

Supervisory Multicultural Competence, Practices and Support Influencing Supervisee Counselling, Self- Efficacy and Performance

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Abstract

This study examined the impact of supervisory multicultural competency, practices, and support on the counseling self-efficacy and performance of highly proficient teachers. Research indicated that supervisors shown significant cultural competence—showing awareness, sensitivity, and advocacy—intimately connected to inclusive behaviours, supporting networks, and efficient feedback mechanisms. Supervisee indicated a strong sense of counselling self-efficacy, especially in cultural competency, ethical decision-making, and crisis management, which was positively connected with their effectiveness in multicultural environments. The research established substantial positive correlations between supervisory multicultural competence and both counselling self-efficacy and teaching performance.

Similarly, supervisory techniques profoundly influenced supervisee outcomes, underscoring the significance of inclusive leadership. The study advocates for ongoing professional development, culturally attuned supervisory leadership, and mentoring initiatives to augment intercultural practices and self-efficacy. The study underscores the crucial role of supervisors in cultivating culturally inclusive educational settings that promote supervisee-teacher development and student achievement.

Keywords: *Supervisory Multicultural Competence, Inclusive Practices, Counseling Self-Efficacy, Teacher Performance, Culturally Responsive Leadership, Professional Development.*

1. Introduction

A global commitment to multicultural practices in leadership was recommended by UNESCO in Geneva in October 1994. Four concepts were encapsulated in this recommendation. Initially, leadership should cultivate the capacity to recognize the values of individuals, sexes, societies, and cultures, as well as the capacity to communicate, share, and collaborate with one another. Secondly, it should foster the development of identity and the convergence of ideas and solutions to fortify the bonds of solidarity, brotherhood, and harmony within the school community. Third, leadership should enhance the capacity to resolve conflicts in a peaceful manner. Fourth, it then should foster a sense of tranquility in students and teachers, enabling them to cultivate a greater capacity for tolerance, patience, and the willingness to share and preserve harmony. Multiculturalism is predicated on the notion of nation states that prioritize regional, linguistic, and cultural unity, thereby incorporating cultural diversity into the political community. Therefore, it is crucial to take into account the essence of citizenship when constructing a multicultural society (Åberg & Mäkitalo, 2019; Cetin, 2013; Seeberg & Minick, 2012). Nevertheless, the paradigm of multicultural leadership is only comprehended by a small portion of society (Zamroni, 2019). Additionally, there is an assumption among certain individuals that multicultural awareness is not frequently introduced as a fundamental component of teaching and learning, or even considered significant in certain aspects of education. In reality, the paradigm is crucial, as multicultural education can be regarded as the epicenter of educational equality for all.

Multicultural leadership practices is a social transformation process. A progressive approach is required to transform education in this context. The concept of multicultural practices should be reviewed and developed in accordance with the relevant cultural context before it is implemented in the teaching and learning process.

In order to confront the increasing global challenges, it is imperative to establish multicultural leadership practices as a model. In the 21st century, young people are confronted with an increasing demand to collaborate across political and cultural boundaries. Consequently, it is imperative that they enhance their comprehension of other cultures. In an era of globalization, they must possess a contemporary perspective. For this reason, schools are crucial in ensuring that young people have a comprehensive comprehension of both national and global culture. The Philippines must be prepared and more receptive to global interactions as the world becomes more globalized.

Educators play a key part in the process of constructing a nation. By employing competent educators, the Philippines can cultivate well-rounded students who possess strong moral principles, possess advanced skills relevant to the modern era, and have the ability to drive the nation towards growth and advancement. This aligns with the Department of Education's objective of cultivating individuals who have a deep love for their country and possess the necessary values and skills to achieve their maximum potential and make significant contributions to nation-building (DepED Order No. 36, s. 2013). There is irrefutable evidence that good teachers are essential for improving student accomplishment. In other words, the quality of learning depends on the quality of teaching. Therefore, improving the caliber of teachers becomes crucial for the enduring and sustained development of a nation.

Multicultural competency in supervision beyond mere awareness of diverse cultures; it necessitates continuous self-reflection, comprehension of systemic power dynamics, and the cultivation of abilities to navigate cultural disparities. This competency is associated with the supervisee's self-efficacy in providing culturally relevant services and can enhance their professional performance. Supervisors assist supervisees in addressing multicultural difficulties, hence playing a crucial role in fostering their confidence in managing various client populations (Bernard & Goodyear, 2019).

The competence and self-efficacy of supervisees are significantly influenced by supervision in the counseling profession. The significance of supervisory multicultural competence (SMC) has been

emphasized as a result of the growing diversity of client populations. Supervisors who exhibit a high level of multicultural awareness, knowledge, and skills are better prepared to assist supervisees in effectively meeting the requirements of clients from a variety of cultural backgrounds. Consequently, this improves the counseling self-efficacy of supervisees and their overall performance in practice (Chang et al., 2021; Inman et al., 2020).

Supervisory multicultural competence is the process of incorporating cultural sensitivity into supervisory practices to ensure that both supervisors and supervisees are capable of navigating the intricacies of cultural differences in therapeutic settings. Research has shown that supervisees experience increased support when their supervisors actively promote inclusivity and exhibit cultural humility, which in turn enhances their confidence in working with diverse client populations (Bernard & Goodyear, 2021; Wang et al., 2022). Additionally, supervisors who offer multicultural support through practical guidance, feedback, and reflective discussions cultivate an environment in which supervisees can adopt culturally responsive practices, develop critical self-awareness, and modify their counseling approaches. This support directly enhances the counseling performance of supervisees by enabling them to more effectively implement culturally informed strategies in real-world situations (Nguyen et al., 2020).

The objective of this study is to investigate the influence of supervisory multicultural competence, practices, and support on the self-efficacy and performance of supervisee counseling. This research endeavors to provide valuable insights into the ways in which effective supervision can significantly improve counseling outcomes for diverse populations and enhance the professional development of supervisees by examining the relationship between these factors.

Academic supervision is an organized, individualized support system for aspiring or practicing teachers, according to Maisyarah et al. (2017). This technique requires meticulous planning, observation, and prompt, unbiased feedback on their teaching practices to improve performance. Their teaching skills and professionalism. Academic supervision is structured to foster growth and execution. To find the most effective and relevant teaching methods, use learning models, strategies, approaches, techniques, and teaching talents that meet students' requirements and motivate them to learn. Academic supervision, according to Nurlaili et al. (2021), involves supervisors and teachers meeting in person to discuss classroom instruction to improve learning and professional progress through collegial or peer-to-peer techniques. Academic supervision, according to Kusriani et al. (2018), involves planning, watching, and critically reviewing teaching performances to make rational changes. Lopez (2020) states that monitoring improves educational services consistently. Supervisors also improve instructor effectiveness and help students overcome learning challenges.

This research will provide a framework for educators and leaders to develop cultural understanding, communication skills, flexibility, conflict resolution, and inclusive leadership strategies to fill the gaps. This study may help improve educational environments by analyzing how these abilities affect teacher effectiveness, student results, and school culture.

1.1 Statement of the Problem

This study aims to determine the supervisory multicultural competence, practices and support for supervisee counseling, self-efficacy, and performance. Specifically, this study sought to answer the following questions:

1. What is the level of competence of supervisors in Supervisory Multicultural Competence in terms of:
 - 1.1 Cultural Awareness;
 - 1.2 Cultural Knowledge;
 - 1.3 Cultural Skills;

- 1.4 Cultural Sensitivity; and
- 1.5 Cultural Advocacy?
2. What is the level of implementation and effectiveness of supervisory practices among supervisors as to:
 - 2.1 Inclusive Practices;
 - 2.2 Feedback and Evaluation;
 - 2.3 Support Systems;
 - 2.4 Policy Implementation; and
 - 2.5 Training and professional Development?
3. To what extent do supervisees demonstrate counseling self-efficacy in terms of:
 - 3.1 Client Interaction;
 - 3.2 Cultural Competence;
 - 3.3 Ethical Decision Making;
 - 3.4 Crisis Management; and
 - 3.5 Assessment and Diagnosis; and
 - 3.6 Treatment Planning?
4. What is the level of performance of supervisees in terms of:
 - 4.1 Client Outcomes.
 - 4.2 Session Quality;
 - 4.3 Professional Development;
 - 4.4 Feedback Utilization; and
 - 4.5 Case management?
- 5 Is there a significant relationship between the multicultural competence of supervisors and their level of practices?
- 6 Is there a significant relationship between the counselling self-efficacy of supervisees and the level of performance in multicultural practices?
- 7 Is there a significant relationship between the multicultural competence of supervisors and supervisees' performance?
- 8 Is there a significant relationship between the supervisory multicultural practices in leadership and supervisees' performance?
- 9 Is there a significant relationship between the multicultural competence of supervisors and supervisees' counselling self-efficacy?

1. Methodology

In this chapter, the author explains the methods used for conducting the research in accordance with the goals and questions of the study. The aim of this chapter is to present the techniques and processes that were done to collect, process and evaluate the information required to comprehend the issue being investigated. It provides in-depth explanation of research approach undertaken, selection of population with a sample size of 365, techniques employed in collecting data and analyzing data and these are the measures to guarantee the validity and reliability of the study.

This study used a descriptive correlational design to examine the inherent connections between the multicultural competence, practices, and support of supervisors, and how they influence the counseling self-efficacy and performance of supervisees in specific secondary schools within the Schools Division of Laguna. The utilization of descriptive correlational research is highly appropriate for this study as it facilitates a comprehensive investigation of the variables at hand. The study aimed to provide significant insights into the dynamics of counseling supervision in the educational setting by analyzing and exploring the connections between supervisory factors and the outcomes of supervisees. Sousa,

(2020).

This research incorporated quantitative methodology as it extensively used numerical data in several aspects, such as data collecting, data interpretation, and result presentation. Arikunto (2006). This research specifically encompassed the field of human resource management (HRM), with a particular focus on performance variables. It aimed to examine the relationship between the independent variables of principal supervision and teacher professional competence, and their impact on the performance variables of educators in selected schools.

Public high schools within the Schools Division of Laguna were included in the sampling frame from career stage 2, totaling to 365 respondents. Schools from diverse geographic locations within the division will be considered to ensure a comprehensive representation. A list of public high schools within the Schools Division of Laguna will be obtained from the Division Office.

In this study, the technique employed is total enumeration which involves gathering information from each member forming part of the target population in place of a selection of representative sample. This method is ideally applied in cases where there is a controllable population or where a population member must be understood at a great depth (Creswell, 2014; Taherdoost, 2016). Each eligible respondent's response has been captured thus diminishing sampling error and allowing further precision and coverage of the population.

It has been demonstrated that such approach is appropriate for addressing such issues as capturing the different perspectives of respondents, as well as minimizing the likelihood of sampling making the findings more dependable (Neuman, 2014). This approach is also relevant in investigations that seek to explain the phenomena in its entirety, as it does not leave any aspect behind within the population of interest (Bryman, 2016). Including all members of the study leads to the acquisition of credible data making it possible to capture the full spectrum of the characteristics and behaviors of interest increasing the validity and reliability of the findings (Kothari, 2004).

In the context of this study on "Supervisory Multicultural Competence, Practices, and Support for Supervisee Counseling, Self-Efficacy, and Performance" in selected secondary schools in the Schools Division of Laguna, the research instrument would likely involve surveys/questionnaires.

To quantitatively measure perceptions and experiences of both supervisors and supervisees regarding supervisory practices, multicultural competence, support, self-efficacy, and performance. A structured survey was constructed incorporating Likert scales, multiple-choice questions and document analysis. Analyze documents related to the training and guidelines provided to supervisors. Review performance records of supervisees to supplement self-reported data.

The research procedure for the study on "Supervisory Multicultural Competence, Practices, and Support for Supervisee Counseling, Self-Efficacy, and Performance" in selected secondary schools in the Schools Division of Laguna followed a systematic and comprehensive approach. Beginning with preliminary planning, the study defined research questions, reviewed relevant literature, and established a conceptual framework. A descriptive correlational research design was employed, utilizing stratified random sampling to categorize schools based on size, location, and student demographics. This approach ensured a representative sample that captures the diversity of the school population. Research instruments, including surveys/questionnaires and interview protocols, were developed and validated through a pilot test. Ethical considerations, such as obtaining institutional review board approval, ensuring informed consent, and guaranteeing participant confidentiality, were prioritized.

Data collection involved administering surveys to supervisors and supervisees, conducting interviews with a subset of participants, and analyzing relevant documents. Quantitative analysis methods, such as Pearson's correlation, were used to examine relationships between variables.

The study employed well-crafted survey questionnaires to gauge variables pertaining to supervisory multicultural competency, supervising practices, and support for supervisee counseling, self-

efficacy, and performance. Every scale included items created depending on accepted literature and theoretical models pertinent to multicultural competency in counseling supervision, efficient supervisory methods, and support systems.

Rigid review by subject-matter specialists in counseling supervision and multicultural competency guaranteed the content validity. These experts assessed whether every object is relevant and comprehensive for the constructions under measurement and provide changes to guarantee the scale fairly reflects the areas of interest. Reviewing the items helped a panel of experts in educational psychology, multicultural counseling, and educational research determine they are comprehensive and reflect varied cultural considerations, supervisory behaviors, and markers of counseling self-efficacy.

For every scale Cronbach's alpha was computed to evaluate internal consistency. Usually regarded as reasonable for internal consistency (Tavakol & Dennick, 2011), a Cronbach's alpha of 0.70 or above is This test assessed the same construct and evaluate whether items within each scale are adequately connected, therefore supporting the dependability of every dimension (e.g., intercultural competence, supervisory support, self-efficacy).

Lastly, a pilot test including a 30-sample size was carried out to find any survey question and instruction ambiguity. Before the full-scale data collecting, comments from the pilot will enable the researchers to improve questions, simplify language, and change response scales as needed, so increasing reliability and validity.

The interpretation and discussion phase contextualized the results within existing literature, discussing implications for counseling supervision and educational practices. The conclusion summarized key findings, provided recommendations for improving supervisory practices, and reflected on the study's contributions and limitations. The research culminated in a comprehensive report structured as an academic paper, and findings were disseminated through conferences, publications, or other relevant channels, with a consideration for potential impacts on educational policies or practices. Throughout the entire process, ethical standards were maintained, and the procedure will be flexible enough to adapt to ongoing reflections and feedback.

Statistical treatment of data involves the application of various statistical methods to analyze and interpret the collected data.

Descriptive Statistics provided a summary of the main features of the data, such as means, standard deviations, and percentages. Calculate descriptive statistics for variables such as supervisory practices, multicultural competence, support, self-efficacy, and performance to understand the central tendency and variability of the data.

Correlation analysis assessed the strength and direction of relationships between two or more variables. Pearson's correlation coefficient was used to examine the correlation between supervisory practices, multicultural competence, support, and the outcomes of supervisee counseling, self-efficacy, and performance.

Regression analysis explored the predictive relationship between an independent variable and one or more dependent variables. Regression analysis was conducted to identify the extent to which supervisory practices and multicultural competence predict supervisee self-efficacy and performance.

2.Results and Discussion

Table 1. Summary of the Competence of Highly Proficient Teachers

Indicators		Mean	SD	Interpretation
1.	Cultural Awareness	4.245	.8151	Expert
2.	Cultural knowledge	4.224	.8385	Expert
3.	Cultural Skills	4.204	.8562	Expert
4.	Cultural Sensitivity	4.252	.8499	Expert
5.	Cultural Advocacy	4.2074	.87959	Expert
Overall		4.2265	0.8479	Expert

Legend: 4.21-5.00 Expert; 3.41 – 4.20 Proficient; 2.61 – 3.40 Competent; 1.81 – 2.60 Intermediate; 1.00 – 1.80 Beginner

Table 1 presents data indicating the exceptional competence exhibited by Highly Proficient Teachers, with all metrics residing within the "Expert" category (mean scores ranging from 4.204 to 4.252). Cultural Sensitivity achieved the highest mean score of 4.252, indicating that these educators excel in comprehending and addressing the many cultural backgrounds of their students. Cultural Awareness (4.245), Cultural Knowledge (4.224), Cultural Advocacy (4.2074), and Cultural Skills (4.204) closely follow, each exhibiting substantial standard deviations that suggest variability, yet generally demonstrate consistent excellence.

Recent literature underscores the essential importance of cultural knowledge in educational leadership. Gay (2020) asserts that culturally responsive supervision necessitates comprehension of both the overt and covert elements of culture to effectively mentor and assist diverse learners. Ladson-Billings (2021) contends that advanced intercultural competence in educational institutions fosters equity and inclusion, particularly when leaders proactively endorse cultural advocacy and sensitivity. Villegas and Lucas (2022) contend that elevated cultural awareness and competencies among educators are essential for undoing systemic prejudices and fostering transformative learning environments.

The implications of these findings indicate that Highly Proficient Teachers possess a deep understanding of multicultural theories and can effectively apply this knowledge in their supervisory practices. Their advanced competencies across all variables establish them as essential advocates for inclusive education. This underscores the significance of continuous professional development in multicultural teaching and the use of culturally responsive frameworks in school leadership models. Therefore, promoting and maintaining elevated levels of competence should be a priority in educational policy and teacher training programs.

Table 2. Summary of the Level of Implementation and Effectiveness of Supervisory Practices among Highly proficient Teachers

Indicators		Mean	SD	Interpretation
1.	Inclusive Practices	4.281	.7597	Strongly Agree
2.	Feedback and Evaluation	4.247	.7438	Strongly Agree
3.	Support Systems	4.179	.8056	Agree
4.	Policy Implementation	4.202	.7880	Agree
5.	Training and Professional Development	4.117	.8467	Agree
Overall		4.2052	0.7888	Strongly Agree

Legend: 4.21-5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Somewhat Agree; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

Table 2 illustrates a thorough assessment of the perceived degree of application and efficacy of supervisory procedures among Highly Proficient Teachers. The entire mean score of 4.2052 resides

inside the “Strongly Agree” category, signifying a substantial level of confidence and efficacy in performing supervisory duties. Inclusive Practices (4.281) and Feedback and Evaluation (4.247) were the highest-rated metrics, indicating that these educators emphasize diversity, equity, and data-driven reflection in their supervisory methods. Support Systems (4.179), Policy Implementation (4.202), and Training and Professional Development (4.117) received commendable ratings within the “Agree” range, albeit marginally beneath the criterion for “Strongly Agree.”

Recent literature emphasizes the significance of these findings. Nieto and Bode (2020) assert that inclusive practices are essential to effective multicultural education, cultivating learning environments in which all students feel esteemed and supported. The elevated ratings in feedback and evaluation correspond with the findings of Hattie and Timperley (2021), who assert that prompt, lucid, and constructive feedback markedly improves teacher development and instructional quality. Conversely, the marginally reduced scores for training and professional development reflect the apprehensions articulated by Darling-Hammond et al. (2022), who contend that although educators are dedicated to continuous learning, systemic deficiencies in access to pertinent, culturally responsive professional development endure in numerous institutions.

These findings indicate that Highly Proficient Teachers demonstrate effective application of supervisory strategies that foster inclusive, reflective, and policy-compliant teaching environments. The comparatively lower average in professional development indicates a necessity for more substantial and ongoing training opportunities focused on multicultural and inclusive education. Educational leaders and policymakers can leverage these instructors' inherent capabilities by investing in sustainable support structures and enhancing training activities to sustain and improve the efficacy of supervisory methods in varied educational environments.

Table 3. Summary of The Extent of Supervisees Counselling Self-Efficacy

	Indicators	Mean	SD	Interpretation
1.	Client Interaction	4.423	.5423	Very high
2.	Cultural Competence	4.326	.6438	Very high
3.	Ethical Decision Making	4.275	.6169	Very high
4.	Crisis Management	4.288	.6331	Very high
5.	Assessment and Diagnosis	4.147	.6970	Very high
6.	Treatment Planning	4.142	.7174	Very high
	Overall	4.2668	0.6418	Very high

Legend: 4.21-5.00 Very high; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 3 indicates that Supervisees exhibit an exceptionally high degree of counseling self-efficacy across all assessed categories, with a mean score of 4.2668. Among the variables, Client Interaction (4.423) exhibited the highest mean, indicating remarkable trust among supervisees in their ability to engage successfully and empathetically with students. The subsequent competencies are Cultural Competence (4.326), Crisis Management (4.288), and Ethical Decision Making (4.275)—each essential for providing suitable and responsive therapy. Despite Assessment and Diagnosis (4.147) and Treatment Planning (4.142) obtaining marginally lower ratings, they remain within the “Very High” category, indicating comprehensive counseling proficiency.

Recent studies underscore the significance of these competences in the modern educational landscape. Mullen et al. (2021) assert that teacher self-efficacy in counseling is significantly correlated with enhanced student mental health outcomes and an improved school climate. Proficient client interaction skills are vital for fostering trust and rapport, which are fundamental for effective school-based counseling (Schmidt, 2022). Cultural competency, a notable aspect, signifies the increasing focus

on equity within student support services. Sue et al. (2020) assert that counselors and educators exhibiting significant cultural responsiveness are more adept at assisting students from varied backgrounds, therefore diminishing gaps in emotional and academic results.

Moreover, high evaluations in ethical decision-making and crisis management highlight these instructors' readiness to handle intricate, high-pressure situations with integrity and composure—abilities that are becoming increasingly vital due to escalating mental health issues in educational institutions (Franklin & Kim, 2023). Although evaluation and treatment planning had marginally lower scores, they nevertheless indicate strong competencies; however, they may require further training or institutional assistance to achieve the same level of confidence as the more interpersonal domains.

Table 4. Summary of The Level of Performance of Supervisees

	Indicators	Mean	SD	Interpretation
1.	Client outcomes	4.228	.6672	Excellent
2.	Session Quality	4.304	.6589	Excellent
3.	Professional Development	4.226	.6928	Excellent
4.	Feedback Utilization	4.221	.6971	Excellent
5.	Case Management	4.185	.7056	Good
	Overall	4.2328	0.6843	Excellent

Legend: 4.21-5.00 Excellent; 3.41 – 4.20 Good; 2.61 – 3.40 Fair; 1.81 – 2.60 Poor; 1.00 – 1.80 Very Poor

Table 4 reveals that Supervisees exhibit an exceptional level of competence across critical variables, achieving an overall mean score of 4.2328. The area with the greatest rating is Session Quality (4.304), indicating that these educators provide well-organized, engaging, and successful counseling or teaching sessions. Client Outcomes (4.228), Professional Development (4.226), and Feedback Utilization (4.221) are categorized as "Excellent," indicating that educators are attaining favorable student results while adeptly incorporating feedback and participating in ongoing professional growth. Only Case Management (4.185) is barely below the "Excellent" criteria, remaining within the "Good" category, which signifies a marginally lower—yet still praiseworthy—level of competence in the management of counseling or student assistance situations.

These findings, supported by recent literature, indicate that the elevated ratings in session quality and client outcomes align with the observations of Eriksen et al. (2021), who emphasize that effective teaching and counseling are intrinsically linked to high-quality interpersonal engagement and reflective practice. Moreover, the focus on feedback application corresponds with Hattie and Clarke's (2020) findings, which highlight that actionable feedback is a crucial catalyst for instructional enhancement and student development. The robust performance in professional development demonstrates a dedication to lifelong learning, a characteristic highlighted by Avalos (2022), who identified that teacher growth and adaptation are essential for maintaining excellence in evolving educational environments.

The somewhat reduced average for case management may indicate a requirement for enhanced systemic or logistical support. Reback and Weathers (2023) assert that efficient case management necessitates coordinated resources, collaborative planning, and digital infrastructure—elements that may be inadequately available to all educators, especially in under-resourced environments.

Table 5. Correlation between Supervisory Multicultural Competence (IV) and Multicultural Supervisory Practices (IV)

Supervisory Multicultural Competence	Multicultural Supervisory Practices					
	IP	FE	SS	PI	TPDe	Overall MSPract
Cultural Awareness	.778**	.706**	.685**	.702**	.631**	.746**
Cultural Knowledge	.780**	.719**	.708**	.721**	.668**	.767**
Cultural Skills	.806**	.734**	.706**	.739**	.679**	.782**
Cultural Sensitivity	.828**	.745**	.729**	.765**	.705**	.805**
Cultural Advocacy	.830**	.749**	.709**	.763**	.711**	.802**
SMComp	.844**	.767**	.743**	.775**	.713**	.819**

****.** Correlation is significant at the 0.01 level (2-tailed).

Legend: IP = Interpersonal Practices; FE = Feedback and Evaluation; SS = Support Systems; PI = Policy Implementation; TPDe = Training and Professional Development; MSPract = Multicultural Supervisory Practices; SMComp = Supervisory Multicultural Competence (overall)

Table 5 displays the findings of a statistical analysis that shows a direct association between Supervisory Multicultural Competence (SMComp) and several components of Multicultural Supervisory Practices (MSPract). There are strong correlations between important supervisory practices like Interpersonal Practices (IP), Feedback and Evaluation (FE), Support Systems (SS), Policy Implementation (PI), and Training and Professional Development (TPDe) and each of the five dimensions of SMComp: Cultural Awareness, Knowing, Skills, Sensitivity, and Advocacy. In culturally diverse workplaces, effective supervisory behavior is greatly influenced by multicultural competence, as seen by the exceptionally strong correlation between SMComp and MSPract ($r = .819$, $p < .01$).

This pattern of results is consistent with previous research that has highlighted the critical importance of intercultural competence in supervision. Researchers such as Sue et al. (2020) have put up the argument that supervisors who are well-versed in many cultures and have a high level of cultural sensitivity are more likely to foster supervisory relationships that are inclusive, courteous, and helpful, and that value diversity. To encourage the professional development of supervisees in many contexts, Inman et al. (2019) stress the significance of cultural competence in providing culturally sensitive feedback and assessments. Also, supervisors that show cultural sensitivity and cultural advocacy build stronger support structures, which helps supervisees from different backgrounds feel empowered and validated (Gysbers and Henderson, 2019).

These results have significant ramifications for the area of counseling supervision and education. In order to create spaces where those they supervise can flourish and build culturally sensitive practices, supervisors who are themselves highly competent in multiculturalism are important. Thus, it is imperative that training programs and educational institutions make multicultural competency development a central focus in supervisor preparation and continuing education. A supervisor's ability to create inclusive policies, provide feedback that is sensitive to supervisees' cultures, and meet the unique needs of a diverse workforce can be greatly improved by incorporating multicultural competencies into their supervisory framework. Through the provision of counseling and educational services that are more sensitive to clients' and students' cultural backgrounds, this has a multiplicative effect on improving supervisee satisfaction and performance. Supporting the larger objective of culturally affirming practices that meet the intricacies of an increasingly varied society, enhancing supervisory multicultural competence fosters equity, inclusiveness, and excellence within educational and counseling systems.

Table 6. Correlation between Multicultural Supervisory Practices and Supervisee Counseling Self-Efficacy

Multicultural Supervisory Practices	Supervisee Counseling Self-Efficacy						Overall SCSEff
	Cin	CCo	EDM	CM	A&D	TP	
IP	.627**	.632**	.579**	.508**	.569**	.595**	.664**
FE	.605**	.610**	.620**	.566**	.624**	.608**	.689**
SS	.555**	.575**	.599**	.575**	.601**	.578**	.661**
PI	.580**	.553**	.592**	.563**	.608**	.611**	.666**
TPDe	.564**	.579**	.577**	.530**	.588**	.594**	.652**
Overall MSPract	.625**	.629**	.633**	.586**	.638**	.638**	.711**

****.** Correlation is significant at the 0.01 level (2-tailed). N=356

Legend: IP = Interpersonal Practices; FE = Feedback and Evaluation; SS = Support Systems; PI = Policy Implementation; TPDe = Training and Professional Development; MSPract = Multicultural Supervisory Practices; SMComp = Supervisory Multicultural Competence (overall)

Table 6 demonstrates a statistically significant and meaningful link between multicultural supervisory practices and supervisee counseling self-efficacy (SCSEff), with all coefficients achieving significance at the 0.01 level (2-tailed). The correlation coefficient of $r = .711$ indicates a robust positive association, suggesting that elevated levels of intercultural competence and responsiveness in supervision correlate with enhanced confidence among supervisees in their counseling skills. Within the supervisory domains, Feedback and Evaluation (FE) exhibited the strongest connection with total SCSEff ($r = .689$), trailed closely by Policy Implementation (PI) at $r = .666$ and Interpersonal Practices (IP) at $r = .664$. The findings indicate that supervisees derive the greatest advantage from culturally sensitive, constructive criticism, experience inclusion via equitable policy direction, and participate in supportive, respectful interpersonal connections with their supervisors.

Moreover, significant correlations were identified between supervisee counseling self-efficacy and other supervisory elements, including Support Systems (SS) and Training and Professional Development (TPDe). These results underscore the necessity of establishing supervisory settings that are inclusive, empowering, organized, collaborative, and focused on progress. Such environments facilitate supervisees in cultivating a profound sense of competence in essential professional domains, including case management, evaluation and diagnosis, and treatment planning. The results align with current literature highlighting the transformative impact of multicultural supervision on professional development and self-efficacy. Buser et al. (2020) contend that multicultural supervisory methods enhance the confidence and adaptability of counseling trainees in varied client environments. Watkins et al. (2021) contend that culturally sensitive supervision, especially when it prioritizes empowerment and constructive criticism, bolsters supervisees' confidence in their clinical competence. Ng and Smith (2019) observed that supervisory frameworks emphasizing cultural awareness, identity development, and reflective collaboration profoundly influence the developmental trajectories of supervisees.

These findings highlight the imperative to include multicultural supervisory competencies into supervisory frameworks across counselor education and training programs. Institutions and supervisory staff must prioritize training that improves cultural responsiveness, encourages personalized support, and cultivates professional identity development. This approach enhances supervisee self-efficacy and cultivates culturally competent counseling professionals equipped to address the different needs of their future clients.

Table 7. Correlation between Supervisory Multicultural Competence and Supervisee Performance

Supervisory Multicultural Competence	Supervisee Performance					
	CO	Squ	PD	FU	CMan	Overall SupPerf
Cultural Awareness	.414**	.451**	.379**	.411**	.392**	.444**
Cultural Knowledge	.416**	.426**	.405**	.415**	.424**	.453**
Cultural Skills	.431**	.445**	.426**	.432**	.448**	.474**
Cultural Sensitivity	.425**	.444**	.380**	.412**	.417**	.451**
Cultural Advocacy	.446**	.451**	.424**	.424**	.437**	.474**
SMComp	.447**	.465**	.423**	.440**	.445**	.482**

****.** Correlation is significant at the 0.01 level (2-tailed). N=356

Legend: CO Client Outcomes; Squ Session Quality; PD Professional Development; FU Feedback Utilization; Cman Case management

Table 7 demonstrates a substantial and consistent positive correlation between Supervisory Multicultural Competence (SMComp) and Supervisee Performance (SupPerf) across all assessed domains, with correlation coefficients varying from $r = .379$ to $r = .474$, all statistically significant at the $p < .01$ level. These findings confirm that supervisors possessing elevated intercultural competence—comprising awareness, knowledge, skills, sensitivity, and advocacy—positively impact the performance of their supervisees. The correlation between SMComp and total supervisee performance is $r = .482$, signifying a reasonably significant link.

Cultural Advocacy and Cultural Skills exhibited the most robust associations with total supervisee performance, both at $r = .474$. This indicates that supervisors who actively advocate for multicultural ideals and exhibit robust intercultural abilities are especially effective in augmenting supervisees' ability to fulfill their professional duties. The results corroborate the findings of Inman et al. (2019), who highlighted the essential function of advocacy in enhancing supervisee involvement, and Sue et al. (2019), who recognized skill modeling as vital for cultivating supervisees' cultural competence and clinical confidence.

Additional characteristics, such as Cultural Knowledge ($r = .453$), Cultural Sensitivity ($r = .451$), and Cultural Awareness ($r = .444$), demonstrated significant positive correlations with total supervisee performance. This substantiates the claim of Bernard and Goodyear (2021) that culturally informed supervisory interactions are essential for enhancing supervisees' abilities in reflective practice, ethical decision-making, and responsiveness to different client requirements. These abilities establish a basic framework that allows supervisees to incorporate culturally responsive methodologies into their practice, resulting in enhanced outcomes in client interaction, session quality, and case management.

Cultural Awareness had marginally weaker correlations with particular supervisee performance domains, including Client Outcomes ($r = .414$) and Case Management ($r = .392$), however the results are still statistically significant. The somewhat reduced values may indicate the impact of additional moderating factors—such as individual supervisee traits, the presence of institutional support, or diversity in clinical environments—which could affect performance beyond supervisory influence (Sue et al., 2019).

In the realm of counselor education and training, these findings underscore the essential

significance of cultivating intercultural competences in supervisors. Supervisory training programs must emphasize the development of cultural advocacy, practical multicultural skills, and relational sensitivity, as these qualities significantly improve supervisee performance. Furthermore, institutions must acknowledge that investment in multicultural supervision is not merely an issue of equity; it directly enhances the professional efficacy and development of future counselors serving increasingly varied client populations.

Table 8. Correlation between Multicultural Supervisory Practices and Supervisee Performance

Multicultural Supervisory Practices	Supervisee Performance					
	CO	Squ	PD	FU	CMan	Overall SupPerf
IP	.489**	.509**	.526**	.483**	.493**	.543**
FE	.523**	.530**	.582**	.536**	.552**	.592**
SS	.493**	.472**	.536**	.555**	.556**	.569**
PI	.518**	.514**	.526**	.536**	.544**	.573**
TPDe	.476**	.463**	.519**	.520**	.536**	.547**
Overall MSPract	.533**	.530**	.574**	.562**	.573**	.603**

****.** Correlation is significant at the 0.01 level (2-tailed).

Legend: IP = Interpersonal Practices; FE = Feedback and Evaluation; SS = Support Systems; PI = Policy Implementation; TPDe = Training and Professional Development; MSPract = Multicultural Supervisory Practices; CO = Client Outcomes; Squ = Session Quality; PD = Professional Development; FU = Feedback Utilization; CMan = Case management

Table 8 demonstrates a statistically significant and persistent positive association between many aspects of Multicultural Supervisory Practices (MSPract) and Supervisee Performance (SupPerf) across all assessed variables, with correlation values varying from $r = .463$ to $r = .603$ ($p < .01$). The connection between multicultural supervising methods and supervisee performance is $r = .603$, indicating a reasonably high association. This indicates that when the frequency and quality of multicultural supervising practices enhance, the performance of supervisees across many domains—namely Counselor Orientation (CO), Service Quality (Squ), Professional Development (PD), Follow-Up (FU), and Case Management (CMan)—also improves.

Among the specific supervisory dimensions, Fostering Empowerment (FE) exhibits the most robust link with overall supervisee performance ($r = .592$), suggesting that supervisees excel when supervisors grant them autonomy, support, and opportunity for self-efficacy and development. This aligns with the findings of Inman et al. (2021), who observed that empowerment in supervision enhances clinical decision-making and interpersonal efficacy among trainees. Professional Identity (PI) and Strength-Based Supervision (SS) exhibited substantial correlations ($r = .573$ and $r = .569$, respectively), highlighting that supervision focused on identity development, affirmation, and individual strengths markedly improves supervisee outcomes in both competence and confidence.

These findings correspond with the expanding corpus of literature that emphasizes the significance of culturally informed supervision. Borders et al. (2020) discovered that multicultural supervising methods not only improve skill development but also foster supervisees' ethical awareness and reflective practices. Furthermore, Young, Grant, and Schindler (2019) highlighted that cultivating a robust sense of identity and purpose via culturally affirming supervision enhances supervisee motivation

and facilitates sustained professional development. The moderate-to-strong correlations identified in this study affirm that culturally responsive supervisory approaches not only enhance cultural awareness but also significantly impact the practical performance of supervisees in varied counseling environments. These findings are particularly relevant in multicultural settings, such as educational institutions or community mental health facilities, where supervisees engage with clients from varied cultural, linguistic, and socioeconomic backgrounds. Supervisors who emphasize multicultural practices can more adeptly equip supervisees to navigate these challenges, hence assuring ethical service provision and client-centered care.

Consequently, counselor education and supervisory training programs must deliberately incorporate multicultural supervising practices to enhance both subjective confidence and objective performance in future practitioners. This not only facilitates the developmental progression of supervisees but also guarantees more equal and culturally proficient client outcomes.

Table 9. Correlation between Supervisory Multicultural Competence and Supervisee Counseling Efficacy

Supervisory Multicultural Competence	Supervisee Counseling Self-Efficacy						
	Cin	CCo	EDM	CM	A&D	TP	Overall SCSEff
Cultural Awareness	.635**	.632**	.526**	.468**	.450**	.486**	.601**
Cultural Knowledge	.644**	.662**	.553**	.502**	.475**	.493**	.626**
Cultural Skills	.608**	.657**	.534**	.482**	.485**	.494**	.615**
Cultural Sensitivity	.631**	.637**	.519**	.461**	.467**	.491**	.604**
Cultural Advocacy	.624**	.662**	.554**	.491**	.511**	.516**	.634**
SMComp	.659**	.683**	.564**	.505**	.502**	.521**	.646**

****.** Correlation is significant at the 0.01 level (2-tailed).

Legend: Cin=Client Interaction; CCo=Cultural Competence; EDM=Ethical Decision Making; CM=Crisis management; A&D=Assessment and Diagnosis; TP= Treatment Planning; SCSEff=Supervisee Counselling Self-Efficacy; SM Comp= Supervisory Multicultural Competence

Table 9 demonstrates a statistically significant positive association between Supervisory Multicultural Competence (SMComp) and Supervisee Counseling Self-Efficacy (SCSEff) across all assessed categories, with correlation values varying from $r = .450$ to $r = .683$ ($p < .01$). This continuous pattern indicates that elevated intercultural competency in supervisors correlates with enhanced counseling confidence in their supervisees. Cultural Advocacy ($r = .634$) and Cultural Knowledge ($r = .626$) had the most robust correlations with total supervisee counseling efficacy. The findings corroborate Inman et al. (2019), who asserted that supervisors who incorporate advocacy and cultural diversity awareness into their guiding enhance supervisees' sense of preparedness and validation in confronting multicultural counseling issues.

Additional significant aspects, including Cultural Sensitivity ($r = .604$) and Cultural Awareness ($r = .601$), demonstrated strong associations, underscoring the essential function of supervisors in identifying and managing cultural disparities within supervisory and therapeutic relationships. Bernard and Goodyear (2021) observed that this understanding fosters a psychologically comfortable environment for supervisees, consequently strengthening their professional identity and enhancing counseling confidence. Likewise, Cultural abilities ($r = .615$) emphasize the importance of exemplifying

culturally sensitive techniques—when supervisors exhibit these abilities, supervisees are more inclined to incorporate them into their work (Estrada et al., 2020).

The comparatively lower, yet still notable, correlations in domains such as Cultural Adaptation & Development (A&D; $r = .502$) and Case Management (CM; $r = .505$) indicate that these elements, although crucial, may impact counseling effectiveness indirectly—possibly via accumulated experience or institutional support (Sue et al., 2019). The link between supervisory multicultural competence and supervisee counseling efficacy ($r = .646$, $p < .01$) reinforces the notion that multicultural supervision is not only an ethical imperative but also a crucial factor in professional development. According to Borders et al. (2021), incorporating cultural comprehension and advocacy in supervision significantly improves the supervisee's capacity to assist varied client groups. Consequently, counseling programs and clinical supervisors must commit to ongoing, systematic multicultural training. This approach enhances supervisee self-efficacy and fosters more equitable, client-centered treatment results. This signifies a wider appeal in the discipline to incorporate intercultural responsiveness as a fundamental element of ethical and successful counselor education and supervision (Hill et al., 2020).

Table 10. Multiple Regression Analysis Showing the Effect of supervisory multicultural competencies and multicultural supervisory practices on the supervisee's sense of self-efficacy in counseling

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
2 (Constant)	1.907	.122		15.637	.000
Overall Multicultural Practices	.429	.044	.561	9.787	.000
Cultural Knowledge (SMC)	.132	.039	.196	3.409	.001

R Square = .522 Adjusted R Square = .519 df (2, 253) F value=192.657 Sig=.000c

The adjusted R-squared value of 0.519 indicates that 51.9% of the variance in supervisees' sense of self-efficacy is explained by the independent variables (supervisory multicultural competencies and multicultural supervisory practices). The model is statistically significant, as indicated by the F-value (192.657) and its p-value (< 0.001).

The impact of the independent variables, as revealed in the table, indicates that overall multicultural practices ($B = 0.429$, $p < 0.001$) can significantly influence supervisees' self-efficacy in various ways. For each practice of multicultural supervision, the supervisees' sense of self-efficacy is predicted to increase by .043 percentage points, holding all other factors constant. This variable has the strongest effect (the highest Beta of 0.561) among the predictors and is highly significant.

Likewise, for each unit increase in the cultural knowledge index ($B = .132$, $p = .001$), the supervisees' sense of self-efficacy is predicted to increase by 0.132 percentage points, holding all other factors constant. The relationship is statistically significant.

The multicultural practices of supervisors significantly influence the counseling self-efficacy of supervisees, especially in the context of heterogeneous client groups. Consistent integration of these techniques into supervisory interactions functions as both a paradigm and a method for cultivating culturally competent and self-assured counseling professionals. The most significant effect of multicultural supervision is its capacity to improve supervisees' cultural competency. Supervisors exhibiting cultural awareness, sensitivity, and responsiveness facilitate the internalization of these attributes in supervisees, hence enhancing their confidence in engaging with clients from diverse cultural backgrounds (Inman et al., 2019; Bernard & Goodyear, 2021).

Furthermore, multicultural supervision can enhance the supervisory relationship by fostering

open conversation regarding cultural identities, systemic influences, and power dynamics. This transparent and polite interaction cultivates trust, which is vital in strengthening supervisees' confidence in their professional competencies. The formation of a supportive connection is a crucial determinant of self-efficacy, as evidenced by Bandura's Social Cognitive Theory (1997), which emphasizes the significance of relational support and modeling in the development of skills and confidence.

Moreover, supervisors who confront implicit biases and cultural preconceptions during supervision foster enhanced self-awareness in supervisees. This technique promotes reflective practice and critical thinking—skills essential for professional development and a robust feeling of self-efficacy. As supervisees gain insight into their cultural frameworks, they become more grounded and purposeful in their interactions with clients.

Multicultural supervision directly facilitates the development of practical skills. By integrating culturally pertinent counseling frameworks, case studies, and intervention techniques into training, supervisors provide supervisees with concrete resources for managing intricate client requirements. This focused, culturally appropriate education equips supervisees to effectively traverse real-world counseling circumstances, ultimately augmenting both competence and confidence.

Table 11. Multiple Regression Analysis Showing the Effect of supervisory multicultural competencies and multicultural supervisory practices on the supervisee's performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.069	.154		13.396	.000
	Overall Multicultural Practices	.515	.036	.603	14.222	.000

R Square = .364 Adjusted R Square = .362 df (1, 254) F value= 202.262 Sig=.000b

The results of the multiple regression analysis indicate a statistically significant correlation among supervisory multicultural competence, multicultural supervising practices, and supervisee performance. The model is statistically significant ($F = 202.262$, $p < .000$), explaining roughly 36.4% of the variance in supervisee performance ($R^2 = .364$, Adjusted $R^2 = .362$), demonstrating moderate-to-strong explanatory power of the predictors regarding supervisee outcomes.

Overall Multicultural Supervisory Practices identified as a significant predictor of supervisee success. The unstandardized coefficient ($B = 0.515$) and the standardized beta ($\beta = .603$, $t = 14.222$, $p < .000$) indicate that an augmentation in culturally responsive supervisory methods considerably improves supervisee performance. A one-unit increase in multicultural supervising techniques results in a 0.515 unit increase in supervisee performance, providing all other variables are held constant. This highlights the crucial influence of supervisory conduct on the development and effectiveness of supervisees.

The findings robustly endorse theoretical frameworks in multicultural counseling and supervision, notably Sue et al.'s (2019) Intercultural Counseling Competence Model, which asserts that supervisors possessing advanced cultural awareness, sensitivity, knowledge, and advocacy cultivate environments that promote supervisee development. The concept underscores the importance of acknowledging and addressing cultural variables within the supervisory relationship to enhance professional efficacy.

The substantial predictive value of multicultural supervisory practices corresponds with Inman et al.'s (2020) findings, which emphasize that culturally competent supervision—defined by specific feedback, strength-based support, and inclusive training opportunities—promotes skill acquisition and bolsters supervisee confidence and competence. Supervisors that actively include multiculturalism into

their methodologies empower supervisees to adeptly manage varied client environments with enhanced expertise and ethical consciousness.

Furthermore, the findings substantiate Arredondo et al.'s (2021) claim that supervisory cultural competency improves the quality of supervision by customizing the experience to meet the supervisee's specific and cultural requirements. Supervisors utilizing these strategies foster supportive, respectful, and growth-oriented environments that enhance supervisee performance, particularly in multicultural clinical settings.

The regression analysis offers strong empirical evidence affirming the essential importance of intercultural competency and supervisory techniques in enhancing supervisee performance. Supervisors exhibiting elevated cultural awareness and employing inclusive, culturally informed tactics substantially enhance the professional growth and efficacy of their supervisees. These findings support the integration of multicultural abilities into supervisory training and practice to enhance supervisee outcomes and the overall quality and equality of counseling services (Sue et al., 2021; Inman et al., 2020; Hill et al., 2020).

3.Recommendations

The study's findings highlight several interconnected strategies to improve multicultural practices in supervision, counseling self-efficacy, and classroom performance. First, enhancing cultural engagement and inclusivity in educational environments is essential. While teachers display strong cultural awareness, supervisors and institutions can deepen this further by organizing cultural immersion activities such as community visits and exchange programs, which help educators better understand diverse student experiences. Simultaneously, schools must strengthen the execution of inclusive policies through clear guidelines, regular monitoring, and the formation of multidisciplinary teams to ensure consistency. Support structures like peer mentorship, counseling, and family engagement initiatives can further reinforce cultural responsiveness across the institution.

Professional development also requires a more systematic and targeted approach. Schools should implement continuous, mandatory training focused on culturally responsive teaching, counseling, and supervisory practices. These initiatives might include workshops, certification programs, and peer coaching designed to address specific needs, such as conflict mediation and advanced counseling techniques. Relatedly, teachers' counseling self-efficacy can be further enhanced through collaborative and reflective practices. Institutions are encouraged to foster regular sessions for sharing counseling challenges and successes, reflecting on cultural issues, and developing shared strategies. Activities like reflective journaling and peer feedback can elevate the overall effectiveness and sensitivity of counseling practices.

Moreover, improving case management is vital, as current practices are adequate but show room for growth. Schools should offer specialized training in action plan development, case analysis, and inter-professional collaboration. Simulated case scenarios can help teachers refine their skills and provide more tailored student support. Feedback practices, a notable strength among teachers, should be formalized through mechanisms like surveys, peer reviews, and supervisor evaluations. Training educators to interpret and apply feedback constructively, especially in multicultural contexts that will enhance both counseling and classroom engagement.

Finally, strengthening supervisory leadership and collaboration is critical. Supervisors should model multicultural competence and inclusive leadership, guiding structural changes that integrate diverse cultural perspectives into school culture and curricula. Schools must also create consistent

opportunities for collaboration between supervisors and educators, such as mentorship programs and co-planning sessions, to align supervisory guidance with teacher practices. Additionally, crisis management and ethical counseling training should be regularly refreshed and grounded in cultural sensitivity to ensure teachers are well-prepared to meet the evolving needs of their diverse student populations.

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