious nature of appropriate communication skills (receiving and delivering, both verbal and nonverbal skills) across various cultural settings and clients (Axelson, 1985; Baruth & Manning, 1999; Ivey, 1977). This definition of cross-cultural counseling skills is in direct alignment with characteristics of a multicultural competent counselor (Sue et al., 1982). In the development of the CCCI-R, raters largely agreed (.63 to 1.00) that the cross-cultural counseling skills items on the CCCI-R matched Sue et al.'s (1982) characteristics of a multicultural competent counselor. Examples of items of cross-cultural counseling skills include "It is important for school counselors to be comfortable with differences" and "It is important for school counselors to value and respect cultural differences."

The socio-political awareness scale contains 6 items. These items measure student perceptions of the importance of SCMCC socio-political awareness. The definition of socio-political awareness developed for the CCCI-R (LaFromboise et al., 1991) is the ability of a counselor to recognize his or her own strong points or weaknesses that may either advance or hinder the counseling process with culturally diverse clients. Socio-political awareness is also related to multicultural knowledge as counselor's knowledge of his or her own racial and cultural customs and legacies, and how this impacts the counseling process (Sue, Arredondo, & McDavis, 1992). The definition of socio-political awareness is in direct alignment with characteristics of a multicultural competent counselor (Sue et al., 1982). In the development of the CCCI-R, raters ranged in their agreement (.38 to 1.00) that the socio-political awareness items on the CCCI-R matched Sue et al.'s (1982) characteristics of a multicultural competent counselor. Examples of

items of socio-political awareness include “It is important for school counselors to be aware of how their values might affect students” and “It is important for school counselors to perceive problems within the student’s cultural context.” Although item 6 (i.e., “understand the current sociopolitical system and its impact on the client”) loaded at .46, which according to the authors of the CCCI-R was inadequate for construct development as they set the factor loadings at .55 or greater. For the purpose of this study item 6 was included as adequate factor loadings for the adapted version of the CCCI-R were set for .40. In order for the statements to be readable and comprehensible, in the original CCCI-R item 3, “his/her” was added.

The cultural sensitivity scale contains 4 items. These items measure student perceptions of the importance of SCMCC concerning cultural sensitivity. The definition of cultural sensitivity developed for the CCCI-R (LaFromboise et al., 1991) is the counselor’s ability to (a) empathize with the client’s emotions, (b) understand the client’s background, environment, and the interpersonal dynamics, (c) appreciate the complex influence of cultural dissimilarity and institutional barriers on the client’s capability to function effectively and attain a fulfilling quality of life. Cultural sensitivity is related to multicultural awareness as counselors are sensitive to both their own cultural legacy and realize the importance of clients’ culture (Sue et al., 1992). This definition of cross-cultural counseling skills for the CCCI-R is in direct alignment with characteristics of a multicultural competent counselor (Sue et al., 1982). In the development of the CCCI-R, raters ranged in their agreement (.50 to 1.00.) that the cultural sensitivity items on the CCCI-R matched Sue et al.’s (1982) characteristics of a multicultural competent counselor. Examples of cultural sensitivity items include “It is important for school

counselors to demonstrate knowledge about student's culture" and "It is important for school counselors to be aware of institutional barriers that affect the student." Besides the stem change and word changes to match the school setting, none of the items in the cultural sensitivity scale were altered.

Student Demographics

Student demographics served as the independent variables in this study. Students were asked to report general demographic variables about themselves on the demographic questionnaire (see Appendix B). Demographic variables of participants were race, socioeconomic status (SES), sex, grade level, and contact with the school counselor.

For race, students were asked to circle one choice for their self-identified race: White, Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian and Other Pacific Islander, Hispanic, some other race, and two or more races. For SES, students were asked to circle one choice given for the highest educational attainment of either parent/guardian. Choices for the highest educational attainment of either parent or guardian were (a) less than 9th grade, (b) 9th grade, (c) 10th grade, (d) 11th grade, (e) 12th grade, no diploma, (f) high school graduate (high school diploma or GED), (g) some college credit, but less than 1 year, (h) 1 or more years of college, no degree, (i) two-year degree or associate degree, (j) four-year degree or bachelor's degree, (k) master's degree, professional degree (e.g., MD, DDS, DVM, JD), and (l) doctorate degree (e.g., Ph. D).

Students were asked to self-identify their sex by circling either male or female. For grade level, students were asked to circle one choice for their self-identified grade level: freshman, sophomore, junior or senior. For contact with the school counselor, students were asked to report their face to face contact with the school counselor since being enrolled at the high school. Students were asked to circle one choice for their contact with the school counselor; (a) I have not met with a school counselor since being enrolled, (b) 1-2 times, (c) 3-5 times, (d) 6-9 times, and (e) 10 or more times.

Research Design

A non-experimental co relational research design was used in this study as the researcher did not manipulate variables and did not determine causality (Tabachnick & Fidell, 2007). A non-experimental correlation research design is helpful in understanding how variables are related to one another. This study examined how the independent variables, of race, socioeconomic status (SES), sex, grade level, and contact with the school counselor, related to the dependent variable, the adapted version of the CCCI-R.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. Several statistical procedures were used to explore the data, including both descriptive and inferential statistics. The data as be screened for outliers and normal distribution among all variables. After the data was screened, an exploratory factor analysis (EFA) of CCCI-R items was used to determine the patterns of correlations among variables and group variables together, and to reduce a large number of variables to a smaller number of factors (Tabachnick & Fidell, 2007). In addition, a confirmatory

factor analysis (CFA) was also used to exam the factors and to test the theoretical foundations of MCC as measured by the CCCI-R (Tabachnick & Fidell, 2007).

Descriptive statistics were used to analyze the demographic data. Demographic data included student's (a) race (b) SES, (c) sex, (d) grade level, and (e) contact with the school counselor. Means, standard deviations, and frequencies were computed to organize, present, and analyze the data (Argyrous, 2000). A standard regression was used to determine if there were significant relationships between the independent demographic variables and the dependent variable (Gravetter & Wallnau, 2004).

CHAPTER IV: RESULTS

Introduction

The purpose of this study was to explore high school students' perceptions of the importance of school counselor multicultural counseling competence (SCMCC). Specifically, this study investigated the relationship between student race, socioeconomic status (SES), sex, grade level, school counselor contact, and student perceptions of SCMCC. The research question for this study was:

How do the variables of student race, SES, sex, grade level, and school counselor contact, relate to student perceptions of SCMCC, as measured by the adapted version of Cross-Cultural Counseling Inventory-Revised (CCCI-R, LaFromboise, Coleman, & Hernandez, 1991)?

This chapter presents the results of this study and is divided into six sections. The first section describes the pilot study. The second section offers a description of the data. The third section describes the participants. The fourth section illustrates the reliability of measures. The fifth section explains the results of the instrument factor analysis. The sixth section provides the results of the multiple regression analysis used to examine the relationship between the adapted version of the CCCI-R and multiple predictor variables.

Pilot Study

The pilot study occurred at a traditional public high school that was different than the schools used for the final survey. The pilot study consisted of a talk aloud interview and a pre-test. Results of the talk aloud interview is presented first, followed by the pre-test results.

Talk Aloud Interview

Six high school students participated in this talk aloud interview. Participants' race varied as three students were African American, two students were White/Caucasian, and one student was biracial. Participants represented all grades including two freshman, two sophomores, one junior, and one senior. Three females and three males participated in this talk aloud interview.

The primary investigator introduced the survey being used in this study. Students were asked to read aloud the directions and items and discuss their thoughts. All participants believed the instructions were clear and understandable. Participants also believed that the survey itself was visually easy to follow and no revisions were made concerning the instructions or organization. Items 1, 2, 3, 4, 8, 13, 15, 16, and 20 were clearly understood by all participants and no changes were made.

Five participants did not understand item 5 and were not sure what it meant. Participants were asked by the facilitator if they would change any of the choices or wording of the question. Participants suggested more information in a language that they could understand and suggested examples. One participant suggested "Refer to another school counselor with similar culture of student." Another participant suggested "Same culture as student." Item was 5 changed to "It is important for school counselors to be

willing to offer a referral to another (school) counselor when there are a lot of cultural differences between the student and the counselor.”

All six participants did not understand item 6 and did not understand the term sociopolitical. Three participants suggested separating the word into two words (i.e., social and political). Three students thought that social referred to cliques or social groups (i.e., jocks, nerds, preps) in their school. Item 6 was changed to “It is important for school counselors to understand the current social and political system and its impact on students.” One participant thought item 7 was asking the same thing as item 2 and one student did not understand the question. Item 7 was changed to “It is important for school counselors to show that they understand student’s culture.” For item 9, all six participants did not understand the term “institutional.” One student thought it referred to buildings. Students suggested that the term institutional be replaced with another word that was easier to understand “e.g., school.” Item 9 was changed to “It is important for school counselors to be aware of school and society barriers (or difficulties) that affect students.”

All six participants had difficulty understanding the word “elicit” in item 10. Students suggested using “draw out,” and give examples of verbal and non-verbal examples (e.g., eye contact). Item 10 was changed to “It is important for school counselors to draw out a variety (or range) of verbal and nonverbal responses from students.” Three students thought that item 11 was asking the same thing as item 10, but understood the item. All six participants struggled to understand institutional and intervention skills in item 12. One student suggested changing the term institutional to place of learning. Participants also struggled to understand the term “intervention” skills and participants suggested clarifying the term intervention. Item 12 was changed to “It is

important for school counselors to suggest school and society intervention skills (e.g., coping skills, anger management, and self-esteem).” Five students did not understand item 14 and students suggested using the word “background” to replace the word context. Participants also stumbled over the word perceive. Item 14 was changed to “It is important for school counselors to understand a problem within the student’s cultural background.”

Five students did not understand item 17. Participants did not understand “limits placed upon the counseling relationship.” Participants suggested giving examples. Item 17 was changed to “It is important for school counselors to recognize limits in the counseling relationship because of cultural differences.” Three students did not understand the term “ethnic minority” in item 18 and the item was changed to “It is important for school counselors to appreciate social status of students as an ethnic minority (e.g., African American, Hispanic, Asian, or Native American).” Item 19 was not clearly understood by participants. One student thought the item was referring to school guidelines. Students suggested adding the word “their” to further understand the item. Item 19 was changed to “It is important for school counselors to be aware of their professional responsibilities.”

Pre-Test

Three high school classes participated in the pre-test. Sixty students participated in the pre-test and the average completion time of the pre-test instrument was 8 minutes and 33 seconds. The researcher administered the survey to three separate classes and facilitated a discussion after participants completed the survey. The researcher also took notes during the discussion. Participants in all three classes asked about the importance of

item 2 on the demographic questionnaire. Participants discussed not understanding item 15 and stated that they did not understand the word “values” and needed additional clarification. Participants stated that item 5 was confusing and that they needed the item explained further. Participants stated that both items 10 and 11 were difficult to understand. Participants suggested clarifying the word “variety.” In addition, several participants stated that they did not understand the term “at ease” in item 16. An examination of all students’ completed pre-test surveys reflected similar comments and questions that were talked about during the discussion.

Five items were changed as a result of the discussion and examination of the completed surveys (e.g., items 5, 10, 11, 15, and 16). Item 5 was changed to “It is important for school counselors to be willing to offer a referral to another school counselor when there are a lot of cultural differences between the student being counseled and the counselor.” Item 10 was changed to “It is important for school counselors to draw out from students a variety (or range) of verbal and nonverbal responses.” Item 11 was changed to “It is important for school counselors to communicate to students a variety (or range) of verbal and nonverbal messages.” Item 15 was changed to “It is important for school counselors to present their own personal values or beliefs to students.” Item 16 was changed to “It is important for school counselors to be comfortable and at ease talking with students.”

Description of Data

Two traditional public high schools administered the adapted version of the CCCI-R. The two schools allowed the researcher to use the data for this study. Student demographic information (i.e., student race, SES, sex, grade level, and school counselor

contact) was collected as well. No information was collected that could be linked back to specific students.

Description of Participants

The sampling frame consisted of 1859 participants, with 735 students enrolled in school A and 1124 students enrolled in school B. School A enrolled students in grades 8-12. For the purpose of this study, all eighth grade students ($n=148$) were omitted from the statistical analysis. Of the total number of available participants ($N=1711$), the archived data set consisted of 786 participants, with 34.5% ($n=271$) from school A, and 65.5% ($n=515$) from school B, representing a 46% overall response rate.

The majority of participants (59%) identified their race as White ($n=464$), followed by 22% as Black or African American ($n=172$), 0.6% as American Indian or Alaska Native ($n=5$), 3.3% Asian ($n=26$), 0.6% as Native Hawaiian and other Pacific Islander ($n=5$), 8.7% as Spanish, Hispanic, or Latino ($n=68$), 0.9% as some other race ($n=7$), and 5.0% as two or more races ($n=39$).

Data was collected examining participants' SES as measured by participants' report of the highest degree or level of education completed by either parent or guardian. The largest percentage of parent or guardian education level was high school graduate, which included a diploma or GED ($n=202$, 25.7%). Fifty three participants, 6.7%, reported the degree or level of education of either parent or guardian at the 9th grade level, 38 (4.8%) reported 10th grade level, 41 (5.2%) reported 11th grade level, 32 (4.1%) reported 12th grade level with no diploma, 43 (5.5%) reported less than one year of college, 59 (7.5%) reported 1 or more years of college, but with no degree, 81(10.3%) reported a two-year degree or an associate degree, 115 (14.6%) reported a four-year

degree or bachelor's degree, 58 (7.4%) reported master's degree level of education, 27 (3.4%) reported professional degrees, and 22 (2.8%) reported parent or guardian education at the doctoral level. Fifteen participants elected not to report their parent or guardian's highest level of education.

There were slightly more female participants ($n=410$, 52.2%) than male participants ($n=375$, 47.7%). One participant elected not to identify his or her sex. Two hundred and eighty participants (35.6%) identified themselves as 9th graders, 205 identified as 10th graders (26.1%), 198 identified as 11th graders (25.2%), and 99 identified as 12th graders (12.6%). Four participants elected not to identify their grade level. The majority of participants ($n=316$, 40.2%) reported having 1-2 face to face contacts with their school counselor. The remaining participants reported having 3-5 contacts ($n=195$, 24.8%), 6-9 contacts ($n=58$, 7.4%), 10 or more contacts ($n=60$, 7.6%), and 20.0% of participants ($n=157$) had not met with a school counselor. All participants reported their contact with a school counselor. Frequencies and percentages for all categorical demographic data are presented in Table 2.

Table 2

Demographic Characteristics of Study Participants

<i>Variable</i>	<i>Frequency (n)</i>	<i>Percentage</i>
Race		
White	464	59.03
Black or African American	172	21.88
American Indian or Alaska Native	5	00.64
Asian	26	3.31
Native Hawaiian and Other Pacific Islander	5	0.64
Spanish, Hispanic, or Latino	68	8.65
Some other race	7	0.89
Two or more races	39	4.96
Missing values	0	0.00
Total	786	100.00
Parent/Guardian Education Level		
9th grade	53	6.87
10th grade	38	4.93
11th grade	41	5.32
12th grade, no diploma	32	4.15
High school graduate (diploma or GED)	202	26.20
Some college, but less than 1 year	43	5.58
1 or more years of college, no degree	59	7.65
Two-year degree or associates degree	81	10.51
Four-year degree or bachelor's degree	115	14.92
Master's Degree	58	7.52
Professional degree (MD, DDS, JD)	27	3.50
Doctorate degree (Ph.D.)	22	2.85
Missing values	15	0.02
Total	771	100.00
Sex		
Male	375	47.77
Female	410	52.23
Missing values	1	.00
Total	785	100.00

Table 2 continued

<i>Variable</i>	<i>Frequency (n)</i>	<i>Percentage</i>
Grade Level		
9 th	280	35.81
10 th	205	26.21
11 th	198	25.32
12 th	99	12.66
Missing values	4	0.01
Total	782	100.00
Contact with School Counselor		
Not met with SC	157	19.97
1-2 times	316	40.20
3-5 times	195	24.81
6-9 times	58	7.38
10 or more times	60	7.63
Missing values	0	0.00
Total	786	100.00

Instrument Reliability

The adapted version of the CCCI-R was used to measure students' perceptions of SCMCC. Cronbach's alpha internal consistency measure was used to determine the reliability of the adapted version of the CCCI-R. The CCCI-R consisted of 20 items and was based on a six point Likert scale (1=strongly disagree to 6=strongly agree). Total scores on the CCCI-R ranged from 20-120. Higher scores indicated stronger perceptions of the importance of SCMCC. The overall participant mean score was 93.84 (SD=14.94). This mean score indicates that participants had high perceptions of the importance of SCMCC. The Cronbach's reliability estimate for the adopted version of the CCCI-R produced an alpha coefficient of .93. The original CCCI-R Cronbach's reliability estimate was .95 (LaFromboise et al., 1991).

Factor Analysis

Prior to analysis, the data was screened for accuracy, missing responses, univariate outliers, multivariate outliers, normality of distribution, skewness, and kurtosis. To analyze the data, SPSS was used. There was no missing data on the adapted version of the CCCI-R items. Univariate outliers were detected in the adapted version of the CCCI-R in items 1, 5, 10, and 11. The univariate outliers were determined to be a part of the sample population (Tabachnick & Fidell, 2007) and were included in all statistical analyses. Multivariate outliers were also detected by calculating Mahalanobis' distance (Tabachnick & Fidell, 2007). The multivariate outliers were not removed from the data set. There were no departures from normality as determined by the kurtosis and skewness of variables. Table 3 presents the skewness and kurtosis values for each CCCI-R item. Table 4 presents the means and standard deviations for CCCI-R items 1-20.

Table 3

Skewness and Kurtosis Values for the CCCI-R Items

<i>Variable</i>	<i>Skewness</i>	<i>Kurtosis</i>
MCC1	-0.353	0.472
MCC2	-0.881	0.556
MCC3	-0.607	0.405
MCC4	-0.759	0.614
MCC5	-0.671	0.212
MCC6	-0.579	0.360
MCC7	-0.524	0.291
MCC8	-0.897	0.553

Table 3 continued

<i>Variable</i>	<i>Skewness</i>	<i>Kurtosis</i>
MCC9	-0.640	0.118
MCC10	-0.390	0.104
MCC11	-0.462	0.314
MCC12	-0.652	0.426
MCC13	-0.785	0.192
MCC14	-0.661	0.404
MCC15	-0.401	-0.291
MCC16	-0.892	0.720
MCC17	-0.630	0.447
MCC18	-0.721	0.201
MCC19	-0.563	-0.082
MCC20	-0.610	0.355

Table 4

Means and Standard Deviations for MCC items 1-20

<i>CCCI-R Items</i>	<i>M</i>	<i>SD</i>	<i>N</i>
MCC1	4.24	1.11	766
MCC2	5.01	1.01	766
MCC3	4.80	1.06	766
MCC4	4.92	1.04	766
MCC5	4.36	1.28	766
MCC6	4.77	1.04	766
MCC7	4.71	1.08	766
MCC8	5.05	1.04	766
MCC9	4.83	1.11	766
MCC10	4.41	1.12	766
MCC11	4.57	1.07	766
MCC12	4.69	1.11	766
MCC13	4.93	1.10	766
MCC14	4.68	1.13	766
MCC15	4.04	1.34	766
MCC16	4.99	1.10	766
MCC17	4.59	1.14	766
MCC18	4.67	1.24	766
MCC19	4.89	1.06	766
MCC20	4.74	1.11	766

Exploratory Factor Analysis (EFA)

The data set was randomly split into two subsets to implement the exploratory factor analysis (EFA) and the confirmatory factor analysis (CFA). The first subset was used to conduct a principal factor extraction with varimax rotation, using SPSS, on the 20 multicultural counseling competence items from the adapted version of the CCCI-R. A total of three factors were extracted. The number of factors was determined by eigen values greater than 1.0 and a visual examination of the scree plot. The total variance accounted for by the three factors was 57.85%. Community values were well-defined with all variables exceeding .40, and all loadings under .40 left blank. Loadings of variables on factors are reported in Table 5. In examining the resulting factors, it appears that the first factor measures "Advocacy for Students." The second factor appears to be related to "Respect for Students." And the third factor appears to be associated with "Communication Skills."

Three factors emerged for both the original CCCI-R and this adapted version of the CCCI-R. However, the factors that emerged for this study were different from the factors that emerged from the original CCCI-R. The first factor of the original CCCI-R, Cross-Cultural Counseling Skills, contained 10 items. The items on the original CCCI-R that loaded for factor 1 (i.e., Cross-Cultural Counseling Skills) were 4, 16, 1, 8, 19, 2, 13, 12 (LaFromboise et al., 1991). For the version of the CCCI-R used in this study, 10 items loaded for factor 1 (Advocacy for Students), including items 19,16,13,20,8, 12, 9, 18, 17, and 14. Both the original CCCI-R factor 1 and the adapted version of the CCCI-R factor 1 contained similar items (e.g., items 19, 16, 13, 20, 8). The second factor that emerged on the original CCCI-R, Socio-Political Awareness, contained 5 items (5, 10, 18, 3, 14,

6). Whereas the second factor on the adapted version of the CCCI-R, Respect for Students, contained 7 items (2, 4, 3, 7, 6, 1, 5). These two factors contained similar items (i.e., 3, 6, and 5). The third factor that emerged on the original CCCI-R, Cultural Sensitivity, contained 4 items (i.e., 15, 7, 17, 9). The third factor on the adapted version of the CCCI-R, Communication Skills, contained three items (15, 11, 10). The original and the adapted version of the CCCI-R for the third factor share one similar item, item 15.

Table 5

Exploratory Factor Analysis Component

<i>Item</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>
MCC19	0.785		
MCC16	0.761		
MCC13	0.687		
MCC20	0.676		
MCC8	0.646		
MCC12	0.616		
MCC9	0.591		
MCC18	0.565		
MCC17	0.539		
MCC14	0.473		
MCC2		0.752	
MCC4		0.734	
MCC3		0.707	

Table 5 continued

<i>Item</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>
MCC7		0.617	
MCC6		0.562	
MCC1		0.562	
MCC5		0.476	
MCC15			0.807
MCC11			0.503
MCC10			0.499

Confirmatory Factor Analysis

A confirmatory factor analysis (CFA) was conducted using data from the second subset of the randomly split data. LISREL was used to perform the CFA on the three-factor model of the adapted version of the CCCI-R. Results of the EFA determined the paths between the latent variables and the observed variables (items on the CCCI-R). Five indices were used to assess goodness of fit of the model: chi-square, chi-square/*df* ratio (best if less than 2.0), nonnormed fit index (NNFI, best if .90 or greater), normed fit index (NFI, best if .90 or greater), and root-mean-square error of approximation (RMSEA, best if .05 or less) as recommended by Tabachnick and Fidell (2007). A maximum-likelihood estimation method was used to estimate goodness of fit for the three-factor model. The estimation of the initial model indicated that the model was a good fit of the data, as conveyed by the following indices: $\chi^2(161, N=393) = 378.10$; $\chi^2/df = 0.00$; NNFI=.98; NFI=.97; RMSEA=.059. Additionally, all factor loadings were

statistically significant at the $p < .01$ level, suggesting that all three factors were well constructed by the items (Tabachnick & Fidell, 2007). Based on these results, three factors of SCMCC (i.e., Advocacy for Student, Respect for Students, and Communication Skills) were used in the following analyses.

Multiple Regression Analysis

Three multiple regression analyses were conducted to investigate the relationship between students' perceptions of SCMCC as measured by the adapted version of the CCCI-R (i.e., Advocacy for Student, Respect for Students, and Communication Skills) and student race, SES, sex, grade level, and contact with the school counselor. The SPSS statistical software package was used to perform the multiple regressions. Before the multiple regressions were conducted, the data was screened for accuracy, missing data, univariate outliers, multivariate outliers, as well as assumptions. There were no missing values on the dependent variables. There was no missing data for the independent variables of race and contact with school counselor. The cases with missing values for SES ($n=15$, less than 5%), sex ($n=1$, less than 5%), and grade level ($n=4$, less than 5%) were not included in the analysis (Tabachnick & Fidell, 2007).

The guidelines used to screen data in this study were recommended by Tabachnick & Fidell, (2007). No univariate outliers were detected in the dependent variables (i.e., Advocacy for Students, Respect for Students, and Communication Skills). Several univariate outliers were detected for the independent variables of race and contact with the school counselor. The univariate outliers were examined and were determined to be part of the data. The univariate outliers were not deleted from the data set. Three hundred and eighty multivariate outliers were detected by utilizing Mahalanobis'

distance. The multivariate outliers were examined and removed from the data. In addition, none of the variables were transformed. A visual inspection of the regression plots for each dependent variable using the predicted and residual scores did not indicate major problems concerning the values. Table 6 presents the means, standard deviations, and number of participants for the regression dependent and independent variables. The eight categories for race were collapsed into two categories (i.e., White and Non-White). The term race is now used to represent the collapsed categories. Several independent variables were dummy coded. Race was dummy coded (1=Non-White and 0=White). Sex was dummy coded (1=female, 0=male).

Table 6

Means, Standard Deviations, and Numbers of Outcome and Predictor Variables

<i>DV's and IV's</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Advocacy for students	49.38	0.41	382
Respect for students	33.98	0.27	382
Communication skills	13.80	0.13	382
Non-White	0.41	0.03	382
Female	0.52	0.03	382
SES	-	-	382
Grade	-	-	382
Contact with School Counselor	-	-	382

Three separate multiple regression analyses were conducted, one for each dependent variable, and will be presented individually. The three dependent variables were the factors that emerged from the exploratory factor analysis. The three dependent variables were Advocacy for Students, Respect for Students, and Communication Skills.

A standard multiple regression was conducted to predict high school students' perceptions of SCMCC (as measured by of the adapted version of the CCCI-R subscale Advocacy for Students) from student (a) race, (b) SES, (c) sex, (d) grade level, and (e) contact with the school counselor. The Pearson correlation matrix for Advocacy for Students is displayed in Table 7. The variance accounted for ($R^2=.057$) was 5.7% (adjusted $R^2=.04$), which was significantly different from zero ($F=4.52, p=.001$). Four of the five predictor variables contributed significantly to the prediction of high school students' perceptions of Advocacy for Students subscale on the adapted version of the CCCI-R. These four variables were (a) SES, (b) sex, (c) grade level, and (d) school counselor contact. Sex had the largest positive standardized beta and semipartial correlation coefficient. Male participants perceived Advocacy for Students to be more important than female participants. Grade level had negative standardized betas and semipartial correlation coefficients. Simply put, as grade decreases, then perceptions of the importance of Advocacy for Students increases. Additionally, contact with the school counselor had positive standardized betas and semipartial correlation coefficients as did SES. As contact with the school counselor increases, so do the perceptions of the importance of Advocacy for Students. Student race was not statistically significant and the standardized beta and semipartial correlation coefficient were virtually zero. Table 8

presents the unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), and semipartial correlations (sr_i).

Table 7

Pearson Correlations Matrix Between Advocacy for Students and Predictor Variables

<i>Variable</i>	<i>Advocacy</i>	<i>Non-White</i>	<i>Female</i>	<i>Grade</i>	<i>Contact</i>	<i>SES</i>
Advocacy	1	-0.031	0.155*	-0.086*	0.082	0.098*
Non-White		1	0.003	0.005	-0.044	-0.127*
Female			1	0.016	0.096*	-0.014
Grade				1	0.424	0.064
Contact					1	0.028
SES						1

Note. * Indicates significant correlation at $p < .05$ level (2-tailed)

Table 8

Unstandardized Regression Coefficients (B) and Intercept, the Standardized Regression Coefficients (β), Semipartial Correlations (sr_i), t -values, and p -values

<i>IVs</i>	<i>B</i>	β	sr_i	<i>t-value</i>	<i>p-value</i>
Intercept	46.64			31.49	1.86
Non-White	-0.19	-0.01	-0.01	-0.24	0.81
Female	2.33	0.15	0.15	2.91	0.00
Grade	-1.10	-0.15	-0.13	-2.68	0.01
Contact	0.89	0.13	0.11	2.29	0.02
SES	0.29	0.10	0.10	2.07	0.04

A standard multiple regression was conducted to predict high school students' perceptions of SCMCC as measured by the adapted version of the CCCI-R subscale Respect for Students from student (a) race, (b) SES, (c) sex, (d) grade level, and (e) contact with the school counselor. The Pearson correlation matrix for Respect for Students is displayed in Table 9. The variance accounted for ($R^2=.052$) was 5.2% (adjusted $R^2=.04$), which was significantly different from zero ($F=4.14, p=.001$). Student SES, grade level, and contact with the school counselor were predictor variables that contributed significantly to the prediction of high school students' perceptions of the Respect for Students subscale on the adapted version of the CCCI-R.

Contact with the school counselor had the largest positive standardized beta and semipartial correlation coefficient. As contact with the school counselor increases, so do student perceptions of the importance of Respect for Students. Grade level had negative standardized beta and semipartial correlation coefficient. Thus, as grade level decreases, then perceptions of the importance of Respect for Students increases. SES had positive standardized beta and semipartial correlation coefficient. As student SES increases, so does the importance of Respect for Students. Race and sex were not statistically significant and the standardized beta and semipartial correlation coefficient were virtually zero. The unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), and semipartial correlations (sr_i) are presented in Table 10.

A standard multiple regression was conducted to predict high school students' perceptions of SCMCC as assessed by the adapted version of the CCCI-R subscale Communication Skills from student (a) race, (b) SES, (c) sex, (d) grade level, and (e) contact with the school counselor. The Pearson correlation matrix for Advocacy for

Students is displayed in Table 11. The variance accounted for ($R^2=.051$) was 5.1% (adjusted $R^2=.04$), which was significantly different from zero ($F=4.14$, $p=.001$). Two of the five predictor variables contributed significantly to the prediction of high school students' perceptions of Communication Skills from the adapted version of the CCCI-R.

Table 9

Pearson Correlations Matrix Between Respect for Students and Predictor Variables

Variable	Respect	Non-White	Female	Grade	Contact	SES
Respect	1	0.047	0.106*	-0.070	0.113*	0.092*
Non-White		1	0.003	0.005	-0.044*	-0.127*
Female			1	0.016	0.096*	-0.014
Grade				1	0.424	0.064
Contact					1	0.028
SES						1

Note. * Indicates significant correlation at $p < .05$ level (2-tailed)

Table 10

Unstandardized Regression Coefficients (B) and Intercept, the Standardized Regression Coefficients (β), Semipartial Correlations (sr_i), t-values, and p-values

IVs	B	β	sr_i	t-value	p-value
Intercept	31.66			32.63	9.67
Non-White	0.72	0.07	0.07	1.35	0.18
Female	0.97	0.09	0.09	1.85	0.07
Grade	-0.72	-0.15	-0.14	-2.68	0.01
Contact	0.76	0.17	0.15	2.99	0.00
SES	0.19	0.11	0.11	2.11	0.04

These two variables were grade level and contact with the school counselor. Grade level had the largest negative standardized beta and semipartial correlation coefficient. As grade level decreased, student perceptions of the importance of Communication Skills increased. Contact with the school counselor had positive standardized betas and semipartial correlation coefficients. The more contact students had with the school counselor, the more they perceived Communication skills to be important. Race, SES, and sex were not statistically significant and the standardized beta and semipartial correlation coefficient were virtually zero. The Pearson correlation matrix for Communication Skills is displayed in Table 12.

Table 11

Pearson Correlations Matrix Between Communication Skills and Predictor Variables

Variable	<i>Communication</i>	<i>Non-White</i>	<i>Female</i>	<i>Grade</i>	<i>Contact</i>	<i>SES</i>
Communication	1	0.052	0.103*	-0.092	0.109*	0.046
Non-White		1	0.003	0.005	-0.044	-0.127
Female			1	0.016	0.096*	-0.014
Grade				1	0.424	0.064
Contact					1	0.028
SES						1

Note. * Indicates significant correlation at $p < .05$ level (2-tailed)

Table 12

Unstandardized Regression Coefficients (B) and Intercept, the Standardized Regression Coefficients (β), Semipartial Correlations (sr_i), t-values, and p-values

<i>IVs</i>	<i>B</i>	β	sr_i	<i>t-value</i>	<i>p-value</i>
Intercept	13.03			28.28	4.21
Non-White	0.34	0.07	0.07	1.33	0.18
Female	0.44	0.09	0.09	1.78	0.08
Grade	-0.40	-0.17	-0.16	-3.10	0.00
Contact	0.38	0.18	0.16	3.14	0.00
SES	0.05	0.06	0.06	1.22	0.22

Summary

The purpose of this research study was to investigate how high school students' perceptions of the importance of SCMCC was related to the student characteristics of race, SES, sex, grade level, and school counselor contact. The research question and demographic data of participants were included in this section. Also included in this section were the exploratory factor analysis of the adapted version of the CCCI-R, the confirmatory factor analysis of the CCCI-R, and the multiple regression equation results.

A total of 786 subjects participated in this study. The majority of participants were White, had a parent or guardian with a high school diploma or GED, were female, were in the 9th grade, and had 1-2 face to face contacts with their school counselor. Analysis of the data indicates that three factors emerged (Advocacy for Students, Respect for Students, and Communication Skills) from the adapted version of the CCCI-R, and

the three factors were validated by the CFA. In addition, analysis of the data using a standard multiple regression, indicates that high school students' perceptions of SCMCC were significantly related to the independent variables of student SES, sex, grade level, and contact with the school counselor, but not race.

CHAPTER V: DISCUSSION

Introduction

The purpose of this research study was to investigate how high school students' perceptions of the importance of school counselor multicultural competence (SCMCC) related to student characteristics such as race, socioeconomic status (SES), sex, grade level, and contact with their school counselor. This chapter contains seven separate sections. Sections include an overview, discussion of the results of the study, contributions of the research, limitations in the research, implications of the findings, recommendations for future research, and concluding remarks.

Overview of the Study

The United States Census Bureau (2000) projected that by the year 2050, racial and ethnic minorities (REM) will account for more than fifty percent of the US population. Consequently, the racial shifts are also beginning to take hold among the children who attend public schools. As a result of this racial shift in public schools, several researchers (Chae, Foley, & Chae, 2006; Harley, Jolivette, & McCormick, 2002; Holcomb-McCoy & Myers, 1999) have focused upon the need of school counselors to be multiculturally competent in an effort to ensure equitable and fair services to *all* students, regardless of the student's race or socioeconomic status.

Holcomb-McCoy & Day-Vines (2004) contended that the SCMCC movement is still in its infancy, and most of the empirical research investigating SCMCC has occurred only within the past decade (e.g., Constantine, 2001b; Constantine, 2002a; Constantine & Gushue, 2003; Holcomb-McCoy, 2005; Holcomb-McCoy & Day-Vines, 2004; Jackson, Holt, & Nelson, 2005; Robinson & Bradley, 2005; Yeh & Arora, 2003). No research exists that has investigated high school students' perceptions of SCMCC. Student perceptions of SCMCC are important to consider in relation to student characteristics since several researchers (Holcomb-McCoy, 2004; Lee, 2001; Trusty, 1996) have drawn attention to the school counseling profession in an effort to ensure school counselors provide impartial services. The student perspective is important for several reasons. First, students are consumers of school counseling services. Second, student self-report offers insight into students' perceptions and experiences with their school counselor and the services they do or do not receive. And third, student characteristics such as race, SES, sex, grade level, and contact with the school counselor are important to examine because student perceptions may differ as a result of students encompassing a variety of student characteristics.

The researcher examined 1859 high school student surveys and demographic data from two public high schools. The purpose of this research study was to investigate how high school students' perceptions of the importance of SCMCC related to student characteristics such as race, SES, sex, grade level, and contact with their school counselor. In addition, the researcher examined the factor structure and theoretical underpinnings of the Cross-Cultural Counseling Inventory-Revised (CCCI-R,

LaFromboise, Coleman, & Hernandez, 1991), which was adapted to measure high school students' perceptions of the importance of SCMCC.

Discussion of the Results

The study addressed the research question, *How do the variables of student race, socioeconomic status, sex, grade level, and school counselor contact, relate to student perceptions of SCMCC, as measured by the adapted version of the Cross-Cultural Counseling Inventory-Revised (CCCI-R, LaFromboise, Coleman, & Hernandez, 1991)?*

Instrument Factor Analysis

In order to examine the underlying constructs of the adapted version of the CCCI-R, the researcher used participants' responses to the adapted version of the CCCI-R to conduct an exploratory factor analysis (EFA). The EFA revealed three distinct significant factors (i.e., Advocacy for Students, Respect for Student, and Communication Skills). A confirmatory factor analysis (CFA) validated the three factors that emerged from the EFA.

Both the original and the adapted version of the CCCI-R had three factors. The factors from the original CCCI-R (i.e., Cross-cultural Counseling Skills, Socio-Political Awareness, and Cultural Sensitivity) were different from those that emerged on the adapted version of the CCCI-R (Advocacy for Students, Respect for Students, and Communication Skills). Findings concerning different factor structures and items that loaded differently for factors on the adapted version of the CCCI-R and the original CCCI-R uphold Holcomb-McCoy and Day-Vines' (2004) findings that demonstrated significant factor differences when a multicultural counseling competence (MCC) instrument, created for mental health professionals, was applied to school counseling

professionals. In Holcomb-McCoy and Day-Vines' (2004) study, one of the factors (multicultural skills) was absent from the adapted Multicultural Counseling Competence and Training Survey (Holcomb-McCoy & Myers, 1999) when applied to school counselors. Roles and work setting may contribute to MCC factor structure differences between school counselors and mental health counselors. More investigation of the role of the school counselor and school setting is needed to realize the weight of SCMCC.

Multiple Regression Analysis

Three dependent variables were used in the multiple regression analysis. The three factors that emerged from the EFA on the adapted version of the CCCI-R (Advocacy for Students, Respect for Student, and Communication Skills) served as the dependent variables to investigate the relationship between students' perceptions of SCMCC and student race, SES, sex, grade level, and contact with their school counselor. The term race is used to represent the eight categories for race that were collapsed into two categories (i.e., White and Non-White). The results of each dependent variable included in the regressions (i.e., Advocacy for Students, Respect for Students, and Communication Skills) are addressed in this section.

Advocacy for Students. The multiple regression analysis found that the model was statistically significant. The overall variance accounted for by the independent variables was 5.7%. Race of student was not statistically significant. In contrast, Sex of student, grade level, and SES were statistically significant, as was contact with the school counselor.

The result for race supports Philp and Bradley's (1979) research in which he found no significant differences between White and Black/African American students concerning perceptions of the school counselor. The findings of this research study indicate that race was not a significant predictor for Advocacy of Students, and this is important to note because of the lack of racial diversity among participants, which may have been a factor in the non-significance of this variable.

Findings of this study did not support Trusty, Watts, and Crawford's (1996) research that student SES is related to the school counseling services they receive. One of the roles of the school counselor is to assist students with career development (ASCA, 2009). This role can be associated with Advocacy for Students as school counselors provide information and resources to students. The results of the multiple regression for Advocacy for Students are not consistent with Trusty et al.'s (1996) research that when student SES decreased, sources such as school counselors were considered the best source for career information. However, when student SES increased, a professional in the field and books were considered the best source for career information (Trusty et al., 1996). In this research study, as student SES increased so did student's perceptions of the importance of Advocacy for Students. Implying that as students' SES increases, they are more aware of the roles of the school counselor, as well as the resources and services that school counselors offer, and in turn may seek out and use school counseling services.

Previous research had not investigated how student sex, grade level, and contact with the school counselor were related to student perceptions of the school counselor. The relationship between grade level and Advocacy for Students was negative. Simply put students in lower grade levels in high school perceived Advocacy for Students to be

more important. This is important since lower level students may be unaware of the resources available and may need more assistance navigating the school system.

Additionally, the relationship between contact with the school counselor and Advocacy for Students was positive, which implies that students with more contact with the school counselor perceive Advocacy for Students to be more important. It may be that students who have more contact with the school counselor perceive the school counselor as an advocate. In addition, the relationship between sex and Advocacy for Students was positive, with males perceiving Advocacy for Students as more important than females. Differences between male and female perceptions of Advocacy for Students may be linked to educational gender inequities. Lee (2001) asserted that culturally responsive counselors serve as student advocates, which involves an awareness of the systemic barriers to quality education and the use of effective initiatives to effectively challenge them. School counselors who operate from a MCC foundation will be more aware of and knowledgeable of sex differences, as well as have the skills to assist students in their academic, career, and social development. The results of this study added empirical knowledge to the theoretical literature by providing data that measured how student characteristics such as race, SES, sex, grade level and contact with the school counselor are related to students' perceptions of Advocacy for Students.

Respect for Students. Overall, only 5.2% of the variance was accounted for by the independent variables, and the model was statistically significant. Race and sex were not statistically significant variables. Grade level, contact with the school counselor, and SES were statistically significant.

The relationship between Respect for Students and contact with the school counselor was no surprise. Harris (1987) found that students perceived their school counselor to be inaccessible, were unavailable when students arrived, asked students to come back later, and did not follow through. In this study, contact with the school counselor was positively correlated to Respect for Students implying that students who have more contact with the school counselor are more likely to perceive Respect for Students as important. Students who have regular contact with their school counselor are likely to get to know their school counselor better and feel more comfortable approaching their school counselor with a problem. Consequently, it is important for school counselors to not only be visible in the school so that students know who they are, but to develop a positive rapport with students as well.

The relationship between grade level and Respect for Students was negative - that is, students in lower grade levels in high school perceive Respect for Students to be more important. This finding is important to note because lower level high school students are in transition from middle to high school (e.g., finding a classroom, getting a locker, becoming familiar with the school layout) than upper classman. Lower level high school students may also have different needs than upper level high school students.

Communication Skills. Overall, only 5.1% of the variance was accounted for by the independent variables, and the model was statistically significant. Race, sex, and SES were not statistically significant variables. Grade level did result as a statically significant variable for Communication Skills. Additionally, contact with the school counselor was also statistically significant.

The results of this study uphold the importance of student contact with the school counselor, as school counselor contact was positively related to Communication Skills. Barnard, Clarke, and Gelatt (1969) found that over 40% of students had three or less contacts with the school counselor, 29% of students had two or less contacts with the school counselor, and 16% of students had one or less contacts with the school counselor. Participants in this study reported similar contact with the school counselor (10 or more contacts=8%, 6-9 contacts=7%, 3-5 contacts=25%, 1-2 contacts= 40%, and no contact=20%). Additionally, Eckenrod-Green and Culbreth (2008) found that Hispanic students in their study were not aware of the school counseling services. Contact with the school counselor in this study was positively related to the importance of Communication Skills. Thus, as contact with the school counselor increases, students perceive school counselor Communication Skills to be more important. Hence, face-to-face contact with the school counselor facilitates communication. Participants in this study perceived it to be important in relation to Communication Skills.

This research study throws light upon the relationship between grade level and SCMCC, specifically Communication Skills. The relationship between grade level and Communication Skills was negative-hence, students in lower grade levels in high school perceived Communication Skills to be more important. This is important to note as upper level high school students may be more adept in navigating the school system.

An examination of each of the findings for each multiple regression of the three dependent variables (Advocacy for Student, Respect for Students, and Communication Skills) reveals some consistency in variables helpful in predicting SCMCC. For all three dependent variables, grade level and contact with the school counselor were statistically

significant. Socioeconomic status was statistically significant for both Advocacy for Students and Respect for Students. Sex was related only to Advocacy for Students. And finally, race was not significantly related to any of the three dependent variables.

Grade level and contact with the school counselor may be a more important variable than student SES, sex, and race when examining students' perceptions of the importance of SCMMC. Grade level was consistently negatively related to all dependent variables. Students in lower grades perceive SCMCC to be more important than students in upper grades. This is particularly important for school counselors to be aware of student perceptions of the importance of SCMCC and students' related needs. It could be that students in lower grades in high school perceive SCMCC to be more important because they need the school counselor's assistance transitioning to high school and navigating the school system. Contact with the school counselor was positively related to all three dependent variables. As student contact with the school counselor increases, students' perception of the importance of SCMCC also increases. Students who have more contact with the school counselor are more likely to be familiar with and accustomed to the role of the school counselor. As a result, students may be more aware of the resources and services available to them. Frequent contact with the school counselor may help students realize the importance of the resources and services available to them and, in turn assist students in realizing the importance of SCMCC. Grade level and contact with the school counselor were distinguishing variables consistently related to SCMCC.

For both Advocacy for Students and Respect for Students, student SES was a significant variable and was positively related. As student SES increased, so did students' perceptions of Advocacy for Students and Respect for Students. Students with higher levels of SES may be more aware of and knowledgeable of school counseling services than students with lower levels of SES. As a result of this awareness and knowledge, students with high levels of SES may realize the importance of Advocacy for Students and Respect for Students. Additionally, school counselors' understanding of the differences in perceptions of SCMCC of lower SES students and higher SES, serves as a catalyst for school counselors to reach out to students from low SES backgrounds in an effort to ensure students are exposed to and educated about school counseling services, resources, and educational opportunities. Moreover, school counselors who endeavor to reach out to students from low SES backgrounds essentially advocate for educational equity for students who are unaware of resources or do not have the skills or resources to advocate for themselves.

Sex of student was related only to Advocacy for Students and not to Respect for Students and Communication Skills. Males perceived Advocacy for Students to be more important than females. Educational inequities may play a role in the differences between male and female participants' perceptions of the importance of Advocacy for Students. Although student sex was significantly related to one of the dependent variables, it may be a less important variable related to SCMCC.

Student race was not significantly related to any of the three dependent variables. Student race may play a less significant role in students' perception of SCMCC. In this study, student race was not an important variable related to SCMCC.

Contributions of the Study

Several contributions of this study exist. This research study investigated high school students' perceptions of the importance of SMCC. Earlier researchers focused on self-report measures of SCMCC of practicing school counselors and school counselors in training. Empirical literature has been added to the literature base by investigating students' perceptions of the importance of SCMCC.

First, this study expanded upon the current knowledge base of students' perceptions of their school counselor. Earlier researchers focused on students' perceptions of school counselors also. However, much of the focus of students' perceptions of their school counselor was related to student race (i.e., African American and Hispanic students). Previous researchers neglected student characteristics such as student sex, grade level, and contact with the school counselor. This research study brought together important student characteristics (i.e., race, SES, sex, grade level, and contact with the school counselor) and sought to investigate these variables, and how they are related to students' perceptions of the importance of SCMCC.

A second contribution of this study was the focus on real high school students enrolled in traditional public schools. Few studies (e.g., Pope-Davis et al., 2002; Fuertes et al., 2006) have focused on investigating MCC from the clients' perception. Consequently, only 17.7% of the literature over the past twenty years pertaining to counselors' MCC investigated real clients' perceptions of their counselor's MCC (Worthington, Soth-McNett, & Moreno, 2007). This study added to the MCC literature base by exploring the relationships between students' perceptions of SCMCC and student characteristics (i.e., race, SES, sex, grade level, and contact with the school counselor).

Third, a major contribution of this study was that the researcher utilized a MCC instrument typically used with the community mental health population, and adapted it for use with public high school students. Previously, an instrument to assess high school students' perceptions of the importance of SCMCC did not exist. The researcher adapted the CCCI-R to develop a usable and understandable instrument for the target population. Three factors emerged (Advocacy for Students, Respect for Students, and Communication Skills) through utilizing an exploratory factor analysis and those three factors were validated by a confirmatory factor analysis. The adapted instrument also had high reliability, rendering the adapted version of the CCCI-R as a viable and reliable instrument to investigate high school students' perceptions of the importance of SCMCC.

Conclusions of the Study

This study sought to investigate the relationship between students' perceptions of the importance of SCMMC and students' characteristics (i.e., race, SES, sex, grade level, and contact with the school counselor). Differences in factor structures in the adapted version of the CCCI-R in comparison to the original CCCI-R were found through analysis of the data. Additionally, examination of the data found that there were important relationships between students' perceptions of the importance of SCMMC and students' characteristics.

The results of this study reinforce the notion that mental health MCC is different from SCMCC. For SCMCC, three distinct factors emerged (i.e., Advocacy for Students, Respect for Students, and Communication Skills). In addition, the results of this study validate that there are particular student characteristics that have a statistically significant relationship to students' perceptions of the importance of SCMCC, as by measured the

adapted version of the CCCI-R (i.e., Advocacy for Student, Respect for Students, and Communication Skills). Overall, students in this study perceived SCMCC to be important. Although student race was not significantly related to students' perceptions of the importance of SCMCC, other student characteristics were significantly related. The results suggest that researcher grade level was negatively related to the three factors of the adapted version of the CCCI-R (i.e., Advocacy for Students, Respect for Students, and Communication Skills). Contact with the school counselor was positively related to all three factors. Socioeconomic status was positively related to both Advocacy for Students and Respect for Students, but not for Communication Skills. And finally sex was positively related to Advocacy for Students only.

This study verifies that the student characteristics of student SES, sex, grade level, and contact with the school counselor are related to students' perceptions of the importance of SCMCC. These findings suggest that for lower grade level high school students, perceptions of the importance SCMCC, specifically Advocacy for Students, Respect for Students, and Communication Skills increases. The more contact students had with the school counselor, the more they perceived the importance of Advocacy for Students, Respect for Students, and Communication Skills. Similarly, as student SES increases, so do students' perceptions of the importance of Advocacy for Students and Respect for Students. And finally, males perceived SCMCC to be more important than females for Advocacy for Students.

The relationship between students' perceptions of the importance of SCMCC and student characteristics (i.e., SES, sex, grade level, and contact with the school counselor) adds to the literature base because no research has been conducted concerning student

SES, sex, grade level, and contact with the school counselor related to student perceptions of their school counselor. Moreover, no research has been conducted upon student perceptions of SCMCC related to these student characteristics. Student race was not significantly related to students' perceptions of the school counselor, and does not uphold the affirmation of earlier research that student race is an important variable to consider when examining student perceptions (Avilés, Guerrero, Howarth, & Thomas, 1999; Davilla, 2003; Eckenrod-Green & Culbreth, 2008; Philp, 1979; Porché and Banikiotes, 1982).

Limitations of the Study

Several limitations exist in this study. First, participants in this study were students enrolled at two public high schools, one in North Carolina and one in Virginia. The findings of this study limits generalizability to all students who attend public high schools in other states.

Additionally, a limitation of surveying only two public schools is present. Although differences between the two schools were not examined, differences may have existed. For example, differences between the two schools used existed such as setting and student race. Additional schools would have contributed to the generalizability of the results.

A third limitation of this study was that the high schools selected were a convenience sample. The researcher had previously carried out research at one of the schools, and the researcher was acquainted with the principal at the other school. Participants were not informed of this information. However, the relationship between the researcher and the principals may have had an impact on student responses because

they may have responded to the survey based on what they believed would have been more acceptable.

A fourth limitation of this study is related to the demographic distribution, specifically regarding participant race. One of the high schools selected for this study was composed of predominantly White students. Although the second high school selected for this study was more racially diverse, White students were still the majority of participants. Inclusion of high schools with a more racially diverse student population would have facilitated the researcher examining students from various racial backgrounds instead of collapsing all self-identified racial minority groups into one category (i.e., Non-White). For example, if there were greater variability within the sample, then the researcher could have examined student perceptions' by their self-reported race.

Finally, results reflect participants who completed the survey (46%). Although the response rate for this study was good, non-respondent participants may have differed from respondents concerning their perceptions of the importance of SCMCC. Participants who completed the survey may have been more aware of the importance of SCMCC, and may have been more willing to complete the survey.

Implications of the Findings

The findings from this study add empirical research to the school counseling literature. School counselor multicultural competence refers to school counselors possessing MCC. Multicultural counseling competence is defined by a counselor's capacity to be self-aware, have the knowledge, and use skills suitable to work with clients who are in some way different from themselves (Sue, Arredondo, & McDavis, 1992). The results of this study indicated that the three factors derived from the adapted version

of the CCCI-R (Advocacy for Students, Respect for Students, and Communication Skills) exist and are different from the original CCCI-R. This study also revealed that student characteristics differed from factor to factor based on the results of the regression analysis. The results of this study have two major implications.

The first implication rests on the importance of developing MCC instruments that are applicable to school counselors and their roles. It is clear from the results of this study that the SCMCC factors that emerged (i.e., Advocacy for Students, Respect for Students, and Communication Skills) are markedly different in terms of item loadings and factors on the original CCCI-R. Recognizing the differences between the role of the school counselor and the role of the mental health counselor is important because these differences may contribute to differences in MCC factor structure. Additionally, vast differences exist between the setting of public and mental health agencies. One way to focus on assessing SCMCC would be to apply school counselor theoretical constructs to item development. For example, Holcomb-McCoy (2004) developed a 51-item checklist to guide the development and training of professional school counselor multicultural competence and consists of nine major areas which are designed to assess school counselor competence in (a) multicultural counseling, (b) multicultural consultation, (c) understanding racism and student resistance, (d) racial identity development, (e) multicultural assessment, (f) multicultural family counseling, (g) social advocacy, (h) developing school, family, and community partnerships, and (i) understanding interpersonal interactions. Appropriate SCMCC instrumentation that focuses on student perceptions, role of the school counselor, and the school setting, will facilitate further understanding from an area that has been neglected.

Second, training school counselors to be multicultural competence is critical. Developing multicultural competence involves awareness, knowledge, and skills such as communication skills. Providing equitable school counseling services to students has become increasingly important as the U.S. population continues grow in terms of racial ethnic minorities. It is evident from the results of this study that students perceive SCMCC, overall, to be important. Additionally, student characteristics differed in relation to SCMCC (i.e., Advocacy for Students, Respect for Students, and Communication Skills). Student race is an important characteristic for school counselors to be aware of, knowledgeable of, and skilled in terms of providing services, but it is just one dimension of the individual. Additional student characteristics need to be valued, respected, and appreciated as well.

Recommendations for Future Research

This study has added important information to the literature and several recommendations for future research exist. First, a more racially diverse sample is needed. As a result of the lack of racial diversity among participants, comparisons between different racial groups related to students' perceptions of the importance of SCMCC could not be determined. Instead, racial minority participants were collapsed into one level (Non-White) and compared to White participants. Future research needs to focus upon sampling participants from different racial groups.

Second, replication of this study with high school students enrolled in public high schools in other states is needed. This study surveyed high school students from two schools, one located in North Carolina and one in Virginia. Differences between the schools were not investigated in this research study.

A third recommendation for future research would be to investigate differences in traditional public high school settings. This study examined high school students enrolled in two separate public high schools. Although they were both public high schools, they were markedly different in terms of setting. One school was rural and the other school was suburban. Differences in school settings (i.e., rural, suburban, and urban) may exist in relation to high school students' perceptions of SCMCC.

A fourth consideration is to investigate students' evaluation of their school counselors' MCC. Students are the recipients of school counseling services. One way to assess educational equity related to school counseling services is to investigate students' perceptions of their school counselor's MCC.

Fifth, further use of the adapted version of the CCCI-R would help to validate the instrument among high school students. Further examination of item loadings and factor structure of the adapted version of the CCCI-R would be important to investigate in future studies. Future examination of the reliability of the adapted version of the CCCI-R would also be valuable to explore.

The results of the study provide preliminary information concerning high school students' perceptions of the importance of SCMCC. Although there is a scarcity of research related to the subject matter of students' perception of SCMCC, numerous future studies can add to the literature. Further research will aid in further understanding SCMCC, as well as school counselors operating under a MCC framework to employ equitable and unbiased school counseling services to student.

Concluding Remarks

School counselors are called to fulfill three major roles (academic achievement, personal/social development and career development) that were established to make certain that “today's students become the productive, well-adjusted adults of tomorrow” (ASCA, 2009, p. 1). These roles translate into services to students. Secondary school counselors provide services to students through classroom guidance (e.g., academic skills support and post-secondary planning and application process), individual student planning (i.e., academic and career plans, education in understanding of self, including strengths and weaknesses), responsive services (i.e., individual and small-group counseling, crisis intervention, consultation) and system support (i.e., professional development, collaboration). Students are the consumers of school counseling services, and coupled with the racial shift in the US, it is of paramount importance that school counselors be multiculturally competent.

Research concerning SCMCC is still in its infancy, with most of the research occurring within the past decade. Moreover, few researchers have focused upon clients' perceptions of MCC and, prior to this study, no researcher had investigated students' perceptions of the importance of SCMCC. Results of this study reveal that the factors of SCMCC are different from the factors of MCC for high school students who participated in this study. Additionally, results of this study suggest that student characteristics, specifically student SES, sex, grade level and contact with the school counselor are significantly related to students' perceptions of the importance of SCMCC. These findings are critical considering that school counselors deliver substantial services with immeasurable influence.

Current practicing school counselors and school counselor trainees must be aware of the importance of SCMCC and work towards developing greater SCMCC in an effort to deliver impartial services. For that reason, counselor education programs and counselor educators need to not only focus upon satisfactorily equipping emerging school counselor trainees to be multiculturally competent, but must also see to it that school counselor trainees are proficient in using SCMCC skills to provide equitable services, to advocate for students, and to enact systemic change.

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APPENDIX A: THE ADAPTED VERSION OF THE CCCI-R

Directions: Please read each question and circle the answer you feel best answers each statement. Please be sure to answer each question. Thank you for your time.

	Strongly Disagree	Somewhat Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
It is important for school counselors to be aware of their own cultural heritage.	1	2	3	4	5	6
It is important for school counselors to value and respect cultural differences.	1	2	3	4	5	6
It is important for school counselors to be aware of how their own values might affect students.	1	2	3	4	5	6
It is important for school counselors to be comfortable with differences.	1	2	3	4	5	6
It is important for school counselors to be willing to refer a student to another school counselor when there are a lot of cultural differences between the student and the counselor.	1	2	3	4	5	6
It is important for school counselors to understand the current social and political system and its impact on students.	1	2	3	4	5	6
It is important for school counselors to show that they understand student's culture.	1	2	3	4	5	6
It is important for school counselors to understand the counseling process.	1	2	3	4	5	6
It is important for school counselors to be aware of school and society barriers (or difficulties) that affect students.	1	2	3	4	5	6
It is important for school counselors to draw out a variety (or range) of verbal and nonverbal responses from students.	1	2	3	4	5	6
It is important for school counselors to communicate a variety (or range) of verbal and nonverbal messages.	1	2	3	4	5	6
It is important for school counselors to suggest school and society intervention skills (e.g., coping skills, anger management, and self-esteem).	1	2	3	4	5	6
It is important for school counselors to use appropriate communication with students.	1	2	3	4	5	6

	Strongly Disagree	Somewhat Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
It is important for school counselors to understand a problem within the student's cultural background.	1	2	3	4	5	6
It is important for school counselors to present their own personal values or beliefs to students.	1	2	3	4	5	6
It is important for school counselors to be comfortable and at ease talking with students	1	2	3	4	5	6
It is important for school counselors to recognize limits in the counseling relationship because of cultural differences on the counseling relationship.	1	2	3	4	5	6
It is important for school counselors to appreciate social status of students as an ethnic minority (e.g., African American, Hispanic, Asian, or Native American).	1	2	3	4	5	6
It is important for school counselors to be aware of their professional responsibilities.	1	2	3	4	5	6
It is important for school counselors to acknowledge and be comfortable with cultural differences.	1	2	3	4	5	6

APPENDIX B: DEMOGRAPHIC QUESTIONNAIRE

Directions: Please read each question and circle the answer you feel best answers each statement. Please be sure to answer each question. Thank you for your time.

What is your race?

- a. White
- b. Black or African American
- c. American Indian and Alaska Native
- d. Asian
- e. Native Hawaiian and Other Pacific Islander
- f. Spanish, Hispanic, or Latino
- g. Some other race
- h. Two or more races

What is the highest degree or level of school either parent/guardian has completed?

- a. 9th grade
- b. 10th grade
- c. 11th grade
- d. 12th grade, no diploma
- e. High school graduate (high school diploma or GED)
- f. Some college credit, but less than 1 year
- g. 1 or more years of college, no degree
- h. Two-year degree or associate degree
- i. Four-year degree or bachelor's degree
- j. Master's degree
- k. professional degree (e.g., MD, DDS, JD)
- l. Doctorate degree (e.g., Ph. D).

What is your sex?

- a. Male
- b. Female

What is your grade level?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

Since enrollment at this high school, how often have you had face to face contact with a school counselor? Face to face contact with your school counselor may include individual counseling, small group counseling, registration, parent meeting, and classroom guidance.

- a. I have not met with a school counselor since being enrolled
- b. 1-2 times
- c. 3-5 times
- d. 6-9 times
- e. 10 or more times

APPENDIX C: TALK-ALoud INTERVIEW STUDENT ASSENT
FOR MINORS FORM

My name is Mrs. Wendy Eckenrod-Green and I am a doctoral student at The University of North Carolina at Charlotte. I am doing a study to see what students think about school counselor multicultural counseling competence.

Your participation in helping to adapt a survey for use with high school students is greatly appreciated. The goal of the survey is to measure high school student perceptions of the importance of school counselor multicultural counseling competence.

The purpose of the talk aloud interview is to hear your reactions and opinions about whether the directions and items are clear and understandable. You will be asked to verbally respond to me, the researcher, about the clearness, conciseness, and grammar of the survey items. I will take notes throughout the interview. The interview is expected to last 45-60 minutes.

If you want to be in my study, I will ask you to read the directions and the 25 items of a survey. There is no right or wrong answers. This is not a test and you will not be graded. You can ask questions at any time. You do not have to be in the study. If you start the study, you can stop any time you want and no one will be mad at you.

I hope that the ways you think about school counselors and how they treat students will help you and other students receive good school counseling services. This study will not hurt you.

When I am done with the study I will write a report. I will not use your name in the report.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you are treated as a study participant. If you have any questions about the actual project or study, please contact either me, at the contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

If you want to be in this study, please sign your name.

Signature of Participant

Date

Signature of Investigator

Date

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Emancipated Minor (as defined by NC General Statute 7B-101.14) is a person who has not yet reached their 18th birthday and meets at least one of the following criteria: 1) has legally terminated custodial rights of his/her parents and has been declared 'emancipated' by a court; 2) is married, or 3) is serving in the armed forces of the United States.

APPENDIX D: TALK-ALLOUD INTERVIEW INFORMED CONSENT FORM

Informed Consent for
High School Student Perceptions of the Importance of School Counselor
Multicultural Counseling Competence

Project Title and Purpose:

You have been invited to participate in a research study entitled, “High School Student Perceptions of the Importance of School Counselor Multicultural Counseling Competence.” The purpose of this project is to investigate high school student perceptions of the importance of school counselor multicultural counseling competence. School counselor multicultural counseling competence is important because competent counselors deliver fair and equitable school counseling services (i.e., emotional social, career, and academic) services to *all* students.

Investigator:

The researcher is Wendy Eckenrod-Green, a doctoral student at The University of North Carolina at Charlotte (UNCC). The responsible faculty member at UNC Charlotte is Dr. Jack Culbreth.

Description of Participation:

You have been invited to participate in a research study since you are currently enrolled at this high school, which was selected for this study. You will be asked to complete a 25-item survey.

Length of Participation:

Your participation in this project will take approximately 25 minutes, the time needed to complete the survey. If you decide to participate in this study, you will be one of approximately 1,800 students invited to participate in this study.

Risks and Benefits of Participation:

There are no foreseeable risks or discomforts in participating in this study. Benefits to the subject include participating in a study and adding significant knowledge to the research literature concerning school counselor multicultural counseling competence. Benefits to society include (a) improvement of school counseling training programs, and (b) better school counseling services to students. You will not be paid for your participation in this research project.

Volunteer Statement:

You are a volunteer. The decision to participate in this study is completely up to you. If you decide not to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you stop after having started.

Confidentiality:

All data collected by the investigator will not contain any information that will link the data back to your participation in this study. The following steps will be taken to ensure this anonymity: (a) students' names and school attended will not be reported, and (b) written reports will describe statistical results of the entire school, not individual responses.

Fair Treatment and Respect:

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your student is treated as a study participant. If you have any questions about the actual project or study, please contact either myself, using the contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

Approval Date:

This form was approved for use on 1-20-09 for use for one year.

Individual Consent:

I have read the information in this consent form. I have had the chance to ask questions about this study and about my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

Participant Name (PLEASE PRINT)

Participant Signature

DATE

Investigator Signature

DATE

Wendy Eckenrod-Green
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APPENDIX E: TALK-ALoud INTERVIEW PARENT/GUARDIAN INFORMED
CONSENT FORM

Parental/Guardian Informed Consent for
High School Student Perceptions of the Importance of School Counselor
Multicultural Counseling Competence: Talk-Along Interview

Project Title and Purpose:

Your student has been invited to participate in a research study entitled, “High School Student Perceptions of the Importance of School Counselor Multicultural Counseling Competence.” The purpose of this project is to investigate high school student perceptions of the importance of school counselor multicultural counseling competence. School counselor multicultural counseling competence is important because competent counselors deliver fair and equitable school counseling services (i.e., emotional social, career, and academic) services to *all* students. Your student has been invited to participate in a talk-along interview, a procedure that will help the researcher to modify the survey in a way that high school students can understand.

Investigator:

The researcher is Wendy Eckenrod-Green, a doctoral student at The University of North Carolina at Charlotte (UNCC). The responsible faculty member at UNC Charlotte is Dr. Jack Culbreth.

Description of Participation:

Your student has been invited to participate in a research study since he or she is currently enrolled in during this spring semester at Christiansburg High School. Your student will be asked to “talk along” his or her thoughts and opinions about the directions and items on a 25 item survey.

Length of Participation:

Your student’s participation in this project will take approximately 45-60 minutes, the time needed to complete an interview. If you decide to allow your student to participate in the talk-along interview, he or she will be one of four students invited to participate in this procedure.

Risks and Benefits of Participation:

There are no foreseeable risks or discomforts in participating in this study. Benefits to the subject include participating in a study and adding significant knowledge to the research literature concerning school counselor multicultural counseling competence. Benefits to society include (a) improvement of school counseling training programs, and (b) better school counseling services to students. Your student will not be paid for his or her participation in this research project.

Volunteer Statement:

Your student is a volunteer. The decision to participate in this study is completely up to you and your student. If your student decides not to be in the study, he or she may stop at any time. Your student will not be treated any differently if he or she decides not to participate in the study or if he or she stops after having started.

Confidentiality:

All data collected by the investigator will not contain any information that will link the data back to your student and his or her participation in this study. The following steps will be taken to ensure this anonymity: (a) students' names and school attended will not be reported, and (b) written reports will describe statistical results of the entire school, not individual responses.

Fair Treatment and Respect:

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your student is treated as a study participant. If you have any questions about the actual project or study, please contact either myself, using my contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

Approval Date:

This form was approved for use on 1-20-09 for use for one year.

Parent or Guardian Consent:

I have read the information in this consent form. I have had the chance to ask questions about this study and about my child's participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to allow my child to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

Child's Name (PLEASE PRINT)

Parent/Guardian Name (PLEASE PRINT)

Parent/Guardian Signature

DATE

Investigator Signature

DATE

Wendy Eckenrod-Green
 PO Box 6994
 Radford, VA 24142
 540-449-9939
 weckenrodgre@radford.edu

APPENDIX F: PRE-TEST STUDENT ASSENT FOR MINORS FORM

My name is Miss Wendy Eckenrod-Green and I am a student at The University of North Carolina at Charlotte. I am doing a study to see what student's think about school counselor multicultural counseling competence.

Your participation in helping to adapt a survey for the use among high school students is greatly appreciated. The goal of the survey is to measure high school student perceptions of the importance of school counselor multicultural counseling competence.

The purpose of the pre-test interview is to receive your reactions and opinions about whether the directions and items are clear and understandable. You will be asked to take the survey and then to discuss your thoughts and opinions with the researcher about the clearness, conciseness, and grammar of the directions and survey items. I will take notes throughout the pre-test. The pre-test is expected to last 45-60 minutes.

If you want to be in my study, I will ask you to read the directions and complete the items of a survey that has 25 questions. There is no right or wrong answers. This is not a test and you will not be graded.

You can ask questions at any time. You do not have to be in the study. If you start the study, you can stop any time you want and no one will be mad at you.

I hope that the ways you think about school counselors and how they treat students will help you and other students receive good school counseling services. This study will not hurt you.

When I am done with the study I will write a report. I will not use your name in the report.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your student is treated as a study participant. If you have any questions about the actual project or study, please contact Dr. Jack Culbreth at 704-687-8973 or jculbret@email.uncc.edu.

If you want to be in this study, please sign your name.

Signature of Participant

Date

Signature of Investigator

Date

Emancipated Minor (as defined by NC General Statute 7B-101.14) is a person who has not yet reached their 18th birthday and meets at least one of the following criteria: 1) has legally terminated custodial rights of his/her parents and has been declared 'emancipated' by a court; 2) is married, or 3) is serving in the armed forces of the United States.

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APPENDIX G: PRE-TEST INFORMED CONSENT FORM

Project Title and Purpose:

You have been invited to participate in a research study entitled, “High School Student Perceptions of the Importance of School Counselor Multicultural Counseling Competence.” The purpose of this project is to investigate high school student perceptions of the importance of school counselor multicultural counseling competence. School counselor multicultural counseling competence is important because competent counselors deliver fair and equitable school counseling services (i.e., emotional social, career, and academic) services to *all* students.

Investigator:

The researcher is Wendy Eckenrod-Green, a doctoral student at The University of North Carolina at Charlotte (UNCC). The responsible faculty member at UNC Charlotte is Dr. Jack Culbreth.

Description of Participation:

You have been invited to participate in a research study since you are currently enrolled at this high school, which was selected for this study. You will be asked to complete a 25-item survey.

Length of Participation:

Your participation in this project will take approximately 25 minutes, the time needed to complete the survey. If you decide to participate in this study, you will be one of approximately 1,800 students invited to participate in this study.

Risks and Benefits of Participation:

There are no foreseeable risks or discomforts in participating in this study. Benefits to the subject include participating in a study and adding significant knowledge to the research literature concerning school counselor multicultural counseling competence. Benefits to society include (a) improvement of school counseling training programs, and (b) better school counseling services to students. You will not be paid for your participation in this research project.

Volunteer Statement:

You are a volunteer. The decision to participate in this study is completely up to you. If you decide not to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you stop after having started.

Confidentiality:

All data collected by the investigator will not contain any information that will link the data back to your participation in this study. The following steps will be taken to ensure this anonymity: (a) students’ names and school attended will not

be reported, and (b) written reports will describe statistical results of the entire school, not individual responses.

Fair Treatment and Respect:

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your student is treated as a study participant. If you have any questions about the actual project or study, please contact either myself, using the contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

Approval Date:

This form was approved for use on 1-20-09 for use for one year.

Individual Consent:

I have read the information in this consent form. I have had the chance to ask questions about this study and about my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

Participant Name (PLEASE PRINT)

Participant Signature

DATE

Investigator Signature

DATE

Wendy Eckenrod-Green
PO Box 6994
Radford, VA 24142
540-449-9939
weckenrodgre@radford.edu

APPENDIX H: PRE-TET PARENT/GUARDIAN INFORMED CONSENT FORM

Project Title and Purpose:

Your student has been invited to participate in a research study entitled, “High School Student Perceptions of the Importance of School Counselor Multicultural Counseling Competence.” The purpose of this project is to investigate high school student perceptions of the importance of school counselor multicultural counseling competence. School counselor multicultural counseling competence is important because competent counselors deliver fair and equitable school counseling services (i.e., emotional social, career, and academic) services to *all* students. Your student has been invited to participate in a pre-test, a procedure that will help the researcher to modify the survey in a way that high school students can understand.

Investigator:

The researcher is Wendy Eckenrod-Green, a doctoral student at The University of North Carolina at Charlotte (UNCC). The responsible faculty member at UNC Charlotte is Dr. Jack Culbreth.

Description of Participation:

Your student has been invited to participate in a research study since he or she is currently enrolled during this spring semester at Christiansburg High School. Your student will be asked to take a 25-item survey and discuss his or her thoughts and opinions about the survey’s directions and items.

Length of Participation:

Your student’s participation in this project will take approximately 45-60 minutes, the time needed to complete the survey and facilitate a discussion. If you decide to allow your student to participate in the talk-aloud interview, he or she will be one of 30 students invited to participate in this procedure.

Risks and Benefits of Participation:

There are no foreseeable risks or discomforts in participating in this study. Benefits to the subject include participating in a study and adding significant knowledge to the research literature concerning school counselor multicultural counseling competence. Benefits to society include (a) improvement of school counseling training programs, and (b) better school counseling services to students. Your student will not be paid for his or her participation in this research project.

Volunteer Statement:

Your student is a volunteer. The decision to participate in this study is completely up to you and your student. If your student decides not to be in the study, he or she may stop at any time. Your student will not be treated any differently if he or

she decides not to participate in the study or if he or she stops after having started the study.

Confidentiality:

All data collected by the investigator will not contain any information that will link the data back to your student in his or her participation in this study. The following steps will be taken to ensure this anonymity: (a) students' names and school attended will not be reported, and (b) written reports will describe statistical results of the entire school, not individual responses.

Fair Treatment and Respect:

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your student is treated as a study participant. If you have any questions about the actual project or study, please contact either myself, using the contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

Approval Date:

This form was approved for use on 1-20-09 for use for one year.

Parent or Guardian Consent:

I have read the information in this consent form. I have had the chance to ask questions about this study and about my child's participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to allow my child to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

Child's Name (PLEASE PRINT)

Parent/Guardian Name (PLEASE PRINT)

Parent/Guardian Signature

DATE

Investigator Signature

DATE

Wendy Eckenrod-Green
 PO Box 6994
 Radford, VA 24142
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 weckenrodgre@radford.edu

APPENDIX I: TALK-ALoud INTERVIEW PARTICIPANT INSTRUCTIONS

Directions:

The purpose of this procedure is for participants to help identify the clarity, precision, readability, and usability of this survey's directions and items. This procedure will take approximately one hour.

You will complete this procedure individually. You will read aloud the directions and share your thoughts about the clarity of the directions. You will also be asked to read each item and share your thoughts and opinions about the clarity and understandability of each item. The researcher will ask questions to better understand your thoughts and opinions. The researcher will also take notes throughout the interview.

You may begin to read-aloud the directions.

You may begin to read-aloud the items.

APPENDIX J: PRE-TEST PARTICIPANT INSTRUCTIONS

Directions:

The purpose of this procedure is for participants to help identify the clarity, precision, readability, and usability of this survey's directions and items. This procedure will take approximately 45 minutes.

You will complete this procedure individually. Please read the directions and complete the survey. When all participants have completed the survey, the researcher will facilitate a discussion concerning your thoughts and opinions about the clarity and understandability of the survey directions and items. The researcher will also take notes throughout the discussion. The researcher will collect your completed surveys and examine your responses.

You may begin the survey.

APPENDIX K: TEACHER DIRECTIONS TO ADMINISTER FINAL SURVEY

Your participation in helping to administer this survey to high school students is greatly appreciated. Please read the directions below and pass out the survey packet to each student in your classroom. When the surveys are complete, students will return them face down to the envelope. Please return your envelope to the principal. Thank you for your time.

Please Read These Directions to Students

Dear Students,

You are being asked to participate in a research study that will ask you about your opinion concerning school counselors. Although you are not evaluating your school counselor, your thoughts about school counselors is important. Please read the first page titled “Student Assent for Minors.” This form describes the study and your participation. After reading the form, if you agree to participate in this study, please sign the form and complete the 25 item survey.

Please return the completed survey to the designated envelope face down. Please sit quietly in your seats while your classmates complete the student assent form and survey.

Thank you.

APPENDIX L: STUDENT ASSENT FOR MINORS FOR FINAL SURVEY

Student Assent for Minors for Final Survey

My name is Mrs. Wendy Eckenrod-Green and I am a doctoral student at The University of North Carolina at Charlotte. I am doing a study to see what students think are important about school counselor multicultural counseling competence. Your participation is greatly appreciated.

If you want to be in my study, I will ask you to complete a short survey that has 25 questions. There is no right or wrong answers. This is not a test and you will not be graded.

You can ask questions at any time. You do not have to be in the study. If you start the study, you can stop at any time you want and no one will be mad at you. In addition, your teachers will not know if you have participated or not.

I hope that the ways you think about school counselors and how they treat students will help you and other students receive good school counseling services. There is no reason to think that your participation in this study will hurt you. If you do feel the need to discuss your feelings and beliefs associated with this survey, please feel free to contact me at 540-449-9939.

When I am done with the study I will write a report. I will not use your name in the report. I will not report individual responses. Only group results will be reported.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you are treated as a study participant. If you have any questions about the actual project or study, please contact either me, using the contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

If you want to be in this study, please sign your name.

Signature of Participant

Date

Signature of Investigator

Date

Wendy Eckenrod-Green
PO Box 6994
Radford, VA 24142
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weckenrodgre@radford.edu

APPENDIX M: STUDENT ASSENT FORM FOR FINAL SURVEY

Student Assent form for Final Survey

Project Title and Purpose:

You have been invited to participate in a research study entitled, “High School Student Perceptions of the Importance of School Counselor Multicultural Counseling Competence.” The purpose of this project is to investigate high school student perceptions of the importance of school counselor multicultural counseling competence. School counselor multicultural counseling competence is important because competent counselors deliver fair and equitable school counseling services (i.e., emotional social, career, and academic) services to *all* students.

Investigator:

The researcher is Wendy Eckenrod-Green, a doctoral student at The University of North Carolina at Charlotte (UNCC). The responsible faculty member at UNC Charlotte is Dr. Jack Culbreth.

Description of Participation:

You have been invited to participate in a research study since you are currently enrolled at this high school, which was selected for this study. You will be asked to complete a 25-item survey.

Length of Participation:

Your participation in this project will take approximately 20 minutes, the time needed to complete the survey. If you decide to participate in this study, you will be one of approximately 1,800 students invited to participate in this study.

Risks and Benefits of Participation:

There are no foreseeable risks or discomforts in participating in this study. Benefits to the subject include participating in a study and adding significant knowledge to the research literature concerning school counselor multicultural counseling competence. Benefits to society include (a) improvement of school counseling training programs, and (b) better school counseling services to students. You will not be paid for your participation in this research project.

Volunteer Statement:

You are a volunteer. The decision to participate in this study is completely up to you. If you decide not to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you stop after having started.

Confidentiality:

All data collected by the investigator will not contain any information that will link the data back to your participation in this study. The following steps will be taken to ensure this anonymity: (a) students’ names and school attended will not

be reported, and (b) written reports will describe statistical results of the entire school, not individual responses.

Fair Treatment and Respect:

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your student is treated as a study participant. If you have any questions about the actual project or study, please contact either myself, using the contact information below, or Dr. Jack Culbreth, my faculty advisor, at 704-687-8973 or jrculbreth@uncc.edu.

Approval Date:

This form was approved for use on 1-20-09 for use for one year.

Individual Consent:

I have read the information in this consent form. I have had the chance to ask questions about this study and about my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

Participant Name (PLEASE PRINT)

Participant Signature

DATE

Investigator Signature

DATE

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