AN ABSTRACT OF THE DISSERTATION OF

Abraham Cázares-Cervantes for the degree of Doctor of Philosophy in Counseling

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Title: School Counselors' Self-Efficacy and Training Needs When Working With the

Latino Student Population

Abstract approved:

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Cass Dykeman

Latinos have the lowest high school completion rates in the United States (United States

Census, 2010). School counselors are well positioned to lead the efforts to increase these

rates. Indeed, such leadership is mandated by both the ethical and program standards of

the American School Counselor Association. However, little is known about school

counselors' perceived self-efficacy and training needs with regard to working with Latino

students. An instrument measuring school counselors' perceived self-efficacy and

training needs in 16 areas was administered using a cross-sectional observational design.

The top five areas of perceived self-efficacy were: (a) "Conceptualize Latino students'

cultures as different rather than deficient;" (b) "Understand how my own cultural values,

stereotypes and biases may influence my work with Latino students;" (c) "Understand the

impact of discrimination and racism on Latino student development;" (d) "Use

counseling techniques that are culturally appropriate when working with Latino student;"

and (e) "Understand how standardized testing and assessment instruments have critical limits when applied to Latino students." The top five areas of need in terms of training were: (a) "Use functional Spanish to work more effectively with the Latino population;" (b) "Understanding how the students' Latino culture heritage impacts their education values;" (c) "Interpret Latino students' nonverbal body language and its significance in counseling;" (d) "Understand how the students' Latino cultural heritage impacts their educational goals;" and (e) "Connect with community organizations that support Latino students' development." Inferential statistical analyses revealed no difference between the rankings of self-efficacy and training needs. The implications for practice and research were discussed.

School Counselors' Self-Efficacy and Training Needs When
Working With the Latino Student Population

by
Abraham Cázares-Cervantes

A DISSERTATION

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APPROVED:

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Major Professor, PhD, representing Counseling

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Dean of the College of Education

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Dean of Graduate School

I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

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Abraham Cázares-Cervantes, Author

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CHAPTER 1: GENERAL INTRODUCTION

Overview

The purpose of this dissertation is to demonstrate scholarly work by using the manuscript document dissertation format, as outlined by the Oregon State University Graduate School. In this format, Chapter 1 introduces the research and provides explanations that thematically tie together two journal-formatted manuscripts found in Chapters 2 and 3. In addition, Chapter 1 supports the way in which both Chapters 2 and 3 build toward research conclusions pertinent to the field of school counseling, more specifically to what is school counselors' self-efficacy in reference to how to work more effectively with Latino students, and what are school counselors' training needs in reference to how to work more effectively with Latino students. Accordingly, Chapter 2 is a literature review manuscript titled *The Negative Effects of Acculturation on the K-12 Latino Population* and Chapter 3 presents a quantitative needs assessment research manuscript titled *School Counselors' Self-Efficacy and Training Needs when Working with the Latino Student Population: A Survey of Self-efficacy and Training Needs*. The study described in Chapter 2 provides a review of literature on the Latino population. An exploration of the rapid growing changes of the Latino population in the United States emphasizes the need for multicultural training for school counseling professionals. The purpose of the study described in Chapter 3 is to provide the reader with insight into the school counselors' self-efficacy and training needs when working with the Latino student population. Finally, Chapter 4 presents the reader with general conclusions and links all manuscripts thematically.

The study of acculturation has been ongoing for several decades. Moyerman and Forman (1992) described acculturation as a "process whereby the attitudes and/or behaviors of persons from one culture are modified as a result of contact with a different culture" (p. 163). Phinney (2006) indicated that to the average person, the term acculturation refers to immigrants who come from Third World countries to an industrialized country. In the new country, they must then learn a new language and culture, adapt to new customs, and interact with people whose values and beliefs are different from what they are used to. According to Berry (1990), this process is called Acculturation and can take one of four cultural positions: (a) integration, which represents a strong view of both cultures; (b) assimilation, which represents a strong view of the new culture and a weak view of the culture of origin; (c) separation, which represents a weak view and interaction with the new culture and a strong view and interaction in the native culture; and (d)) marginalization, which has a weak view of both cultures. Although the process of acculturation has been associated with low or high-self-esteem, stress, depression, substance use, and body image (Driscoll, Torres, & Voell, 2012; Dawson & Panchanadeswaran, 2010; Phinney, 2006; Roche & Kuperminc, 2012; Schwartz et al., 2007; Lopez & Suarez-Morales, 2009; Driscoll et al., 2012; Hovey, 2000; Hovey & Magana, 2002; Paukert et al., 2006; Salgado de Snyder, 1987; Caetano, Ramisetty-Mikler, & Rodriguez, 2009; Ayala, Galindo, Elder, & Mickens, 2007), there is little research exploring the effects that the process of acculturation might have on the Latino adolescent student population and what we need to do to create a healthy acculturation pathway to support this minority population. Youth of immigrant parents is

a demographic group that keeps growing in the United States (Katsiaficas, Suarez-Orozco, Sirin, & Gupta, 2013; Carranza, You, Chhuon, & Hudley, 2009).

Importance to the Profession of School Counseling

According to the American School Counselor Association Ethical Standards (2010), school counselors must be culturally competent in how to work with diverse populations of students. In order for school counselors to provide a culturally sensitive and effective support service, they must be culturally competent in how to work with diverse populations of students. Following this professional and ethical obligation is not an easy task for school counselors due to the high diversity of population among the student bodies they serve in the schools. Among this diverse population, Latinos are the largest and fastest growing immigrant group in the United States. Accordingly, the United States Census (2010) identified that 50.5 million Latinos are currently residing in the United States. The United States Census also indicated that the Latino population represented half of the total growth population between the years of 2000 to 2010. Particularly, the Latino population in the state of Washington showed a significant growth of 71% in the state over the past ten years. For example, the Washington State Office of Superintendent of Public Instruction (2011) reported that 19.6% of students enrolled in K-12 education were Latino students. However, of all the major ethnic groups in the United States, the Hispanic population has the lowest rates of high school and college completion according to the United States Census (2010). Since the Hispanic student population will continue growing in the country, it's imperative to conduct research that will enhance the knowledge surrounding the topics of acculturation and the

negative effects that acculturation has on the Latino population and how this might impact their adjustment and academic achievement.

Moreover, the rapid growth of the Latino population in the schools requires school personnel to be culturally competent especially school counselors due to the vital and unique role they play in the schools. According to the American School Counseling Association's (ASCA) national model, school counselors are well positioned to lead efforts to lessen the barriers that this population faces in school, and they are also obligated to do so as determined by the ASCA ethical standards (ASCA ethical and national standards) that indicate that school counselors should work as advocates and leaders on behalf of the students in the school. The role of the school counselor in the school system facilitates the opportunities for school counselors to advocate for the Latino student population by educating school personnel about possible cultural implications that could take place when working with this population (Smith-Adcock, et al., 2006; Goh, Wahl, McDonald, Brissett, & Yoon, 2007; Dickson, et al., 2011). However, there is little research in the areas of school counselors' efficacy and post-training needs in working with the Latino student population. This lack of training may influence the professional work school counselors do when working with the Latino population. Moreover, Constantine and Yeh (2001) stated the possibility that school counselors may be providing services to the minority population that is beyond their level of expertise. Therefore, it is essential that school counselors be well prepared when working with the Latino student population to more effectively help this population break through barriers that are affecting their academic achievement, career choices, and personal success such as acculturation stress and cultural differences among others. In

order to understand what is needed, this dissertation investigates school counselors' self-efficacy and training needs when working with the Latino student population.

Both manuscripts are potentially significant to the profession of counseling and school counseling as each provides unique information that helps counselors better understand the struggles and the challenges that the Latino population in the United States faces and emphasizes the need for more research on acculturation, its effects on the Latino adolescent population, and the multicultural training needs among school counselor professionals to better support the Latino adolescent minority population.

Manuscript 1

The first article presents a review of literature on the Latino population exploring the rapid growth of the Latino population in the United States. In addition, it provides an overview of the challenges that the Latino population faces through the process of acculturation and how that negatively affects their lives. The United States Census (2010) data indicated that the Latino population is the fastest growing minority population in the United States. Past research has identified the acculturation process as negatively affecting the Latino population in many different ways if support is not available. Moyerman and Forman (1992) defined acculturation as the process in which an individual adopts attitudes and/or behaviors from another culture by being in contact with it. There is a complex pattern of both behavioral continuity and change as people negotiate how to live in the new society. Research finds that acculturation has been associated with low or high-self-esteem, stress, depression, substance use, and body image (Driscoll, Torres, & Voell, 2012; Dawson & Panchanadeswaran, 2010; Phinney, 2006; Roche & Kuperminc, 2012; Schwartz et al., 2007; Lopez & Suarez-Morales, 2009;

Driscoll et al., 2012; Hovey, 2000; Hovey & Magana, 2002; Paukert et al., 2006; Salgado

de Snyder, 1987; Caetano, Ramisetty-Mikler, & Rodriguez, 2009; Ayala, Galindo, Elder,

& Mickens, 2007). Moreover, this same research also emphasizes the importance of

doing more research to better understand the process of acculturation in the minority

population. This is a complex psychological process that includes social learning, stress

and coping, identity, resilience, mental illness, and conflict that can keep this population

from being better represented in numbers in the professional world. This research

manuscript contributes to the body of knowledge regarding acculturation and its effects

on the Latino adolescent minority population. Further, it will provide a better

understanding of the psychological effects and consequences and how these affect the

lives, quality, and options of the Latino adolescent minority population. This research

will be beneficial not just for the Latino adolescent immigrant population but also to the

counselors and school counselor professionals working with this population.

Manuscript 2

The second article presents a cross-sectional observation study of school

counselors' self-efficacy and training needs when working with the K-12 Latino

adolescent population. Although the American School Counselor Association Ethical

Standards (2010) states that school counselors must be culturally competent in how to

work with diverse populations of students, following this professional and ethical

obligation is not an easy task for school counselors. Previous research in the area

indicates that school counselors are facing many challenges when working with the

minority Latino adolescent population. Those challenges range from cultural differences

to language barriers that directly affect the Latino student population's academic

achievement, career choices, and personal success (Dickson, Zamora, Gonzalez, Chun, & Callaghan, 2011; Smith-Adcock, Daniels, Lee, Villalba, and Indelicato, 2006; Ryan, Casas, Kelly-Vance, Ryalls, & Nero, 2010; Kuperminc, Darnell, & Alvarez-Jimenez, 2008). School counselors are well positioned to lead efforts to lessen the barriers that the Latino adolescent population faces in schools, and they are also obligated to do so as determined by the ASCA ethical standards (ASCA ethical and national standards) that indicate that school counselors should work as advocates and leaders on behalf of the students in the school. Therefore, the role of the school counselor in the school system facilitates the opportunities for school counselors to advocate for the Latino student population by educating school personnel about possible cultural implications that could take place when working with this population (Smith-Adcock, et al., 2006; Goh, Wahl, McDonald, Brissett, & Yoon, 2007; Dickson, et al., 2011). However, in order for school counselors to address the barriers that the Latino adolescent population is facing in the school system, they need to have the appropriate multicultural training opportunities. There is little research in the areas of school counselors' efficacy and post-training needs in working with the Latino student population. Constantine and Yeh (2001) stated the possibility that school counselors may be providing services to the minority population that is beyond their level of expertise.

The study used school counselors from a Northwestern state. The self-efficacy and training needs survey focused on six major areas of need when working with the minority Latino student population: (a) Career counseling; (b) school behavior issues; (c) cultural awareness and sensitivity; (d) community outreach and advocacy; (e) evaluation, assessment and interpretation; and (f) professional competence. In addition, a

demographic information section was included to cover the following questions about participants: age, gender, race, years of working experience as a school counselor, estimate in percentage of Latino students in their district, work setting (elementary, middle school, high school), and Spanish fluency. Participants were contacted by email using Dillman's Tailored Design Method (Dillman, Smyth, & Christian, 2009) and were provided with their rights as research participants and confidentiality as well as their right to refuse participating.

The researcher intends to publish both manuscripts in counseling journals with the purpose of adding to the body of knowledge to help counselors and school counselors better understand the struggles and the challenges that the Latino adolescent population in the United States faces, the effects that the acculturation process has on the Latino population, and the multicultural training needs among school counselor professionals to better support the Latino adolescent minority population.

Glossary of Terms

Acculturation Stress: Stress that one experiences as a result of the acculturation process (Hall, L. E., 2005).

Acculturation: The process whereby the attitudes and/or behaviors of persons from one culture are modified as a result of contact with a different culture (Moyerman and Forman (1992).

Assimilation: To represent a strong view of the new culture and a weak view of the culture of origin (Berry, J. W., 1990).

Bicultural: Of or relating to two distinct cultures in one nation or geographic region (Hall, L. E., 2005).

Collectivist: The main focus of collectivistic culture is on the group as opposed to the individual. The sense of self is tied to group membership. This group may be the family, social or political organizations, or religious affiliation (Hall, L. E., 2005).

Cultural competence: A set of fitting behaviors, attitudes, and policies in a system, agency, or among professionals that facilitate the system, agency, or professionals to work successfully in cross-cultural situations (Hall, L. E., 2005).

Ethnic Identity: The awareness of a person's affiliation with a certain ethnic group (Hall, L. E., 2005).

Hispanic: A person who descends from one of the world's Spanish-speaking people (Hall, L. E., 2005).

Integration (or Biculturalism): To represent a strong view of both cultures: the new culture and the native culture (Berry, J. W., 1990).

Intercultural Communication: Interaction between people who think of themselves as different from the other in terms of culture (Hall, L. E., 2005).

Latino: A person who was born or lives in South America, Central America, or Mexico or a person in the United States whose family is originally from South America, Central America, or Mexico. (www.merriam-webster.com/dictionary/latino)

Marginalization: To represent a weak view of both cultures (Berry, J. W., 1990).

OSPI: Office of Superintendents of Public Education

Separation: To represent a weak view and interaction with the new culture and a strong view and interaction with the native culture (Berry, J. W., 1990).

CHAPTER 2

THE NEGATIVE EFFECTS OF ACCULTURATION ON THE K-12 LATINO

POPULATION

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Abstract

This review of literature of the Hispanic Latino population will provide an exploration of the rapid growing changes of the Latino population in the United States, the acculturation process, and the negative effects that the acculturation process has on the Hispanic Latino population. First, a brief view of the current United States Census information regarding the Latino population will be presented followed by the definition of acculturation, the levels of acculturation, factors that influence acculturation, and lastly, a presentation of the negative effects that acculturation has on the Latino population and how this might impact their lives. The objective of this review is to provide a greater understanding of the challenges the Latino population in the United States faces and emphasize the need for more research on acculturation and multicultural training among counselor and school counselor professionals to better support the Hispanic Latino population.

Keywords: school counselor, Latino, multicultural awareness

The Negative Effects of Acculturation on the K-12 Latino Population

Introduction

The study of acculturation has been ongoing for several decades, but there is little research exploring the effects that the process of acculturation might have on the adolescent Latino student population. Youth of immigrant parents is a demographic group that keeps growing in the United States (Katsiaficas, Suarez-Orozco, Sirin, & Gupta, 2013; Carranza, You, Chhuon, & Hudley, 2009).

Hispanics are the largest and fastest growing immigrant group in the United States. Accordingly, the United States Census (2010) identified that 50.5 million Latinos are currently residing in the United States. The United States Census also indicated that the Latino population represented half of the total growth population between the years of 2000 to 2010. Particularly, the Latino population in the state of Washington showed a significant growth of 71% in the state over the past ten years. In the educational system, the state of Washington Office of Superintendents of Public Instruction (2011) data indicated that 19.6% of students enrolled in K-12 education were Latino students. However, of all the major ethnic groups in the United States, the Hispanic population has the lowest rates of high school and college completion according to the United States Census (2010). Since the Hispanic student population will continue growing in the country, it's imperative to conduct research that will enhance the knowledge surrounding the topics of acculturation and the negative effects that acculturation has on the Latino population and how this might impact their adjustment and academic achievement.

Acculturation

Moyerman and Forman (1992) described acculturation as a "process whereby the attitudes and/or behaviors of persons from one culture are modified as a result of contact with a different culture" (p. 163). Phinney (2006) indicated that to the average person, the term acculturation refers to immigrants who come from Third World countries to an industrialized country. In the new country, they must then learn a new language and culture, adapt to new customs, and interact with people whose values and beliefs are different from what they are used to. The acculturation process of minority populations, especially Hispanic, has been of increased interest to psychologists in recent years. However, the research in this area has typically focused more on cultural adaptation to society. For instance, Lucas and Stone (1994) stated that "although research with this ethnic group has focused on important facets of cultural adaptation, investigators have often failed to recognize cultural bias in their conceptualization of culturally adaptive behavior" (p. 134). They added that the majority of the literature on the topic from the 1970s consisted mostly of support for the traditional cultural stereotypes that represent Mexican-Americans as "more affiliative, less individualistic, more cooperative, and less competitive than Anglo-Americans" (p. 132). Even though this type of information is important, it is similarly important if not more so to study more directly the effects that a blending culture has in the individuals with particular attention to the adolescent population. Moreover, researchers have not been focusing on the mental well-being of the individual during the acculturation process, specifically in adolescents. In addition, it is essential to acknowledge that Latino students, as well as other immigrant students in the country, are facing the acculturation process, which can be stressful and challenging.

Acculturation Levels

Research indicates that the level of acculturation of individuals helps to identify their assimilation to the new culture and therefore their involvement as part of the culture. According to Berry (1990), this process can take one of four cultural positions: (a) integration, which represents a strong view of both cultures; (b) assimilation, which represents a strong view of the new culture and a weak view of the culture of origin; (c) separation, which represents a weak view and interaction with the new culture and a strong view and interaction in the native culture; and (d) marginalization, which has a weak view of both cultures.

Moreover, Szapocznik, Kurtines, and Fernandez (1980), stated that healthy acculturation is a two-section process in which the individuals learn to accommodate themselves to the new culture and retain their culture at the same time (biculturalism). With this in mind, they suggested that assimilation (overacculturated) and separation (underacculturated), as well as marginalization, are negative forms of acculturation that hinder effective coping of the individuals in the environment. In addition, Carranza et al., (2009) indicated that healthy acculturation influences significantly the school achievement and academic aspirations of Latino youth finding that higher levels of acculturation are positively correlated with high school achievement and high academic aspirations. Findings like these help us recognize the importance of research in the area of acculturation. In addition, the research findings help us better understand the effects that acculturation might have on the Latino student population which then can be translated into better services to help this future generation of American youth grow to their full potential.

Acculturation Factors

Furthermore, the acculturation process indicates that many Hispanic immigrant families are facing the process of acculturation while going through life's daily hassles by balancing daily decisions that will mediate between their native culture and the dominant culture (Berry, 1990; Szapocznik, et al., 1980). These types of environmental situations are factors that affect directly or indirectly the process of acculturation in a positive or negative way. One of those factors is time. Research exploring this factor indicates that the level of acculturation varies from generation to generation (Cuéllar, Arnold, & Maldonado, 1995; Roche & Kuperminc, 2012) as individuals who are exposed to the new culture longer typically show higher levels of acculturation. This phenomenon affects the individual's behavior and cognition and may help provide greater opportunities to future generations. Moreover, Roche and Kuperminc (2012) found the same results in a study with youth participants where the longer the youth had spent in the United States, the lower the level of acculturation stress and the less time spent in the United States, the higher the level of acculturation stress. In a similar study, Montgomery (1992) found that higher acculturated Mexican individuals had higher socioeconomic status (SES) in society than those less acculturated. In addition, he stated that the total level of acculturation in Mexican-Americans increased over the generations towards the Anglo-oriented culture and that the higher levels of acculturation were positively correlated with the number of years of residence in the United States and with higher social class. Following this idea, Negy and Woods (1992) reported a positive correlation between SES and higher levels of acculturation in Mexican-American students. In addition, they indicated that it is unknown whether higher levels of acculturation facilitate gains in SES

or higher SES facilitates acculturation. Other findings suggest that individuals that reach

the level of acculturation to become integrated (bicultural) or assimilated are those that

have higher levels of education or have lived in the country for longer (Magana, Rocha,

Amsel, Magana, Fernandez, & Rulnick, 1996).

The influence of skin color on individuals' life chances has also been studied for

its effect on the process of acculturation. The basic premise behind skin color

influencing the acculturation process comes from normal social structure in which lighter

skin colored individuals receive normal or preferential treatment while darker skin

colored individuals are more likely to be discriminated due to their appearance, which is

reflective of differences of the majority culture (Lancaster, 1999). Skin color seems to be

a factor affecting the experience that the Hispanic population has in the United States and

therefore, their process of acculturation. A study by Vázquez, García-Vázquez, Bauman,

and Sierra (1997) found that in fact skin color affects the level of acculturation in which

the darker the skin color in Mexican-Americans, the lower the level of acculturation.

Similar findings were accounted for by Adelegan and Parks (1985) in a study with Black

African and non-Black African international students in which Black African students

reported lower levels of acculturation compared to those of non-Black African students.

The results suggest that skin color plays an important role in our society, and lighter skin

color facilitates a higher acculturation level in the individual by minimizing

discrimination by society and increasing the level of acceptance of society. According to

Montalvo (2004), skin color discrimination also affects Mexican Americans at an early

age endangering their normal development, health, life chances, and school performance.

The results of this research in the area of acculturation and skin color emphasize the

importance of research needed in this field to help us better understand the negative effects that skin color might have on the immigrant population and what professionals from different fields can do to better support this immigrant population.

Acculturation and Ethnic Identity

Besides the studies that focus on how skin color or how the amount of time in the new country may affect assimilation, there are others that look at how people define their ethnicity. Ethnic identity is characterized as the attitudes and meaning people attach to their social group (Phinney, 1990). On the other hand, Niemann, Romero, Arredondo, and Rodriguez (1999) reported that people define their ethnic identity according to their experiences and social realities. They indicated that low-acculturated Mexican-Americans and Mexicans living in the United States defined themselves as being part of their ethnic group because of the experiences of discrimination they had faced in their life and other negative experiences. Further, according to Giang and Wittig (2006), the ethnic identification process and openness to interaction with other ethnic groups help improve individuals' self-esteem. They found that different levels of acculturation correlate with different levels of self-esteem suggesting that ethnic identity is positively linked to self-esteem. They reported that individuals in the levels of integration and assimilation have the highest levels of self-esteem. These findings were confirmed by Schwartz, Zamboanga, and Jarvis (2007) in their study with middle school Hispanic students. They also found that higher levels of acculturation decrease the likelihood of discrimination as well as other stress related to acculturation, which could positively affect this population's academic performance at school and self-esteem.

Acculturation and Stress

While acculturation levels have been associated with positive outcomes like levels of self-esteem, they can also be used to define more negative aspects of human experience like levels of stress. Acculturation stress has been identified as the burden of learning a new culture, balancing different cultural values, and learning a new language (Driscoll, Torres, & Voell, 2012; Dawson & Panchanadeswaran, 2010; Phinney, 2006). Damji, Clement, and Noels (1995) reported that individuals who identified with the native group during the acculturation process (separation) expressed more psychological distress such as stress, depression, health problems, and low self-esteem than those individuals that were in any other acculturation type or level such as marginalization, assimilation, or integration. In addition, Damji et al. (1995) indicated that even though less psychological distress was present in those three types of levels of acculturation in the participants, there was not a better adjustment to the majority culture as measured by such variables as language acquisition and sense of belonging. More research is needed to more clearly understand the effects of stress in the Hispanic population. Moreover, Hovey (2000) reported that Mexican immigrants experience high levels of acculturation stress that may put them at risk for suicide. In addition, Hovey's study indicated that 59% of his 114 participants reached highly significant levels of depression, and some presented symptoms of suicidal ideation. Furthermore, a study by Thoman and Surís (2004) indicated that the level of acculturative stress was predictive of psychological distress for a sample of Mexican-American clients from a south Texas clinic. These findings are concerning, and the lack of knowledge and understanding around this topic endangers the quality of life of current and future immigrants in the United States.

Acculturation and Stress in Youth

Immigrant youth are not the exception to the acculturation process; they face the same stresses that result from individual, social, and cultural changes (Roche & Kuperminc, 2012; Schwartz et al., 2007). These stressors are coming from the natural process that acculturation brings to their lives putting them at risk to physiological and psychological distress such as anxiety, depression, low self-esteem, and concentration, all risk factors that can negatively impact their lives and academic performance (Harker, 2001; Suarez-Morales & Lopez, 2009; Damji et al., 1995). Katsiaficas et al. (2013) found that acculturation stress in youth poses a real risk to their psychological well-being and development. Moreover, Lopez and Suarez-Morales (2009) found that higher levels of acculturation stress are associated with higher symptoms of anxiety in the Latino youth population. In addition, Lopez and Suarez-Morales (2009) identified the anxiety symptoms expressed in the Latino youth population as physiological, concentration problems, and worrisome symptoms that affect the school functioning and academic performance of this population in school. Moreover, Katsiaficas et al. (2013) emphasized the nature of how difficult a period of life adolescence is and how acculturation stress becomes a formidable risk because it takes place in combination with the everyday challenges that an adolescent faces.

Discrimination also has been shown to create stress, which affects the well-being and academic aspirations and performance of young immigrants (Lopez & Suarez-Morales, 2009; Roche & Kuperminc, 2012; Schwartz et al., 2007). Driscoll et al. (2012) defined discrimination as the negative attitude, judgment, or unfair treatment of members of a particular group. According to research, in the life of immigrant adolescents,

discrimination adds on to acculturation stress increasing the risk to their psychological

well-being, development, life opportunities, and academic performance (Driscoll et al.,

2012; Lopez & Suarez-Morales, 2009; Roche & Kuperminc, 2012). Moreover, research

states that the negative effects of perceived discrimination could be correlated with lower

levels of acculturation in the Latino youth population and higher levels of acculturation

with lower symptoms of perceived discrimination as is the case of acculturation stress

(Schwartz et al., 2007; Lopez & Suarez-Morales, 2009). Findings like these emphasize

the importance of continuing research in the area of the processes of acculturation and its

effects on the Hispanic immigrant population, especially the youth population that by

nature faces daily hassles and life stressors and then has the added stress of acculturation

to face.

Acculturation and Intercultural Competence

Intercultural competence has also been demonstrated to be a predictor of

acculturation stress among Hispanics by Torres and Rollock (2004), who defined

intercultural competence as a set of skills, characteristics, and abilities that help people

communicate more effectively with people from different cultures. Torres and Rollock's

study (2004) demonstrated that subjects who had a low ability to cope with intercultural

and intracultural problems encountered during the acculturation process developed more

acculturative stress. In addition, Thoman and Surís (2004), when investigating the role of

acculturation and acculturative stress as predictors of psychological distress, found that

the level of acculturation was a predictor of psychological distress in the Hispanic

population. They reported that assimilated acculturation level was a predictor of a good

quality of life in the area of mental health; however, because the fact that no integrated

bicultural participants were classified in the study, it was not possible to compare this acculturation level with the other three levels (marginalization, separation, and assimilation).

Acculturation, Stress, and Depression

As the research shows, acculturation levels affect stress in the immigrant population of the United States. According to Paukert, Pettit, Perez, and Walker (2006), acculturation stress is characterized by negative emotions or events that the individual is facing in the present. This stress has been reported to be related to symptoms of anxiety and minor depression in the adult and youth population (Lopez & Suarez-Morales, 2009; Driscoll et al., 2012; Hovey, 2000; Hovey & Magana, 2002; Paukert et al., 2006; Salgado de Snyder, 1987) as well as negative affect (Paukert et al., 2006). Cuellar and Roberts (1997) found that depressive symptoms increase in Mexican-Americans who are more assimilated to the majority culture. In addition, they indicated that acculturation does not increase mental health problems like depression in the individual, but experiences like discrimination, negative acceptance by the majority culture, and stereotyping that are normally connected with acculturation do. On the other hand, research also has demonstrated that individuals that identify with the native group during the process of acculturation have displayed higher levels of depression and lower self-esteem than immigrants that are in any other acculturation level (Damji et al., 1995). Moreover, Roche and Kuperminc (2012) indicated that acculturative stresses consist of two dimensions not just one: discrimination stress and immigration stress. According to them, both dimensions create stress related symptoms such as anxiety, depression, marginality, alienation, psychosomatic symptoms, and identity confusion. Looking at the

mixed findings in this area of research, it's important that future research be conducted to study the connection between acculturation and the negative effects that they create in the mental health of the immigrant population. Furthermore, Hovey (2000) also stated that high levels of acculturation stress such as depression can put an individual at risk for suicide. These results emphasize the need for more research in the area of acculturation.

Acculturation and Substance Use

Acculturation has also been studied to examine its relation to substance use such as cigarettes, alcohol, and marijuana in the Hispanic Latino population. Moyerman and Forman (1992) described acculturation as a "process whereby the attitudes and/or behaviors of persons from one culture are modified as a result of contact with a different culture" (p. 163); however, Berry (1990) took the acculturation process a step further indicating that acculturation is a bi-dimensional process in which the individual's culture of origin is modified as a result of being in contact with the new culture. Some researchers are using Berry's view to describe research findings that indicate that higher levels of acculturation in the Latino population are associated with higher levels of substance use and lower levels of acculturation with lower levels of substance use (Caetano, Ramisetty-Mikler, & Rodriguez, 2009). Kulis, Marsiglia, and Nieri (2009) explained these phenomena by indicating that "acculturation may facilitate substance use by fostering its acceptance" (p. 3). Kulis et al., (2009) proposed that the more acculturated the immigrants are, the more likely they will be willing to accept both the positive and/or negative attitudes and behaviors of the new culture as their own.

On the other hand, other studies and reviews have found a correlation between Hispanic ethnic identity and marijuana and alcohol use in Hispanic early adolescents

from Mexican backgrounds while American orientation was negatively associated with marijuana and alcohol use (Jarvis, Schwartz, Tyne, & Zamboanga, 2009; Marsiglia, Kulis, Hecht, & Sills, 2004; Kulis, Marsiglia, Kopak, Olmsted, & Crossman, 2012; Bondy et al., 2012). As we can see in these studies, lower levels of acculturation in the minority Hispanic population seem to be associated with higher levels of substance use while higher levels of acculturation are associated with lower levels of substance use.

Research examining the effects of acculturation and substance use in the Latino population has shown mixed findings. However, this research information is essential to help us understand the correlation and direction of these two factors. More research in the area of acculturation and substance use is needed in order to better understand the positive and negative effects that acculturation has on the Hispanic youth population and if a correlation exists.

Acculturation and Body Image

Research has also been done to explore the connection of acculturation and body image among the immigrant female population. Taking into consideration the process of acculturation in which the attitudes, beliefs, values, and behaviors of an individual will change as they adapt to their new home country (Moyerman & Forman, 1992), body image satisfaction has been identified as being influenced by acculturation and culture (Ayala, Galindo, Elder, & Mickens, 2007). Moreover, Chamorro and Flores-Ortiz (1998) indicated that this association takes place during the process of acculturation due to the fact that for new immigrants, the definition of beauty and body image as a means of acknowledging women is part of the cultural exchange for them to become more acculturated and therefore, accepted by the new culture. However, body image

dissatisfaction has been found to be correlated with eating disorders such as binge eating,

purging, and excessive weight loss (Ayala et al., 2007).   Lim, Sussman, and Troung

(2007) indicated that a thin body is highly valued in United States culture but is often

unattainable for many immigrants, which could result in a negative mental picture of

one's body creating a negative body image of self. Some research indicates that

acculturation level is correlated with body image satisfaction (Lim et al., 2007). This

research indicates that the higher the acculturated immigrant females are to the Anglo

culture, the more dissatisfied they are with their body image as compared to those that are

less acculturated. Therefore, higher acculturated immigrant females are more at

psychological risk to develop an eating disorder than lower acculturated immigrant

females (Lim et al., 2007; Ayala el al., 2007). Moreover, research shows that second-

generation immigrant women born in the United States are more acculturated than the

previous generation and that they also have more abnormal eating patterns than previous

generations putting them at risk for eating disorders (Chamorro & Flores-Ortiz, 1998).

On the other hand, other researchers such as Crowther and Reddy (2007) indicated that

acculturation is not directly connected with body image satisfaction and therefore, has

little to do with the development of eating disorders in the female immigrant population.

In addition, they also stated that cultural conflict, in fact, is the major factor affecting

body dissatisfaction and therefore, the possible development of an eating disorder.

Crowther and Reddy (2007) defined this as "the negative affect and cognitive dissonance

resulting from an attempt to assimilate values and expectations of the majority culture

and one's own culture" (p. 46). These research findings emphasize how imperative more

research is needed to better understand the effects that acculturation or cultural conflicts

during the process of acculturation has on body image and eating disorders in the immigrant population.

Acculturation and Minority University Students

In addition to these studies, researchers have also conducted studies to look at acculturation and stress in international and minority university students. A study by Constantine, Okazaki, and Utsey (2004) looked at the correlation between acculturation stress and depression in a university student population. They found a significant correlation between acculturation, stress, and symptoms of depression in a group of international students. They also described discrimination, homesickness, depression, irritability, and fatigue as possible consequences of acculturative stress. These findings suggest, and are supported by Thoman and Surís (2004), that acculturation stress can cause psychological distress. According to the study by Constantine, Anderson, Berkel, Utsey, and Caldwell (2005), international students from collectivist cultures reported keeping problems to themselves as a coping strategy while adapting to the American culture. Others in the same study reported sleep as a way of avoiding cultural stress. These forms of adaptation may also create psychological distress and depression and obstruct academic performance in that student population. Further, in a study by Misra, Crist, and Burant (2003), it was found that adapting to a new culture and the accompanying cultural adjustment were highly predictive of life stress in international college students. In a specific minority group study, Neville, Heppner, and Wang (2001) reported that African American students that had a strong positive connection with their culture and negative views towards the majority culture of the university setting reported more general stressors in their college experience. In another study with the African

American college population, Barnes and Lightsey (2005) reported that perceived racial discrimination was strongly associated with perceived stress-related phenomena such as intrusive thoughts, images, and feelings of anger that could increase risk for negative health outcomes.

Acculturation and Mexican-American University Students

With these studies, researchers have shown that international and minority university students are affected by acculturative stress. However, according to the National Center for Education Statistics (1998), one group that has been drawing increasing interest to researchers is the Mexican-American university population because it comprises 7% of the college population in the United States. For example, Suarez, Fowers, Garwood, and Szapocznik (1997) studied Hispanic university students and found that feelings of loneliness and alienation were inversely correlated with biculturalism. They reported that biculturalism helped individuals avoid loneliness and alienation, which helped them to feel less different from the new culture. They also added that bicultural individuals reported an attachment to their Hispanic culture. In addition, social support has been found to help decrease stress in the college population. Solberg and Villarreal (1997) reported that Hispanic college students that received social support reported lower distress compared to those that did not receive social support. In addition, they indicated that those individuals that reported lower distress also reported higher self-efficacy, which they suggested may indicate that lower distress might improve academic performance in college students.

On the other hand, Quevedo-Garcia (1987) reported that the Hispanic college student population, regardless of their country of origin, was not able to develop to their

full potential during their college career due to the lack of understanding that the university had about their culture, economic status, and social and political background. He implied that the neglectful attitude of colleges created more stressors for the Hispanic college population and that they would fail to retain this population in college if they didn't change.

Even though stress is present during the process of acculturation, it is unclear exactly how these two phenomena are related. Specifically, more research is needed to examine the positive and negative effects that different levels of acculturation have on levels of stress experienced by the Hispanic population.

Summary

This review of literature has provided an overview of acculturation and the stress associated with this process. According to Berry (2006), research and literature on acculturation began appearing in the 1980s and has increased substantially since then. This interest in acculturation is due to the increased migration of people from around the globe, as well as an increased awareness of the importance of seeking to understand how culture and behavior influence one another. They question how people who are born and raised in one society are then able to function in another society that is culturally different from their own. Berry (2006) offered this insight:

There is a complex pattern of both behavioral continuity and change as people negotiate how to live in the new society. This complexity involves many psychological processes, including social learning, stress and coping, identity, resilience, mental illness, conflict, and many others. (p. 4)

This complexity has given rise to the field of acculturation and the need for acculturation research in the area of psychology. Moyerman and Forman (1992) defined acculturation as the process in which an individual adopts attitudes and/or behaviors from another culture by being in contact with it. Berry (1990) stated that this cultural contact between people from different cultures takes place in four different levels: integration, assimilation, separation, and marginalization. Thus, these people have many challenges, stresses, discrimination, and opportunities in their lives that can affect their well-being whether it be for their betterment or detriment (Phinney, 2006). Additional research is needed to investigate these factors as related to acculturation.

According to the United Nations Population Report (2010), it was estimated that at the beginning of this century, approximately 213 million people were living in countries different from their native country. This group of people is referred to as "migrants," and the number of migrants has doubled in only a quarter of a century. Further, not included in this statistic are the millions of children of these migrants who were born in the country where their parents currently reside. These immigrant children, according to Aronowitz (1984), "have been identified as one of the fastest-growing sectors of the population in several Western societies" (p. 240). Hernandez (1999) estimated that the number of immigrant children in the United States grew by 47% over the 8-year period from 1990 to 1997, while the number of children of native-born parents only grew by 7 %. Even though the acculturation process of minority populations, especially Hispanic, has been of increased interest to psychologists in recent years, the research in this area has typically focused more on cultural adaptation to society and not on the psychological consequences in the individual. It is important to study the

psychological consequences that minority populations face to identify the factors that affect acculturation. One possible consequence is stress; therefore, research to determine the relationship between acculturation and stress will be beneficial not just for the minority immigrant population but also to professionals working with this population.

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CHAPTER 3

SCHOOL COUNSELORS' SELF-EFFICACY AND TRAINING NEEDS WHEN

WORKING WITH THE K-12 LATINO STUDENT POPULATION

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Abstract

Little is known about school counselors' perceived self-efficacy and training

needs with regard to working with Latino students. An instrument measuring perceived

self-efficacy and training needs in 16 areas was administered using a cross-sectional

observational design. Statistical analyses revealed no difference between the rankings of

self-efficacy and training needs.

Keywords: school counseling training, self-efficacy, multicultural awareness,

Latino

School Counselors' Level Self-Efficacy and Training Needs When
Working with the K-12 Latino Student Population

According to the American School Counselor Association Ethical Standards

(2010), school counselors must be culturally competent in how to work with diverse

populations of students. Following this professional and ethical obligation is not an easy

task for school counselors due to the high diversity of population among the student

bodies they serve in the schools. Among this diverse population, the Latino population is

the largest minority group in the United States and has become the fastest growing

minority in the United States according to the United States Census (2010). In addition,

the United States Census indicated that the Latino population represents more than 50.5

million of the current United States population.

Research indicates that the Latino student population is currently failing in our

educational system, and it faces significant challenges in the current education system

which translates into this population having the lowest academic and highest dropout

rates of any other minority in the country (Dickson, Zamora, Gonzalez, Chun, &

Callaghan, 2011). Gandara and Contreras (2009) attributed this to the lack of cultural

understanding, sensitivity, and academic support to the Latino student population in the

school system. They indicated that the school personnel's lack of professional

multicultural training on how to work with the Latino student population in addition to

language barriers are some of the barriers that affect the Latino student population's

ability to succeed at school. In addition, the Latino cultural uniqueness can negatively

affect the school Latino student population and create challenges for their education as

well according to Smith-Adcock, Daniels, Lee, Villalba, and Indelicato (2006). Another

educational challenge that the Latino student population faces is the lack of family-school

involvement. Smith-Adcock et al. indicated that Latino students often will hesitate in

seeking out assistance because they find it difficult to rely on relationships for help or

support that is not from their family or friends. Researchers in this area indicate that this

challenge has common barriers such as language and culture (Ryan, Casas, Kelly-Vance,

Ryalls, & Nero, 2010; Kuperminc, Darnell, & Alvarez-Jimenez, 2008). The lack of

English language ability can limit Latino parents' school involvement if they do not have

the necessary support from the school to minimize this barrier, and the Latino population

may appear to be less involved around school personnel (Ryan et al., 2010; Suarez-

Orozco, Onaga, & de Lardemelle, 2010). Research also indicates that the lack of

parenting involvement in the Latino population could be attributed to the lack of

knowledge this population has of the school system and teachers' and officials'

expectations of parents (Kuperminc, et al., 2008). The rapid growth of the Latino

population in the school population requires school personnel to be culturally competent

especially school counselors due to the vital and unique role they play in the schools.

　　　　According to the American School Counseling Association (ASCA) national

model, school counselors are well positioned to lead efforts to lessen the barriers that this

population faces in school, and they are also obligated to do so as determined by the

ASCA ethical standards (ASCA ethical and national standards) that indicate that school

counselors should work as advocates and leaders on behalf of the students in the school.

The role of the school counselor in the school system facilitates the opportunities for

school counselors to advocate for the Latino student population by educating school

personnel about possible cultural implications that could take place when working with

this population (Smith-Adcock, et al., 2006; Goh, Wahl, McDonald, Brissett, & Yoon, 2007; Dickson, et al., 2011).

Schools must address the barriers that the Latino student population is facing in order to help close the educational achievement gap that currently exists in this minority population, and school counselors play a vital role in the schools to make this happen. However, there is little research in the areas of school counselors' efficacy and post-training needs in working with the Latino student population. Constantine and Yeh (2001) stated the possibility that school counselors may be providing services to the minority population that is beyond their level of expertise. However, it is important to mention that without the appropriate multicultural training opportunities for school counselors on how to work with the Latino student population, they cannot be expected to run an effective, culturally sensitive, and responsive school counseling program that will enhance the academic, personal/social, and career development of the Latino student population, which is the fastest growing minority population. This population is also currently failing at schools and is under represented in the professional work force. Moreover, Bandura (2006) indicated that in order to identify patterns of strengths and limitations in a specific skill, researchers should explore the professionals' perceived self-efficacy levels. He defined perceived self-efficacy as a "judgment of capability." This type of self-evaluation can help us receive valuable information from school counselor participants that will then help us identify and better understand their strengths and limitations in the area of multicultural counseling when working with the Latino population.

The purpose of this study was to determine the perceived self-efficacy and training needs of school counselors when working with the Latino student population. This study was guided by four research questions: (a) For school counselors, what are the top five ranked training needs in reference to working with Latino students; (b) In reference to counseling Latino students, what five skill areas do school counselors report the most confidence; (c) In reference to counseling Latino students, what was the rank order of acceptable training delivery modalities; and (d) In reference to counseling Latinos students, do school counselors rank confidence and training needs differently."

Method

Design

This study employed a cross-sectional observational design (Jepsen, Johnsen, Gillman, & Sørensen, 2004). Participants were surveyed following Dillman's Tailored Design Method (Dillman, Smyth, & Christian, 2009). For reasons that will be noted later, only late respondents (n = 107) were used for the inferential statistics involved in answering Research Question #4. As such, a *post hoc* power analysis was conducted using G*Power 3.1 (Faul, Erdfelder, Buchner, & Lang, 2009). The power analysis was for Means: Wilcoxon signed-rank test (matched pairs). The effect size was determined from group parameters. The following input parameters were employed: (a) number of tails = 2; (b) $d_z = 0.346$; (c) $\alpha = 0.05$; and (d) sample size = 107. The G*Power 3.1 output included an actual power of 0.93.

Participants

Participants were active school counselors from a Northwestern state. Surveys were emailed to the 1,701 current school counselors in that state. This email list was put

together by the researcher who contacted government agencies around the state. The

names and emails were supplied by the governmental agencies and the list used

represents the entire population of active school counselors in that state. Fifty emails

were dropped from the study due to failure of bouncing back. A total of 293 returned the

survey. Of that number, a total of 238 (14% rate) produced a usable survey. This

population included school counselors from all three school levels: elementary (30%),

middle school/junior high (29%), and high school (41%). The modal gender of the

population was female (78%) and the average years of experience was 14. School

counselors of color represented 17% of the sample (Latino = 9%, Asian-American = 2%,

African American = 3%). Moreover, 13% of the participants reported speaking Spanish

and 87% reported not speaking Spanish.

The return rate for this study was 14%. As such, an early/late responder analysis

was completed. Respondents were divided into early or late following Linder's Method

#1 (Lindner, Murphy, & Briers, 2001). Using this method, there were 131 early

responders and 107 late responders. The reason for this division is that late-responders

can serve as a proxy for non-responders (Miller & Smith, 1983; Oppenheim, 1966; Pace,

1939; Welch & Barlau, 2012). In terms of confidence rankings, there was no difference

between early and late responders (Wilcoxon Sign Rank Test, $p > .05$). As such, the

results of the survey are generalizable to the entire population (Lindner, Murphy, &

Briers, 2001). However, in terms of training needs, there was a difference in the ranking

of the items between early and late responders (Wilcoxon Sign Rank Test, $p < .05$). As

such, the overall results for training needs are not generalizable to the entire population

(Lindner, Murphy, & Briers, 2001). Therefore, for our analyses, we used the training

need rankings of the late responders as a proxy for the entire population.

Measure

The self-efficacy and training needs assessment tool that was used in this study

was developed by this researcher for the purpose of this study adapting questions and

content from Carey and Reinat (1990) and the self-efficacy scale from Bandura (2006).

This assessment tool was designed to examine the self-efficacy and perceived needs of

school counselors working with the minority Latino population. The author's instrument

consisted of two parts: a demographic information section and a self-efficacy and in-

service training needs assessment on working with Latino students. The demographic

information section included the following questions about participants: age, gender,

race, years of working experience as a school counselor, estimate in percentage of Latino

students in their district, work setting (elementary, middle school, junior high, high

school), and Spanish fluency.

The items for working with Latino students were developed by this researcher to

represent possible training for school counselors that wanted to improve their skills

working with the Latino student population. The topics were identified from the

integration of literature on Latino student population academic failure and their training

suggestions and the role and ethical obligations that school counselors have for serving

and advocating for the minority population according to the American School Counselor

Association (ASCA) standards. The items covered six major areas of school counseling

practice: (a) career counseling; (b) school behavior issues; (c) cultural awareness and

sensitivity; (d) community outreach and advocacy; (e) evaluation, assessment and interpretation; and (f) professional competence.

The assessment tool was screened and revised by experts in school counseling. Four certified school counselor professionals and four school counselor educators provided feedback which was then utilized to add, drop, or edit items to create the final questionnaire.

The items in the self-efficacy and training needs survey section were rated on a 0 to 100-point Likert-type scale. In the rating of self-efficacy (perceived confidence), the survey used 10-unit intervals where 0 = Cannot do at all, 50 = Moderately can do, and 100 = Highly certain can do. The participants were directed to rate their degree of confidence from 0 to 100 next to the question. In addition, in the rating of in-service training needs, the survey used 10-unit intervals to identify the professional in-service needs where 0 = No need, 50 = Moderate need, and 100 = High need. The participants were directed to rate their degree of in-service training needs that they felt they needed for each item. The survey questions are found in Table 1.

Procedures

Dillman's Tailored Design Method (Dillman, Smyth, & Christian, 2009) included the following steps: (a) an initial e-mail invitation was sent; (b) approximately one week later a follow-up e-mail (#1) was sent; (c) approximately two weeks after the first contact, a follow-up e-mail (#2) was sent; and (d) three weeks after the first contact, a final contact e-mail was sent to request completion of the survey.

The initial e-mail invitation provided the participant with basic information about the purpose of the research and established its legitimacy as well as the risks of

participation. The informed consent section explained to the participants their rights as research participants and that if they decided to participate, the assurance that their responses would be anonymous and confidential emphasizing the seriousness of confidentiality.

One week after the initial e-mail, a follow-up thank you e-mail was sent to all members of the sample. The thank you follow-up e-mail expressed appreciation for responding to the questionnaire and served as a reminder to those who had not.

Two weeks after the original e-mail, a second follow-up e-mail was sent to non-respondents. Lastly, three weeks after the initial contact, a final follow-up e-mail contact took place. This final follow-up was sent to those who had not responded.

Data Analysis

For Research Questions #2 and #3, the rank order of responses was calculated and reported. In addition, for Research Question #3, the percentage of respondents endorsing each delivery modality was reported. Because of the difference between early and late responders in terms of training needs, only late responders were used in terms of data analysis for Research Question #1 (i.e., rank order) and #4 (i.e., Wilcoxon Sign Rank Test). Research indicates that late responders are similar to nonresponders and that this research view should be applied to help control for nonresponse bias (Lindner, Murphy, & Briers, 2001). In order to perform this view, late responders were identified as those participants that responded to the survey after they received the second follow-up e-mail. In addition, Leslie (1972) indicates that when surveying an homogenous population, as is the case of this research, researchers should not be overly concerned with the survey

return rate because most likely the results will reflect an excellent representation of the population.

Results

To address the first research question, school counselors were asked to rate their training needs in reference to working with Latino students in a Likert-type scale as described above. The top five reported training needs in descending order were: (a) Use functional Spanish to work more effectively with the Latino population; (b) Understand how the students' Latino culture heritage impacts their education values; (c) Interpret Latino students' nonverbal body language and its significance in counseling; (d) Understand how the students' Latino cultural heritage impacts their educational goals; and (e) Connect with community organizations that support Latino students' development.

The second research question sought to identify how school counselors rate their level of self-efficacy in regard to counseling Latino students. The top five skill areas that school counselors reported having the highest confidence in descending order were: (a) Conceptualize Latino students' cultures as different rather than deficient; (b) Understand how my own cultural values, stereotypes, and biases may influence my work with Latino students; (c) "Understand the impact of discrimination and racism on Latino student development; (d) Use counseling techniques that are culturally appropriate when working with Latino student; and (e) Understand how standardized testing and assessment instruments have critical limits when applied to Latino students.

To answer the third research question, participants were asked to identify the type of training delivery modality they preferred. However, participants were able to mark as many as were applicable to them. The choices were: (a) In Person; (b) Live Web; (c) Anytime Web; and (d) Other. The top choice was "Anytime Web" with 71 %, the second was "In Person" with 70%, the third choice was "Live Web" with 50%, and the last choice was "Other." In "Other," participants identified additional training modalities: "Book, Powerpoint, attend a training outside my school, in service for clock hours/credit, fliers, readings, and open to in-service by any modality."

The purpose of the fourth research question was to examine if there was any difference between the rankings of confidence and training needs. A Wilcoxon Signed Rank Test using late responders was not significant ($Z = -1.810$, $p > .05$).

Discussion

The purpose of this study was to determine the perceived self-efficacy and training needs of school counselors when working with the Latino student population. In order to assess potential perceived needs and self-efficacy, this study used a self-efficacy and training needs assessment tool consisting of 16 questions connected to specific school counseling skills.

The top five most desired trainings by the school counselors in descending order were: (a) Question 16, "Use functional Spanish to work more effectively with the Latino population;" (b) Question 3, "Understanding how the students' Latino culture heritage impacts their education values;" (c) Question 15, "Interpret Latino students' nonverbal body language and its significance in counseling;" (d) Question 4, "Understand how the students' Latino cultural heritage impacts their educational goals;" and (e) Question 8, "Connect with community organizations that support Latino students' development."

The findings of this study suggest that school counselors' top five training needs when working with the Latino student population are: (a) professional competence; (b) career counseling; (c) school behavior issues; (d) cultural awareness and sensitivity; and (e) community outreach. School counselors identified their lack of Spanish language knowledge as a barrier affecting the work they do when working with Latino students. They perceived a need for training on functional Spanish language skills to help school counselors effectively counsel Latino students. This basic language skill may help the minority Latino student population feel connected and understood by their school counselor. Moreover, research emphasizes the importance of parental involvement in the students' education for academic success and how there is a lack of parental involvement

in the Latino population (Kuperminc, et al., 2008; Ryan et al., 2010; Suarez-Orozco, Onaga, & de Lardemelle, 2010); however, the surveyed school counselors did not identify supporting parents of Latino students as one of the greater needs nor create career readiness in Latino students even though this is what school counselors are trying to accomplish in order to close the achievement gap. This information represents a dissonant between perceived needs and evidence for the needs. According to Milton (1971), the importance of reporting inconsistency on self-reporting is done to increase participants' awareness and in turn, areas in which they can improve. Therefore, this researcher is trying to create awareness in school counselors by reporting their perceived training needs in contrast with evidence for the needs.

Even though most school counselor programs provide a multicultural course as part of the counseling training, the findings of this study suggest that school counselors have a desire for additional training to provide a deeper cognitive knowledge and a more specific set of skills on how to work with the Latino student population. Also, participants desire training that will help them better understand the nonverbal body language of Latino students as well as the appropriate counseling techniques that will help them to be culturally sensitive to the Latino minority population.

The school counselors reported having the most confidence in these five skill areas when working with Latino students. The top five skills in descending order are: (a) Question 6, "Conceptualize Latino students cultures as different rather than deficient;" (b) Question 5, "Understand how my own cultural values, stereotypes, and biases may influence my work with Latino students;" (c) Question 7, "Understand the impact of discrimination and racism on Latino student development;" (d) Question 11, "Use

counseling techniques that are culturally appropriate when working with Latino students;" and (e) Question 13, "Understand how standardized testing and assessment instruments have critical limits when applied to Latino students." The findings of this study revealed that the school counselors have confidence working with Latino students in the skill areas of Cultural Awareness and Evaluation and Assessment interpretation. This information is important and reflects the professional commitment of the participants to the profession of school counseling and social justice as they are attempting to create equity in access and success in educational opportunities for all students including their Latino students.

In addition, Banduras (1996) identified a link between perceived self-efficacy and the individual's behavior. His research indicates that "the stronger the perceived self-efficacy, the higher the goal aspirations people adopt and the firmer is their commitment to them." School counselors' perceived self-efficacy could increase their motivation on how to support the academic development of students. This information is of great importance due to the fact that school counselors have a role in the school system in which they can address the barriers that the Latino population is facing and might help them foster new strategies to support these students.

School counselors identified "Anytime Web" training as their top training modality choice. This high interest for online training demonstrates a need for a training delivery that is flexible so school counselors can have time for training. The online training delivery provides trainers with the opportunity to have greater geographic reach instead of relying only on conferences to provide those training opportunities. This online opportunity could ease the school counselors' task of following the professional

and ethical obligations they have on being culturally competent in how to work with the diverse population of Latino students.

Multicultural training to school counselors may help improve the services school counselors provide to the minority Latino student population. Further, making web training accessible for all school counselors in the state will increase their level of expertise to more effectively work with the minority Latino population and may make a positive impact on the academic achievement of the Latino student population.

This study emphasizes the importance of offering flexible and meaningful multicultural training to school counselors to help them meet the need of the Latino student population, to break the barriers they face, and to help close the educational achievement gap that currently exists in the Latino student population.

In addition, this study found no differences between school counselors training needs and confidence rating. These results indicate that most training needs and confidence ratings were marked in the middle range of the scale, which suggests the need for training in all areas. This training need is evident even in those areas in which participants rated having the most confidence, and this research suggests the need for training even in areas where confidence was rated high. The American School Counselor Association Ethical Standards (2010) expects school counselors to be culturally competent in how to work with diverse populations of students. Those expectations may have affected the participant's responses. Thus, part of the similar differences between training needs and confidence rating may be explained by the Subject-Expectancy Effect (Rosenthal Effect) (Weber & Cook, 1972). However, the main outtake of this exploration is the need for training even in areas where confidence was rated high.

There are six limitations that should be noted. First, the school counselors in only one state were surveyed. Thus, the extent to which the results can be generalized to other states is unknown. Second, the study utilized a survey instrument that limited the participant's opportunity to provide more specific information in regard to their Spanish language ability. Some research participants reported being confused and others frustrated with the limited range of responses for the question, "Do you speak fluent Spanish?" In future research, more choices need to be provided to give participants a better range in which to mark their Spanish language ability. Third, the survey used a 0 to 100-point Likert-type scale. Even though this scale reflects a 10- point scale, some participants expressed confusion selecting a number higher than ten. Fourth, the survey instrument did not request information on where the participants resided in their state. Thus, the extent to which the result can be generalized to urban, suburban, or rural areas is unknown. Fifth, the list of the participant population included emails that were not up-to-date. We obtained email contact information for the school counselors from state and regional governmental agencies. While this approach provided the greatest number of active school counselors, it was not 100% accurate for these agencies had incorrect email addresses for many counselors. Sixth, e-mail delivery affected research participation as well. It was brought to this researcher's attention that in some school districts, the e-mail invitation to participate in the research was blocked by the district's Internet security or in some cases was sent to junk e-mail.

The implications of this study for the profession of school counseling are many. Outcomes from this study suggest the need for multicultural training in the counseling

field. More specifically, this study identifies school counselors' needs for training in areas that may help them work more effectively with the Latino student population.

This study may also provide efforts from counselor educators and governmental agencies to design training programs that will meet the needs of school counselors on how to work more effectively with the Latino student population. They can address the training needs identified by this study by using different preferred training modalities that can be delivered as a web-based online professional development course or live during a state association conference. Such a course would be accessible to all school counselors at their convenience.

Future researchers may want to examine the school counselors perceived training needs when working with the Latino student population by exploring the Latino students' perception of their school counselor's knowledge of the Latino culture and ability to counsel them. The findings from such a study may provide useful information in regards to better understanding counselors' self-perceived needs and ability versus their actual needs and ability.

This study also identified the preferred training modalities of school counselors. Researchers should also consider examining the accessibility and effectiveness of online training versus in person training. Such research may help identify the most accessible training modality and its effectiveness.

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Table 1

Ranked and Means of Training Needs and Reported Skills in Reference to Working With Latino Students

Skill area	Training needs rank (mean)	Confidence level rank (mean)
Use functional Spanish to work more effectively with the Latino population.	1 (8.13)	16 (3.55)
Understand how the students' Latino cultural heritage impacts their education values.	2 (6.93)	8 (7.01)
Interpret Latino students' nonverbal body language and its significance in counseling.	3 (6.87)	14 (6.37)
Understand how the students' Latino culture heritage impacts their educational goals.	4 (6.71)	9 (6.98)
Connect with community organizations that support Latino students' development.	5 (6.70)	15 (6.15)
Use counseling techniques that are culturally appropriate when working with Latino students.	6 (6.53)	4 (7.29)
Represent Latino students' needs effectively to school and community leaders.	7 (6.35)	13 (6.49)
Understand how standardized testing and assessment instruments have critical limits when applied to Latino students.	8 (6.41)	5 (6.87)
Include Latino students' cultures in conceptualizing Latino students' problems and needs.	9 (6.32)	6 (6.79)
Involve my school administration and staff effectively in addressing and supporting the educational needs of Latino students.	10 (6.14)	7 (7.03)
Incorporate positive role models for Latino students in school activities.	11(5.75)	12 (6.62)

Table 1 (continued)

Skill area	Training needs rank (mean)	Confidence level rank (mean)
Develop college, vocational and career readiness in Latino students.	12 (5.73)	10 (6.99)
Understand the impact of discrimination and racism on Latino student development.	13 (5.55)	3 (8.06)
Support Latino parent in the college admission process.	14 (5.57)	11 (6.51)
Understand how my own cultural values, stereotypes and biases may influence my work with Latino students.	15 (4.92)	2 (8.67)
Conceptualize Latino students' cultures as different rather than deficient.	16 (4.13)	1 (9.61)

CHAPTER 4: CONCLUSION

The American School Counselor Association Ethical Standards (2010) emphasizes the importance of being culturally competent to work more effectively with diverse populations of students. The Latino population is the largest and fastest growing immigrant group in the United States (Census, 2010) and that this population has the lowest rates of high school and college completion. Although some studies have been done to identify some of the possible struggles the Latino student population faces, no study known to this researcher has examined school counselors' needs for training to help the Latino student population have better success academically.

Two manuscripts included in this dissertation are thematically linked in their aim to better understand the school counselor training needs when working with Latino students. The first manuscript presents empirical evidence identifying the rapid growing changes of the Latino population, the acculturation process, and the negative effects that the acculturation process has on the Latino population. The second manuscript provides an in-depth examination of the level of self-efficacy and training needs school counselors have when working with the Latino student population. The study concludes that school counselors' top perceived training needs when working with the Latino student population are: professional competence, cultural awareness and sensitivity, and career counseling. Moreover, the study identified that school counselors have high-perceived self-confidence when working with Latino students in the skill areas of Cultural Awareness and Evaluation and Assessment interpretation. Training modality was also examined among school counselors, and it was determined that online training, "Anytime Web," was the top training modality choice selected.

Recommendations for Future Research

Even though the American School Counselor Association (ASCA) Ethical

Standards (2010) emphasizes the importance for school counselors to be culturally

competent in how to work with diverse populations of students, making this possible is

not an easy task. This research opens the door to provide research-based professional

training to current school counselors. This study addresses school counselors' perceived

training needs for working more effectively with the Latino student population.

According to the ASCA national model, school counselors should support students by

collaborating with parents/guardians to facilitate students' maximum development. This

standard requires school counselors to meet the needs of their Latino students. Skill

training will help school counselors meet these standards and help the Latino student

population receive development support service.

A future direction could involve designing specific training programs that meet

the current expressed training needs school counselors have concerning topics of working

more effectively with the Latino student population. To address these areas of training

needs, one can provide in-person training that could be delivered as a professional

development course during a state association conference or develop web-based online

training that could be accessible to all school counselors at their convenience.

Future research may want to consider focusing on exploring the Latino students'

perceptions of their school counselors' knowledge of the Latino culture. Obtaining this

type of information could help identify specific areas in which the Latino student

population is seeking but not receiving effective support. In addition, by comparing the

results of school counselors' perceptions to those of students' perceptions, it would help

identify self-inflated confidence ratings by the professional school counselor.

APPENDICES

Appendix A

Target Journals

The article presented in Chapter 2, "The Negative Effects of Acculturation on the K-12 Latino Population," is well suited for the Journal of Multicultural Counseling and Development (JMCD). This journal pertains specifically to help advance and sustain personal growth and improve educational opportunities for members from diverse cultural backgrounds as well as enhancing understanding of cultural diversity. The rapid growing changes of the Latino population and the negative effects that the acculturation process has on this population are topics of multicultural interest for the counseling profession; therefore, this article relates to the themes included in the JMCD.

The article presented in Chapter 3, "School Counselors' Self-Efficacy and Training Needs when Working with the K-12 Latino Student Population," is well suited for the Professional School Counseling Journal. Given that the article is promoting the multicultural professional development of school counselors and provides information on the desired training modalities they prefer, the Professional School Counseling Journal is appropriate because it promotes the effective practice of school counseling and ideas to assist school counselors at all levels in their professional development.

Appendix B

School Counselor Working With Latino Students

EXPLANATION OF RESEARCH

Project Title: School Counselors' Self-Efficacy and Training Needs When

Working with the Latino Student

Population

Principal Investigator:　　　　Cass Dykeman PhD, NCC, NCSC, MAC

Student Researcher:　　　　　 Abraham Cazares-Cervantes, PhD (cand.)

Version Date:

_____

Informed Consent Form

Purpose: The purpose of this study is to examine what school counselors' self-efficacy and training needs are when working with the Latino student population. The results of this study will have implications for further development of training.

Activities: The study activities include completing an online survey concerning self-efficacy and training needs specific to Washington State school counselors.

Time: This 24-item survey will take approximately 5-10 minutes to complete.

Risk: The possible risks and/or discomforts associated with being in the study include the remote possibility of a transitory minor reminder of some minor feeling of frustration and/or anxiety of work related activities as part of their professional work. Should you find yourself experiencing any psychological discomfort after completing the measure, please contact this national 24-hour hotline for support and appropriate referral: 1-800-273-TALK.

Benefits: The results of this study will expand the current knowledge base of necessary training needs that school counselors have which will help improve the academic success of the Latino population.

Confidentiality: Beyond generic demographic data (e.g., age, gender, ethnicity, etc.), no identifying information will be collected. The online survey system used also has a feature that delinks responses from a respondent's IP. Furthermore, all data collected will be only reported in the aggregate. The security and confidentiality of information collected from you online cannot be guaranteed. Confidentiality will be kept to the extent permitted by the technology being used. Information collected online can be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses.

Contact Information: If you have any questions about this research project, please contact the Principal Investigator: Cass Dykeman, PhD, NCC, NCSC, MAC of Oregon State University at dykemanc@onid.orst.edu. If you have questions about your rights or welfare as a participant, please contact the Oregon State University Institutional Review Board (IRB) Office, at (541) 737-8008 or by email at IRB@oregonstate.edu.

Voluntariness: You may skip any questions that you do not want to answer. Your participation is voluntary.

Informed Consent: Your completing the survey constitutes your informed consent to participate in this study.

Sincerely,

Abraham Cázares-Cervantes, PdD (cand.)

Oregon State University, Doctoral Student

Appendix C

School Counselor Working With Latino Students Survey

This survey is designed to help us gain a better understanding of your present skill level and perceived inservice needs. Please rate how certain you are that you can do the things discussed below by writing the appropriate number. Then rate your inservice training need.

	Confidence on this topic	Inservice training needed on this topic
Support Latino parent in the college admission process.	0-to-100	0-to-100
Develop college, vocational and career readiness in Latino students.	0-to-100	0-to-100
Understand how the students' Latino cultural heritage impacts their education values.	0-to-100	0-to-100
Understand how the students' Latino culture heritage impacts their educational goals.	0-to-100	0-to-100
Understand how my own cultural values, stereotypes and biases may influence my work with Latino students.	0-to-100	0-to-100
Conceptualize Latino students' cultures as different rather than deficient.	0-to-100	0-to-100
Understand the impact of discrimination and racism on Latino student development.	0-to-100	0-to-100
Connect with community organizations that support Latino students' development.	0-to-100	0-to-100
Represent Latino students' needs effectively to school and community leaders.	0-to-100	0-to-100

	Confidence on this topic	Inservice training needed on this topic
Incorporate positive role models for Latino students in school activities.	0-to-100	0-to-100
Use counseling techniques that are culturally appropriate when working with Latino students.	0-to-100	0-to-100
Include Latino students' cultures in conceptualizing Latino students' problems and needs.	0-to-100	0-to-100
Understand how standardized testing and assessment instruments have critical limits when applied to Latino students.	0-to-100	0-to-100
Involve my school administration and staff effectively in addressing and supporting the educational needs of Latino students.	0-to-100	0-to-100
Interpret Latino students' nonverbal body language and its significance in counseling.	0-to-100	0-to-100
Use functional Spanish to work more effectively with the Latino population.	0-to-100	0-to-100

Listed below are three delivery modalities for training: In Person, Live Web (e.g.,

Adobe Connect, Skype), and Anytime Web (e.g., You Tube). Please select all of the

delivery modalities in which you would be willing to participate.

❑ In Person (1)

❑ Live Web (2)

❑ Anytime Web (e.g. You Tube) (3)

❑ Other: (4) _____

A few demographic questions…

What is your age?

○ 20 to 24 years (1)

○ 25 to 29 years (2)

○ 30 to 34 years (3)

○ 35 to 39 years (4)

○ 40 to 44 years (5)

○ 45 to 49 years (6)

○ 50 to 54 years (7)

○ 55 to 59 years (8)

○ 60 to 64 years (9)

○ 65 or older (10)

What is your gender?

○ Male (1)

○ Female (2)

How would you classify your racial or ethnic group(s)?

○ American Indian / Native American (1)

○ Asian / Asian American (2)

○ Black / African American (3)

○ Hispanic / Latino (4)

❍ White / Caucasian (5)

❍ Pacific Islander / Hawaiian (6)

❍ Other: please specify (7) _____

For how many years have you worked as a school counselor?

❍ 1-2 (1)

❍ 3-4 (2)

❍ 5-6 (3)

❍ 7-8 (4)

❍ 9-10 (5)

❍ 11-12 (6)

❍ 13-14 (7)

❍ 15-16 (8)

❍ 17-18 (9)

❍ 19-20 (10)

❍ 21- + (11)

What is the current level where you predominately work?

❍ Elementary (1)

❍ Middle School (2)

❍ Junior High (3)

❍ High School (4)

What percentage of students in your district is Hispanic/Latino?

○ 0-20% (1)

○ 21-40% (2)

○ 41-60% (3)

○ 61-80% (4)

○ 81-100% (5)

Do you speak fluent Spanish?

○ Yes (1)

○ No (2)

We thank you for your time spent taking this survey.

Appendix D

Initial E-mail Invitation

Date:

Dear School Counselor,

As a fellow school counselor, I am asking for your participation in a research survey that I am conducting. This brief online survey focuses on school counselors' self-efficacy and training needs in reference to working with Latino students.

Your participation and responses to this survey is vitally important to improving the academic success of Latino students. In addition, it will provide unique and invaluable insights into school counselors' continuing education needs.

In one week, you will receive via email a link to the survey.

Should you have any questions or comments, please feel free to contact me at cazaresa@onid.orst.edu. Cass Dykeman, PhD, NCC, NCSC, MAC of Oregon State University is serving as the principal investigator for this study and can be reached at dykemanc@onid.orst.edu. Thank you very much in advance for your assistance and time.

If you wish to opt out of any future contact about this study please click on this link:

Sincerely,

Abraham Cázares-Cervantes, MS

Oregon State University, Doctoral Student

509.899-5818

cazaresa@onid.orst.edu

Research study title: School Counselors' Self-Efficacy and Training Needs when
Working with the Latino Student Population

Appendix E

Follow-up E-mail # 1

Date:

Dear School Counselor

We recently sent you an email asking you to respond to a brief survey about your self-efficacy on the role of school counselor and multicultural training needs. Your responses to this survey are important and will help improve the academic success of Latino students. In addition, it will help contribute to a growing body of research and will provide your unique and invaluable insights into the experience of school counselors' multicultural training needs.

This survey is short and should only take you five- to ten-minutes to complete. If you have already completed the survey, we appreciate your participation. If you have not yet responded to the survey, we encourage you to take a few minutes and complete the survey.

Please click the link below to go to the survey website (or copy and paste the survey link into your internet browser).

Survey Link: http://oregonstate.qualtrics.com/SE/?SID=SV_3QylpoTvVnnEHL7

Your response is important. Getting direct feedback from school counselor professionals is crucial to help guide the development of research and training opportunities for the school counseling profession.

Thank you for your help by completing the survey.

Sincerely,

Abraham Cázares-Cervantes

Research Primary Investigator

Oregon State University

College of Education

Corvallis, OR 97331

Appendix F

Follow-up E-mail # 2

Date:

Dear Professional School Counselor

About two weeks ago, we sent you an email asking you to respond to a brief survey about self-efficacy on the role of school counselor and multicultural training needs. Your responses to this survey are important and will help improve the academic success of Latino students. In addition, it will help contribute to a growing body of research and will provide your unique and invaluable insights into the experience of school counselors' multicultural training needs.

I would like to emphasize that the survey is short and should only take you five-to ten-minutes to complete. If you have already completed the survey, we appreciate your participation.   If you have not yet responded to the survey, we encourage you to take a few minutes and complete the survey.

Please click the link below to go to the survey website (or copy and paste the survey link into your internet browser).

Survey Link: http://oregonstate.qualtrics.com/SE/?SID=SV_3QylpoTvVnnEHL7

Your response is important. Getting direct feedback from school counselor professionals is crucial to help guide the development of research and training opportunities for the school counseling profession.

Thank you for your help by completing the survey.

Sincerely

Abraham Cázares-Cervantes

Research Primary Investigator

Oregon State University

College of Education

Corvallis, OR 97331

Appendix G

Follow-up E-mail # 3

Date:

Dear Professional School Counselor

As a school counselor you are always busy helping students, and I understand how valuable your time is. I am hoping you will be able to give about five- to ten-minutes of your time to help us collect important information that will help improve the academic success of Latino students and help identify the unique experience of school counselors' multicultural training needs.

If you have already completed the survey, I really appreciate your participation. If you have not yet responded to the survey, I would like to urge you to complete the survey. I plan to end this study next week, so I wanted to email everyone who had not yet responded to make sure that they had a chance to participate.

Please click the link below to go to the survey website (or copy and paste the survey link into your internet browser).

Survey Link: http://oregonstate.qualtrics.com/SE/?SID=SV_3QylpoTvVnnEHL7

Your response is important. Getting direct feedback from school counselor professionals is crucial to help guide the development of research and training opportunities for the school counseling profession.

Thank you for your help by completing the survey.

Sincerely

Abraham Cázares-Cervantes

Research Primary Investigator

Oregon State University

College of Education

Corvallis, OR 97331