

Abstract

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## Abstract

The current paper is a review of an article entitled *The role of ethnic identity, gender roles, and multicultural training in college counselors' multicultural counseling competence: A mediation model* by Ruth Chu-Lien Chao and Sanjay R. Nath, which was published in *Journal of College Counseling* in March 2011, Vol. 14, Issue 1, pp. 50-65.

The research is a study of interrelation between multicultural training and both ethnic identity and gender roles in terms of their impact on multicultural counseling competence on a sample of college counselors with varying degrees of multicultural training acquisition and apprehension of their ethnic identities, as well as with various perceptions of gender roles in the society. Thus, the researchers have formulated their main objectives as follows: “to explore a potential mediator (multicultural training) to the relationships between: (a) ethnic identity and MCC and (b) gender roles and MMC” (Chu-Lien Chao & Nath, 2011, p. 53). The research problem is solved through testing of four hypotheses derived from the applied mediation model. Two hypotheses state that there would be a positive correlation between multicultural training and ethnic identities and gender roles of college counselors. Other two hypotheses state that counselors' multicultural training would serve as “a significant mediator of the link” between multicultural counseling competence and both gender roles and ethnic identities respectively (Chu-Lien Chao & Nath, 2011, p. 54).

The sample population was selected on the basis of e-mail lists obtained from APA Division 17 and the American College Counseling Association. Researchers sent invitations to these e-mails with a brief description of its objectives and a suggestion to fill in online surveys with an ability to choose whether participants wanted to remain anonymous or record their e-mails with a view to receiving further study findings and winning \$25 in a lottery. On the whole, the sample was represented by 313 participants in the age range from 20 to 68 years, including 44 males and 269 females (Chu-Lien Chao & Nath, 2011, p. 54). All

participants were college counselors who had undergone multicultural training to some extent. Sample population consisted of the following ethnic groups: 72% of the White and 28% of representatives of ethnic minorities, including African Americans, Asian Americans, Latinos, and Native Americans (Chu-Lien Chao & Nath, 2011, p. 61). It is impossible to pinpoint locations of participants as the majority of them responded anonymously, but all of them live and work in the USA.

Initially, the researchers contacted the APA and the ACCA with a request to provide e-mails of college counselors. Afterwards, all people from the lists were e-mailed invitations to participate in the study with a link to the online survey. The study employs such instruments as a demographic questionnaire, the sex-role equalitarianism scale, balanced inventory of desirable responding, multicultural counseling knowledge and awareness scale, and the multigroup ethnic identity measure (Chu-Lien Chao & Nath, 2011, p. 55). In general, the survey contains 116 items and takes about 25-30 minutes to complete. The researchers applied preliminary analyses like the multivariate normality test and confirmatory factor analysis for testing suitability of the measurement model. Besides, a structural model was used to test mediated effects while indirect effects were tested via the boot-strap procedure (Chu-Lien Chao & Nath, 2011, p. 58). Although results of the study prove essential and researchers have carried out extensive literature review with application of the most recent at that moment findings in the domain of psychology and multiculturalism, the current study is subject to four major limitations that may to some extent impact validity and credibility of its results.

Findings of the study imply that “gender roles and ethnic identity are associated with college counselors’ MCC in more complex ways than the direct relationships suggested in previous studies” (Chu-Lien Chao & Nath, 2011, p. 60). All four initially suggested hypotheses have been proved true, hence meaning that there is a significant association

between multicultural training of counselors, ethnic identities, and gender roles and that multicultural training performs a role of a mediator between multicultural training and both ethnic identity and gender roles. Thus, counselors with high levels of gender roles and ethnic identity are “likely to report increased involvement in multicultural training, and, in turn, this increased their level of MCC” (Chu-Lien Chao & Nath, 2011, p. 60). The researchers come to a conclusion that their study has four essential implications for professionals in this sphere, urging college counselors, counseling centers, and directors pay more attention to the interconnectedness of multicultural training with gender roles and ethnic identity and the ability of the former to serve as a mediator between the latter variables and multicultural counseling competence.

The current study may be deemed one of the first attempts to research indirect effects of gender roles and ethnic identity on multicultural counseling competence, which gives a rise to further studies involving larger samples and a wider variety of ethnicities under consideration. This research can facilitate promotion of cultural diversity on college campuses through efficient counseling that accounts for multiculturalism and diversity in all forms. Moreover, multicultural training has been proved to be a positive mediator, which necessitates its implementation for counselors. The article reviewed is an informative and useful study with several implications for practical use. It should be recommended for reading as it contains valid data on how multicultural counseling competence may be improved in addition to establishing links between multicultural training, gender roles, and ethnic identity.

## Reference

Chu-Lien Chao, R., & Nath, S. R. (2011, March). The role of ethnic identity, gender roles, and multicultural training in college counselors' multicultural counseling competence: A mediation model. *Journal of College Counseling, 14* (1), 50-65.