BURNOUT AND MENTAL WELL-BEING IN HIGHER EDUCATION:
INVESTIGATING THE IMPACT OF MULTICULTURAL EFFICACY

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By
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Saghar Chahar Mahali, candidate for the degree of Master of Arts in Psychology EAP, has presented a thesis titled, *Burnout and Mental Well-being in Higher Education: Investigating the Impact of Multicultural Efficacy*, in an oral examination held on August 14, 2019. The following committee members have found the thesis acceptable in form and content, and that the candidate demonstrated satisfactory knowledge of the subject material.

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Abstract

Canadian universities are experiencing a dramatic increase in the enrollment of students from diverse backgrounds. Many educators are not prepared to teach in multicultural contexts. Educators’ lack of preparedness to teach in such contexts may lead them to develop burnout, which can negatively impact their mental and professional well-being. However, self-efficacy beliefs (i.e., judgements of personal capabilities in executing a specific task successfully) may buffer against job burnout and promote mental well-being. Hence, multicultural efficacy, defined as the confidence to teach diverse students effectively, is an important factor for teaching in multicultural settings. Limited studies have investigated the impact of colour-blind racial attitudes on university instructors’ multicultural efficacy and the potential role of multicultural efficacy on their burnout and mental well-being. The purpose of this study was to examine the link between multicultural efficacy and colour-blind racial attitudes, and the impact of multicultural efficacy on instructors’ burnout and mental well-being, after controlling for demographics, job-related characteristics, teaching self-efficacy, and colour-blind racial attitudes. One hundred and fifty-eight faculty and sessional instructors at the University of Regina and its federated colleges as well as the Universities of Saskatchewan, Alberta, and British Colombia participated in this study. The results revealed that multicultural efficacy was negatively related to colour-blind racial attitudes. Furthermore, multicultural efficacy was identified as a significant and positive predictor of Personal Accomplishment facet of burnout and mental well-being. Higher scores on Personal Accomplishment dimension are indicative of lower levels of burnout. These findings can inform the development of training opportunities and diversity-related workshops to
enhance instructors’ awareness of diversity, social justice issues, and multicultural efficacy to better equip them for instruction in multicultural classrooms.
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Introduction

The number of ethnically, racially, and culturally diverse students enrolled in Canadian post-secondary institutions is increasing steadily (Strange & Cox, 2016). Post-secondary educators encounter great challenges in addressing the needs of students from diverse backgrounds (Futrell, Gomez, & Bedden, 2003; Chouari, 2016). For example, it may be challenging for educators to encourage critical thinking when students come from educational backgrounds that may not emphasize or promote such a matter (Witte, Sequeira, & Fonteyne, 2003). Also, educators may find it difficult to fairly assess written work of non-native English speakers due to their grammatical errors (Mohan, 1992). Evidence suggests that many educators are ill-prepared to teach a heterogeneous body of students (Dusi, Rodorigo, & Aristo, 2017; Sharma, 2007). Teaching in multicultural settings may lead educators to develop diversity-related burnout, which can have a negative impact on their personal and professional well-being (Tatar & Horenczyk, 2003). Researchers have found that burned out educators experience low job satisfaction (Nagar, 2012) and are more likely to leave the teaching occupation (Ahmed, 2016). However, self-efficacy beliefs, known as evaluations of personal capabilities to perform a course of action successfully (Bandura, 1997), may have a buffering impact against job burnout (Aloe, Amo, & Shanahan, 2014). This, in turn, can protect the educators’ mental well-being. Multicultural efficacy is a specific form of self-efficacy beliefs (Nadelson et al., 2012) and is defined as the teachers’ confidence in their ability to instruct in multicultural contexts effectively (Guyton & Wesche, 2005). Given that Canadian universities are becoming more pluralistic (Guo & Jamal, 2007), it is important to
examine the impact of multicultural efficacy on instructors’ burnout and mental well-being.

In the following sections, I will review the literature on burnout and mental well-being in higher education and will also review other contributing factors to burnout and mental well-being (e.g., demographics and work-related variables). Next, I will discuss social cognitive theory, as it provides a basis for self-efficacy and multicultural efficacy beliefs. Then, I will discuss the application of self-efficacy beliefs to the context of teaching and will highlight its significance. Finally, I will discuss the influence of self-efficacy and multicultural efficacy beliefs on burnout and mental well-being. Given that few studies have examined the impact of multicultural efficacy on educators’ burnout and mental well-being, the current study has been developed to examine such an impact.

**Burnout in Higher Education**

A growing body of research is demonstrating that the field of teaching places high demands on teachers and is associated with high levels of work-related stress (Jaleel & Verghis, 2017; Palmer, Connor, Newton, Patterson, & Birchwood, 2015). Research carried out on stress among various areas of employment has revealed that teaching is among the most stressful occupations (Travers & Cooper, 1993). Prolonged exposure to high levels of work-related stress can result in burnout syndrome, which is defined as a condition of being mentally and emotionally exhausted as a result of experiencing stress for long periods (Schwarzer & Hallum, 2008). Scholars have suggested that burnout leads to mental dysfunction (Maslach, Schaufeli, & Leiter, 2001).

Burnout is comprised of three components: Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment. Higher scores on the
Emotional Exhaustion and Depersonalizations aspects, and lower scores on the Personal Accomplishment component reflect one’s perception of being burned out (Iwanicki & Schwab, 1981). Emotional Exhaustion is described as the depletion of one’s mental and physical energy (Maslach, Jackson, & Leiter, 1997). Emotionally Exhausted teachers tend to report elevated fatigue (Maslach et al., 1997). Depersonalization dimension of burnout is defined as having negative feelings and attitudes towards people that one is interacting with (Maslach et al., 1997). Depersonalized teachers are less sensitive to their students and may develop negative outlooks about them (Maslach et al., 1997). Such teachers demonstrate detachment from school matters and avoid interacting with their coworkers and students (Shukla & Trivedi, 2008). The reduced Personal Accomplishment aspect of burnout is defined as one’s negative evaluation of his or her job performance (Maslach et al., 1997). Teachers who feel they lack Personal Accomplishment may perceive of themselves as being ineffective in fulfilling their job duties (Shukla & Trivedi, 2008).

The deleterious impact of burnout on employees’ physical and mental health has been well documented. For example, research conducted among various occupational groups (e.g., social workers, psychologists, nurses, dentists, administrators, teachers, etc.) has shown that the Emotional Exhaustion facet of burnout was related to physical discomfort, impaired memory, sleep problems, anxiety, and depression (Peterson et al., 2008). Similarly, evidence suggests that work-related stress is associated with various physical health complaints, such as “headaches and migraines; sleep disorders; back and neck pain; constant muscle tension; weight loss or gain; physical fatigue; lowered
Evidence indicates that burnout is widespread among many post-secondary educators (Talbot, 2000; Tijdink, Vergouwen, & Smulders, 2014). For example, researchers found that nursing faculty members demonstrated high levels of occupational stress due to career development, workload, and insufficient resources (El-Sayed, El-Zeiny, & Adeyemo, 2014). Also, high levels of Emotional Exhaustion have been detected among medical professors who were at initial stages of their career (Tijdink et al., 2014).

A study administered among university instructors of humanities, social sciences, and sciences revealed that 74% of instructors were suffering from moderate and high levels of work-related stress. The results further indicated that 86% of instructors possessed burnout (Reddy & Poornima, 2012). Even an online mode of instruction can put instructors at risk of experiencing burnout. Hogan and McKnight (2007) found moderate levels of Emotional Exhaustion, high levels of Depersonalization, and low levels of Personal Accomplishment among university instructors with an online mode of instruction even though online teaching is characterized by more flexibility and time efficiency compared to traditional face-to-face mode of teaching (Blackmon, 2016; Lyons, 2004).

The negative consequences of burnout can also be seen at the professional and organizational levels. Burnout can hinder instructors’ abilities to teach effectively, which in turn, can adversely impact students’ academic performance (Blandford, 2000). Scholars have found that university instructors’ experience of burnout was related to a reduced sense of satisfaction with their jobs (Nagar, 2012). Job dissatisfaction may have
a harmful impact on instructors’ organizational commitment as evidence points to the positive association between employees’ job satisfaction and the commitment that they demonstrate towards their jobs (Suma & Lesha, 2013). Further exploration of burnout by Ahmed (2016) has also disclosed a negative relationship between instructors’ Emotional Exhaustion and organizational commitment. The results of this study also illustrated that instructors’ Emotional Exhaustion and turnover intentions were positively related (Ahmed, 2016). The high frequency of instructors’ turnover can damage the status and teaching quality of institutions of higher education (Daly & Dee, 2006).

**Mental Well-Being in Higher Education**

The World Health Organization (WHO, 2001) asserts that the lack of psychopathology does not necessarily imply mental well-being. In fact, mental health “is a state of well-being” that enables individuals to recognize their potentials, deal with common stressors of their lives, function efficiently, and give back to their communities (WHO, p. 1). Mental well-being can be conceptualized based on hedonic and eudemonic approaches (Stewart-Brown & Janmohamed, 2008). The hedonic approach defines mental well-being as having positive emotions, pursuing pleasure, and being satisfied with one’s life (Stewart-Brown & Janmohamed, 2008). On the other hand, the eudemonic stream suggests that mental well-being goes beyond the experience of happiness and includes “autonomy, personal growth, self-acceptance, life purpose, mastery, and positive relatedness” (Ryan & Deci, 2001, p. 146). Unlike mental well-being, mental illness refers to diagnosable psychological disorders that impact ones’ feelings and emotions and result in significant functional impairments (Stewart-Brown & Janmohamed, 2008). Mental well-being and mental illness are two distinct constructs despite the correlation between
them (Westerhof & Keyes, 2010). For example, scholars have suggested that burnout and well-being are two variables that have been conceptualized differently (Hall, Johnson, Watt, Tsipa, & O’Connor, 2016). The link between these two variables have been examined in several studies (Burke, Koyuncu, & Fiksenbaum, 2010; Kaviani, Khaghanizade, & Momeni, 2007). Accordingly, researchers have consistently demonstrated that burnout and mental well-being are inversely related.

The emotionally demanding nature of teaching and interacting with young individuals can bring about negative mental health outcomes (Tang, Leka, & MacLennan, 2013). Research suggests that impaired mental functioning is common among instructors in higher education. For example, Winefield et al. (2003) found that, across seventeen universities in Australia, academic staff had greater levels of mental distress compared to non-academics (e.g., administrators, technicians, cleaners, traders) due to heavy workloads and inadequate funding opportunities. Among the five categories of academic staff (e.g., teaching, research, both teaching and research, department heads, deans and above), the greatest levels of mental distress were found among those involved in teaching as well as both teaching and research (Winefield et al., 2003). Scholars have assessed levels of teaching anxiety among faculty members and its association with classroom strategies (Fraser, Houlihan, Fenwick, Fish, & Möller, 2007). The findings indicated that faculty members experienced moderate to high levels of teaching anxiety. In particular, they demonstrated the highest levels of anxiety before the first session of the year, in the time of handing back and reviewing marked exams and assignments, and when faced with students who disrupted the class. Instructors with elevated levels of anxiety increased the likelihood to provide less amount of face-to-face feedback when
they returned graded exams and assignments. These faculty members decreased odds to handle disruptive students and were dependent upon other students to deal with such a problem (Fraser et al., 2007). The results of this study were consistent with that of Ameen, Guffey, and Jackson, (2002) who found that teaching anxiety was widespread among the majority of accounting educators. Kataoka et al. (2017) examined depression and its influential factors among instructors at a university in Japan. The results revealed that 10.2% of university instructors were at high risk for depression. In comparison with other studies’ populations, instructors’ depressive symptoms ranged from mild to severe. Poor mental well-being and emotional difficulties may lead educators to face interruption in their duties.

**Demographic and Job-Related Variables Contributing to Burnout**

Evidence reveals that demographic characteristics may have potential impacts on university educators’ burnout (Khan, Rasli, Yusoff, & Ahmad, 2015; Watts & Robertson, 2011). For example, scholars have shown that the manifestation of burnout differ significantly across gender (Dagar & Mathur, 2016). Teachers identifying as women were found to be more Emotionally Exhausted (Grayson & Alvarez, 2008) and possessed higher levels of burnout compared to teachers identifying as men (Dagar & Mathur, 2016). With regard to higher education, scholars have indicated that the Emotional Exhuastion and Depersonalization dimensions of burnout were presented differently among men and women faculty members (Lackritz, 2004). Compared to faculty who are men, women faculty demonstrated higher levels of Emotional Exhaustion; however, greater levels of Depersonalization were found among men. Higher levels of Emotional Exhaustion among women educators can be attributed to their role conflicts within family
and their workplace and the challenges that they face to balance these aspects of their lives. Furthermore, researchers have found that women faculty tend to report higher frequency of receiving “standard work demands, special favor requests, and friendship behaviors” from their students (El-Alayli, Hansen-Brown, & Ceynar, 2018, p. 145). Such additional burdens may place women faculty at more risk of experiencing Emotional Exhaustion. Women’s reports of relatively lower depersonalization may be due to their general tendency to friend and befriend (Watts & Robertson, 2011), and a traditional expectation for them “to be kinder, more patient, and more careful than men” (Zhang et al., 2014, p. 128).

Researchers found that age was negatively associated with the Emotional Exhaustion component of burnout such that younger university faculty members were at a greater risk of experiencing Emotional Exhaustion compared to their older colleagues (Lackritz, 2004). Young university faculty may face additional pressures to build their career and may not have the required experiences to balance multiple demands of their job (Lackritz, 2004). Therefore, they may become more Emotionally Exhausted than their older colleagues. Marital status has been identified as another factor linked to burnout. Luk, Chan, Cheong, and Ko (2010) have demonstrated that levels of Depersonalization and Emotional Exhaustion were greater in single teachers in comparison with those who were married. Perhaps, a lack of partner to share insecurities and discuss job-related issues with can make single educators more prone to develop burnout. Although the above studies suggest that age, gender, and marital status are linked to burnout, other scholars have not supported such a finding (Salami, 2011).
In addition to demographic variables, job-related characteristics have been identified to impact burnout. For example, instructors’ academic rank (e.g., professor, associate professor, assistant professor, lecturer) is a significant factor affecting burnout. Studies have revealed that, lecturers (Khan et al., 2015) and assistant professors (El-Ibiary, Yam, & Lee, 2017) experienced greater levels of Emotional Exhaustion than other designations. Lecturers and assistant professors may face a number of challenges given that they are at the initial stages of their careers. Such instructors may have lower salaries and perceive their jobs more demanding due to their limited experiences. Overall, however, Lackritz (2004) found that, compared to lecturers, tenured and probationary faculty were more burned out though the academic title was not identified as an influential factor on their burnout. With respect to the relationship between teaching experience and burnout, the empirical research is mixed. Klusmann, Richter, and Lüdtke (2016) have found that teaching experience was positively associated with the feelings of Emotional Exhaustion among elementary school teachers. Compared to their less experienced colleagues, more experienced educators may function in various capacities concurrently and may face greater time conflicts to fulfill all their duties. However, Amini, Faskhodi, and Siyyari (2018) have pointed to a negative association between years of teaching experience and degrees of burnout. Due to their limited teaching experience, novice educators may require a great deal of time to prepare their lectures, become familiar with their teaching materials, and mark exams and assignments. They may not be able to manage their workload and, eventually, become burned out. In a similar vein, Duatepe and Akkus-Cikla (2004) reported that, compared to their more experienced counterparts, teachers who had 0 to 10 years of teaching experience
possessed higher levels of burnout. In other studies, researchers did not find any significant association between university educators’ years of experience and burnout (Salami, 2011). Studies have shown that number of students that academics instructed, the amount of time they dedicated to different activities (e.g., office hours), student assessments (Lackritz, 2004), job demands (Barkhuizen, Rothmann, & Vijver, 2014), and the burden to publish research studies (Tijdink et al., 2014) were related to burnout. The number of postgraduate students (Lackritz, 2004), role ambiguity, and weak relationships with superiors have also corresponded with high levels of Emotional Exhaustion and Depersonalization facets of burnout among academics (Barkhuizen et al., 2014).

Excessive working hours have been identified as another influential factor on university educators’ Emotional Exhaustion (El-Ibiary et al., 2017). Teaching workload can also impact burnout. The lowest and highest levels of burnout were found among instructors who had less than six and more than twelve credit hours in a given semester, respectively (Jaber & Al-Zoubi, 2012).

**Demographic and Job-Related Variables Contributing to Mental Well-Being**

Evidence points to the possible influence of demographics on educators’ mental well-being. For example, Kataoka, Ozawa, Tomotake, Tanioka, and King (2014) found that, compared to colleagues that are men, university academics who are women had poorer mental well-being and had greater scores on various dimensions of well-being, such as anxiety and insomnia, somatic symptoms, severe depression, and social dysfunction. The results of this study were in accordance with that of Kataoka et al. (2017) who reported that women academics were seven times more likely to develop depression in comparison with men academics. Coping mechanisms, including religion,
substance utilization, and self-blame, were identified as women instructors’ risk factors of developing depression. Other scholars have also shown that anxiety and depression were more prevalent in women teachers than in men (Desouky & Allam, 2017). As noted previously, women academics may face role conflicts, as they need to keep a balance between their family life and occupational life (Kumar & Deo, 2011). They may also face inequalities within their workplace and earn less than their male colleagues. Therefore, they may be at more risk of poor mental well-being.

In terms of age, studies have produced inconsistent findings. For example, aging has been found to be positively related to the risk of “lifetime anxiety and alcohol disorders” among male teachers (Kovess-Masféty, Sevilla-Dedieu, Rios-Seidel, Nerrière, & Chee, 2006). One potential explanation is that, as one ages, the frequency of becoming ill increases. Thus, older educators may suffer from multiple illnesses. They may face interruption in their job responsibilities and experience high levels of anxiety. However, other researchers have illustrated that the risk of developing depression was lower among older academics (Kataoka et al., 2017). Older academics have more established careers and a higher designation than younger academics. Due to their length of teaching experience, they may be better at handling multiple demands. Thus, they may be more satisfied with their jobs and less likely to suffer from depression. Marital status is another factor linked to mental well-being. Studies have demonstrated that, compared to married teachers, those who were single, separated, divorced, and widowed were more prone to mental health problems (Kovess-Masfety, Rios-Seidel, & Sevilla-Dedieu, 2007). The obtained result may be due to single educators’ lack of having the social support of their married counterparts. Years of teaching experiences has also been identified as a
correlate of mental well-being. Van Petegem, Creemers, Rossel, and Aelterman (2005) have found a positive association between years of teaching experience and teachers’ well-being. Other scholars have reported that years of teaching experience was negatively related to teachers’ anxiety (Aslrasouli & Vahid, 2014). As teaching experience increases, educators master more knowledge and become more familiar with the content that they teach. Thus, more experienced teachers may be less likely to experience high levels of tension than their inexperienced counterparts. Similarly, junior college academics were found to have greater degrees of stress as opposed to their senior counterparts (Kumar & Deo, 2011). Junior academics’ higher levels of stress may stem from their burden of publishing in order to receive grants and promotions. Moreover, due to their limited teaching experience, they may encounter challenges when it comes to supervision of graduate students. Furthermore, they may require more time to prepare their lectures and assess the work of their students (Lackritz, 2004). Given that the demographic variables and job-related characteristics have been shown to impact educators’ burnout and mental well-being, their influence should be controlled for to better identify the unique role of multicultural efficacy in predicting burnout and mental well-being.

**Theoretical Framework: Social Cognitive Theory**

Social cognitive theory, conceptualized by Bandura (1997), provides the basis for the concept of multicultural efficacy. Social cognitive theory suggests that cognitive factors are involved in regulating one’s behaviour. In particular, self-efficacy and outcome expectations are two types of expectancy beliefs that are found to be influential on behaviour (Bandura, 1997). Outcome expectations are what individuals perceive to
possibly take place as a result of their actions. However, self-efficacy beliefs or
expectations enable individuals to exercise control over their actions (Schwarzer,
Mueller, & Greenglass, 1999). They both impact motivation, but self-efficacy is found to
be more predictive of an individual’s behaviour, and therefore, it is the focus of the
current study. Bandura (1997) defines self-efficacy beliefs as individuals’ assessments of
their capabilities in executing a particular task effectively. Self-efficacy beliefs can
impact human functioning (Bandura, 1997). Social cognitive theory suggests that, when
encountering challenging situations, individuals with high levels of self-efficacy beliefs
tend to demonstrate greater effort and persist longer in executing a specific task
compared to those with low self-efficacy.

Bandura (1997) has suggested that self-efficacy beliefs derive from four main
sources of information. First, and most principally, self-efficacy is derived from enactive
mastery experiences or peoples’ previous experiences of overcoming obstacles and
successful accomplishments. Such experiences make them perceive of themselves as
capable individuals in executing a given task. Second, self-efficacy may be derived from
vicarious experiences. People judge their capabilities relative to others’ achievements.
People can obtain a strong sense of self-efficacy when they observe the successes of
individuals similar to themselves. Third, self-efficacy beliefs can also be strengthened
through verbal persuasion and encouragement. Verbally persuading and reassuring
people about their potentials, especially in the face of adversity, make them believe that
they have the necessary capabilities and knowledge to accomplish a given task (Bandura,
1997). Fourth, physical and emotional states are the final influential source of self-
efficacy beliefs and are particularly important in areas of physical activities, health
functioning, and dealing with stressors. The way people perceive their bodily sensations and emotions while performing a task in certain situations affects their perceptions of efficacy (Bandura, 1997). In this regard, experiencing positive emotions can increase ones’ judgements of their self-efficacy beliefs while negative emotions can weaken such judgements (Bandura, 1997). Similarly, incorrect interpretation of physiological arousal in stress provoking situations and fatigue and pain resulting from undergoing physical activities that need strength can undermine one’s judgments of self-efficacy. Therefore, improving physical state, lowering stress levels, and reading bodily sensations and emotions correctly can serve as an effective function in enhancing and sustaining self-efficacy beliefs (Bandura, 1997).

**Teaching Efficacy and Its Significance**

According to Bandura (1997), self-efficacy beliefs are believed to be domain specific; individuals may have a firm and well-established sense of self-efficacy in a particular domain but not in another. Therefore, researchers from various fields have examined the construct of self-efficacy and its impact in different domains. For example, Bandura’s work has been extended to counseling (Kozina, Grabovari, Stefano, & Drapeau, 2010), parenting (Sevigny & Loutzenhiser, 2010), academic performance (Motlagh, Amrai, Yazdani, altaib Abderahim, Souri, 2011), business (Herath & Mahmood, 2014), memory functioning (West, Bagwell, & Dark-Freudeman, 2008), to name a few. Self-efficacy beliefs have also been the focus of research among prospective and practicing teachers and have led researchers to conceptualize the construct of teacher efficacy (Siwatu, 2007). Teacher efficacy is often defined as teachers’ confidence about
their individual and collective abilities to have a positive impact on students’ learning (Klassen, Betts, & Gordon, 2011).

Researchers have found an association between teachers’ self-efficacy beliefs and their behaviour in classrooms (Tschannen-Moran & Hoy, 2001). In this regard, teachers with high levels of self-efficacy are more likely to exhibit a great amount of persistence when students make mistakes in their answers and provide less criticism to them compared to their counterparts with low levels of self-efficacy (Gibson & Dembo, 1984). Highly self-efficacious teachers have more enthusiasm and confidence about teaching and utilize various methods of instruction (Allinder, 1994; Hoidn, 2017). Such teachers appear to demonstrate better classroom management and planning strategies (Allinder, 1994). However, research shows that teachers who are not adequately prepared to teach students from diverse backgrounds may face great challenges when it comes to managing diverse classrooms (Curran, 2003). The low academic performance and higher dropout rates exhibited by culturally diverse students may be related to educators’ inadequate levels of preparedness to work with such diversity (Tucker et al., 2005).

In addition to links with classroom behaviour, teachers’ sense of self-efficacy appears to be related to several other outcomes. Evidence suggests that teachers’ self-efficacy beliefs are linked to student achievement (Mojavezi & Tamiz, 2012), engagement (Good & Brophy, 2003), and motivation (Mojavezi & Tamiz, 2012). Researchers have found that teachers’ self-efficacy beliefs were positively related to students’ academic performance (Shahzad & Naureen, 2017). Given that the Canadian universities are experiencing a dramatic increase in the number of students from diverse racial, cultural, and ethnic backgrounds (Strange & Cox, 2016), it is important to assess
educators’ self-efficacy beliefs in the context of multicultural teaching environments, in addition to the assessment of their teaching self-efficacy. That is, and as previously noted, self-efficacy beliefs are domain specific (Bandura, 1997). Teachers may evaluate or perceive of themselves as efficacious in a particular discipline and in teaching a specific group of students but less efficacious in teaching other groups of students (Chan, 2008; Tschannen-Moran, Hoy, & Hoy, 1998). Hence, university instructors’ self-efficacy beliefs regarding teaching students from different cultural and ethnic backgrounds need to be examined in the context of post-secondary diversity.

**Associations of Self-Efficacy Beliefs with Burnout and Mental Well-Being**

Self-efficacy beliefs can serve an important function in the way individuals react to and cope with stressful situations (Bandura, 1997). When faced with obstacles, individuals with a strong sense of self-efficacy tend to expend great effort and perceive themselves capable of finding ways to overcome them (Bandura, 1993, 1997). Rather than avoiding difficult tasks and perceiving them threatening, highly self-efficacious individuals “approach [them] as challenges to be mastered” (Bandura, 1993, p. 144). Self-efficacy beliefs may act as a buffer against the experience of burnout (Schwarzer & Hallum, 2008). Scholars have found self-efficacy beliefs to moderate the relationship between perceived stress and several dimensions of burnout (e.g., psychophysical exhaustion, professional inefficacy, and disillusion) among a sample of firefighters (Makara-Studzińska, Golonka, & Izydorczyk, 2019). These scholars administered the Polish version of the Link Burnout Questionnaire (Santinello 2007) to measure burnout levels. This scale is similar to the Maslach Burnout Inventory, but it includes an extra dimension of disillusion (Lupo et al., 2013). The disillusion aspect demonstrates the state
of being disappointed with personal accomplishments and outcomes and is in conflict with job enthusiasm, passion, and satisfaction. Without regard to their stress levels, firefighters with lower levels of self-efficacy beliefs were more prone to experience psychophysical exhaustion. Among firefighters who experienced both low and high levels of stress, lower levels of self-efficacy were related to higher levels of professional ineffectiveness and disappointment with accomplishments (Makara-Studzińska et al., 2019).

In the context of teaching, studies have revealed that teachers with a strong sense of teaching self-efficacy possessed lower levels of occupational stress (Vaezi & Fallah, 2011) and low levels of burnout (Hoigaard, Giske, & Sundsli, 2012; Motallebzadeh, Ashraf, & Yazdi, 2014). In their meta-analysis, Aloe and colleagues (2014) found that teachers who harboured higher levels of classroom management self-efficacy had lower levels of burnout. The results of this study were in line with that of El-Sayed et al. (2014) who observed a negative association between occupational stress and self-efficacy beliefs among nursing faculty members. Researchers have also reported that teachers’ self-efficacy beliefs were inversely associated with Emotional Exhaustion and Depersonalization aspects of burnout (Skaalvik & Skaalvik, 2010). Therefore, self-efficacy beliefs seem to have a buffering effect against the feelings of stress and burnout (Aloe et al., 2014).

Bandura (1997) asserted that self-efficacy beliefs are important in fostering one’s well-being, even when faced with high work demands. A strong sense of self-efficacy promotes cognitive functioning, plays a key role in stress reduction, and decreases the likelihood of developing depression (Bandura, 1993). Muris (2002) found that
adolescents’ total scores in three domains of academic, social, and emotional self-efficacy were negatively associated with “trait anxiety/neuroticism, anxiety disorders symptoms, and depressive symptoms” (p. 345). Even, after accounting for the impact of trait anxiety/neuroticism, adolescents’ total self-efficacy scores explained a significant and small amount of variance in symptoms of anxiety and depression. Siu, Lu, and Spector (2007) examined the direct and moderating influence of self-efficacy beliefs on well-being of employees in the private and public services industry. Results of their study indicated that a strong sense of self-efficacy was accompanied by great levels of physical and mental well-being. Also, self-efficacy beliefs moderated the association between stressors (e.g., long working hours) and mental well-being. In the presence of job-related stressors, highly self-efficacious individuals were found to possess better mental well-being compared to their counterparts with low levels of self-efficacy (Siu et al., 2007). The findings of this study were in accordance with that of Siddiqui (2015) who reported a positive link between undergraduate students’ self-efficacy beliefs and their mental well-being, which characterized by the six dimensions of “self-acceptance, positive relation with others, autonomy, environmental mastery, purpose in life and personal growth” (p. 8).

**Multicultural Efficacy**

Similar to other self-efficacy beliefs, multicultural efficacy has been investigated in various domains. For example, a rise in the percentage of racially and culturally diverse people in the healthcare-seeking population requires healthcare professionals (e.g., nurses) to be competent and prepared to deliver effective care to such populations and meet their needs (Cruz, Colet, Bashtawi, Mesde, & Cruz, 2017). Despite the
interchangeable use of self-efficacy and competence in the literature, researchers have suggested that they are two distinct constructs (Rodgers, Markland, Selzler, Murray, & Wilson, 2014). Self-efficacy is a cognitively-based construct that acts as a mediator between knowledge and action (Achurraa & Villardónb, 2013); however, competence is more of a behavioural construct (McClelland, 1998; Rajadhyaksha, 2005). Multicultural competence refers to “awareness, knowledge, and skills” that are required for effective interactions with culturally diverse populations (Pope, Reynolds, & Mueller, 2019, p. 38). Several instruments, such as the Cultural Self-Efficacy Scale (Bernal & Forman, 1987) has been developed to measure nurses’ confidence in providing care for ethnically diverse populations, particularly Puerto Rican, African American, and Asian Pacific Islanders.

In the area of counseling, researchers have called for the preparation of counselors who can accommodate cultural diversity and are competent to work with diverse populations (Sue, Arredondo, & McDavis, 1992). This is because counselors encounter challenges in addressing the needs of diverse clients (Ahmed, Wilson, Henriksen, & Jones, 2011). For this reason, it is important for counselors to possess multicultural counseling self-efficacy which refers to counselors’ confidence in their capabilities to provide effective counseling to clients from diverse backgrounds (Constantine & Ladany, 2000). Therefore, the changing demographics has led researchers to examine the efficacy of those who work in human services industry to help them better address the needs of various ethnic, racial, and cultural groups.

Multicultural efficacy has also been examined in the context of teaching, particularly among prospective and practicing school teachers (Mulder, 2010; Nadelson
et al., 2012). According to Guyton and Wesche (2005), it is important for educators to make a judgement about themselves as capable individuals to implement effective methods of instruction in multicultural settings. Evidence suggests that beliefs and attitudes that teachers hold can influence the way they teach and treat students (Provenzo, Renaud & Provenzo, 2009). For example, scholars have found that novice teachers’ multicultural beliefs, which encompass treating immigrant students differently to embrace cultural diversity, were positively associated with their passion and self-efficacy for instructing such students and their desire to have an adaptive method of teaching (Hachfeld, Hahn, Schroeder, Anders, & Kunter, 2015). However, novice teachers with colour-blind racial attitudes, characterized by treating individuals in the same manner regardless of their cultural and ethnic backgrounds, demonstrated less eagerness to adjust their methods of instruction in response to the needs of diverse students (Hachfeld et al., 2015). Colour-blind racial attitudes are characterized by minimizing or denying the existence of institutional and ideological racism as well as not being cognizant of them (Neville, Lilly, Duran, Lee, & Browne, 2000). Scholars have found that high levels of colour-blind racial attitudes are related to higher levels of intolerance of various gender and racial dynamics, racist attitudes towards African-Americans, and endorsement of a just worldview. The belief that the world is fair suggests that people get what they deserve and their disparities are not related to the social situation or structure (Neville et al., 2000). This can be problematic because those who hold such beliefs may be insensitive to issues of racism and may not take any actions against them. To better address the needs of diverse students, educators should explore their beliefs towards
diversity and realize the impact of their attitudes on the way they interact with such students (Giambo & Szecsi, 2007).

Several researchers have examined the link between teachers’ colour-blind racial ideology and their competency in teaching diverse students (Burden, Hodge, & Harrison, 2015; Spanierman et al., 2011). A weak but negative relationship has been found between prospective teachers’ colour-blind racial attitudes and their skills of teaching in multicultural classrooms (Burden et al., 2015). The result of this study corroborated the findings of Spanierman et al. (2011) who reported a negative link between practicing teachers’ colour-blind ideology and multicultural teaching competency. Despite this, Jacobs (2015) found that colour-blind racial attitudes of prospective teachers were not a significant predictor of their multicultural efficacy. This lack of significance is maybe due to the racial composition of the sample, in which 72.5% of the participants were from racial and ethnic minority groups (Jacobs, 2015). The above studies have been conducted among prospective and practicing school teachers. The review of literature indicates no study examining the relationship between colour-blind racial perspectives and multicultural efficacy among university instructors.

Nadelson et al. (2012) have investigated the prospective teachers’ multicultural attitudes, multicultural efficacy, and their contributing factors (e.g., ethnicity, language, age, gender, political worldviews, college-level course). The results revealed that multicultural efficacy levels and multicultural attitudes of prospective teachers were average and above average, respectively. In terms of the influential factors, researchers found that only prospective teachers’ political worldviews were related to their multicultural perspectives. In particular, liberalism was associated with more openness to
diversity (Nadelson et al., 2012). This study has been conducted among student teachers who have had limited classroom teaching experience. Therefore, it is possible that their levels of multicultural efficacy and attitudes change as they enter their own classrooms and gain firsthand experiences of teaching in multicultural contexts.

Mulder (2010) examined the association between teachers' self-efficacy and multicultural efficacy among in-service teachers. The outcomes indicated that teachers' self-efficacy for student engagement and teaching strategies, but not for classroom management, was a significant predictor of their multicultural efficacy. The results demonstrated that teachers' self-efficacy and multicultural efficacy were two distinct constructs. Mulder (2010) also compared the multicultural efficacy levels of teachers instructing in urban areas versus rural areas. It was found that teachers who instructed in urban areas possessed greater levels of multicultural efficacy than their counterparts who taught in rural areas. Mulder (2010) further indicated that teachers' race, area of teaching, and grade level were significant predictors of their multicultural efficacy although they accounted for 3% of variance in multicultural efficacy. This study has been conducted among school teachers across different grade levels (e.g., pre-school, elementary school, high school, middle school). Therefore, the association of both multicultural efficacy and teaching efficacy among instructors in higher education is not yet known.

Several researchers have shifted their attention towards the role of multicultural efficacy among university instructors. For example, using a mixed-method of inquiry, Vladimirschi (2012) studied multicultural efficacy of university instructors in teaching a heterogeneous body of students online and their approaches towards accommodating cultural diversity. The results showed that instructors were aware of cultural diversity and
had a strong sense of multicultural efficacy with regards to the implementation of methods that fostered learning and avoided conflict. The majority of these instructors showed willingness to adjust the design and organization of their courses to better address the needs of their diverse students. Most instructors facilitated the interaction between cross-cultural students and believed that, through an open communication, students from different cultural backgrounds were able to present themselves. Therefore, the results of this study revealed that university instructors were multiculturally efficacious and embraced cultural diversity. However, in this study, Vladimirschi (2012) examined the multicultural efficacy of only ten university instructors who taught online at two institutions of higher education in Alberta. It is not clear whether university instructors who work in the traditional face-to-face mode of teaching demonstrate high levels of multicultural efficacy as well.

In another study, Lawson-Davenport (2014) measured multicultural efficacy levels of university instructors teaching at four campuses of Tidewater Community College in the United States (U.S.). Their results revealed that instructors possessed low average levels of multicultural efficacy. Lawson-Davenport (2014) also examined the link between university instructors’ cultural awareness (defined as acknowledging culture and cultural differences as well as taking into consideration the way in which such differences impact communication and collaboration; Murray & Bollinger, 2001) and multicultural efficacy. Lawson-Davenport (2014) found that university instructors’ cultural awareness had a positive association with their multicultural efficacy and was its significant predictor. Except for their educational level, instructors’ age, gender, teaching discipline, and years of teaching experience were not related to their cultural awareness.
The small number of participants \( n = 30 \) taking part in this study limited the generalizability of the findings to instructors of other institutions. While Lawson-Davenport (2014) found instructors had low average levels of multicultural efficacy, Vladimirschi (2012) found instructors were highly efficacious in teaching diverse students. Therefore, the investigation of instructors’ multicultural efficacy levels has produced mixed results. Instructors’ levels of multicultural efficacy should be reinvestigated in other universities. Also, instructors’ low average levels of multicultural efficacy necessitate the need for measuring their mental well-being and burnout given that teaching in heterogeneous classrooms poses great challenges on educators (Chouari, 2016; Futrell et al., 2003).

Several researchers have measured university instructors’ competence levels to serve students from diverse backgrounds. Yavas-Bozkurt et al. (2013) investigated university instructors’ multicultural competence and its association with gender and discipline at two Turkish universities. The researchers found that, compared to their multicultural knowledge and skills, instructors demonstrated greater levels of multicultural awareness. With regard to gender, women instructors were more culturally competent than men instructors. In comparison with instructors teaching natural sciences, the levels of cultural competence were higher among instructors of social sciences (Yavas-Bozkurt et al., 2013). This study has been conducted in the context of Turkish universities. Therefore, the administration of such a study in the Canadian context may yield different results.
Impact of Beliefs and Attitudes on Mental Well-Being and Burnout

Researchers have indicated the role of racial attitudes and beliefs in relation to mental well-being. For example, researchers have found that endorsement of a just worldview was negatively linked to depression (Ritter, Benson, & Synder 1990). Jiang, Yue, Lu, Yu, and Zhu (2016) demonstrated that, after accounting for the impact of age, gender, income, and personality, beliefs in a just world were positively and negatively associated with subjective well-being and depression, respectively. In a similar vein, Harper (2017) indicated the moderating role of colour-blind racial attitudes on the relationship between racial micro-aggressive experiences (i.e., subtle insults and indignities) and symptoms of psychological distress, measured by combining anxiety, depression, and stress scores among a sample of Black/African-American university students. When participants had less frequent encounters with racial microaggressions, higher levels of colour-blind racial attitudes were associated with more experiences of psychological distress than lower levels of such attitudes. However, among participants with frequent experiences of racial microaggressions, those who held higher levels of colour-blind racial attitudes experienced lower levels of psychological distress compared to their counterparts with lower levels of colour-blindness (Harper, 2017). Given that individuals who strongly endorse colour-blind racial attitudes tend to deny racism and have limited racial awareness, they may be less likely to associate micro-aggressive incidences with racial issues and experience psychological distress (Harper, 2017).

Another strand of research has found that the endorsement of high levels of colour-blind racial attitudes were inversely related to race-related stress (i.e., stress emerging in the face of experiencing racism) among African-American students (Coleman, Chapman, &
Wang, 2013). Therefore, colour-blind racial attitudes may serve as a buffer against racial microaggressions.

The challenges of instructing in multicultural classrooms can lead educators to develop diversity-related burnout, which can be detrimental to their personal and professional well-being (Tatar & Horenczyk, 2003). Research evidence suggests that educators’ attitudes and beliefs toward diversity can place them at risk of developing this form of burnout. Tatar and Horenczyk’s study (2003) revealed that teachers who endorsed assimilative attitudes and perceived their schools to adopt an assimilative orientation reported the highest levels of diversity-related burnout. However, the lowest levels of diversity related burnout were found among those with pluralistic attitudes and perceptions of working in multicultural settings. An assimilationist orientation toward diversity does not recognize ethnic minorities’ cultural heritage and emphasizes on the adoption of the dominant culture’s values and behaviours. In contrast, a pluralistic stand is characterized by the recognition of ethnic minorities’ cultural values and norms as well as the encouragement of adopting that of the dominant culture (Tatar, Ben-Uri, & Horenczyk, 2011). Scholars have also studied the link between teachers’ attitudes and both general and diversity-related burnout (Dubbeld, Hoog, Den Brok, & de Laat, 2019a). The results exhibited that strongly held assimilative attitudes toward diversity were associated with teachers’ higher scores on both types of burnout. No relationship was found between the endorsement of pluralistic attitudes toward diversity and burnout (Dubbeld et al., 2019a). However, in their other study, Dubbeld and colleagues (2019b) found that teachers who were characterized by pluralistic attitudes and the perception of
working in a multicultural context had the lowest levels of both general and diversity-related burnouts.

**Impact of Multicultural Efficacy on Burnout and Mental Well-Being**

Many teachers do not feel confident in working with a heterogeneous body of students (Due, Riggs, & Mandara, 2015; Tucker et al., 2005) and overcoming the challenges involved with teaching in multicultural settings (Horenczyk, & Tatar, 2002). Researchers have found that, compared to teachers in less diverse schools, those in heterogeneous contexts had lower levels of job satisfaction, a stronger perception of working in challenging environments, and greater difficulties in establishing relationships with their students (Freeman, Brookhart, & Loadman, 1999). Such teachers may be prone to developing burnout and, as a result, their mental and professional well-being may suffer (Tatar & Horenczyk, 2003). An increase in the diversity of students in Canadian institutions (Guo & Jamal, 2007; Strange & Cox, 2016) may place post-secondary instructors at risk of developing burnout. However, similar to self-efficacy beliefs, multicultural efficacy may act as a buffer against the feelings of burnout. Chahar Mahali and Sevigny (under review) found that prospective teachers with higher levels of culturally responsive teaching self-efficacy beliefs experienced lower levels of burnout symptoms. Culturally responsive teaching refers to “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2010, p. 31). Even though the prevalence of burnout among post-secondary educators has been well documented (Byrne, 1991; Knani & Fournier, 2013; Lackritz, 2004), to the author’s knowledge, there are no studies to date investigating the possible impact of multicultural
efficacy on post-secondary instructors’ burnout. Scholars have also provided a clear understanding of the relationship between self-efficacy beliefs and mental well-being (Siddiqui, 2015; Siu et al., 2007); however, the relationship between multicultural efficacy and mental well-being has not been researched extensively. The stress and struggles involved with teaching in pluralistic settings call for the examination of such relationships to prevent university instructors from experiencing mental distress.

Current Study

As the review above suggests, there are several studies examining the link between self-efficacy beliefs and burnout (Aloe et al., 2014; Hoigaard et al., 2012; Schwarzer & Hallum, 2008); however, most studies to date have focused on school teachers (Savas, Bozgeyik, & Eser, 2014; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010). Scholars who have investigated the burnout levels of teaching staff in higher education (e.g., El-Ibiary et al., 2017; Hogan & McKnight, 2007; Khan et al., 2015) have paid little attention to the impact of multicultural efficacy on burnout among such instructors. Also, the mental health status of school teachers and its contributing factors (e.g., age, gender, years of teaching experience) have been well documented (Kovess-Masféty et al., 2007; Kovess-Masféty et al., 2006). There are limited studies examining the potential influence of multicultural efficacy on university instructors’ mental well-being.

The purpose of the current study was to address the gap in the literature by (a) measuring the multicultural efficacy levels of university instructors; (b) assessing the relationship between colour-blind racial ideology and multicultural efficacy; (c) examining the relationship between instructors’ multicultural efficacy and burnout in
working with a heterogeneous body of students; (d) investigating the role of multicultural
efficacy in relation to mental well-being of instructors; and (e) identifying whether
multicultural efficacy remained as a significant predictor of mental well-being and
burnout even after controlling for demographics (e.g., age, gender, marital status), job-
related characteristics (e.g., rank, years of teaching experience), colour-blind racial
attitudes, and sense of teaching self-efficacy.

**Research questions and hypotheses.** In this study, I aimed to address five
research questions. First, “Do online and traditional face-to-face university instructors
vary in terms of their multicultural efficacy levels?” Due to online instructors’ limited
interactions with their students (Brunet, 2011), they may be less likely to face the
challenges involved with teaching in heterogeneous contexts and to accommodate
cultural diversity. Hence, it is hypothesized that, compared to their traditional face-to-
face counterparts, instructors who predominantly teach online courses will possess higher
multicultural efficacy levels. Second, “What is the relationship between university
instructors’ multicultural efficacy and colour-blind racial ideology?” In line with previous
studies demonstrating that colour-blind racial attitudes were negatively related to skills of
teaching in multicultural classrooms (Burden et al., 2015) and multicultural teaching
competency (Spanierman et al., 2011), it is hypothesized that higher levels of
multicultural efficacy are associated with lower levels of colour-blind racial attitudes.
Third, “What is the relationship between university instructors’ burnout and multicultural
efficacy levels?” In accordance with literature on the negative relationship between self-
efficacy beliefs and burnout (Hoigaard et al., 2012; Motallebzadeh et al., 2014), it is
hypothesized that higher levels of multicultural efficacy are associated with lower levels
of burnout. Fourth, “What is the association between multicultural efficacy and mental well-being?” In line with previous studies on the positive link between self-efficacy and mental well-being (Siddiqui, 2015; Siu et al., 2007), it is hypothesized that instructors with high levels of multicultural efficacy will have high mental well-being. Fifth, “Does multicultural efficacy predict burnout and mental well-being over and above variance accounted for by demographics, and job-related characteristics, teachers’ sense of efficacy, and colour-blind racial attitudes?” In accordance with the findings of Mulder (2010) who found that multicultural efficacy and teachers’ self-efficacy were two distinct constructs, it is hypothesized that multicultural efficacy remains a significant predictor of (a) burnout and (b) mental well-being, even after accounting for demographics, job-related characteristics, teachers’ sense of efficacy, and colour-blind racial attitudes.

**Method**

**Procedure**

Questionnaires were administered via Qualtrics, an online surveying software. After obtaining the ethical approval from the University of Regina’s Research Ethics Board, a survey link was distributed through the University of Regina’s listservs. To maximize recruitment efforts, the researcher gained permission from the Ethics Board at the Universities of Regina, Saskatchewan, Alberta, and British Colombia to contact faculty and instructors via email and invite them to participate in the study. Participants were assured that their responses would remain confidential and were informed that they could withdraw from the study at any time.
Participants

Participants were recruited from faculty and sessional instructors at the University of Regina and its federated colleges \((n = 40)\), University of Saskatchewan \((n = 45)\), University of Alberta \((n = 33)\), and University of British Columbia \((n = 21)\). Some participants \((n = 19)\) were categorized as “Others”, as they were from universities other than those mentioned above or chose not to state their universities. With the exception of emeritus faculty, participants regardless of their status (e.g., on sabbatical, maternity, study, research, and medical leave) were asked to participate in this study. The initial sample consisted of 221 participants. Fifty-seven participants \((25.79\%)\) were excluded from the study due to substantial missing values on the measures of interests (summarized below). From the remainder of the participants \((n = 164)\), six participants \((3.66\%)\) were identified as outliers and were also excluded from the study. The final sample comprised of 158 participants \((M_{\text{age}} = 48.51, SD = 10.77; \text{Range} 26-78; n = 90\); females). A summary of pertinent demographics can be found in Table 1.

Measures

Demographics and job-related characteristics. A short instrument was generated to collect information regarding participants’ gender, age, ethnicity, and marital status (Appendix B). Also, a series of questions were asked about their years of teaching experience, mode of teaching, academic rank, academic degree, university, and department.

Multicultural Efficacy Scale. The 35-item Multicultural Efficacy Scale (MES; Guyton & Wesche, 2005; Appendix C) consists of three subscales: The Experience with Diversity, Attitude, and Efficacy. In this study, the 20-item Efficacy subscale was
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<tr>
<td><strong>Age: $M (SD)$</strong></td>
<td>48.51 (10.77)</td>
</tr>
<tr>
<td><strong>Years of Teaching Experience</strong></td>
<td>16.11 (10.86)</td>
</tr>
<tr>
<td><strong>Percentage of Diverse students</strong></td>
<td>38.82 (23.69)</td>
</tr>
<tr>
<td><strong>Gender: n (%)</strong></td>
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<tr>
<td>Female</td>
<td>90 (57.0)</td>
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<tr>
<td>Male</td>
<td>67 (42.4)</td>
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<tr>
<td><strong>Native English Speakers</strong></td>
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<tr>
<td>White/European Descent</td>
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<tr>
<td>Asian</td>
<td>12 (7.6)</td>
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<tr>
<td>Other</td>
<td>18 (11.4)</td>
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<td><strong>Marital Status</strong></td>
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<td>13 (8.3)</td>
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<tr>
<td>Married</td>
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<td>Separated/ Divorced</td>
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<tr>
<td><strong>Academic Rank</strong></td>
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<td>Professor</td>
<td>50 (31.6)</td>
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<td>44 (27.8)</td>
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<td>10 (6.3)</td>
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<tr>
<td>Doctorate</td>
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<td><strong>University</strong></td>
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<td>Regina</td>
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<tr>
<td>British Colombia</td>
<td>21 (13.3)</td>
</tr>
<tr>
<td>Other</td>
<td>19 (12.0)</td>
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used to measure university instructors’ multicultural efficacy levels. Participants are asked to evaluate their capabilities with respect to various statements (e.g., “I can provide instructional activities to help students to develop strategies for dealing with racial confrontations”) ranging from 1 (“I do not believe I could do this very well”) to 4 (“I am quite confident that this would be easy for me to do”). On this subscale, scores can range from 0-54 (low), 55-66 (average), and 67-80 (high). Guyton and Wesche (2005) have shown that the Efficacy subscale possessed internal reliability of .93. Guyton and Wesche (2005) developed the MES based on the four dimensions of multicultural education (i.e., knowledge, understanding, attitude, skill) as described by Bennet, Niggle, and Stage (1990). To determine the validity of the scale, Guyton and Wesche (2005) undertook a confirmatory factor analysis. The loadings of the items yielded the final version of the MES consisting of 35 items, with 20 items loading on Efficacy dimension, 7 items on Attitude, 7 items on Experience, and 1 other item to capture teachers’ view on the goal of multicultural teaching. Using an exploratory factor analysis, other researchers have also confirmed the validity of the selected items (i.e., shorter version) of the MES (Roh, 2015). In the current study, the Efficacy subscale had the internal reliability of .94.

Teachers’ Sense of Efficacy Scale. The short version of the Teachers’ Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001; Appendix D) was administered to measure participants’ sense of efficacy in teaching. Participants are asked to respond to 12 items (e.g., “How much can you do to craft good questions for students?”) on a 9-point Likert scale varying from 1 (“Nothing”) to 9 (“A Great deal”). Higher scores represent elevated levels of teaching efficacy beliefs. Given that the scale has been developed to assess prospective and in-service school teachers’ self-efficacy
levels in teaching, some of the items were slightly modified, and a post-secondary terminology was utilized to better reflect the higher education context (Fives & Looney, 2009). For example, “school work” was replaced with “course work”, “school/classroom rules” were replaced with “course policies”, and “children” was replaced with “students.” One item asks educators to rate how much they are able to “assist families in helping their children to do well in school.” This item was also modified such that it asked educators to rate their abilities in assisting students to do well in class. The scale has convergent validity, as it has demonstrated a positive correlation with other available teaching efficacy scales. Tschannen-Moran and Hoy (2001) have documented the sound score reliability of .90 for the entire scale. In the current study, the total scores were used for the statistical analyses, and the entire scale had reliability of .87.

**Colour-Blind Racial Attitudes Scale.** The 20-item Colour-Blind Racial Attitude Scale (CoBRAS; Neville et al., 2000; Appendix E) was used to assess the degree to which participants deny the existence of institutional racism. In this study, the CoBRAS was adapted for use in Canada by taking out the references to the “U.S.” and “America”. Participants are asked to rate their agreement with various statements (e.g., “Racism may have been a problem in the past, but it is not an important problem today”) on a scale from 1 (“Strongly Disagree”) to 6 (“Strongly Agree”). In the current study, the range of the scale varied from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”). Scores on this instrument ranged from 20 to 100, with higher scores reflective of greater denial institutional racism exists. Neville et al. (2000) have reported internal reliability of .91 for the full-scale items. The moderate to strong intercorrelations between the CoBRAS and two measures of racial prejudice (e.g., Modern Racism Scale, McConahay, 1986; Quick
Discrimination Index, Ponterotto et al., 1995) pointed to the concurrent validity of the scale. The lack of strong association between the CoBRAS and social desirability (e.g., Marlowe-Crowne Social Desirability Scale, Reynolds, 1982) provided evidence for its discriminant validity. Neville et al. (2000) further found evidence for the sensitivity of the scale for multicultural training intervention. In the current study, the entire scale possessed the internal reliability of .92.

Maslach Burnout Inventory-Educators Survey. The Maslach Burnout Inventory-Educators Survey (MBI-ES; Maslach, Jackson, & Schwab, 1996; [www.mindgarden.com](http://www.mindgarden.com)) is a measure of instructors’ burnout levels. The scale consists of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). The scale asks participants to rate their agreement, on a 7-point Likert-type scale varying from 0 to (“Never”) to 6 (“Every day”), with 22 different statements (e.g., “I feel fatigued when I get up in the morning and have to face another day on the job”). Higher levels of burnout are reflected by higher scores on the EE and DP subscales, and lower scores on the PA component. Albeit related, the Emotional Exhaustion and Depersonalization are two separate aspects of burnout, while Personal Accomplishment is relatively less correlated to the other two dimensions. Therefore, the subfactors are orthogonal, an individual score is calculated for each dimension of burnout (Maslach et al., 1997). The MBI-ES is equivalent to the Maslach Burnout Inventory (MBI); however, in the former, the word “recipient” has been replaced with the word “student” for clarity purposes (Maslach et al., 1997). For each aspect of burnout, an average score was computed by dividing the participants’ total scores by the number of items within each subscale. Previous studies using the MBI have demonstrated the scale’s reliability among
teacher population samples (Iwanicki & Schwab, 1981). The EE, DP, and PA subscales have shown to possess excellent internal reliability in previous studies (.90, .76, and .76, respectively, Iwanicki & Schwab, 1981). The researchers have established the construct validity of the MBI through principal factor analyses. Similar to other helping occupations, the MBI measured the same facets of burnout, EE, DP, and PA, when it was applied to teachers (Iwanicki & Schwab, 1981). The discriminant validity of the MBI has been demonstrated in several studies, and researchers have made a distinction between burnout and other constructs, such as depression (Leiter & Durup, 1994; Maslach et al., 2001). In this study, the EE, DP, and PA subscales possessed internal reliability of .91, .68, and .82, respectively.

**The Warwick-Edinburgh Mental Well Being Scale.** The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS; Tennant et al., 2007; Appendix F) captures both hedonic and eudemonic streams and was used to assess positive mental well-being. The WEMWBS is comprised of 14 items (e.g., “I’ve been dealing with problems well”), and each item is rated on a 5-point Likert-type scale varying from 1 (“None of the time”) to 5 (“All of the time”). The scores range from 14 to 70, and higher scores are reflective of higher mental well-being. In a previous study, researchers found the WEMWB to possess an excellent internal consistency of $\alpha = .91$ (Beshai, McAlpine, Weare, & Kuyken, 2016). The examination of the correlations between the WEMWBS and other existing measures of mental health, general health, and emotional intelligence led researchers to verify the construct validity of the WEMWBS (Tennant et al., 2007). In this study the WEMWBS demonstrated the internal reliability of .91.
Data Analysis

Power Analysis. G*Power 3.1.2 was utilized to calculate the sample size needed for this study. For a hierarchical regression analysis with a medium effect size of $f = .15$, alpha = .05, and power = .90, and seven total predictors, the estimated number of participants needed for this study was $N = 130$.

Data Preparation. Prior to conducting the analyses, data were checked for missing values, outliers, and evidence of violations of normality in the data. To check if the data followed a normal distribution, all continuous variables were examined through histograms, normal Q-Q plots, and box plots via SPSS Explore. Person-mean imputation was used to impute missing values for each respondent when 20% or less of their data were missing on a given scale. This approach maintains the variability of measures because the average of each respondent’s completed items is used to substitute the missing values (Bono, Ried, Kimberlin, & Vogel, 2007). Standardized scores (Z-scores) were created for the main variables of interest (i.e., ME, TSES, CoBRAS, MBI_EE, MBI_DP, MBI_PA, and WEMWBS) to examine the presence of univariate outliers.

Analytic Approach. An independent sample t-test was carried out to compare multicultural efficacy levels of online and traditional face-to-face university instructors. Several Pearson moment correlational analyses were conducted to examine how multicultural efficacy was related to burnout, mental well-being, and colour-blind racial ideology. To explore the potential role of multicultural efficacy in predicting burnout and mental well-being, four hierarchical regression analyses were conducted with Emotional Exhaustion, Depersonalization, and Personal Accomplishment dimensions of burnout, and mental well-being as the dependent variables. Demographic and job-related variables
have been shown to be covariates of burnout and well-being. There is also evidence that educators’ domain specific attitudes (i.e., teaching self-efficacy) and the attitudes they hold toward diversity are associated with their burnout and mental well-being. Given this context, it was predicted that multicultural efficacy would also have some association with well-being and burnout. The question was whether or not multicultural efficacy accounts for any additional variance over and above the other established covariates. In hierarchical regression, researchers select predictors in accordance with previous research and decide about the order of entering variables into the model. However, established predictors are usually entered into the first step of the regression model (Field, 2013). Therefore, to control for the impact of demographic and job-related characteristics, marital status, years of teaching experience, academic rank, and gender were entered in the first step. Given that Age and teaching experience were highly correlated, \( r(155) = .78, p < .001 \), and therefore, it proxies for the same construct, teaching experience was used in the regression model due to its relevance to the present study. Given that educators’ beliefs and attitudes have been identified to be associated with their burnout and mental well-being, colour-blind racial attitudes along with teaching self-efficacy were entered in the second step. Multicultural efficacy was entered in the third step of each model.

**Results**

**Data Preparation**

A summary of the mean and standard deviations for all of the measures can be found in Table 2. Multicultural Efficacy and Maslach Burnout Inventory-Educators Survey scoring guidelines were utilized to determine the levels of multicultural efficacy
and burnout, respectively. It was found that university instructors possessed average levels of multicultural efficacy. They also reported moderate levels of Emotional Exhaustion, low levels of Depersonalization, and approximately high levels of Personal Accomplishment.

Six cases were identified as univariate outliers with z-scores exceeding ± 3.29 standard deviation units from the mean (\( p < .001 \), two-tailed test; Tabachnik & Fidell, 2013). Data from these outliers were removed from the dataset and not included in any further analyses. Using the Mahalanobis Distance analysis, no multivariate outliers were detected. A total of 63 participants (28.5%) were excluded from the study. Those who excluded from the study (\( M = 47.42, SD = 13.91 \)) and those who were not (\( M = 48.51, SD = 10.77 \)) did not significantly differ in age, \( t(211) = .60, p > .05, d = .09 \); academic degree, \( \chi^2(2, N = 209) = 1.99, p > .05 \); academic rank, \( \chi^2(4, N = 208) = 1.24, p > .05 \); and marital status, \( \chi^2(2, N = 187) = .22, p > .05 \). However, the two groups significantly differed in their proportions of men and women, \( \chi^2(2, N = 213) = 9.54, p < .01 \).

Participants who were retained for the analyses in the study had higher proportions of women compared to those who were excluded from the analyses.

Given that the excluded and included participants differed in their proportion of men and women, several independent sample t-tests were conducted to examine mean differences between men and women with respect to the main variables of interest (described above). Men and women significantly differed in multicultural efficacy, \( t(154) = 3.01, p < .01, d = .48 \); colour-blind racial ideology, \( t(154) = 3.12, p < .01, d = .50 \); teaching self-efficacy, \( t(154) = 2.11, p < .04, d = .34 \); and Emotional Exhaustion facet of burnout, \( t(154) = 2.51, p < .02, d = .40 \). With the exception of colour-blind racial
attitudes, women instructors were found to possess higher levels of multicultural efficacy, teaching self-efficacy, and Emotional Exhaustion than men instructors; however, there were no significant mean differences between men and women in other key variables of interest (all \( ps > .05 \)).

Histograms, normal Q-Q plots, and box plots were visually examined, and it was found that participants’ scores on the measures of interest were approximately normally distributed around their means and were within acceptable ranges for skewness (i.e., from -1 to 1; Hildebrand, 1986) and kurtosis (i.e., from -2 to 2; George & Mallery, 2010; see Table 2). The Depersonalization facet of burnout (MBI_DP) was slightly skewed (1.10). The data on this variable were transformed; however, analyses conducted with the transformed variable yielded indistinguishable results compared to the untransformed variable. Thus, for ease of presentation, the untransformed variable was used. The assumption of the statistical independence of observations was satisfied given that different participants were recruited to provide their responses on the measures of interest. A correlational analysis was conducted to examine the correlations between the predictor variables, and no multicollinearity was found between the predictors (See Table 3). The collinearity statistics were within acceptable ranges for Tolerance (i.e., values above 0.2; Menard, 1995) and the Variance Inflation Factor (i.e., values less than 10; Myers, 1990). Residual plots, normality plots, and histograms from the hierarchical regression analyses were examined. With the exception of MBI_DP, all other variables met the assumption of normality, linearity, and homoscedasticity.
Table 2. Descriptive Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Potential Range</th>
<th>Observed Range</th>
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<td>ME</td>
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<td>10.61</td>
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<td>.34</td>
<td>20 - 80</td>
<td>27 - 80</td>
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<td>TSES</td>
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<td>.34</td>
<td>12 - 108</td>
<td>51 - 108</td>
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<tr>
<td>CoBRAS</td>
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<td>-.40</td>
<td>20-100</td>
<td>20 - 78</td>
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<td>.15</td>
<td>-.70</td>
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<td>.00 - 5.67</td>
</tr>
<tr>
<td>MBI_DP</td>
<td>1.00</td>
<td>.87</td>
<td>1.10</td>
<td>.61</td>
<td>0 - 6</td>
<td>.00 - 3.40</td>
</tr>
<tr>
<td>MBI_PA</td>
<td>4.53</td>
<td>.90</td>
<td>-.72</td>
<td>.27</td>
<td>0 - 6</td>
<td>1.75 - 6</td>
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<tr>
<td>WEMWBS</td>
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<td>7.82</td>
<td>-.11</td>
<td>.07</td>
<td>14 - 70</td>
<td>32 - 70</td>
</tr>
</tbody>
</table>

Note. ME = Multicultural Efficacy; TSES = Teachers’ Sense of Efficacy Scale; CoBRAS = Colour-Blind Racial Attitudes Scale; MBI_EE = Maslach Burnout-Emotional Exhaustion; MBI_DP = Maslach Burnout-Depersonalization; MBI_PA = Maslach Burnout-Personal Accomplishment; WEMWBS = Warwick-Edinburgh mental well-being scale
Mode of Teaching and Differences in Multicultural Efficacy Levels

The independent sample t-test comparing online and traditional face-to-face university instructors on multicultural efficacy levels revealed insignificant results, \( t(139) = .78, p > .05 \). Online and traditional face-to-face university instructors did not differ in their multicultural efficacy levels. The Levene’s Test of Equality of Variances was statistically significant, \( p < .03 \). Given the unequal cell sizes, that only 3 participants taught predominantly online, the obtained result should be interpreted with caution.

The Relationships Between Multicultural Efficacy and Study Variables

To examine how multicultural efficacy was related to colour-blind racial attitudes, burnout, and mental well-being, several Pearson moment correlational analyses were carried out (Table 3). A significant negative association was found between multicultural efficacy and colour-blind racial attitudes, \( r(154) = -.39, p < .001 \). Higher levels of multicultural efficacy were associated with lower levels of colour-blind racial attitudes. The association between multicultural efficacy and Emotional Exhaustion dimension of burnout was not statistically significant, \( r(154) = .07, p > .05 \). However, multicultural efficacy demonstrated a negative and significant association with Depersonalization facet of burnout, \( r(154) = -.19, p < .02 \). Instructors with high levels of multicultural efficacy experienced lower levels of Depersonalization. The association between multicultural efficacy and Personal Accomplishment component of burnout was also statistically significant, \( r(154) = .40, p < .001 \). Multiculturally efficacious instructors were characterized by higher levels of Personal Accomplishment. Finally, the relationship between multicultural efficacy and mental well-being was statistically significant, \( r(151) \)
Table 3. Correlations Between Study Variables

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</tr>
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<td>4. Gender</td>
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<td>-0.23**</td>
<td>0.23**</td>
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<td></td>
<td></td>
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<td>5. ME</td>
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<td>0.02</td>
<td>-0.21**</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. TSES</td>
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<td>0.08</td>
<td>0.04</td>
<td>-0.15</td>
<td>0.45***</td>
<td></td>
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<td></td>
</tr>
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<td>7. CoBRAS</td>
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<td>0.01</td>
<td>0.13</td>
<td>0.21**</td>
<td>-0.39***</td>
<td>-0.13</td>
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<td>8. MBI_EE</td>
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<td>-0.09</td>
<td>-0.16</td>
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<td>-0.27**</td>
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<td>9. MBI_DP</td>
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<tr>
<td>11. WEMWBS</td>
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<td>0.03</td>
<td>0.04</td>
<td>-0.04</td>
<td>0.20*</td>
<td>0.29***</td>
<td>0.12</td>
<td>-0.58***</td>
<td>-0.32***</td>
<td>0.65***</td>
</tr>
</tbody>
</table>

*Note.* ME = Multicultural Efficacy; TSES = Teachers’ Sense of Efficacy Scale; CoBRAS = Colour-Blind Racial Attitudes Scale; MBI_EE = Maslach Burnout-Emotional Exhaustion; MBI_DP = Maslach Burnout-Depersonalization; MBI_PA = Maslach Burnout-Personal Accomplishment; WEMWBS = Warwick-Edinburgh mental well-being scale

*p < .05, **p < .01, ***p < .001
Accordingly, instructors with high levels of multicultural efficacy had higher levels of mental well-being.

**Predicting Burnout and Mental Well-Being**

For the Emotional Exhaustion facet of burnout, the overall model was statistically significant, $F(7, 123) = 2.64, p < .02$, and accounted for 13.1% of the variance in Emotional Exhaustion (Table 4). However, the addition of multicultural efficacy did not significantly add to the model. In the final regression equation, marital status ($\beta = -.26, p < .01$) and colour-blind racial attitudes ($\beta = -.19, p < .05$) were significant predictors of Emotional Exhaustion. Compared to married instructors, those who were single, divorced, or separated possessed lower levels of Emotional Exhaustion. Instructors with higher levels of endorsement of colour-blind racial attitudes had lower levels of Emotional Exhaustion.

For the Depersonalization dimension of burnout, the overall model was not statistically significant, $F(7, 123) = 1.67, p > .05$ and accounted for 8.7% of the variance in Depersonalization (Table 5).

For the Personal Accomplishment aspect of burnout, the overall model was statistically significant, $F(7, 123) = 5.98, p < .001$, and accounted for 25.4% of the variance in Personal Accomplishment (Table 6). The first step of demographics and job-related variables did not significantly contribute to the model. Even after accounting for the impact of teaching self-efficacy, multicultural efficacy remained a significant predictor of Personal Accomplishment. In the final regression equation, teaching self-efficacy ($\beta = .30, p < .01$) and multicultural efficacy ($\beta = .29, p < .01$) were identified as significant predictors of Personal Accomplishment. Therefore, high levels of teaching
Table 4. *Hierarchical Regression Predictors of MBI_EE*

<table>
<thead>
<tr>
<th>Step / Variable</th>
<th>B</th>
<th>SE B</th>
<th>β</th>
<th>(R^2) Increase</th>
<th>F for Δ (R^2)</th>
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<td>-.28**</td>
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<tr>
<td>Gender</td>
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<td>-.07</td>
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<td><strong>Step 2</strong></td>
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<td>.01</td>
<td>-.05</td>
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</table>

*Note.* ME = Multicultural Efficacy; TSES = Teachers’ Sense of Efficacy Scale; CoBRAS = Colour-Blind Racial Attitudes Scale; MBI_EE = Maslach Burnout-Emotional Exhaustion; MBI_DP = Maslach Burnout-Depersonalization; MBI_PA = Maslach Burnout-Personal Accomplishment; WEMWBS = Warwick-Edinburgh mental well-being scale

*Note.* Final \(R^2 = .131\); \(*p < .05\), \(* *p < .01\), \(* ***p < .001\)
### Table 5. Hierarchical Regression Predictors of MBI_DP

<table>
<thead>
<tr>
<th>Step / Variable</th>
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<th>SE B</th>
<th>β</th>
<th>$R^2$ Increase</th>
<th>$F$ for Δ $R^2$</th>
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*Note.* ME = Multicultural Efficacy; TSES = Teachers’ Sense of Efficacy Scale; CoBRAS = Colour-Blind Racial Attitudes Scale; MBI_EE = Maslach Burnout-Emotional Exhaustion; MBI_DP = Maslach Burnout-Depersonalization; MBI_PA = Maslach Burnout-Personal Accomplishment; WEMWBS = Warwick-Edinburgh mental well-being scale

*Note.* Final $R^2 = .087$; *p* < .05, **p** < .01, ***p** < .001
Table 6. Hierarchical Regression Predictors of MBI_PA

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Note. ME = Multicultural Efficacy; TSES = Teachers’ Sense of Efficacy Scale; CoBRAS = Colour-Blind Racial Attitudes Scale; MBI_EE = Maslach Burnout-Emotional Exhaustion; MBI_DP = Maslach Burnout-Depersonalization; MBI_PA = Maslach Burnout-Personal Accomplishment; WEMWBS = Warwick-Edinburgh mental well-being scale

Note. Final $R^2 = .254$; *$p < .05$, **$p < .01$, ***$p < .001$
self-efficacy and multicultural efficacy were associated with high levels of Personal Accomplishment over and above variance accounted for by demographics, job-related characteristics, and colour-blind racial attitudes.

For mental well-being, the overall model was statistically significant, $F(7, 120) = 2.69, p < .02$, and accounted for 13.5% of the variance in mental well-being (Table 7). The demographics and job-related variables did not significantly contribute to the model. Even after controlling for teaching self-efficacy, multicultural efficacy was identified as a significant predictor of mental well-being. In the final regression equation, teaching self-efficacy ($\beta = .23, p < .02$) and multicultural efficacy ($\beta = .22, p < .04$) were identified as significant predictors of mental well-being.

**Discussion**

The association between self-efficacy beliefs and burnout has been identified in several studies (Aloe et al., 2014; Hoigaard et al., 2012; Schwarzer & Hallum, 2008); however, most studies to date have focused on school teachers (Savas, Bozgeyik, & Eser, 2014; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010). The burnout levels of teaching staff in higher education has also been examined (e.g., El-Ibiary et al., 2017; Hogan & McKnight, 2007; Khan et al., 2015). Despite this, little attention has been paid to the impact of multicultural efficacy on burnout among university instructors. Also, several scholars have documented the mental health status of school teachers and its contributing factors, such as demographics and occupational-related characteristics (Kovess-Masféty et al., 2007; Kovess-Masféty et al., 2006). There are limited studies examining the potential influence of multicultural efficacy on university instructors’ mental well-being. To the author’s knowledge, this study was the first to examine
Table 7. Hierarchical Regression Predictors of WEMWBS

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Note. ME = Multicultural Efficacy; TSES = Teachers’ Sense of Efficacy Scale; CoBRAS = Colour-Blind Racial Attitudes Scale; MBI_EE = Maslach Burnout-Emotional Exhaustion; MBI_DP = Maslach Burnout-Depersonalization; MBI_PA = Maslach Burnout-Personal accomplishment; WEMWBS = Warwick-Edinburgh mental well-being scale.

Note. Final $R^2 = .135$; *$p < .05$, **$p < .01$, ***$p < .001$
university instructors’ burnout and mental well-being as a function of their multicultural efficacy beliefs.

The purpose of the current study was to (a) measure the multicultural efficacy levels of university instructors; (b) examine the difference in multicultural efficacy levels of online and traditional face-to-face instructors; (c) assess the role of multicultural efficacy in relation to instructors’ colour-blind racial attitudes, burnout, and mental well-being; and (d) gain an understanding of the impact of multicultural efficacy on burnout and mental-wellbeing after accounting for demographics, job-related characteristics, colour-blind racial attitudes, and teaching self-efficacy. Each of these findings are discussed in turn below.

The findings of this study revealed that university instructors possessed average levels of multicultural efficacy. This was consistent with previous studies indicating average levels of multicultural efficacy among prospective teachers (Nadelson et al., 2012). Despite this, university instructors’ multicultural efficacy levels cannot be compared with that of the prospective teachers because the latter do not have substantial experience instructing in ecologically valid classrooms as yet. Prospective teachers’ perceptions of self-efficacy may change when they gain more teaching experience. In this vein, scholars found decline in teacher self-efficacy beliefs during the first year of teaching (Hoy & Spero, 2005). In a U.S. based study, Lawson-Davenport (2014) found that university instructors had low average levels of multicultural efficacy. Further, Lawson-Davenport (2014) found that multicultural efficacy was positively associated with cultural awareness, and cultural awareness significantly predicted multicultural
efficacy. The average levels of multicultural efficacy in the current sample may be related to instructors’ cultural awareness.

**Mode of Instruction and Differences in Multicultural Efficacy**

The examination of differences between online and traditional face-to-face instructors in their multicultural efficacy levels yielded insignificant results. Contrary to the researcher’s hypothesis, university instructors’ multicultural efficacy levels did not vary with respect to their course delivery method. This lack of significance can be in part explained by an unequal number of participants in each mode of teaching category, as only three participants predominantly taught online courses. Several studies have indicated that nursing educators possessed high levels of online teaching efficacy (Richter & Idleman, 2017; Robinia, & Anderson, 2010). Other scholars found that university instructors had high levels of self-efficacy to teach online even though descriptive analysis revealed that less than half of them perceived themselves to be highly skilled in using computers (Horvitz, Beach, Anderson, and Xia, 2015). The majority were satisfied with an online mode of instruction, interested in teaching online courses in the future, and believed that their students gained an effective learning experience (Horvitz et al., 2015). Other university educators also reported that their online teaching experience made them more confident and effective instructors (Chiasson, Terras, & Smart, 2015). Instructors’ perception of online teaching efficacy may be attributed to their low levels of burnout, as evidence suggests that a negative association exists between teachers’ self-efficacy beliefs and burnout (Hoigaard, Giske, & Sundsli, 2012). McCann and Holt (2009) compared the burnout levels of online instructors with that of their traditional counterparts in a previous study. The results reveled that online instructors experienced
lower levels of burnout. Another potential explanation for online instructors’ high levels of self-efficacy can be that, in online learning contexts, students are more responsible for their learning process, and educators take on a facilitative role and tend to act as a “guide on the side” (Anderson, Rourke, Garrison, & Archer, 2001; McQuiggan, 2007).

The interactions between students and educators in online settings are different than that of the traditional-face-to-face contexts. In the former, “visual and auditory cues” are absent, and faculty and students mostly interact via written text (Linder & Hayes, 2018). The “impersonal nature” of online learning environments (Liu, Kim, Bonk, & Magjuka, 2007) may not reflect students’ diverse ethnic, racial, and cultural profiles. Due to their limited interactions with students (Bower, 2001; Damary, Markova, & Pryadilina, 2017), online instructors may not encounter the challenges that their traditional face-to-face counterparts face when they instruct in multicultural classrooms. Therefore, instructors who predominantly teach online courses may not recognize the need to adjust their instructional strategies to embrace cultural diversity. Such instructors may not differentiate between multicultural efficacy and teaching efficacy and perceive themselves as efficacious instructors, who are able to address the needs of all students regardless of their racial, ethnic, and cultural backgrounds. However, having perceptions of being multiculturally efficacious does not necessarily mean that instructors have multicultural efficacy; such instructors may not be actually able to teach effectively in multicultural classrooms, as research suggests discrepancies between educators’ self-reported teaching practices for cultural diversity and the actual strategies that they utilize in the classroom (Debnam, Pas, Bottiani, Cash, & Bradshaw, 2015).
Multicultural Efficacy and Colour-Bind Racial Attitudes

The current study assessed the link between university instructors’ multicultural efficacy and endorsement of colour-blind racial attitudes. As hypothesized, the findings demonstrated a significant and negative link between multicultural efficacy and colour-blind racial attitudes. Participant educators with high levels of multicultural efficacy harboured lower levels of colour-blind racial attitudes. This was parallel with the results of Spanierman et al. (2011) who found that teachers’ colour-blind racial attitudes and multicultural teaching competency were negatively associated. The results also echoed the findings of other scholars illustrating that, the more teachers held assimilationist attitudes, the lower were their self-efficacy beliefs with respect to their culturally diverse students (Tatar et al., 2011). In contrast, novice teachers’ multicultural beliefs were found to be positively related to their self-efficacy and enthusiasm to teach diverse students and their eagerness to implement adaptive methods of instruction (Hachfeld et al., 2015).

In their review of the literature, Rattan and Ambady (2013) reported that White employees’ colour-blind racial attitudes were related to their ethnic minority colleagues’ lower perception of being engaged with their workplace. In contrast, White employees’ multicultural ideology was positively related to ethnic minorities’ perception of engagement. Colour-blind racial attitudes may adversely impact both majority and ethnic minority groups. Rattan and Ambady (2013) noted that, in interacting with individuals who held colour-blind racial attitudes, ethnic minorities demonstrated cognitive depletion. Similarly, White individuals’ avoidance of mentioning race-related topics in their interracial interactions was linked to depletion of their cognitive resources (Gullett & West, 2016). Individuals who attempt to act colour-blind seem uncomfortable,
anxious, and unfriendly in their interactions with people of other races (Gullett & West, 2016). Colour-blindness has been further found to be positively associated with experiences of fear of other racial groups (Spanierman & Heppner, 2004). Given that beliefs and attitudes that teachers hold constitutes the cornerstone of the relationship between them and students (Ullucci, 2007), educators with a colour-blind mindset may not be able to have positive and meaningful interactions with their diverse students. Evidence points to the existence of a positive association between teachers’ self-efficacy beliefs and establishment of a close relationship with students (Mashburn, Hamre, Downer, & Pianta, 2006). Therefore, it is not surprising that educators with colour-blind racial attitudes who may not have positive interactions with their diverse students, are less likely to perceive themselves as multiculturally efficacious instructors.

Without acknowledging students’ heterogeneous backgrounds (i.e., being colour-blind), educators may not recognize the need to adapt their teaching pedagogies to accommodate diversity within their classrooms. Researchers found that faculty who endorse high levels of colour-blind racial attitudes reported lower levels of implementing inclusive methods of instruction compared to their counterparts who endorsed lower levels of colour-blindness (Aragón, Dovidio, & Graham, 2017). This finding corroborated the results of Hachfeld et al. (2015) indicating that novice teachers’ endorsement of colour-blind racial attitudes was inversely associated with their reported willingness to adjust their instructional practices for teaching a heterogeneous body of students (Hachfeld et al., 2015). The unwillingness to adapt teaching practices may decrease educators’ likelihood to adequately support diverse students and carry out an accurate assessment of their performance (Hachfeld et al., 2015). This, in turn, can
diminish educators’ ability to address the challenges of teaching in multicultural contexts and meet the needs of their diverse learners. Therefore, to effectively instruct in multicultural classrooms, educators are required to be cognizant of and adaptive to the needs of their diverse students (Nadelson et al., 2012).

**Associations between Multicultural Efficacy and Burnout**

University instructors in the current study had moderate levels of Emotional Exhaustion, low degree of Depersonalization, and approximately strong feelings of Personal Accomplishment. Previous studies examining the burnout levels of agriculture educators reported similar levels of burnout with respect to its three components (Croom, 2003). The associations between multicultural efficacy beliefs and three facets of burnout were investigated in this study. It was hypothesized that instructors’ multicultural efficacy beliefs were negatively associated with burnout. As mentioned previously, higher levels of burnout are reflected by higher scores on the Emotional Exhaustion and Depersonalization, and lower scores on the Personal Accomplishment dimension (Maslach et al., 1997). Therefore, multicultural efficacy was expected to have an inverse relationship with Emotional Exhaustion and Depersonalization and a positive association with Personal Accomplishment. Inconsistent with the researcher’s hypothesis, the association between multicultural efficacy and Emotional Exhaustion dimension of burnout was not statistically significant. However, previous studies have demonstrated an inverse and significant relationship between practicing teachers’ self-efficacy beliefs and Emotional Exhaustion (Skaalvik & Skaalvik, 2010). This finding was in line with that of Chahar Mahali and Sevigny (under review) who reported that prospective teachers with higher levels of culturally responsive teaching self-efficacy possessed lower levels of
Emotional Exhaustion. Similar results were obtained among university instructors. El-Sayed et al. (2014) found a negative link between occupational stress and self-efficacy beliefs among a sample of nursing faculty members. The insignificant association between multicultural efficacy and Emotional Exhaustion in the context of this study may be partially explained by instructors’ rank and length of teaching experience. Descriptive analysis illustrated that, on average, instructors had 16 years of teaching experience, and 94 of them had high designation (i.e., Professor, Associate Professor). Accordingly, university instructors might have adequate experience to address the challenges of instructing in multicultural settings. Even though the Emotional Exhaustion facet represents the core aspect of burnout, the other two dimensions are necessary to accurately examine burnout (Maslach et al., 2001).

With respect to Depersonalization facet of burnout, the findings of the current study revealed that multicultural efficacy beliefs and Depersonalization were negatively related. University instructors with high levels of multicultural efficacy tended to score lower on this dimension of burnout. The results were consistent with previous studies demonstrating a negative relationship between school teachers’ self-efficacy beliefs and depersonalization (Skaalvik & Skaalvik, 2010). Similar outcomes have also been demonstrated among physicians (Aftab, Shah, & Mehmood, 2012) and school counsellors (Gunduz, 2012). The Depersonalization aspect of burnout is characterized by having negative feelings and attitudes toward people that one is interacting with (Maslach et al., 1997). Depersonalized educators may be insensitive to their students and may develop negative outlooks about them (Lackritz, 2004). Such educators demonstrate detachment from school matters and avoid interacting with their coworkers and students.
(Shukla & Trivedi, 2008). By viewing the recipients of their services as “impersonal objects,” depersonalized individuals can better address their demands (Maslach et al., 2001). Accordingly, this suggested university instructors with high levels of multicultural efficacy are less likely to hold negative attitudes toward their culturally diverse students and may have meaningful interactions with them.

The current study illustrated a positive and significant relationship between multicultural efficacy beliefs and Personal Accomplishment. Multiculturally efficacious university instructors were characterized by a strong sense of Personal Accomplishment. This finding was in conjunction with the results of Chahar Mahali and Sevigny (under review) who reported that preservice teachers’ culturally responsive teaching self-efficacy were positively related to Personal Accomplishment. In their meta-analysis, Aloe and colleagues (2014) also found a positive link between teachers’ classroom management self-efficacy beliefs and Personal Accomplishment. Ahsan, Sharma, and Deppeler (2012) examined how prospective teachers perceived self-efficacy beliefs with regard to inclusive practices were linked to their concerns and attitudes toward inclusive education. The results revealed that preservice teachers who perceived themselves as efficacious educators were less concerned about inclusive education and had positive attitudes about it.

The observed negative link between multicultural efficacy and Depersonalization within the context of this study implies that university instructors who judged themselves as multiculturally efficacious educators were less likely to detach themselves from their diverse students and perceive them as impersonal objects. Furthermore, university instructors with high levels of multicultural efficacy did not report negative evaluations
of their effectiveness, competencies, and achievements with regard to their profession (Maslach et al., 2001; Skaalvik & Skaalvik, 2010). Previous studies have shown that teachers’ self-efficacy beliefs were positively linked to their job satisfaction and inversely associated with their burnout and intention to quit from the teaching profession (Hoigaard et al., 2012). Even though self-efficacy beliefs are domain specific (Bandura, 1997), it is hypothesized that multiculturally efficacious educators who are not suffering from Depersonalization and do not have a reduced sense of Personal Accomplishment may be more satisfied with their job than their counterparts with low levels of multicultural efficacy. One can also speculate that strengthening educators’ multicultural efficacy beliefs can increase their job satisfaction and lower their likelihood of having turnover intentions and experiencing burnout. Educators’ lack of satisfaction with their job may negatively impact their organizational commitment, as research suggests that employees’ job satisfaction and the commitment that they demonstrate towards their jobs are positively associated (Suma & Lesha, 2013). However, educators’ self-efficacy beliefs may have a buffering impact against burnout and prevent them from experiencing low job satisfaction.

**Multicultural Efficacy and Mental Well-Being**

As predicted, multicultural efficacy beliefs and mental well-being were positively associated. University instructors with high levels of multicultural efficacy reported high levels of mental well-being. This was in line with the findings of Huang, Yin, and Lv (2019) in which school teachers’ self-efficacy beliefs were found to be inversely linked to anxiety and depression. Such an association has also been confirmed in other studies. Siddiqui (2015) identified a positive association between undergraduate students’ self-
efficacy beliefs and their mental well-being. In a similar vein, Siu et al. (2007) displayed that employees’ self-efficacy beliefs and their mental and physical well-being were positively related. Siu et al. (2007) further suggested that self-efficacy beliefs played a moderating role in the association between occupational-related stressors and mental well-being. The observed positive association in the present study may suggest that university instructors who perceive themselves as multiculturally efficacious may be able to overcome the challenges of instructing in multicultural classrooms, and therefore, experience better mental well-being.

**Multicultural Efficacy as a Predictor of Burnout and Mental Well-Being**

As noted previously, demographics, job-related characteristics, teaching self-efficacy beliefs, and colour-blind racial attitudes have been found as potential factors contributing to burnout and mental well-being. In this study, the impact of the above-mentioned variables was controlled for to better examine the role of multicultural efficacy in predicting university instructors’ burnout and mental well-being. Given that Mulder (2010) suggested that teachers’ self-efficacy beliefs and multicultural efficacy were two distinct constructs, the predictive role of multicultural efficacy was expected above and beyond that of the teaching self-efficacy. Inconsistent with the researcher’s hypothesis, multicultural efficacy was not identified as a significant predictor of Emotional Exhaustion. However, marital status and colour-blind racial attitudes significantly predicted this facet of burnout. Compared to their married counterparts, those who were single, divorced, or separated were less Emotionally Exhausted. This was incongruent with the results of Luk et al. (2010) reporting higher levels of Emotional Exhaustion among single teachers. Despite this, the association between marital status
and the three facets of burnout did not yield significant results in previous studies (Salami, 2011). One potential explanation for the lower levels of Emotional Exhaustion among single university instructors in the current sample is that single university instructors may be able to allocate more time to their job-related demands than their married counterparts. Consequently, single instructors may not face the challenges of balancing their occupational life and family life. With respect to colour-blindness, results revealed that instructors who held higher levels of colour-blind racial attitudes had lower levels of Emotional Exhaustion. This was unexpected as researchers indicated that, unlike multicultural beliefs (Dubbled et al., 2019b), teachers’ assimilationist attitudes were associated with higher levels of general and diversity-related burnout (Dubbled et al., 2019a). Inconsistent with the researcher’s hypothesis, multicultural efficacy was not a significant predictor of Depersonalization. The results further displayed that none of the control variables was a significant predictor of this aspect of burnout. This implies that, participant educators’ gender, martial status, academic rank, years of teaching experience, teaching efficacy, and colour-blindness do not contribute to their experience of Depersonalization. It is possible that depersonalization develops in response to other factors (e.g., organizational or student-related). For example, researchers have demonstrated a negative link between university instructors’ perceptions of having dedicated and competent students and Depersonalization (Smith, Burmeister, & Carden, 2007).

Further, analyses revealed that multicultural efficacy remained a significant predictor of Personal Accomplishment and mental well-being even after controlling for demographics, job-related characteristics, colour-blind racial attitudes, and teaching self-
efficacy. In the final regression equations, both teaching self-efficacy and multicultural
efficacy were found to be positive and significant predictors of Personal Accomplishment
and mental well-being. This implied that instructors’ high levels of teaching self-efficacy
and multicultural-efficacy were associated with high levels of Personal Accomplishment
and mental well-being. Even after accounting for the impact of teaching self-efficacy,
multicultural efficacy was identified as a significant predictor of Personal
Accomplishment and mental well-being. Accordingly, the results of this study further
indicated that multicultural efficacy and teaching self-efficacy, albeit related, are different
constructs. Thus, the multicultural and challenging nature of today’s diverse classrooms
require university instructors to possess multicultural efficacy beliefs in order to have
more perceptions of Personal Accomplishment and a better mental well-being.

Implications for Practice

Teaching in multicultural classrooms is challenging. Effective instruction in such
environments require instructors to be prepared to work with a heterogeneous body of
students and acknowledge their differences. Instructors with colour-blind racial attitudes
intend to treat all students equally regardless of their ethnic, racial, and cultural
backgrounds. However, not being acknowledged as racial beings may negatively impact
students’ sense of belonging and engagement within a classroom. Instructors who
endorse colour-blind racial attitudes may not be able to have positive and meaningful
interactions with their diverse learners. This can have adverse impacts on students’
learning. As noted previously, lack of recognizing student diversity may prevent
educators from adapting teaching practices to accommodate cultural diversity within their
classrooms. Lack of providing adaptive teaching methods can result in diverse students’
failure and poor performance. Such instructors may not perceive of themselves as efficacious instructors and fail to overcome the challenges of multicultural classrooms. This can lead instructors to develop burnout and poor mental well-being. The findings of the present study indicated that multicultural efficacy was negatively linked to colour-blind racial attitudes and Depersonalization aspect of burnout. Furthermore, the levels of multicultural efficacy were shown to systematically impact Personal Accomplishment and mental well-being. These findings can inform the development of training opportunities and diversity-related workshops to enhance instructors’ awareness of diversity, social justice issues, and multicultural efficacy. Several scholars have demonstrated that such trainings and workshops can be effective. For example, Aragón et al. (2017) found an increase in faculty and instructors’ self-reported utilization of inclusive instructional pedagogies after taking part in a short-term training program. Similarly, Goldstein Hode, Behm-Morawitz, and Hays (2018) examined whether Diversity 101, an online course designed for university faculty and staff, was effective in enhancing their cultural competency. The results pointed to the effectiveness of the course such that participants gained more recognition of “the value of diversity,” became more open towards other cultures, and more cognizant of whether or not they were socially privileged. Hence, institutions of higher education should provide their teaching staff with similar workshops and trainings to assist them in increasing their multicultural efficacy beliefs and gaining a better understanding about the attitudes that they hold toward diversity. Through such training opportunities, instructors can be better equipped to cope with the stressful nature of multicultural classrooms. From the findings of the current study, it can be deduced that enhancement of instructors’ multicultural efficacy
beliefs can lower their likelihood of experiencing burnout and psychological strain, which have the potential to negatively impact instructors, students, and overall university climate. This, in turn, may increase instructors’ occupational commitment and prevent them from experiencing low job satisfaction. As a result, a better learning environment can be fostered for instructors and students of higher education.

Limitations

It is important to mention several shortcomings of this study. First, the researcher used self-reported measures to assess instructors’ self-efficacy beliefs, colour-blind racial attitudes, burnout, and mental well-being. Instructors might have been biased in their responses. Therefore, what they reported on such measures may not reflect the true nature of their beliefs and attitudes, mental well-being, and burnout. Second, many university instructors deliver courses in a blended fashion, using both online and traditional face-to-face methods. It was difficult to target instructors who predominantly had an online mode of teaching. For this reason, the researcher was unable to compare the multicultural efficacy of online and traditional instructors. Third, even though university instructors were recruited mainly from four universities across Canada, the obtained results cannot be generalized to university instructors in other institutions due to the cross-sectional design of the study and its small sample size. Furthermore, the cross-sectional and correlational nature of this study does not allow for causal inferences. Fourth, in the current study, the influence of demographics, job-related characteristics, teaching self-efficacy, and colour-blind racial ideology were controlled for to better identify the role of multicultural efficacy in predicting burnout and mental well-being. However, the researcher did not account for the impact of all demographic and job-related variables.
Moreover, several other factors, such as personality types, perceived social support, and dispositional optimism, to name a few, may be linked to burnout and mental well-being. Such variables have not been examined in the context of the present study. Fifth, the Multicultural Efficacy and the Teachers’ Sense of Efficacy Scales were originally designed for school teachers. Even though these instruments were adjusted, they may not be adequate to be administered in the context of higher education. Sixth, the majority of participants were from White European descent, and the studied hypotheses were not examined among ethnic minority university instructors. Finally, compared to the other aspects of burnout, Depersonalization facet possessed a low reliability score. However, in their meta-analysis, Wheeler, Vassar, Worley, and Barnes (2011) reported that the range of the coefficient alpha was from .50 to .91 for this aspect of burnout across 93 studies. Also, Schaufeli and colleagues (2001) noted that, in some samples, the reliability score for the Depersonalization subscale is below .70, which is consistent with findings of the present study.

**Future Directions**

The review of the literature illustrates several instruments designed to measure pre- and in-service school teachers’ self-efficacy beliefs with regard to classroom diversity. There are limited, if any, instruments to measure multicultural efficacy beliefs in the context of higher education. In future studies, researchers should develop a scale that is appropriate to be administered among university instructors. Furthermore, participants’ social desirability may impact their responses on the self-administered measures. Therefore, objective methods of investigation (e.g., recording interactions in classrooms) should be implemented to verify the validity of participants’ responses.
Mixed-methods of inquiry (i.e., quantitative and qualitative) should also be utilized to examine the challenges of multicultural classrooms and gain a better understanding of instructors’ self-efficacy beliefs with regard to instruction in such settings. Moreover, researchers should take into account a number of variables, such as personality types and perceived systematic discrimination in academic settings, to better investigate the role of multicultural efficacy in predicting burnout and mental well-being. Future studies should examine the effectiveness of diversity-related workshops in enhancing multicultural efficacy as well as cultural awareness of instructors. Researchers should also study whether multicultural efficacy beliefs are linked to turnover intentions and job satisfaction. In addition, the impact of instructors’ multicultural efficacy beliefs and attitudes toward diversity (e.g., assimilationist, colour-blind, or pluralistic) on diverse students’ academic performance should be studied. Lastly, the levels of multicultural efficacy, burnout, and mental well-being should be examined among online and traditional face-to-face instructors to identify whether they are in favour of the former.

Conclusion

The enrollment of students from diverse backgrounds in Canadian universities is increasing. Therefore, teaching in multicultural contexts requires university instructors to be cognizant of their diversity related-attitudes and possess multicultural efficacy beliefs. It is important that university instructors recognize diverse racial, cultural, and ethnic profiles of their students to adapt their methods of instruction and embrace diversity within their classrooms. This, in turn, may enhance students’ sense of belongingness and engagement. Instructors who perceive themselves as multiculturally efficacious have positive evaluations of their personal accomplishments, high mental well-being, which in
turn will foster meaningful relationships with those they interact with. Such instructors are able to overcome the challenges of multicultural classrooms and address the needs of their diverse students.
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Appendix A - Consent Form

**Title:** Burnout and Mental Well-Being in Higher Education: Investigating the Impact of Multicultural Efficacy

**Introduction:** You are being asked to participate in a study to help better understand university instructors’ burnout and mental well-being when teaching in heterogeneous contexts. The responses that you provide are an important step in creating positive classroom atmosphere for both instructors and ethnically diverse students.

**Procedure:** You will be asked to complete six brief surveys and provide some background information about yourself. You can provide your responses and information from anywhere you prefer as long as you have access to a computer with an internet connection and 20-30 minutes of time. If you are interested in the study results, you can contact the research team. Summary of the study findings will be provided electronically (e.g., via email) to those expressing interest. Findings may also be published in a peer-reviewed journal that can be accessed through university library systems.

**Benefits, discomforts and risks:** No discomfort or risks are anticipated with your participation in this study. The only cost to you will be the time required to complete the questionnaires and the background form. Identification of factors that are associated with instructors’ burnout levels and mental well-being can inform strategies to help educators overcome the potentially stressful circumstances they are facing in multicultural classrooms. As a result, a better learning environment can be fostered for instructors and students of higher education.

**Research Personnel:** This study is being conducted by Saghar Chahar Mahali, a psychology Master’s student at the University of Regina. If you have any questions about
the study, please feel free to contact the team leaders, Dr. Phillip Sevigny
(psevigny@ualberta.ca, (780) 492-7719), Dr. Shadi Beshai (shadi.beshai@uregina.ca,
(306) 585-4026) or the researcher, Saghar Chahar Mahali (chaharms@uregina.ca).

Confidentiality: The information collected during this study will be confidential and no
identifiable information will be collected during data collection. Your individual
responses will not be shared with anyone outside of the research team. While the results
of the research study will be shared with others and published in scientific reports, no
uniquely identifying information about you will be reported. The information you provide
will only be used in aggregate with the responses of all other participants. All the
information you provide will be kept in password protected files on University of Regina
password protected personal computers only accessible to the researchers. This data will
be kept for a minimum of six years upon the completion of the study. Access to this
information will be limited to the primary researchers.

Voluntary Participation: If you are willing to participate in this study, you must be at
least 18 years old and a university instructor who is currently teaching at the university
level. All instructors, regardless of their current status (e.g., on sabbatical,
maternity, study, research, medical leave), are welcome to participate in this study.
Your involvement in this study is entirely voluntary, and you can decline participation or
withdraw at any time by exiting the online survey at any point prior to submitting your
responses. If you choose to withdraw from the study, you must do so prior to
submitting your responses. Upon the submission of your responses, all identifiable
links between yourself and your responses will be removed. Therefore, it will not be
possible to remove your responses after submission. There is no penalty for declining to participate.

**Funding:** This research study is funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada and is being done in completing a Master’s thesis in psychology.

**Ethics Approval:** This project was approved by the Research Ethics Board, University of Regina. If you have any questions or concerns about your rights or treatment as a participant, you may contact the Chair of the Research Ethics Board at (306)585-4775 or by email at research.ethics@uregina.ca.

**Consent Statement**

Having read the above, I agree to participate in this study and consent to the above. I acknowledge that I have been given the opportunity to print a copy of this form by selecting “print” in my internet browser.
Appendix B - Demographic Questionnaire

1. What is your gender? ------
2. How old are you? -------
3. What is your marital status?
   Single/Never married ---- Married ---- Separated/Divorced -----
4. What is your ethnic background?
   White/European Decent     Aboriginal
   Middle Eastern        Hispanic
   African                  Asian
   Other (Please specify) ------
5. Do you consider yourself an immigrant in this country? Yes ----- No -----
6. Is English your Native Language? Yes ----- No -----
7. What is your highest earned academic degree?
   Bachelor's ---- Master's ---- Doctorate ----
8. In which university are you currently teaching? -------
9. In which department are you currently teaching? -------
10. What is your academic rank?
    Professor ---- Associate Professor ---- Assistant Professor ----
    Instructor/Lecturer/Other ---- Sessional ------
11. How many years have you been teaching courses (full- or part-time) in higher education? ------
12. Many educators teach both online and traditional face-to-face courses. Do you predominantly teach online or traditional face-to-face courses? ------
13. Approximately, what is the percentage of racially, ethnically, and culturally diverse students in your class? -------
Appendix C - Multicultural Efficacy Scale (MES)

SECTION C: The Efficacy Subscale

**Directions:** To the best of your knowledge, self-assess your own ability to do the various items listed below.

**Key:**
1 = I do not believe I could do this very well.
2 = I could probably do this if I had to, but it would be difficult for me.
3 = I believe that I could do this reasonably well, if I had time to prepare.
4 = I am quite confident that this would be easy for me to do.

1. I can provide instructional activities to help students to develop strategies for dealing with racial confrontations.
2. I can adapt instructional methods to meet the needs of learners from diverse groups.
3. I can develop materials appropriate for the multicultural classroom.
4. I can develop instructional methods that dispel myths about diverse groups.
5. I can analyze instructional materials for potential stereotypical and/or prejudicial content.
6. I can help students to examine their own prejudices.
7. I can present diverse groups in our society in a manner that will build mutual respect.
8. I can develop activities that increase the self-confidence of diverse students.
9. I can provide instruction showing how prejudice affects individuals.
10. I can plan instructional activities to reduce prejudice toward diverse groups.
11. I can identify cultural biases in commercial materials used in teaching.
12. I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.
13. I can get students from diverse groups to work together.
14. I can identify school practices that may harm diverse students.
15. I can identify solutions to problems that may arise as the result of diversity.
16. I can identify the societal forces which influence opportunities for diverse people.
17. I can identify ways in which various groups contribute to our pluralistic society.
18. I can help students take on the perspective of ethnic and cultural groups different from their own.
19. I can help students view history and current events from diverse perspectives.
20. I can involve students in making decisions and clarifying their values regarding multicultural issues.
Appendix D - Teachers’ Sense of Efficacy Scale (TSES)

**Directions:** Please indicate your opinion about each of the questions below by choosing any one of the nine responses ranging from (1) “Nothing” to (9) “A Great Deal” as each represents a degree on the continuum.

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Very Little</th>
<th>Some Degree</th>
<th>Quite A Bit</th>
<th>A Great Deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
</tbody>
</table>

1. How much can you do to control disruptive behaviour in the classroom?
2. How much can you do to motivate students who show low interest in course work?
3. How much can you do to get students to believe they can do well in course work?
4. How much can you do to help your students value learning?
5. To what extent can you craft good questions for your students?
6. How much can you do to get students to follow course policies?
7. How much can you do to calm a student who is disruptive or noisy?
8. How well can you establish a classroom management system with each group of students?
9. To what extent can you use a variety of assessment strategies?
10. To what extent can you provide an alternative explanation or example when students are confused?
11. How much can you assist students do well in class?
12. How well can you implement alternative strategies in your classroom?
Appendix E - Colour-Blind Racial Attitude Scale (CoBRAS)

Directions: For each of the following items, please indicate the extent to which you agree with that item. Please be as open and honest as you can; there are no right or wrong answers. *Note: In this study, the CoBRAS was adapted for use in Canada by taking out the references to the “U.S.” and “America”.

1  2  3  4  5  
Strongly Disagree  Disagree Neutral Agree Strongly Agree

1. White people in Canada have certain advantages because of the colour of their skin.
2. Race is very important in determining who is successful and who is not.
3. Race plays an important role in who gets sent to prison.
4. Race plays a major role in the type of social services (such as type of health care or day care) that people receive in Canada.
5. Racial and ethnic minorities do not have the same opportunities as white people in Canada.
6. Everyone who works hard, no matter what race they are, has an equal chance to become rich.
7. White people are more to blame for racial discrimination than racial and ethnic minorities.
8. Social policies, such as affirmative action, discriminate unfairly against white people.
9. White people in Canada are discriminated against because of the colour of their skin.
10. English should be the only official language in Canada.
11. Due to racial discrimination, programs such as affirmative action are necessary to help create equality.
12. Racial and ethnic minorities in Canada have certain advantages because of the colour of their skin.
13. It is important that people begin to think of themselves as Canadian and not African Canadian, Mexican Canadian or Italian Canadian, and etc.
14. Immigrants should try to fit into the culture and adopt the values of Canada.
15. Racial problems in Canada are rare, isolated situations.
16. Talking about racial issues causes unnecessary tension.
17. Racism is a major problem in Canada.
18. It is important for public schools to teach about the history and contributions of racial and ethnic minorities.
19. It is important for political leaders to talk about racism to help work through or solve society's problems.
20. Racism may have been a problem in the past, it is not an important problem today.
Appendix F - Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

Below are some statements about feelings and thoughts.
Please tick (√) the box that best describes your experience of each over the last 2 weeks.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>None of the time</th>
<th>Rarely</th>
<th>Some of the time</th>
<th>Often</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've been feeling optimistic about the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling relaxed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling interested in other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've had energy to spare</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been dealing with problems well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been thinking clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling good about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling close to other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling confident</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been able to make up my own mind about things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling loved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been interested in new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling cheerful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Warwick-Edinburgh Mental Well-being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.
Appendix G - Certificates of Ethics Approval

Research Ethics Board
Certificate of Approval

PRINCIPAL INVESTIGATOR
Saghar Chahar Mahali

DEPARTMENT
Department of Psychology

REB#
2018-122

SUPERVISOR
Dr. Philip Sevgny

TITLE
Burnout and Mental Well-Being in Higher Education: Investigating the impact of Multicultural Efficacy

APPROVED ON
August 22, 2018

RENEWAL DATE
August 22, 2019

APPROVAL OF
Application for Behavioural Research Ethics Review, Demographics, Efficacy with Diversity MEQ, Culturally Responsive Teaching Self-Efficacy Scale, TSES Short Form, CoBRAS Scale, MBI-ES, WEMWBS 14 item, GAD-7, phq-8, Consent Form, Recruitment Script

Full Board Meeting ☐
Delegated Review ☒

The University of Regina Research Ethics Board has reviewed the above-named research project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this research project, and for ensuring that the authorized research is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol, or related documents.

Any significant changes to your proposed method, procedures or related documents should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS
In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for the renewal and closure forms:
https://www.uregina.ca/research/faculty-staff/ethics-compliance/human/ethicsforms.html

Laurie Clune PhD
REB Chair
University of Regina
## Research Ethics Board
### Certificate of Amendment Approval

**PRINCIPAL INVESTIGATOR:**  
Saghar Chahar Mahali

**DEPARTMENT:**  
Department of Psychology

**REB #:**  
2018-122

**SUPERVISOR:** Dr. Phillip Sevigny

**TITLE:** Burnout and Mental Well-Being in Higher Education: Investigating the Impact of Multicultural Efficacy

<table>
<thead>
<tr>
<th>AMENDMENT APPROVAL OF:</th>
<th>NEXT RENEWAL DATE</th>
<th>AMENDMENT APPROVAL DATE</th>
</tr>
</thead>
</table>
| • Additional recruitment of University of Regina Instructors via direct email  
• Recruitment email | August 22, 2019 | October 29, 2018 |

**AMENDMENT CERTIFICATION**  
The University of Regina Research Ethics Board has reviewed the changes to the above-named research project as outlined in your memo dated September 19, 2018, and they are approved.

**ONGOING REVIEW REQUIREMENTS**  
In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for the renewal and closure forms:

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Ara Steininger  
Research Ethics Board
Research Ethics Board
Certificate of Amendment Approval

PRINCIPAL INVESTIGATOR: Saghar Chahar Mahali
DEPARTMENT: Department of Psychology
REB#: 2018-122

SUPERVISOR: Dr. Philip Sevigny

TITLE: Burnout and Mental Well-Being in Higher Education: Investigating the Impact of Multicultural Efficacy

AMENDMENT APPROVAL OF:

- Use of Twitter for recruitment
- Twitter Script

NEXT RENEWAL DATE: August 22, 2015
AMENDMENT APPROVAL DATE: September 20, 2018

Full Board Meeting [ ] Delegated Review [X]

AMENDMENT CERTIFICATION
The University of Regina Research Ethics Board has reviewed the changes to the above-named research project as outlined in your memo dated September 19, 2018, and they are approved.

ONGOING REVIEW REQUIREMENTS
In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for the renewal and closure forms:

https://www.uregina.ca/research/foi-faculty-staff/ethics-compliance/human/ethicsforms.html


Ara Steininger
Research Ethics Board