

SELF-PERCEIVED MULTICULTURAL COUNSELLING SELF-EFFICACY LEVELS AMONG SCHOOL COUNSELLING TEACHERS

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ABSTRACT

The purpose of this study was to identify the school counselling teachers' level of multicultural counselling self-efficacy and to examine the relationship between multicultural counselling self-efficacy with selected demographic variables. Multicultural counselling self-efficacy refers to the belief of school counselling teachers' confidence on demonstrating multicultural counselling skills. This study was conducted on 167 school counselling teachers in Negeri Sembilan. This study used the Multicultural Counselling Self-Efficacy-Racial Diversity (MCSE-RD) instrument for data collection. The data were analysed descriptively using mean, frequency and percentage. The raw score was analysed to identify the polarity of school counselling teachers' multicultural counselling self-efficacy. Findings show that school counsellors perceived themselves having average level of multicultural counselling self-efficacy ($m= 5.27$). This study also found that there are significant relationship between selected demographic variables and school counselling teachers' multicultural counselling self-efficacy score. Implications of the study and suggestions for future research are also discussed.

KEYWORDS: *multicultural counselling, multicultural counselling self-efficacy, school counselling teachers*

1.0 INTRODUCTION

Aga Mohd Jaladin (2013) mentioned that the practices of Malaysian counsellors are possibly based on the principles of multicultural counselling as Malaysia is a multicultural context. Malaysia's diversity and it being multi-cultural are due to the history, location and societal composition of Malaysia. This situation influenced individual values and needs. Dini (2012) quoted a statement from PERKAMA's

2003 guideline which asserted Malaysian counsellors to have a “clear understanding of multicultural counselling where they must understand, respect and appreciate differences in values and the socio-cultural background of a client” (p. 1).

Dini (2012) stated that counsellors who have clearer understanding leads him or her to be more empathetic, sensitive and open towards the client if multicultural issues such as ethnocentrism, stereotyping, prejudice and discrimination can be avoided. School counsellors should especially be able to handle those multicultural issues carefully and overcome any cultural mistrust that can affect their relationship with the student-client. Working in a multicultural setting requires a counsellor or counselling teacher to have a specialized competency to efficiently function within the barriers and challenges. However, Aga Mohd Jaladin (2013) found that a counsellor’s multicultural competency is not up to the same level of the barriers and challenges in the multicultural counselling practice. Therefore, she asserted that to function effectively to the unique needs and values that are specific to their cultural context and ethnic/religious backgrounds, Malaysian counsellors should be multiculturally competent.

Thus, multicultural counselling self-efficacy was proposed as the measure of multicultural competency performed by the counsellor. According to Sharon Singh (2010), multicultural counselling self-efficacy may help the counsellors to be less susceptible to bias response on a measure where they will be possibly more comfortable or open to answer about their confidence level rather than their competency. Therefore, it is vital to understand that multicultural counselling self-efficacy is not the same as multicultural counselling competence. In addition, Constantine and Ladany (2001) maintained that multicultural counselling self-efficacy is a subset to the multicultural counselling competence. As they defined it as the individual’s belief in their ability to complete skills and behaviours related to addressing issues of diversity. Sharon Singh (2010) also clarified that the difference of MCSE from the MCC is that the former focuses on knowledge of multicultural issues. She also refers MCSE as the ability to transfer the knowledge of multicultural counselling competence into demonstrable skills and behaviours.

It is better to measure the MCSE level of school counsellors since recently there a few cases that reported burnout experienced by school teachers. Literature studies also witnessed that the lack of self-efficacy related to burnout attitude (e.g., Gunduz, 2012; Schwarzer & Hallum, 2008; Fernando Doménech Betoret, 2006). Teachers and counselling

teachers are dealing with a lot of demands and expectations from students, parents, school administration, and the ministry. Counselling teachers also experienced negative labelling on their roles as counselling teachers, especially in terms of workload.

Other than job and role related burnout, counselling teachers might face diversity-related burnout emerged from multicultural students in schools. Tatar and Horenczyk (2003) referred diversity-related burnout as "...the extent to which the teacher's personal and professional well-being is very affected by the daily coping with a culturally heterogenous students body" (p. 404). They found that the level of burnout and students' body cultural heterogeneity are negatively correlated. Findings also revealed that diversity-related burnout may increase if teachers hold more of the assimilationist attitude. Thus, in Malaysia's multicultural classroom, counselling teachers probably encountered the same trigger to the diversity-related burnout.

Counselling teachers who are constantly exposed to stressors might experience burnout. They would probably exhibit low work performance, and are unable to conduct meaningful multicultural counselling session and services. The burnout behaviour is predicted to be acted by a teacher who has low self-efficacy (Schwarzer & Hallum, 2008). A counselling teacher who suffers from burnout is worried to serve counselling services efficiently (Gunduz & Celikkaleli, 2009 as cited in Gunduz, 2012). Their confidence in working and serving for the multicultural students are vital so that they can fulfil the students' needs. Therefore, this study was aimed to examine the level of multicultural counselling self-efficacy among counselling teachers.

2.0 LITERATURE REVIEW

Both counselling self-efficacy and multicultural counselling self-efficacy are derived from the concept of self-efficacy. Self-efficacy was introduced by Albert Bandura (1977) and had attracted a lot of interest. According to Pajares and Urdan (2006), self-efficacy had been shown as an ample variable to predict student's academic achievement in many educational studies. Other than that, Usher and Pajares (2008) stated that key motivation constructs such as self-concept, achievement goal orientation, and anxiety are also associated with self-efficacy in educational research. Later, self-efficacy became broader, bringing in new fields such as counselling self-efficacy, career counselling self-efficacy and the newest, multicultural counselling self-efficacy (MCSE) when used as variable in research.

2.1 Counselling Self-Efficacy

Ab Rahim, Noor Syamilah and Syamsiah (2011) mentioned counsellors with high counselling self-efficacy generate more helpful counselling responses, persist longer and spend more effort when encountering clinical impasses, as well as appear more poised during their sessions. Furthermore, school counsellors' level of self-efficacy will affect how they respond to the students and how they manage their counselling session. Ab. Rahim et al. (2011) conducted a study which involved 500 registered school counsellors. Findings showed that work experience and level of education are significantly correlated with self-efficacy. As a conclusion, findings of the study can be considered as similar as what the theory outlined. The self-efficacy theory suggested that self-efficacy can be higher if individuals have more mastery experience (Bandura, 1977). Therefore, it was found that school counsellors who have more work experience or advance education are more efficacious.

A study to investigate the relationship between school counsellors' self-efficacy beliefs and attachment characteristics with the implementation of school counselling program was conducted by Ernst (2012). This study involved 462 elementary school counsellors from a group of school counsellors. The instruments were emailed personally to the respondents. Findings of this correlational study showed that self-efficacy is an important variable that contribute to the counsellors' work effectiveness.

NaGo Eun (2012) conducted a descriptive-correlational study to examine the relationship between school counsellors' multicultural counselling competence and self-efficacy when working with immigrant students. The sample consisted of 381 participants, who were the K-12th grade professional school counsellors across the United States. Findings from the two-level hierarchical multiple regression analyses indicated that training experiences in a graduate program, years of experience as a school counsellor, age, race/ethnicity, and school urbanicity influence school counsellors' self-efficacy.

Self-efficacy has also been associated with other key motivational constructs such as motivation and academic achievement. Therefore, Wan Marzuki, Othman, Ab. Rahim, and Rohani (2009) conducted a research to study the influence of counselling self-efficacy towards counsellor performance. Their study involved one hundred counselling students from three local universities; Universiti Putra Malaysia, Universiti Malaya and Universiti Malaysia Sarawak. Findings of

the study showed that there is a significant relationship between counselling self-efficacy and counsellor performance.

2.2 Multicultural Counselling Self-Efficacy

Holcomb-McCoy, Harris, Hines and Johnston (2008) developed an instrument to measure the school counsellors' multicultural self-efficacy, namely as the School Counsellor Multicultural Self-Efficacy Scale (SCMES). The SCMES consists of 90 items developed from six subscales. They investigated the relationship between demographic variables (e.g., gender, ethnicity, years of experience as a professional school counsellor, number of multicultural courses taken and highest degree taken) and multicultural counselling self-efficacy. This study reported that only ethnicity and years of experience were significantly related to the SCMES scores.

Crook (2010) conducted a study to measure school counsellors' level of school counselling self-efficacy, multicultural counselling self-efficacy, and relationship between school counsellors' demographic variables (e.g., race/ethnicity, gender, years of experience, and geographical school setting) and their multicultural counselling self-efficacy. The online questionnaire was answered by a sample of 173 professional school counsellors. Demographic variables such as race or ethnicity, years of experience and geographical school setting are significantly different in relation to multicultural counselling self-efficacy. Findings also reported that the school counsellors have moderate to high confidence in their capabilities in both general and multicultural counselling related tasks.

Durden (2011) conducted a study to explore the professional high school counsellor perceived multicultural counselling self-efficacy in relation to the relationship with the school principal. The population was 562 and 119 participants completed the internet survey. Findings from the study for domain developing cross-cultural relationships domain ($M=6.21$), reflected that professional high school counsellors are becoming more accepting of the integration of multiple cultures into our schools and larger society. In general, this study found that the school counsellors self-perceived multicultural counselling self-efficacy is moderate.

In conclusion, the studies showed that self-efficacy and multicultural counselling self-efficacy as important constructs to the counsellors performance and also counsellors professionalism. It is influenced by the demographic variables such as work experiences, level of education,

and ethnicity. As a reminder, multicultural counselling self-efficacy is the confidence in ability to transfer the knowledge of multicultural counselling competence into demonstrable skills and behaviour. It is different from multicultural counselling competence which only focuses on awareness and knowledge of multicultural topics. Simply, multicultural counselling self-efficacy may reflect one's perceived confidence in delivering multicultural counselling services, specifically conducting a multicultural counselling session.

3.0 METHODOLOGY

The purpose of the present study was to examine the level of multicultural counselling self-efficacy and its relationship between selected demographic variables among counselling teachers in Negeri Sembilan. This research employed the descriptive-correlational research methodology. The location of the study is Negeri Sembilan which was randomly chosen through the fish bowl method and involved 106 secondary schools.

At the time the study was done, there were 278 (90 male and 188 female) secondary school counselling teachers still active in service (Personal Communication with an Officer in Students Affairs Unit, Negeri Sembilan Education Department). This study employed the random sampling procedure, specifically, the simple random sampling procedure. There were 138 respondents estimated using the G-Power analysis. This number was gained at statistical significance of 0.05 and statistical power rejecting the null hypothesis at 0.95 and effect size at 0.30. However, Ary, Jacobs and Razavieh (2010) suggested that at least 75% return rate of questionnaires can be considered sufficient to conduct analysis. Therefore, after taking into account this point of view to make satisfied, a target sample size of 200 was set when embarking on the data collection phase.

The instrument used in this study consists of three parts, (a) demographic information, (b) the Multicultural Counselling Competence and Training Survey-Revised (MCCTS-R; Holcomb-McCoy, 2001b in Holcomb-McCoy & Day-Vines, 2004), and (c) Multicultural Counselling Self-Efficacy-Racial Diversity (MCSE-RD; Sheu, 2005). Both the MCCTS-R and MCSE-RD were translated into Malay language via team translation process. The translation was undertaken by a research team in Universiti Putra Malaysia and permission was granted by both of the original authors and the translated leader.

Sheu (2005) developed the MCSE-RD which consisted of 37 items. The convergent validity of MCSE-RD as obtained by Sheu (2005) in the initial development was alpha of .79 for the total score and alpha ranging .60

to .78 for the subscales ($r = .77$ for Multicultural Intervention; $r = .60$ for Multicultural Assessment; $r = .78$ for Multicultural Counselling Session Management). Rusnani and Mohd Yusoff (in press) reported high construct validity for MCSE-RD with Alpha, $r = .95$. This instrument was validated by a group of experts during the team translation process.

Shue (2005) also reported high reliability for MCSE-RD ($r = .98$) where the internal consistency reliabilities for the subscale scores are $r = .98$ (Multicultural Intervention), $r = .92$ (Multicultural Assessment), and $r = .94$ (Multicultural Counselling Session Management). Rusnani and Mohd Yusoff (in press) also reported that total MCSE-RD has high reliability with the Alpha Cronbach coefficient value of $r = .99$. In term of its subscales, the reliability for all of the subscales are high (Multicultural Intervention = .96; Multicultural Assessment, $r = .93$; Multicultural Counselling Session Management, $r = .94$).

The MCSE-RD was used to answer these research questions:

1. What is the level of multicultural counselling self-efficacy among counselling teachers in Negeri Sembilan?
2. What is the level of multicultural counselling self-efficacy among counselling teachers based on selected demographic variables (e.g., gender, ethnicity, age, school setting, highest earned degree in counselling, years of working experience, and number of multicultural trainings received)?
3. Is there any relationship between age and multicultural self-efficacy among counselling teachers?
4. Is there any relationship between number of multicultural trainings received and multicultural self-efficacy among counselling teachers?
5. Is there any relationship between years of working experience and multicultural self-efficacy among counselling teachers?

4.0 DATA ANALYSIS AND FINDINGS

The data were analysed by descriptive analysis and inferential statistics in order to answer the research questions.

4.1 Descriptive Statistical Analysis of Selected Demographic Variables

The distribution of respondent's age, gender, ethnicity, highest earned degree, number of multicultural training received, years of working experience as a counselling teacher and school setting are presented in Table 4.1 and Table 4.2.

Table 4.1: Distribution of Respondent’s Gender, Ethnicity and Age (n=167)

Demographic variables	Categories	Frequency	Percentage
Gender	Male	61	36.50
	Female	106	63.50
Ethnicity	Malay	121	72.50
	Chinese	19	11.40
	Indian	26	15.60
	Iban	1	0.60
Age	24-35	67	40.12
	36-47	57	34.13
	48-59	43	25.75

Table 4.1 presents the distribution of respondent’s gender, ethnicity, and age. Descriptive analysis shows that majority of the respondents were female (n= 106, 63.50%) and were Malay (n= 121, 72.50%). The analysis also shows that majority of respondents are in the 24 to 35 age groups.

Table 4. 2: Distribution of Respondent’s School Settings, Highest Earned Degree, Years of Working Experience as Counselling Teachers, and Number of Multicultural Training Received (n= 167)

Demographic variables	Categories	Frequency	Percentage
School Settings	Urban	60	35.93
	Suburban	107	64.07
Highest earned degree	Master	27	16.20
	Extended Diploma in Education	11	6.60
	First Degree	119	71.30
	In-Service Training	7	4.20
	Private Training	3	1.80
Years of Working Experience as Counselling Teachers	1-5	47	28.14
	6-10	59	35.33
	11-15	50	29.94
	16-20	9	5.39
	21-25	2	1.20
Number of Multicultural Trainings Received	None	43	25.70
	1.00	75	44.90
	2.00	27	16.20
	3.00	10	6.00
	>3.00	12	7.20

Table 4.2 shows the distribution of respondent’s school setting, highest earned degree, years of working experience as counselling teachers,

and the number of multicultural trainings received. Results from descriptive analysis show that most of the respondents are working in schools at suburban area (n= 107, 64.07%). Majority of the respondents earned first degree as the highest degree (n= 119, 71.30%). This is followed by 16.20% (n= 27) of respondents who possessed master degree as the highest degree.

The Table 4.2 also illustrates that most respondents had 6 to 10 years (n=59, 35.33%) of working experience. The number of respondents who had 1-5 years (n= 47, 28.14%) and 11-15 years (n=50, 29.94%) of experience working as counselling teachers are almost evenly distributed. In term of number of multicultural trainings received, most of the respondents had at least received one multicultural trainings (n= 75, 44.90 %). However, there are quite high percentage (n= 43, 25.7%) of respondents have never received any multicultural trainings.

4.2 Inferential Statistic Analysis based on Research Questions

Research Questions 1: What is the level of multicultural counselling self-efficacy among counselling teachers in Negeri Sembilan?

Table 4.3 shows the mean and standard deviation of school counselling teachers' multicultural counselling self-efficacy. Results show that school counselling teachers scored moderately for each component multicultural counselling self-efficacy (Multicultural Intervention, m= 5.22; Multicultural Assessment, m= 4.65; Multicultural Counselling Session Management, m= 5.98) as well as for the total multicultural counselling self-efficacy (m= 5.27).

Table 4.3: Mean and Standard Deviation of Multicultural Counselling Self-Efficacy for Counselling Teachers in Negeri Sembilan

	Mean	SD
Multicultural Intervention	5.22	1.53
Multicultural Assessment	4.65	1.59
Multicultural Counselling Session Management	5.98	1.57
Multicultural Counselling Self-Efficacy	5.27	1.47

Research question 2: What is the level of multicultural counselling self-efficacy among counselling teachers based on selected demographic variables (e.g., gender, ethnicity, age, school setting, highest earned degree in counselling, years of working experience, and number of multicultural trainings received)?

Table 4.4 showed the mean, and standard deviation of school counselling teachers' multicultural counselling self-efficacy based on the selected demographic variables. In this study, both male and female counselling teachers scored at moderate to high level for each component and scored at moderate level for total multicultural counselling self-efficacy.

In term of ethnicity, all Malay, Chinese, and Indian counselling teachers scored at the moderate to high level in each components. However, they scored at the moderate level for total multicultural counselling self-efficacy. Counselling teachers who were aged more than 35 years old scored at high level in Multicultural Counselling Session Management. Other than that, counselling teachers regardless of age scored at the moderate level in Multicultural Intervention, Multicultural Assessment and total multicultural counselling self-efficacy.

Regarding school setting, counselling teachers who worked either in the urban or suburban area scored at the moderate level in each component and total multicultural counselling self-efficacy. Results also showed that counselling teachers with master degrees scored at the high level in the Multicultural Counselling Session Management. However, counselling teachers who earned qualification in counselling via private training scored at the low level for all components and total multicultural counselling self-efficacy.

Table 4.4: Mean and Standard Deviation of Multicultural Counselling Self-Efficacy according to Counselling Teachers' Gender, Ethnicity, Age, School Setting, Highest Earned Degree in Counselling, Years of Working Experience, and Number of Multicultural Trainings Received

Variables	Groups	Multicultural Counselling Self-Efficacy		Multicultural Intervention		Multicultural Assessment		Multicultural Session Management	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Gender	Male (n=61)	5.61	1.48	5.59	1.51	4.95	1.65	6.24	1.55
	Female (n=106)	5.08	1.44	5.01	1.51	4.47	1.54	5.83	1.56
Ethnicity	Malay (n= 121)	5.21	1.48	5.15	1.53	4.60	1.60	5.95	1.57
	Chinese (n=19)	5.57	1.18	5.59	1.21	4.88	1.29	6.11	1.43
	Indian (n=26)	5.27	1.66	5.22	1.72	4.69	1.82	5.94	1.69
	Iban (n=1)	7.86	.00	6.92	.00	7.13	.00	5.00	.00
Age	24-35 (n= 67)	5.04	1.38	5.01	1.43	4.49	1.46	5.61	1.45
	36-47 (n=57)	5.41	1.62	5.34	1.69	4.75	1.74	6.21	1.66
	48-59 (n=43)	5.45	1.40	5.40	1.44	4.74	1.60	6.24	1.54

School Setting	Urban (n=60)	5.38	1.53	5.34	1.60	4.81	1.67	6.02	1.54
	Suburban (n=107)	5.21	1.44	5.15	1.49	4.54	1.55	5.96	1.59
Highest earned degree	Master (n=27)	5.69	1.55	5.63	1.68	4.77	1.69	6.69	1.52
	Extended Diploma in Education (n=11)	5.07	1.21	5.04	1.28	4.32	1.07	5.81	1.51
	First Degree (n=119)	5.21	1.48	5.16	1.52	4.65	1.62	5.84	1.56
	In-Service Training (n=7)	5.43	1.51	5.39	1.54	4.76	1.71	6.14	1.67
	Private Training (n=3)	4.35	1.12	4.18	1.05	4.06	1.58	5.19	1.00
Years of Working Experience as Counselling teachers	1-5 (n=47)	4.97	1.42	4.92	1.45	4.47	1.48	5.58	1.55
	6-10 (n=59)	5.39	1.46	5.36	1.53	4.73	1.62	6.08	1.51
	11-15 (n=50)	5.42	1.51	5.39	1.57	4.76	1.62	6.10	1.63
	16-20 (n=9)	5.38	.92	5.42	.88	3.50	.71	6.86	1.21
	21-25 (n=0)	-	-	-	-	-	-	-	-
	25-30 (n=2)	4.74	1.18	4.65	1.24	4.02	1.18	4.01	1.18
No. of Multi-cultural Trainings Received	None (n=43)	5.41	1.50	5.39	1.53	4.80	1.66	5.95	1.53
	1.00 (n=75)	5.34	1.35	5.27	1.47	4.81	1.41	6.01	1.38
	2.00 (n=27)	6.07	1.74	5.96	1.88	5.40	2.03	7.03	1.36
	3.00 (n=10)	5.49	1.93	5.42	1.95	4.90	2.01	6.25	2.02

Note: $m < 4.54$ = Low, $4.55-5.89$ = Moderate, $m > 5.90$ = High.

In this study, counselling teachers who had 21 to 25 years of experience scored at the low level in Multicultural Assessment while others scored at the moderate level. Results also showed that counselling teachers who had received 3 times of multicultural trainings scored at the high level for each components and total multicultural counselling self-efficacy. Overall, counselling teachers scored at the moderate level for each component and scored at low to moderate level for total multicultural counselling self-efficacy across demographic variables.

Research questions 3: Is there any relationship between age and multicultural self-efficacy among counselling teachers?

Finding shows that there are no significant relationship between age and multicultural counselling self-efficacy score [$r = .148$, $n = 167$, $p < .05$].

Table 4.5: Correlation between Age, Number of multicultural trainings received, Years of working experience and Multicultural counselling self-efficacy score

Variables	r	r ²	Sig. (2 tailed)
Age	.148	.022	.056
Number of multicultural trainings received	.155*	.024	.046
Years of working experience#			

*p < .05

Research questions 4: Is there any relationship between years of working experience and multicultural self-efficacy among counselling teachers?

There was a significant but weak, positive correlation between the number of multicultural training received and multicultural counselling self-efficacy score [$r = .155$, $n = 167$, $p < .05$], with high number of multicultural training received associated with higher multicultural counselling self-efficacy score.

Research questions 5: Is there any relationship between number of multicultural trainings received and multicultural self-efficacy among counselling teachers?

The research question could not be further investigated as there is a distortion in the continuity of the respondents' years of working experience.

In conclusion, only the number of multicultural training received is related with the increment of multicultural counselling self-efficacy score.

4.3 Discussions

The results of descriptive analyses indicated that counselling teachers in Negeri Sembilan were moderate in the overall multicultural counselling self-efficacy, as well as in the sub-constructs of multicultural counselling self-efficacy. This study also found that male counselling teachers scored slightly higher mean than female counselling teachers for multicultural counselling self-efficacy.

Findings from several previous studies related to multicultural counselling self-efficacy found different genders scored differently in the multicultural counselling self-efficacy level (Bodenhorn & Skaggs, 2005; Shue, 2005; Shue & Lent, 2007). Shue (2005) and Shue and Lent (2007) reported findings that men scored higher than women

in multicultural counselling self-efficacy scores. Shue (2005) stated that this result probably a sample-specific result that was probably mediated or moderated by cultural factors and personality variables.

This researcher agreed with Shue (2005), and believes that this result is due to the school work culture and social-gender role expectation. In the school, number of male counselling teachers is relatively small compared to number of female counselling teachers. Even so, school principal and discipline unit frequently refer severe case such as bullying, gangsters, or truancy, to the male counselling teacher. The school principal or discipline teachers expect male counselling teachers to have more ability or are more suitable to handle this kind of cases efficiently. As in eastern context, a male should be more decisive. Therefore, work culture in the school and the social-gender role expectation somehow contribute towards male counselling teacher confident in working and counselling the culturally diverse student.

Counselling teachers who aged more than 35 years old scored at the moderate to high level in each component and total multicultural counselling self-efficacy. Na Go Eun (2013) found age as one of the variables that significantly impact on school counsellor's self-efficacy. Lam, Tracz and Lucey (2013) also reported that counsellor trainees' multicultural counselling self-efficacy did not differ significantly based on age-group categories.

Counselling teachers who had received three times of multicultural training scored at the high level in multicultural counselling self-efficacy as well as in its component. It was also determined that only the number of multicultural trainings received was related to multicultural counselling self-efficacy score. This indicated that the greater number of multicultural trainings received by counselling teachers are also found to have associated with higher score multicultural counselling self-efficacy.

Findings from previous research indicated there is significant relationship between multicultural trainings received and higher multicultural counselling self-efficacy (e.g., Na Go Eun, 2012). Holcomb-McCoy et al., (2008), Sheu and Lent (2007), and Sheu (2005) also found number of multicultural courses taken, including multicultural workshop, and multicultural counselling self-efficacy had a significant relationship. Furthermore, Shue and Lent (2007); and Shue (2005) summarized that ethnic-minority counsellor tend to score higher in multicultural counselling self-efficacy due to the number of multicultural training they received and relevant multicultural experiences.

This can be explained by the element of supervision that occurred not only during their training in university but might have taken place during professional development. During training in the university, the counsellor or counselling teacher trainee needs to undergo lab classes, practicum and internship. During these, they practiced to be a counsellor and counselling teachers where counsellor educator played role as supervisor observed their session. In the supervision, supervisor gives feedback and discussed with the students in regard to the academic and ethical issues. Students also possibly share their challenge and barriers with the supervisor which might help the student improve his or her performance in a counselling session. Interaction with supervisor is one of the factors that contribute to one's self-efficacy (Trangucci, 2103).

5.0 CONCLUSION AND IMPLICATIONS

In conclusion, the study found that age and the number of multicultural trainings received are related to counselling teachers' multicultural counselling self-efficacy. Counselling teachers also believed they are moderately confident in demonstrating their multicultural awareness and knowledge while working with multicultural students.

The implications from the study indicate that counselling teacher trainees need more exposure on DSM-V and information of major and sub ethnic cultures and groups to build a firm multicultural counselling self-efficacy. In enhancing counselling teachers' multicultural counselling self-efficacy, Ministry of Education can provide on the job multicultural training and start the multicultural supervision practice. This study may have few limitations such as the research design, analyses, sample size and generalizability. But due to its exploratory nature, results from this study are still very important to the literature. Future research should contain further investigations on this topic that includes more variables (e.g., social desirability and anxiety) that potentially related and impacted multicultural counselling self-efficacy.

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