The effects of role conflict, educational policy and perceived effectiveness on the job satisfaction of the elementary school counselor

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ABSTRACT

EDUCATIONAL LEADERSHIP

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B. A. SPELMAN COLLEGE, 1992
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THE EFFECTS OF ROLE CONFLICT, EDUCATIONAL POLICY AND PERCEIVED EFFECTIVENESS ON THE JOB SATISFACTION OF THE ELEMENTARY SCHOOL COUNSELOR

Advisor: Dr. Moses Norman

Dissertation dated May 2003

The study examines the relationship between role conflict, educational policy and perception of effectiveness as it relates to the job satisfaction of the elementary school counselor. The independent variables in the study were role conflict, educational policy, perception of effectiveness and counselor demographics. The dependent variable was the job satisfaction of the elementary school counselor. A quantitative survey was distributed to 114 elementary school counselors within a metropolitan Atlanta school system. Seventy-six elementary school counselors responded to the survey via U.S. mail. The results of the study indicate that there is a significant relationship between the job satisfaction of the elementary school counselor and educational policy. There also is a significant relationship between the job satisfaction of the elementary school counselor...
and perception of effectiveness. Three stepwise regression analyses indicated that there are factors related to each independent variable that impact job satisfaction. Based on the results of the study, it is recommended that a restructuring of the supervisory hierarchy for elementary school counselors within the school system occur to allow for monitoring of the duties of the school counselor. Educational policy should be developed on the local school level to support mandates presented in Georgia’s House Bill 1187. Lastly, clarification of the elementary school counselor role statement and job description on the state and local levels should occur to ensure that role conflict does not impact counselor job performance.
THE EFFECTS OF ROLE CONFLICT, EDUCATIONAL POLICY AND PERCEIVED EFFECTIVENESS ON THE JOB SATISFACTION OF THE ELEMENTARY SCHOOL COUNSELOR

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

BY
VASANNE SHEREE TINSLEY

DEPARTMENT OF EDUCATIONAL LEADERSHIP

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MAY 2003
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TABLE OF CONTENTS

ACKNOWLEDGMENTS .......................................................... ii
LIST OF FIGURES ........................................................... vi
LIST OF TABLES .............................................................. vii

CHAPTER

I. INTRODUCTION ............................................................. 1

Elementary School Counseling and Responsibilities .................. 3
Elementary School Counseling in the Organizational Structure .......... 5
The Problem of Role Conflict and Counseling Programs in a Dual Supervision Model ........................................ 10
Statement of the Problem .................................................. 14
Research Questions ......................................................... 15
Significance of the Study .................................................. 16
Summary ................................................................. 17

II. REVIEW OF THE LITERATURE ........................................ 18

Educational Policy ........................................................ 18
The Comprehensive Model of School Counseling ....................... 21
Federal Legislation Supporting Guidance Programs ...................... 26
Counselor Roles ........................................................... 27
Role Conflict ............................................................. 32
Table of Contents (continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Usage of Time</td>
<td>36</td>
</tr>
<tr>
<td>Elementary School Counselors and School Discipline</td>
<td>37</td>
</tr>
<tr>
<td>School Counselors and Educational Reform</td>
<td>39</td>
</tr>
<tr>
<td>Job Satisfaction of School Counselors</td>
<td>41</td>
</tr>
<tr>
<td>Summary</td>
<td>45</td>
</tr>
</tbody>
</table>

III. THEORETICAL FRAMEWORK | 47 |
| Definition of the Variables | 47 |
| Definition of Terms | 48 |
| Relationship Among the Variables | 51 |
| Null Hypotheses | 55 |
| Limitations of the Study | 56 |
| Summary | 57 |

IV. RESEARCH METHODOLOGY | 58 |
| Introduction | 58 |
| Research Design | 58 |
| Description of the Sample | 59 |
| Description of the Instrument | 59 |
| Validity and Reliability of the Instrument | 61 |
| Data Collection Procedures | 62 |
| Data Analysis | 63 |
Table of Contents (continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delimitations</td>
<td>63</td>
</tr>
<tr>
<td>Summary</td>
<td>64</td>
</tr>
<tr>
<td>V. DATA ANALYSIS</td>
<td>65</td>
</tr>
<tr>
<td>Testing the Null Hypotheses</td>
<td>65</td>
</tr>
<tr>
<td>Summary</td>
<td>73</td>
</tr>
<tr>
<td>VI. FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</td>
<td>74</td>
</tr>
<tr>
<td>Findings</td>
<td>75</td>
</tr>
<tr>
<td>Conclusions</td>
<td>76</td>
</tr>
<tr>
<td>Implications</td>
<td>78</td>
</tr>
<tr>
<td>Recommendations</td>
<td>80</td>
</tr>
<tr>
<td>Summary</td>
<td>82</td>
</tr>
</tbody>
</table>

APPENDIX

| A. Researcher’s Letter Requesting Permission to Conduct Research | 83 |
| B. Researcher’s Letter Requesting Permission to Distribute Surveys | 84 |
| C. Survey Instrument | 85 |
| D. Validity and Reliability of the Instrument - Item Analysis | 89 |

REFERENCES | 93 |
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Traditional School System Organizational Structure</td>
<td>7</td>
</tr>
<tr>
<td>2. Diagrammatic Representation of Study</td>
<td>49</td>
</tr>
<tr>
<td>3. The Getzels-Guba Model</td>
<td>53</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Correlations Between Variables on Counselor Survey</td>
<td>66</td>
</tr>
<tr>
<td>2.</td>
<td>Comparison of Job Satisfaction Between Male and Female Elementary School Counselors</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>Comparison of Job Satisfaction Between African-American and Caucasian Elementary School Counselors</td>
<td>68</td>
</tr>
<tr>
<td>4.</td>
<td>Comparison of Job Satisfaction Between Elementary School Counselors Serving in Single Counselor Schools and Those in Dual Counselor Schools</td>
<td>69</td>
</tr>
<tr>
<td>5.</td>
<td>Comparison of the Job Satisfaction of Elementary School Counselors Based on Number of Years Served as School Counselor</td>
<td>70</td>
</tr>
<tr>
<td>6.</td>
<td>Comparison of Job Satisfaction of Elementary School Counselors Based on the Number of Years Served as an Elementary School Counselor</td>
<td>72</td>
</tr>
</tbody>
</table>
List of Tables (continued)

TABLE

7. Comparison of Job Satisfaction of Elementary School Counselors Based on Advanced Degrees Held ........................................ 72
CHAPTER I
INTRODUCTION

The purpose of this study is to examine the relationship among elementary school counseling, counseling programs, and role conflict and job satisfaction in context. It is intended to determine if the delivery of counseling programs in the elementary school is influenced by job satisfaction and role conflict experienced by the school counselor. School counselors are often required to do many tasks, aside from those in their job description. Specifically, the intent of the research is to determine whether the effectiveness of the school counselor is impacted by the additional responsibilities often delegated to the school counselor at the local and district levels. Because school systems are moving toward a model that encompasses school counseling under one category, specific focus is being placed on the impact on the elementary school counselor for the purpose of this study. There is a need to examine role conflict in relation to counselor performance. Additionally, there is a need to examine if counseling programs delivered by the counselor help students in the areas of discipline and attendance.

In 2000, the Georgia Legislature passed House Bill 1187. This bill included many new stipulations to oversee the educational process. The act provides specific funds for the employment of guidance counselors at all grades, leaving it to the state board to establish the "duties and responsibilities" of such guidance counselors, but specifying that
counselors will spend a minimum of five out of six periods “counseling or advising students or parents.” It should be added that while the intent of this provision is clearly to avoid the use of counselors as clerical or administrative assistants, careful attention should be paid to this state board rule as it is developed to ensure that maximum use of these newly funded counselors can be consistent with funding restrictions.

The current educational reform system programs support a democratic organization of the school, where the school counselor works in support of the educational program. In essence, the purpose of the counselor is to support the development of students (both socially and cognitively), so that they will be able to perform academically. According to Coll and Freeman (1997), one area that has received little attention in the educational reform movement is role conflict experienced by school counselors. Morse and Russell (1988) identified that elementary school counselors were accepting of role demands of others as opposed to defining their own roles. Can the job satisfaction of the elementary school counselor be impacted by the added responsibilities delegated to them from both district and local levels? This study examines the impact that role conflict and additional responsibilities have on the job satisfaction of the elementary school counselor. Additionally, the study examines the perception of effectiveness of the elementary school counselor related to their abilities to perform duties adequately as outlined in their job description and House Bill 1187.
Elementary School Counseling and Responsibilities

With the publishing of the report "A Nation at Risk" in 1983, the country began to look at ways of improving the educational system, thus producing higher achieving citizens. With the increasing trend of school reform projects, the primary focus is student achievement. The school counselor plays a major part in this process. In the school system chosen for this study, located in the metropolitan Atlanta area, there are many duties assigned to the elementary school counselor to help foster student achievement. Demographically, the system is comprised of predominately African American students. There is diversity among the population in regards to economic status, religion, race, and education. In the system, over 80 foreign languages are spoken, and nearly 100 countries are represented. The numbers of students needing the services of the English Speakers of Other Languages (ESOL) program are increasing. In a general sense, all counselors help to increase the achievement of students; however, the elementary school counselor is charged with this responsibility through the implementation of an array of special projects.

Primarily, the counselor is responsible for the delivery of classroom guidance lessons focusing on topics such as organization, study skills, understanding the importance of school, and many other topics that promote academics. Additionally, other lessons are taught focusing on peer relations, conflict resolution, anger management and obeying school rules. Counselors are also responsible for conducting small focus groups centering on many of the same topics taught during classroom sessions, but tailored to a smaller selection of students. Counselors also conduct individual sessions on a needed
basis for students having difficulty with personal issues in their maturation. Elementary school counselors serve as a resource for classroom teachers needing strategies to work with students experiencing difficulty in the classroom. School counselors also work with parents on a needed basis about the cognitive and social development of their child. As mandated by Georgia's House Bill 1187, counselors are required to spend 5/6 of their day serving the needs of students and parents. To this end, counselors are required to submit monthly logs documenting how they spend their time.

Aside from these primary duties, the elementary school counselor performs other duties. As mandated by the school system, the elementary school counselor serves as the Student Support Team (commonly referred to as SST) chairperson. In this capacity, the counselor facilitates referrals to the team, schedules, and conducts meetings that provide strategies to help students, observes students, meets with parents and teachers, and maintains paperwork related to each case. A child may be referred to the process for difficulty in the areas of academics, behavior, social development, speech and language, and any other concern that interferes with the student's academic progress. The school counselor also serves as the mentoring chairperson facilitating the assignment of mentors and the interactions between the student and the mentor on a regular basis. The school counselor is the liaison between the school and the school social worker in making referrals based on attendance and abuse and neglect. The rationale of the system for assigning the elementary school counselor these added responsibilities is that the counselor, in addition to those components of the primary guidance program, should be helping the development of students academically by addressing the areas of concern
related to attendance and discipline, addressed with these programs. Many of these duties are not included in the time logs required from elementary school counselors. Instead, they are counted as noncounseling duties.

Many counselors also serve administrative roles in their schools. Some serve as disciplinarians, while others assist with bus, lunch, and after school dismissal duties. Additionally, some serve in clerical capacities, chaperone field trips, and others cover classes when substitutes are not present. The focus of the study should be viewed in the context of these added responsibilities. Can counselors adequately provide services to students when they are required to perform many other duties? Additionally, why do some counselors serve in these capacities and others do not? Do less experienced counselors feel obligated to take on these responsibilities more than more experienced ones? Does the addition of these duties impact the job satisfaction of school counselors?

Elementary School Counseling in the Organizational Structure

To fully understand the impact the counseling program on the schools and the additional programs assigned to the elementary school counselor, one needs to examine the traditional organizational structure of the school system as it relates to supervision and new programs for the school counselor. The programs introduced and assigned to school counselors are presented by the Division of Instruction. The supervision of the school counselors occurs at two levels. There is a guidance and counseling coordinator who serves as the liaison to the Division of Instruction, and the school principal at each site is also responsible for supervision of the school counselor, specifically at the
elementary school level. The organizational chart shows the influences of the Board of Education through the superintendent, through the Division of Instruction, to the Division of Administration and finally to the local school level.

The visual presentation (Figure 1) shows that the Board of Education influences the school superintendent who supervises and evaluates the deputy superintendent for instruction and the deputy superintendent for administration. Each area functions independently of the other. The deputy for instruction oversees the associate for instruction, who works closely with and supervises the implementation of the instructional program of the schools. This person also oversees the executive director of support programs. The executive director of support programs oversees and evaluates the coordinator of guidance and counseling. The coordinator of guidance and counseling, in turn, supervises the school counselors, but does not evaluate them. Additionally, the Student Support Team chairperson in the school (the elementary school counselor) is required to submit SST logs and 504 logs and paperwork to the director of psychological services, who oversees this process. This person is accountable to the executive director of support programs and has no direct authority over elementary school counselors but does come to schools to observe meetings in progress. Those in instruction do not supervise directly the school principal or the school counselor. At best, this causes ambiguity if not confusion.

The guidance and counseling program is designed to promote the social, emotional, and cognitive development of each student. The program is an integral part of the educational process which enhances the total development of the student. The
Figure 1. Traditional School System Organizational Structure
elementary guidance and counseling program is theoretically based and follows a sound scope and sequence. Students are provided individual, small-group, and classroom guidance in a developmental, sequential, and nonthreatening environment. It is believed that the child, family, school and community are responsible for the cognitive and social-emotional growth of each student. All available resources are to be utilized to assist in the development of the whole child. The counselor is a facilitator and resource person for students, families, teachers, school personnel, and the community.

The Division of Administration follows a different hierarchy. The deputy superintendent of administration oversees and evaluates the associate superintendent of administration. This person oversees and evaluates the area executive directors. The area executive director oversees the duties of school principals, who oversee the duties of and evaluate all personnel in the respective buildings. These persons include assistant principals, counselors, teachers, and noncertified personnel. For visual purposes, the direct line of control is illustrated by the use of a continuous line in the diagram. The weaker line of control is seen by the noncontinuous line.

School principals evaluate the school counselor by using the Georgia School Counselor Evaluation Program process (GSCEP). This instrument, Georgia School Counselor Evaluation Instrument (GSCEI), used to evaluate counselors across the state of Georgia, measures the degree to which counselors perform duties within their respective schools. As this instrument is used by the school principal to evaluate performance, counselors are often forced to comply with the directives issued by the school principal, whether they comply with the job description or not. The role that the school counselor
plays is often determined by the school principal and the local school board (Muro & Kottman, 1995). The school counselor, in this example, functions in a supervisor/supervisee role. Many school counselors serve on the leadership team of their schools and in this regard, also have a collegial relationship with their supervisor. They often meet together to plan programs for the school. An additional person serving on the leadership team is the assistant principal, who has no direct line of control to the counselor, but does work closely with the teachers. The counselor is often looked upon by the principal as a resource when addressing the affective needs of the students and parents in the school. Additionally, the counselor is often asked to assist teachers with issues of both personal and professional nature that can impact their effectiveness when working with students. It is believed that the role of the school counselor in the school (supervisor/supervisee or collegial) impacts the job satisfaction and the perception of effectiveness that elementary school counselors have related to their occupation.

According to Freeman and Schopen (1991), the reform movement of the 1980s emphasized the importance of accountability. This brought about the need for counselors to adjust their roles to accommodate systematic programmatic assessment and evaluation. Freeman (1994) indicates that many maintain that school counselors should increase their role in career development. Role diversity, complexity, and heavy demands can translate into role conflict.

Hardesty and Dillard (1994) described the present feeling about elementary school counseling. In the field of school counseling, elementary counseling is more likely to be eliminated than middle and secondary school counseling. Many states are required to
have only middle and secondary school counselors for continued accreditation.

Elementary school counselors are often regarded as “luxuries.” According to Hardesty and Dillard (1994), there are three major reasons that elementary counseling is viewed differently. These include: (a) the relative newness of this specialization, (b) elementary school counseling grew out of human developmental models rather than vocational guidance models, and (c) administrative and legislative perceptions that the daily activities of middle and secondary school counselors are more directly valuable to schools.

The Problem of Role Conflict and Counseling Programs in a Dual Supervision Model

There is a clearly evident dual supervisory system for elementary school counselors. The coordinator of the counseling program, working under the supervision of the executive director of support programs, has no direct line of supervision where school counselors are concerned. This person serves as a resource for school counselors, accepts reporting logs of the counselors to ensure that they are complying with the mandated House Bill 1187, and introduces new programs to the counseling body. This person, with these responsibilities, does not provide any form of evaluation toward the actual performance of the elementary school counselor, and in essence has no power over the elementary school counselor and the duties that they are assigned. Additionally, elementary school counselors are required to serve as SST chairpersons and receive directives from and provide accountability documentation to the coordinator of
psychological services. This person does not evaluate counselor job performance and has no power over the elementary school counselor either, even though they are required to provide accountability documentation to them. The school principal, responsible for overseeing the day-to-day operations of the local school site, does have a direct line of control over the elementary school counselor. This person observes and performs the annual job performance evaluation (GSCEP) of the school counselor. The principal works directly with the area executive director, who works under the Division of Administration. Programs are often introduced by the Division of Instruction, through the Department of Support Programs with little input from school counselors. Additionally, school principals may feel that they evaluate school counselors, and that they should comply with directives issued by the school principal to help the school program. According to Louis, Jones, and Barajas (2001), summative evaluations are used for personnel decisions affecting employment. Administrators attempt to define and measure counseling standards without having clear understanding of the counselor’s role and mission. To keep their jobs, counselors may perform tasks that are outside their training and educator to please the administrator. Administrators may be the primary group to assist in the shaping of identity and roles of counselors.

Additionally, the state of Georgia has put forth many mandates relative to school counseling in House Bill 1187. This implementation has become problematic. Local school systems try to enforce the mandate that is put forth by the state, but many do not have a formally developed policy governing the guidance and counseling programs in their schools. Most rely on the job description of the school counselor to give guidance
as to how the counseling programs in schools are to be carried out. When investigating the school system used in this research study, the researcher found that there is neither policy nor procedure that relates to the responsibilities or enforcement of duties of the school counselor. Further, the researcher was directed to the adopted job description as a guide as to the expectations within this school system of the school counselor. In most districts, there is no written document that outlines the role of guidance counselors, much less a written document that outlines the role of guidance counselors (Louis, Jones, & Barajas, 2001). Conflict exists between the state expectation of school counselor duties and the local school board expectation of the duties of the counselor. This confusion may also be a result of the historical changes that have occurred surrounding the position of school counselor. This conflict often contributes to the usage of school counselors in multiple ways that do not support the mission statement of the American School Counselor's Association (ASCA).

Reform efforts have not focused on the role of the school counselor in the improvement of student achievement. Both research and policy have focused almost exclusively on curriculum, teaching, and formal school leadership as the manipulable variables that can influence student achievement (Louis, Jones, & Barajas, 2001). Counselors are largely ignored in the state accountability reforms. School counseling has continuously been affected by the periodic initiatives related to educational reform changing national policies related to civil rights, national defense, and preparing students for the work force; and the economy of the nation. Historically, the guidance programs in schools were born and bred in a period of educational reform. As social and economic
conditions change in their effects on children and youth, and these become part of the national debate on needed educational reform, new expectations for school counselor functions will continuously emerge and be given varying levels of priority (Herr, 2001). The school counselor role could become one stressing advocacy for academic achievement. A clear role description at the district level could guide and encourage principals to legitimize the role of the school counselor as central to academic achievement (Louis, Jones, & Barajas, 2001). Site-based management (believed to be the key element in school reform in many school districts) impedes changing counselor roles (Louis, Jones, & Barajas, 2001). Paisley and McMahon (2001) indicated that the most significant challenge for school counselors concerns the ongoing debate over role and function of school counselors. Gysbers (2001) indicated that there have been appeals for the clarification of the role and function of the counselor for the past 70 years. Unfortunately, because of the lack of a clearly defined role, principals assign counselors tasks on the basis of the perception that because they do not teach classes, they have the flexibility to perform multiple duties. What is valued generally within the school is teaching; if one is not teaching, then one’s job and time are often viewed as less important and more flexible. Often little regard is given to the amount of time that these tasks take from counseling services and the impact they have on student achievement. It is this issue as a whole that should be studied, as it leads to feelings of noneffectiveness and low job satisfaction by school counselors in their occupations.
Statement of the Problem

This study examines the effects of additional responsibilities beyond those specified in Georgia’s House Bill 1187 (role conflict) on the job satisfaction of the elementary school counselor. Additionally, the relationship between these added responsibilities and the perceived effectiveness of the elementary counselor are examined.

The scope of the school counseling program has changed over years from being one that focused on vocation to a focus on educational decision making, to personal growth, to responsive services for special “at risk” populations, to developmental programs available to all students (Paisley & Borders, 1995). The dominant way of organizing guidance and counseling programs in schools was to make them a part of the pupil personnel services department. Many state departments of education and local school districts placed guidance and positions of school counselors under the pupil services umbrella (Gysbers, 2001). The pupil services model is closely correlated with the clinical model of counseling that had been evolving since the 1920s. While the guidance and counseling program has been placed under the pupil services umbrella, conflict continues to exist. Many school systems do not have in their procedural manuals a formal policy related to the guidance and counseling programs. Along with this, the role of the elementary school counselor is often ambiguous. This lack of clarity often allows for administrators to assign duties of a noncounseling manner to school counselors. Another issue surrounds the fact that organizational structure within many school systems allows for role conflict, also. Many school counselors are evaluated by the school principal. Counselors often feel a sense of obligation to agree with mandates issues by the principal even if it violates
the state mandate under House Bill 1187. Currently, the guidance and counseling
department is under the support programs umbrella, and a conflict in the organizational
and supervisory structure of the present model in the chosen school system can be noted.
The study examines the effects of this conflict and the feeling of effectiveness on the job
satisfaction of the elementary school counselor. This research should help in the
redefining of roles for elementary school counselors as well as the supervisory structure
for school systems throughout the nation.

Research Questions

The framework for this study includes the following research questions:

1. Is the job satisfaction of select elementary school counselors impacted by the
   mandates of Georgia’s House Bill 1187?

2. Do select elementary school counselors feel that their job satisfaction is
   impacted by the non-counseling duties that they are assigned?

3. Do select elementary school counselors perceive that they are effective in their
   role?

4. Is the job satisfaction of select elementary school counselors impacted by
   gender, ethnicity, the number of counselors serving a school, advanced
   degrees held and years of counseling experience?

5. Do select elementary school counselors feel satisfied with their jobs?
Significance of the Study

The findings of this study could be beneficial to the field of education in the following ways:

1. This study could add to the body of knowledge in the area of school counseling as related to job expectations.

2. This study could add to the body of knowledge in the area of school counseling as related to job satisfaction.

3. This study could be used as a resource in providing data to be used in the planning and implementation of counseling programs.

4. The results of the study could provide information to school systems about the changes occurring in the counseling program.

5. The study could be used as a resource in further studies focusing on the areas of student support and academic achievement.

6. The results of the study could provide information to school systems about the role conflict, and ambiguity experienced in the counseling field.

7. The results of the study could provide information to school systems regarding the importance of local policy regulating support programs.

8. The results of the study could provide information to school systems regarding the importance of a clearly defined organizational hierarchy to regulate support programs.
Summary

This chapter introduced the topic for research. It gave background information related to the impact of educational reform on school counseling programs, responsibilities and expectations of the elementary school counselor, and the organizational structure of the selected school system for study. Issues related to role conflict were discussed. A statement of the problem was given, research questions identified, and the significance of the study was outlined. Information addressed in this chapter was used as the foundation for Chapter II.
CHAPTER II
REVIEW OF THE LITERATURE

The intent of this chapter is to review educational research and literature that is related to selected variables affecting the elementary school counselor’s job satisfaction. These include the perceived ability of elementary counselors to perform responsibilities as outlined in the House Bill 1187 of Georgia, the elementary school counselor’s perception of effectiveness, and role conflict. The literature will be reviewed under the following headings: Educational Policy, The Comprehensive Model of School Counseling, Federal Legislation Supporting Guidance Programs, Counselor Roles, Role Conflict, Counselor Usage of Time, and Counselors and School Discipline, Counselors and Attendance, and Job Satisfaction of School Counselors.

Educational Policy

Policy is often defined as the vehicle that designates the behavior of some actor or set of actors, such as an official, a governmental agency, or a legislature, in a given area of activity (Anderson, 1990). Most organizations depend on policy to give guidelines that will assist in the directing of individuals and groups toward their final goals. School boards establish policy within the power it has granted by the state legislature. All decisions surrounding this policy must be in compliance with constitutional provisions,
statutes, and federal and state regulations. Once a school board decides on policy decisions, they are then considered to be policy statements. According to Clemmer (1991), such statements are supposed to be a "guide for discretionary action, a statement of purpose rather than a prescription for action." Effective policy can save time, clarify objectives, promote consistency, and assign responsibility. Poorly developed policy can be restrictive and prevent educators from exercising judgement. Ambiguity in policy statements is generally caused by ill-defined distinctions between what is intended and what actually occurs (Anderson, 1990). There also is often confusion related to the differences between policy and rules and regulations. Additionally, many areas of concern are raised when addressing the issue of formality of the policy statements. Many question whether policies must be enacted formally in school board meetings and placed in the school system's policy and procedural manual. Legally, this is not required. If there is no written policy regarding a specific matter, the courts are likely to determine that a "de-facto policy" exists. This is an informal, but understood policy. Policies often exist informally. These are described as policy as stated and policy in use.

Policy in use refers to policy that is created as guidelines to be interpreted, mandated characteristics are weighed, differential priorities are assigned, action theories are applied, and ideas come to life in the form of implementing decisions and professional practice. Policy in use is policy that is felt by students and teachers as schooling takes place (Sergiovanni, Burlingame, Coombs, & Thurston, 1992). Policy has become a focusing issue in efforts to decentralize the governing of school systems. Often policy determines the responsibilities of the central administration and school
administrators. Additionally, policy provides guidance and promotes consistency and fairness across all divisions of the organization. Policy also helps to educate board members and the community stakeholders of the school system’s plan of action.

School boards are allowed to establish policy in areas of expressed or implied power. They must ensure that the policy proposed is not unconstitutional, in violation of existing laws, or opposed to state regulations. They are primarily influenced by four factions. These include laws, politics and political behavior, values, and organizational and professional influences. Those who vote policies into law are not the ones who will assume responsibility for making the policies work in social context (Hope, 2002).

The actual administration of policy is the primary responsibility of the school system superintendent. This responsibility includes the development and periodic adjustment of the school system policy manual and the establishment of rules and regulations. All board policies are to be maintained and coded in a policy manual. Each employee of the school system should be provided with or have access to a policy manual. The community, parents and stakeholders should also have access to this document. Many systems house this document in school system offices, public libraries and employee work areas.

There are also administrative regulations that must be monitored. According to Imber and VanGeel (1993), the term regulation has many meanings. Legally, it is used to mean nonconstitutional and nonstatutory rules promulgated by public departments, agencies and bureaus. In school systems, the term is used to describe administrative directives developed in conjunction with policy statements. Unlike policy statements,
regulations are not formally adopted by the school board. These are approved by the superintendent. This leaves room for confusion, as many policies and regulations are intermingled in many school systems. Employees and other constituents are often unable to determine who is responsible for approving many statements. Once these regulations are put into effect, they become extensions of policy. It is unlikely that a policy will be implemented if the principal opposes or half-heartedly supports the policy. Success requires the principal to be an advocate for and on behalf of the policy.

The Comprehensive Model of School Counseling

The first school guidance programs appeared in the late 1800s and were closely associated with vocational education. The early programs were directive in nature, and involved the provision of guidance classes to promote character development, teach socially appropriate behaviors, and assist with vocational planning. The scope of the school counseling program has changed over years from being one that focused on vocation to a focus on educational decision making, to personal growth, to responsive services for special “at risk” populations, to developmental programs available to all students (Paisley & Borders, 1995).

With the passage of the National Defense Act of 1958, funds were available to prepare a large number of individuals to become school counselors. The dominant way of organizing guidance and counseling in schools was to make it a part of the pupil personnel services department. Many state departments of education and local school districts placed guidance and positions of school counselors under the pupil services
umbrella (Gysbers, 2001). The pupil services model is closely correlated with the clinical model of counseling that had been evolving since the 1920s.

The guidance services at this time varied, but centered around six areas: orientation, individual inventory, or appraisal, counseling, information, and follow-up. Additionally, as a result of the creation of a clinical model of guidance, counseling emerged as the central service of guidance (Gysbers, 2001). Influential research has been done by the American Personnel and Guidance Association, which later became the American School Counselor Association towards the publication of role statements, position papers, and ethical standards which have helped to shape the counseling field. The Association for Counselor Education and Supervision and the National Career Development Association have also contributed to the remodeling of the counseling field.

As concern continued to be expressed about the role and functioning of the school counselor, the comprehensive developmental program approach began to emerge. In the 1970’s, three comprehensive models were being developed. The model developed by Myrick (1997) emphasized a focus on (1) provision of programs for all students; (2) the recognition that the guidance curriculum must be organized, planned, sequential and flexible; (3) the need for integrated approach involving school personnel. The second model is commonly referred to as competency-based guidance. This model is considered as a total pupil services program that is developed with the understanding that the student is the primary client. Emphasis is placed on students acquiring competencies that help them to become successful in school, in transition from school to higher education, or to employment. The third and perhaps most comprehensive model was devised by Gysbers
and Moore (1981) and later revised by Gysbers and Henderson (2000). It stresses the need for results and emphasizes the organizational structure consisting of content (competencies), organizational framework (structural components and program components), and resources (human, financial and political). The time of the school counselor is allotted across the program components of guidance curriculum, individual planning, responsive services, and system support. This is the model adopted by the State of Georgia and the DeKalb County School System for school counselor usage.

The DeKalb County Comprehensive Guidance and Counseling Program has as its major elements content, organizational framework, activities, time and resources. The content for the program includes goals and competencies categorized by knowledge of self and others, educational, and career planning domains. The organizational framework has two parts. The first part is the structural components section which includes definition, rationale, and assumptions. The second part is the program component section which contains guidance instruction, individual planning, responsive services, and system support.

The program components include a guidance curriculum designed to facilitate the total development of the student in all areas, a knowledge of self and others, and the ability to develop an educational plan that supports a career plan. Also, there is an area for individual planning with students and their parents to assist students with personal and social effectiveness, educational progress, career planning competencies, and individual planning for educational and occupational development. Responsive services encompass the counseling services on consultation, referral and counseling. Lastly, the system
support area focuses on activities that promote the effectiveness of the guidance program. The services provided by the counselor at different levels (elementary, middle, and high) are differentiated by tasks necessary for different stages of student growth.

In the summer of 1987, the Governing Council of the American Association for Counseling and Development (the American Counseling Association) created a School Counseling Task Force. This group studied major concerns associated with the school counseling profession and set forth to make recommendations about the concerns. The report indicated that school counseling is a threatened profession, vulnerable because of the lack of a clear sense of identity and mission. According to Coll and Freeman (1997), the weakness of school counseling does not lie in typical work force structural and support problems such as a lack of time to complete responsibilities, outdated training, and wage issues, but the inability of the profession to maintain a consistent role.

In 1997, the American School Counselor Association (ASCA) adopted the National Standards for School Counseling Programs. The American School Counselor Association Role Statement: The School Counselor (1990) and The American School Counselor Association Role Statement: The Practice of Guidance and counseling by School Counselors (1981) detailed the philosophy, responsibilities and job duties appropriate for the school counselor. The developed statement indicated that school counselors should deliver services that enhance student development, provide staff development for teachers on counseling-related issues, provide consultation to teachers and other school team members, and deliver group and individual counseling.
According to Freeman and Schopen (1991), the reform movement of the 1980's emphasized the importance of accountability. This brought about the need for counselors to adjust their roles to accommodate systematic programmatic assessment and evaluation. Freeman (1994) indicates that many maintain that school counselors should increase their role in career development. Role diversity, complexity, and heavy demands can translate into role conflict.

Hardesty and Dillard (1994) described the present feeling about elementary school counseling. In the field of school counseling, elementary counseling is more likely to be eliminated than middle and secondary school counseling. Many states are required to only have middle and secondary school counselors for continued accreditation. Elementary school counselors are often regarded as “luxuries.” According to Hardesty and Dillard (1994), there are three major reasons why elementary counseling is viewed differently. These include: (a) the relative newness of this specialization, (b) elementary school counseling grew out of human developmental models rather that vocational guidance models, and (c) administrative and legislative perceptions that the daily activities of middle and secondary school counselors are more directly valuable to schools. Problems exist in school counseling, largely to the fact that the public does not know how school counseling programs are systematically planned and developed. Additionally, many debate as to whether school counseling programs are expected to serve the entire school population or those identified as being “at risk.” Lastly, many feel that counselors need to do a better job effectively communicating their goals and results to administrators, policy makers, and the media (Herr, 2001).
Federal Legislation Supporting Guidance Programs

The term “guidance program” was coined in the Carl Perkins Vocational Education Act of 1984. This act authorized the programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students. The focus was placed on development of career planning, decision making and employability skills. The students receive assistance in the transition from education to the world of work. They also received information about financial assistance for postsecondary and vocational education and job training.

Another federal initiative has been the work of the National Occupational Information Coordinating Committee. This committee has had a major role in the planning of guidance programs and counselor training. The organization has published material supportive of planned programs focusing on career development at the elementary, middle, and junior and senior high schools.

Most recently, comprehensive guidance programs were addressed in the School to Work Opportunities Act approved by Congress in 1994. This legislation defines that career guidance and counseling programs are those that address career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational educational and labor market trends and opportunities. In addition to federal legislation, there were a series of “blue ribbon”
panels focusing on educational reform and the importance of career guidance in the reform process.

Counselor Roles

Carroll (1993) examined the manner in which elementary school counselors see their actual versus ideal roles. Ninety-five elementary school counselors (K-6) in the state of Connecticut were surveyed. An instrument designed by the author, titled Elementary Counselor Needs Assessment and Counselor Training Survey, was used. Counselors indicated that there were discrepancies in their working with parent groups and conducting in-service workshops with faculty. They felt that they were important, but may not have time to address the areas. Counselors indicated that they were comfortable with the traditional role of working with groups and individual counseling. Elementary counselors expressed that increased importance has been assigned to classroom guidance, but respondents indicated not having time needed to hold sessions. Results indicated that counselors do feel overwhelmed by the many problems that they face. Counselor training and preparation programs may help in providing exposure in these areas.

Christiansen (1997) has researched the role that counselors play in the school assisting student’s at-risk for school failure. She reports that counselors serve many roles that assist students, parents, and teachers during the school year. Aside from the typical; roles of providing counseling services through individual and small group sessions, as well as classroom guidance lessons on social skills, conflict resolution, and anger
management, counselors are equipped to provide additional assistance. An increasing number of students in today’s classrooms are at risk for school failure as a result of changes in family structure, increased violence, abuse, neglect, substance abuse, and disabilities. Counselors are available to help teachers with classroom management strategies, and are able to conduct liaison activities with families and agencies in the community. Because many at-risk students live in conditions that diminish their opportunities for school and personal success, counselors must find ways to help these students enhance their resiliency and ability to respond to the challenges and crises in positive ways. One method that is suggested is mentoring. Mentors are in the position to share their success with those that they come in contact with. The relationships established can lead to lifelong friendships, the selection of career and recreational activities, and a change in the outlook for the future.

Shields-Jenkins (2001) conducted a study of the roles of school counselors. She focused on the perceptions of principals and counselors on the roles of K-12 counselors. The study analyzed the ideal roles of elementary and secondary school guidance counselors in the Metropolitan Nashville-Davidson County Public Schools. The sample was comprised of 87 counselors and 45 principals. A questionnaire listing 26 counselor role activities as defined by the American School Counselor’s Association Statement and Norm Gysbers (1990) was used in this study. The counselor’s perception of ideal roles involved individual counseling for students experiencing personal and educational concerns. Principal responses ranked group counseling and individual counseling high, representing perceived ideal counselor roles. Middle school principals and counselors
rated supervising hallways higher than secondary counselors and principals. Elementary school counselors rated group counseling significantly higher than secondary counselors and secondary counselors rated scheduling higher than elementary counselors. Yillik-Downer (2000) examined perceptions by school counselors of comprehensive guidance and counseling programs. The study sought to analyze the response patterns of counselors regarding perceptions of the comprehensive program, based on a variety of demographic comparisons and correlations. Six hundred thirty-one counselors from three states (Arizona, Missouri, and Texas) participated in the study. High school counselors reported higher task concerns than elementary counselors. Counselors with less than five years experience had more collaboration concerns than others did at different experience levels. Missouri respondents had higher task concerns than respondents from Arizona and Texas. Significant relationships were identified for level of involvement and perception of importance. A negative relationship was identified between total and task concerns with level of involvement. There is also a positive relationship between elementary grade level membership and level of involvement.

Ter Maat (2000) looked at the functions of school counselors. The study analyzed the current functions of the school counselors in northern Virginia. Seventy-three northern Virginia school counselors responded to a survey on activities in four major areas recommended by the American School Counselor’s Association (counseling, consulting, guidance, and coordination) and in administration/support services. A log was also completed by participants to describe their typical counseling functions on a
given day. Results indicated that northern Virginia school counselors feel well prepared to conduct counseling activities and allocate 46% of their time to counseling, 17% to consultation, 12% to guidance, 7% to coordination, and 18% to administrative/support services. There is a desire by counselors to spend more time working with students (individually and in small groups) and less time in test coordination and administrative tasks.

The counselor's role has traditionally focused on improving the self-esteem of students by providing individual or group counseling experiences, as well as through developmental classroom guidance activities (Lewis, 1992). Since it is understood that motivation and self-esteem are related to one another, it is logical that counselors would be in the position to affect student achievement. Implied in the research surrounding the learning styles of children is the effect of attributional styles on self-esteem. Lewis (1992) states, "the construct of learned helplessness may be particularly useful in understanding how these feelings influence one's sense of hopefulness and feelings about self" (p. 336). The school counselor can consult with students having academic concerns in the classroom. During this time, the counselor can ask specific questions that may help to make an assessment of the child's feelings towards academic success and failure. Counseling groups may also be valuable as an intervention technique. These groups often allow students the opportunity to discuss concerns and learn from one another, under the supervision of the group leader. Additionally, the school counselor often conducts classroom guidance sessions. These sessions provide an excellent opportunity for promoting motivation in the classroom for all students, while enhancing self-esteem.
Activities that allow for discussion for success and failure in a group setting can have an invaluable impact on student success. Sessions can focus on exploring the meaning of intelligence and the relationship with achievement. The discussions can encourage students to define intelligence as a dynamic, rather than a stable trait, which should result in greater persistence in facing the challenge of learning (Lewis, 1992).

Christiansen (1997) has researched the role that counselors play in the school assisting student’s at-risk for school failure. She reports that counselors serve many roles that assist students, parents, and teachers during the school year. Aside from the typical; roles of providing counseling services through individual and small group sessions, as well as classroom guidance lessons on social skills, conflict resolution and anger management, counselors are equipped to provide additional assistance. According to Christiansen, “an increasing number of students in today’s classrooms are at risk for school failure as a result of changes in family structure, increased violence, abuse, neglect, substance abuse, and disabilities” (p. 204). Counselors are available to help teachers with classroom management strategies, and are able to conduct liaison activities with families and agencies in the community. Because many at-risk students live in conditions that diminish their opportunities for school and personal success, counselors must find ways to help these students enhance their resiliency and ability to respond to the challenges and crises in positive ways. One method that is suggested is mentoring. Mentors are in the position to share their success with those that they come in contact with. The relationships established can lead to lifelong friendships, the selection of career and recreational activities, and a change in the outlook for the future.
Additionally, the school counselor can implement programs that involve families in the school process. Research has shown that involvement by families in the schooling process can enable at-risk children to interact more effectively in both the school and the home environments (Anthony & Cohler, 1987). Though many counselors complain that parenting classes are offered, but rarely attended by parents, other strategies can be used to encourage parents to participate in the scholastic program. Parents can be invited to (a) come to the school for assembly programs, (b) come to the school to serve as tutors, (c) share their special talents with students in the classroom, (d) accompany students as chaperones on field trips, and (e) come for parent-teacher conferences. School counselors can play an integral role in the promotion of these opportunities in the school program.

Role Conflict

Many studies have examined role conflict experienced by school counselors. Coll and Freeman (1997) examined the phenomenon of role conflict. They further sought to examine elementary school counselor self-perception of role conflict as compared to middle and secondary school counselors. Participants in the study were randomly selected from membership of the American School Counselor's Association. The total population included 1,510 practicing secondary, middle and elementary school counselors. Of this number, 525 were elementary counselors, 468 were middle or junior high counselors, and 417 were secondary counselors. The role questionnaire and demographic information such as age, ethnicity, gender, years of school counselor experience and school setting were used to gather data. Descriptive statistics were used
to analyze data. Multivariate analysis of variance (MANOVA) was used to determine differences between elementary, middle, and secondary counselors for resource and structural conflict, and total role conflict. Univariate analysis of variance (ANOVA) was also used. Results indicate that elementary counselors showed a higher degree of conflict as related to resource and structural conflict, role overload and incongruency than did middle and secondary school counselors.

Burnham and Jackson (2000) conducted a study to compare what school counselors are actually doing to what is being suggested according to two widely selected counseling models. In the study, eighty certified counselors, working in K-12 school settings, voluntarily completed a questionnaire. The questionnaire items were designed to determine what duties counselors in the field performed and to determine level of participation in counselor functions and other related and non-related duties. Information reported included that individual counseling is done, with 73 respondents indicating that they meet with students on a regular basis. The time allotted for individual sessions ranged from 25% to 99% of total time. Small group counseling was done by 72 of 80 participants, spending 10-23% of time on this activity. Group (classroom) guidance activities were utilized by 78 of 80 counselors. The amount of time for this activity varied, as 30 reported meeting once or twice a week, 14 met twice a month, 4 met every 6 weeks, and 9 did not meet on a regular basis.

Consultation was listed as an activity for counselors. Consultation with community agencies was the most widely reported, followed by faculty and teachers, then students and finally parents. Counselors indicated that the average amount of time spent
on consultation was 18.42%. Appraisal was also indicated as an activity participated in by 70 of 80 counselors. Sixty-five of the 80 counselors indicated that they provided inservice training for faculty on assessment procedures and instruments. Seventy-two of the 80 indicated that they provided interpretation of test results for parents, students and teachers. Counselors also indicated that they participated in non-guidance activities. Twenty of the 80 counselors reported spending 10% or less on non-guidance, while 17 spent between 13% and 20%, 16 spent between 25% and 30%, 5 spent 38% to 40%, and 11 spent 50% to 88% on non-counseling duties.

Dilemmas in the workplace can be stressful. These dilemmas can impact job satisfaction and job effectiveness. For the school counselor, dilemmas mean being pulled in several directions. Counselor relationships with principals, teachers, and parents are nebulous and uncertain. In this regard, counselors are continually trying to establish their position with these counterparts. As the counselor’s position is unique, demands are placed on counselors that are complex, and often conflicting. Counselors are often alone, often the only counselor in the school. Unlike the principal, who has authority and power, the school counselor must establish credibility and power by being competent and skilled day by day.

Parr (1991) investigates some of the common dilemmas that counselor’s face. Pressure often comes from the leadership of the school. The school principal may ask the counselor to divulge information that was obtained in a confidential manner. This can place a counselor in an awkward position. Refusal to comply with the request may be seen as disloyalty, as compliance can be seen as betraying the confidence of a teacher or
parent disclosing information. Counselors are asked by some principals to fill in for a substitute teacher, asked to supervise field trips, answer phones for secretaries, act as disciplinarians, put up bulletin boards, and order school supplies. In these situations, it is difficult for the counselor to maintain a spirit of cooperation without sacrificing their career identity.

Teachers often impose additional dilemmas. Many teachers look at the job of the school counselor with envy, as the counselor meets with small groups of students or individuals, when teachers have to manage many. As a result, sarcastic statements are often directed towards the counselor. If counselors avoid the teachers’ lounge, they are perceived as being distant and unfriendly. Teachers often want students removed from the classroom, and “fixed.” They often put pressure on counselors to expedite time so that students can be placed in special classroom settings. Teachers can also become angry and defensive when they learn that students are discussing them in guidance sessions. All of these situations help to illustrate the awkwardness of the counselor’s position.

Lastly, parents view counseling as an invasion of privacy (Parr, 1991). They feel that children will disclose family secrets. Additionally, parents may have both legal and non-legal reasons for not wanting information about their lifestyles exposed by students. Many parents will not allow counselors to speak with students for these reasons. In the majority of school systems, parents must sign a consent form allowing the counselor to work with their child. If this is not signed, no discussion can occur. This places the counselor in an awkward position, as there may be issues noticed with the child that need
to be investigated. Often, to help in this situation, social workers or others who have legal access to discuss information with students are contacted. Many dilemmas in the role and function of the school counselor can be addressed by redefining the counselor role. Outside of this, counselors need to find their own source of support. Networking, practicing stress reduction strategies, and finding support groups can help work through and deal with dilemmas imposed on counselors by their counterparts.

Counselor Usage of Time

The concern that counselors must devote large amounts of time to noncounseling functions has led several state legislatures to mandate a minimum percentage (typically 60% to 75%) of school counselor’s time to be devoted to direct student services. Realizing the importance of the counselor’s time, the American School Counselor’s Association’s role statement (ASCA, 1981) stipulates that it is the counselor’s responsibility to the profession to use time and skills in an organized and systematic way to help students and resist any effort aimed at unreasonable use of time for nonguidance activities. Even with this statement, counselors are seldom able to spend their time as they would prefer (Partin, 1993).

A study was conducted by Partin (1993) to identify activities that counselors perceive as their “time wasters” to identify the percentage of time that counselors believe that they should spend on primary counselor job functions, and to compare those perceptions with counselors’ ideal allocation of their time. Two hundred and ten respondents completed a questionnaire. Fifty-two elementary counselors, 83 middle
school and junior high counselors, and 70 high school counselors received surveys. Data indicated that all counselors rated paperwork as their greatest “time waster.” Time spent on administrative duties was seen as significantly more wasteful by senior high counselors than elementary counselors. Middle school/junior high counselors indicated that resolving discipline problems robbed their time more than elementary or senior high counselors did. Elementary school counselors indicated that teaching duties (substituting for absent teachers) robbed their time more than other counselors indicated did. Additionally, counselors indicated that they would prefer to spend significantly more time in individual counseling, group counseling, and professional development activities and less time in testing and student appraisal and administrative and clerical duties.

Elementary School Counselors and School Discipline

Though the administration of discipline is not considered a function of the school counselor, many counselors are involved in the discipline process. The school principal, as well as the counselor, must be viewed by the faculty as supportive to the teachers, particularly in regard to pupil control. It must be remembered that counselors serve as a resource in the school, and teachers must be reminded that the counselor should not be used in a disciplinary manner substituting for the school principal. When students see peers sent to the counselor’s office for behavioral concerns, they will associate the counselor with discipline. This often results in a conflicting role for counselors concerning their obligations to students, teachers, administrators, and their own philosophy and training (Remley & Albright, 1988).
Stickwell and Satchwell (1991) sought to study the involvement of the school counselor and discipline. They studied the programs of counselors in three western states. Of the counselors studied, 73% spent their time counseling, 17% characterized their assignments as administrative, and 10% reported that their assignments were related to teaching. Results of the study indicated that 41% indicated that they are often required to counsel with students referred for disciplinary concerns. Fifty-four percent of these cases were referrals from the principal, 62% were teacher requests, while 29% came from student self-referrals. Even though referrals dealing with discipline concerns were high, only 18% reported consulting with teachers about classroom management and discipline procedures. Respondents indicated that many of their consultations occurred with parents. Fifty-one percent of counselors reported consultation about disciplinary situations in the home, while 35% reported consultation with parents about disciplinary concerns in school. In the area of counselor involvement, 19% of the respondents indicated a perceived conflict between their roles as counselors and their roles in discipline matters. A greater role in developing school discipline policies and procedures was desired by 38% of the participants (Stickel & Satchwell, 1991). Results of the study indicated that the principal’s influence is a large factor in counselor’s role in the school. If a principal desires a counselor to be heavily involved in the discipline process, he or she will be. This may have an effect on the perception of the counselor in a helping role.
School Counselors and Educational Reform

The first parallel between historical influences and present day affairs concerns educational reform. According to Gysbers (2001), school counseling initially developed during a period of educational reform during the early 20th century. School counselors have had little involvement in the current educational reform movement, and this lack of participation may have a detrimental affect on the school counselor’s future roles and responsibilities. As the nation began to consider ways of improving the achievement of students, many educational reform efforts were developed. The typical reform efforts have been wide-ranging. Many focus on teachers, professional development, better pay, incentives for promotion and merit pay. The most common educational reform strategy is considered the “oblique” strategy. According to Herr (2002), in this approach, government does not insist directly on fundamental reform of an individual school, but rather promotes such reform at long range by means of some combination of three mechanisms. These include increased regulations, increased mass testing, improved teacher salaries, more teacher education and stricter teacher licensing. This strategy is the most used approach to reform because it costs little money.

Many views of educational reform do not factor into their propositions that, in many cases, because of deteriorating situations in homes, schools have become child-rearing institutions, one of the few places in their lives where many children find predictability, safety, support and food. Schools are one of the few places that allow children to escape violence in the home and in the community, the increasing lawlessness of gangs and cults, physical and psychological neglect in their home, a lack of family
presences and support as they return home from school to empty apartments and houses, or to homes where chemical dependency robs parents of their ability to be responsible for their children. Statistics show that many children are experiencing the multiple conditions of disintegrating families, the special tensions associated with the rise of blended families, the growing pockets of child poverty and child malnutrition, and the growth in the number of single parents and grandparents raising children (Herr, 2002). The results of these changes in family structure suggest major societal changes in the way children are being raised and in the likely effects of these changes on their readiness and focus on schooling.

Many reform efforts assume that schools occur in a vacuum, they are unaffected by the social and economic conditions that exist in society, and one solution can help all students. An increasing number of children seem vulnerable to psychological, interpersonal and economic difficulties that may affect student activities, attitudes and behaviors at school. The National Standards for School Counseling Programs of the American School Counselor Association (ASCA) (1981), has indicated that

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society. A school counseling program based on national standards provides all the necessary elements for students to achieve success in school. This programmatic approach helps school counselors to continuously assess their student’s needs, identify the barriers and
obstacles that may be hindering success, and advocate programmatic efforts to eliminate these barriers. (p. 9)

With counselor-student ratios averaging 513:1, it is difficult to imagine that counselors can facilitate development in all areas for students. Additionally, many counselors are not able to devote all of their time to school counseling. Recent findings indicated that school counselors spend 25% of their time on non-guidance activities (Whiston, 2002).

Herr (2002) feels that one of the inherent problems of school counseling in school reform is that different schools encourage or require different models of school counseling. To this, school counseling can take on different forms and often has different purposes, given assumptions about its values and priorities across school districts and states. Local school districts and state education departments have the primary responsibility for the educational structure and content of local schools in the United States. There are efforts to provide national standards that any school counseling program should include regardless of whatever else such programs set forth to accomplish. These standards should be measurable and central to the mission of the school.

Job Satisfaction of School Counselors

DeMato (2002) studied the current level of job satisfaction of elementary school counselors. This information was compared with results obtained when counselors were surveyed in 1995 and 1998. Questionnaires were mailed to 444 elementary school counselors who were members of the Virginia School Counselor Association. The
response rate was 76.53%. The instruments used were an Individual Information Form (IIF) and a modified version of the Minnesota Satisfaction Questionnaire (MSQ). Results indicated that 90.9% of respondents indicated that they were satisfied or very satisfied with their jobs, while 9.1% indicated that they were very dissatisfied or dissatisfied. Compensation was the area indicated for dissatisfaction by the MSQ. Many counselors indicated that there was dissatisfaction with the lack of a state mandated counseling program and stress and pressure from conflicting role expectations and demands.

Compared to the studies conducted in 1995 and 1988, the overall level of job satisfaction is similar. There were six areas of counselors' jobs that produced the most satisfaction in all three studies. These areas include social service, moral values, creativity, activity, variety, and ability utilization. In all studies, counselors indicated the least satisfaction in the areas of compensation, company policies and advancement. Job security also was listed as an area of dissatisfaction in both the 2001 and 1995 studies.

Stickel (1991) examined burn out and job satisfaction as they relate to rural school counselors. Numerous studies report that school counselors experience high level of stress related to their jobs. This stress has been correlated with attempting to meet the many demands of the position as well as performing many nonprofessional duties. The Maslach Burnout Inventory for Educators and the Minnesota Satisfaction Questionnaire Short Form were used to gather information form 147 respondents. Scores for emotional exhaustion, depersonalization, personal accomplishment, general satisfaction, intrinsic satisfaction, and extrinsic satisfaction were computed from the two instruments. Regression analyses were performed. Results indicated that counselors were found to
exhibit moderate levels of emotional exhaustion and depersonalization. Personal
accomplishment scores were high, indicative of low burnout in this area. Job satisfaction
scores compared to norm groupings indicated a lower level of job satisfaction. Moderate
negative correlations resulted between emotional exhaustion and depersonalization scales
of the burnout measure and job satisfaction. Moderate positive correlations were noted
between personal accomplishment and measures of job satisfaction.

Jaeger and Tesh (1989) conducted a study to examine the degree and dimensions
of professional satisfaction of practicing counselors. The study set forth to determine the
distribution of global professional satisfaction among practicing counselors, the
relationship between counselor’s global professional satisfaction and demographics and
experiential/situational factors, and the validity and applicability of Herzberg’s
Motivator-Hygiene Theory of Job Satisfaction to the role of the counselor. Findings from
a national survey of 742 practicing counselors indicated that global professional
satisfaction was substantially higher than counselors employed generally; school
counselors prepared in counseling graduate programs or psychology graduate programs
were more highly satisfied with their profession than those prepared in other fields.
Additionally, more males working in specialty areas were highly satisfied with their
profession than were female working in any setting or males working in school
counseling. Findings indicated that Herzberg’s Motivator-Hygiene Theory did not explain
the dimensions of professional satisfaction and dissatisfaction of practicing counselors.
Effective preparation requires that professional counselors be informed about the contexts
and tasks that they are likely to be faced with.
Vandegrift (1997) of the Morrison Institute conducted research for Public Policy on the ways that Arizona public school counselors spend their time. This study was a comparison of results obtained in 1996 and 1997. Four hundred and sixty-seven respondents from 15 counties in Arizona were represented in this study. The counselors worked with grades 9-12 (54%), grades 6-8 (25%), and grades K-5 (20%). One-on-one counseling accounted for the single greatest allocation of time among counselors (37%). More crisis-oriented student counseling and other nonguidance activities accounted for 63% of Arizona counselor’s time. Additionally, time spent planning, developing or delivering curriculum or working with teachers to facilitate guidance activities in the classroom accounted for 24.4% of counselor time. Responding to crises and nonguidance activities tie for time use at 14.4%, followed by time spent on system support (8.4%). The majority of one-on-one counseling time is spent on student behavior. Responses indicate that percentages rose from 1996 data of 39% in this area, to 44% in 1997.

The majority of the school counselors participating in the study indicated that they were very (32%) or somewhat (48%) satisfied working in the Arizona public school system. Results did indicate, however, that job satisfaction varied with whom the counselors tended to interact. Respondents reported being satisfied working with parents. This percentage increased from 60.5% in 1996, to 81.2% in 1997. Satisfaction in working with teachers increased 15.3 %, from 73.2% in 1996, to 88.5% in 1997. Additionally, an increase was noted in satisfaction gained when working with administrators and principals. Respondents indicated a 14.5% increase in satisfaction when working with district administrators, and a 10.4% increase, from 71.6% in 1996 to
82.0% in 1997 when working with principals. The number of persons who indicated being dissatisfied lessened, especially in terms of working with local businesses and with parents. This information is important in terms of looking at the comparison between the Comprehensive Competency-based Guidance program adopted by the state of Arizona suggested allotment of time and the actual usage of time by school counselors. The model is divided into five delivery strategies. Under the strategy of developing/facilitating guidance curriculum, the allotted range of time is 25-50%. The reported time is 24.4%, which falls under the allotted. The next strategy is individual academic/career planning (one-on-one), which has an allotted time of 5-35%. The actual time reported was 16%, which falls within suggested range. Responsive services have an allotted time of 20-30%. The respondents indicated that they spend approximately 35% in this area, which exceeds suggested range. Under the area of system support, 10-15% was suggested. Respondents indicated spending 8.4%, which falls short of expected allotment. Lastly, the area of non-guidance suggests 0% of time allotment. Respondents indicated spending 14.4% of time in this delivery area. This far exceeds what is expected. The research indicates that counselors in Arizona are moving closer to falling within expected guidelines for delivery strategy/time allotment.

Summary

This chapter summarizes the literature and findings related to variables in this study. While there was a wealth of information located focusing on the area of school counseling and role conflict, little information could be found relating these factors to the
elementary school counselor's perception of effectiveness and job satisfaction. This is a relevant topic that needs to be researched further. Understanding the relationship of these factors to one another may help explain why counselors are leaving the profession and why some school counseling programs are viewed as not being as effective as possible in meeting the needs of students. This may be related to the satisfaction counselors feel about their profession.
CHAPTER III
THEORETICAL FRAMEWORK

The focus of this study is to examine the relationship among elementary school counselor job satisfaction, role conflict, elementary counselor perception of effectiveness, elementary school counselor responsibilities mandated by Georgia’s House Bill 1187 and counselor demographics. The illustration on the following page lists the variables of the study. The definition of all variables is discussed and research hypotheses are presented. Limitations of the study are explained and a summary of the theoretical framework is included.

Definition of Variables

Independent Variables

Counselor Demographics - information such as age, race, gender, years of experience, school population, and number of counselors in school building given by participants in study. (Corresponding items on questionnaire: numbers 53-59)

Educational Policy - the mandated duties and responsibilities for school counselors as outlined in Georgia’s House Bill 1187. (Corresponding items on questionnaire: numbers 30, 33, 34, 36, 37, 38)
Perception of Effectiveness - the belief that individuals have about their ability to meet the expectations and responsibilities of their occupation. (Corresponding items on questionnaire: numbers 31, 32, and 35)

Role Conflict - the conflicting messages and expectations of work supervisors, peers and other constituents about desired job performance that does not coincide with actual job description. (Corresponding items in questionnaire: numbers 39-52)

Dependent Variable

Elementary School Counselor Job Satisfaction - the degree to elementary school counselors feel content or discontented with their occupation. (Corresponding items on questionnaire: numbers 1-29)

For a diagrammatic representation of the selected variables, see Figure 2.

Definitions of the Terms

Classroom Guidance - Delivery of counseling services to students within the classroom.

Comprehensive Guidance Model - model created by Gysbers and Henderson (2000) based on a comprehensive program with four major components. These components have suggested time allotments that should help provide adequate counseling services for students. These components are: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. There is an additional category, Non-Guidance Services that has no time allotment. This is the model that is suggested when implementing a counseling program in accordance to Georgia’s House Bill 1187.
Figure 2. Diagrammatic Representation of Study
Consultation - meeting with parents, teachers and community agencies for intervention purposes.

Elementary School Counselor - the individual charged with the responsibility of providing services in the elementary school, on affective and cognitive levels, as a way of promoting academic achievement for students.

Guidance Curriculum - component of the comprehensive counseling model that includes structured groups, consultation, and the actual implementation of the guidance curriculum. This component is allotted 45% of the elementary counselor’s time.

Individual Counseling - working with individual students to enhance social, cognitive and emotional well being.

Individual Planning - component of the comprehensive counseling model that includes advisement, assessment, placement, planning and follow-up. This component is allotted 5 to 35% of the elementary counselor’s time.

Non-Guidance Activities - activities that do not enhance the guidance program. These activities are regarded as ones that do not enhance the guidance program. There is no time allotment for these tasks according to Georgia’s House Bill 1187.

Responsive Services - those services addressing the immediate concerns of students. This includes both prevention and intervention, services through individual counseling, small group counseling, crisis counseling, referrals and consultation as needed. This component should encompass 40% of the elementary school counselor’s time.
System Support - this component includes activities that aid program delivery and support, such as program evaluation, outcome research, management tasks, coordination, professional and staff development, and supervision. The component requires 10-25% of the elementary counselor's time.

Relationship Among the Variables

Frederick Herzberg (1987) created a motivational theory that expounds on the theory of Maslow. His theory, the motivation-hygiene theory, seeks to identify factors that cause motivation. Herzberg focused attention on the work of the environment to identify factors that arouse in people either positive or negative attitudes towards their work.

The original research on this theory was conducted with 203 accountants and engineers in nine manufacturing firms in the Pittsburgh area. Herzberg asked the subjects in the study to think of times when they felt positive about their occupations. The subjects were then asked to describe conditions that led to those feelings. The same questioning occurred with other employees. Herzberg (1987) found that reported good feelings were associated with the job itself (content, intrinsic, or psychological factors). These included achievement, recognition, work, responsibility, advancement, and growth. These factors were called “job satisfiers,” or motivators, because they fulfill the individual’s need for psychological growth. Reported bad feelings were generally associated with the environment surrounding the job (context, extrinsic, or physical factors). These included company policies, supervision, interpersonal, working
conditions and salary. Herzberg categorized these context factors as "job dissatisfiers" or hygiene factors since they are preventative and environmental (Lunenburg & Ornstein, 1996).

The Motivation-Hygiene Theory is closely related to the need hierarchy theory of Maslow. Herzberg (1987) refined the five-level system of Maslow into a two level system that focuses primarily on hygiene and motivational needs. In comparison, hygiene factors, also called dissatisfiers, are equivalent to Maslow's lower level needs. These needs serve to reduce dissatisfaction, yet do not lead to satisfaction. The motivators, also referred to as satisfiers, are related to Maslow's higher-level needs. According to Herzberg (1987), dissatisfiers may ensure that employees will perform at minimum levels, but motivation, which contributes to superior performance, is possible only through satisfiers. Only the work itself and recognition, advancement, personal growth, and development stemming from this work will provide a situation for motivated behavior in the workplace (Lunenburg & Ornstein, 1996).

The school is often viewed as a social system. A social system refers to activities and interactions of group members brought together for a common purpose (Homans, 1950). Jacob Getzels and Egon Guba (1957) hypothesize that the social system is one with two dimensions that are independent and interactive. In this theory, there are institutions with certain roles and expectations that will fulfill the goals of the system. Additionally, there are individuals with certain personalities and need-dispositions inhabiting the system, whose interactions comprise observed behaviors (Lunenburg & Ornstein, 1996). Observed behavior, then, can be functions of major elements that
include institution, role, and expectations. These elements are classified as nomothetic, or normative aspects of activity in the social system. There are also individual, personality, and need dispositions, which are classified as idiographic, or personal, aspects of the social system (see Figure 3).

Figure 3. The Getzels-Guba Model

In the context of the school, the social system is in place to serve a need-education. In the organization there are individuals with various positions. There are principals, teachers, counselors, students, superintendents, and others. Each individual in a role has a role expectation. Role expectations represent not only the duties and actions expected from each person, but also the expectations concerning the quality of performance. Roles and role expectations relate to the nomothetic dimension of the
social system (Getzels & Guba, 1957). The idiographic dimension refers to the individuals who have roles and their personal needs. It must be understood that individuals chosen to occupy roles are different from one another in action and reaction. They can be analyzed in terms of differences in personality. Personality is determined largely by needs, which cause a person to behave in a certain way in given situations. Individuals have personal needs that may not be associated with the needs of the social system (Lunnenburg & Ornstein, 1996).

According to Getzels (1958), behavior can be observed in form of the equation $B = f(R \times P)$. In the equation, $B$ is considered observed behavior, $f$ is considered to be function, $R$ is the institutional role defined by the expectations attached to it, and $P$ is the personality of the role player defined by need dispositions. The degree to which role and personality factors determine behavior varies largely with the specific act, the role, and personality involved.

These theories are applicable to the school counselor. As with any occupation, a person must feel some sense of gratification in order to be motivated to perform efficiently in their job expectations. This gratification can be influenced by a number of intrinsic and extrinsic motivational factors. Additionally, role definition and expectations impact the capacity in which a person performs job responsibilities. Role expectations and personality influences impact desire to perform expected tasks. For the school counselor, the actual duties and tasks of the position (as opposed to the printed job description) have multiplied and the guidance counselor seems to be involved with, or even in charge of nearly every aspect of school operation. These changes stem from the
changing forces of society, as well as the never-ending increases in responsibilities that are thrust upon American schools. According to Murray (1995), role conflict and confusion frequently precede conflict among school counselors, administrators, and other members of the school community.

Parr (1991) posits that role conflict can cause dilemmas for the school counselor, and these ethical and workplace dilemmas are of profound importance in establishing counselor job satisfaction and effectiveness. Additionally, there is little in the literature about the relationship of job satisfaction to functions and activities (Gade & Houdek, 1993). This suggests that there is a need to examine job satisfaction as it relates to roles, responsibilities, and the perception of effectiveness of the elementary school counselor.

Null Hypotheses

HO 1: There is no significant relationship between the job satisfaction of select elementary school counselors and educational policy.

HO 2: There is no significant relationship between the job satisfaction of select elementary school counselors and role conflict.

HO 3: There is no significant relationship between the job satisfaction of select elementary school counselors and perceived effectiveness.

HO 4: There is no significant difference between the job satisfaction of select male and female elementary school counselors.

HO 5: There is no significant difference between the job satisfaction of selected African-American and Caucasian elementary school counselors.
HO 6: There is no significant difference between the job satisfaction of elementary school counselors who serve in single counselor schools and those in dual counselor schools.

HO 7: There is no significant difference between the job satisfaction of select elementary school counselors based on the number of years served as a school counselor.

HO 8: There is no significant difference between the job satisfaction of select elementary school counselors based on the number of years served as an elementary school counselor.

HO 9: There is no significant difference between the job satisfaction of select elementary school counselors based on advanced degrees held.

Limitations of the Study

The researcher acknowledges that there are a few limitations to this study. The study is limited to one school system in the southeastern portion of the United States. A questionnaire was used for the purpose of data collection in this study. The data collected in this research study was self-reported. It is assumed that all answers provided by respondents will be truthful and provided in a serious manner. Only elementary school counselors are participants in the survey. Additionally, information provided by selected principals and the coordinator of guidance and counseling will be provided in a survey fashion. All of these factors could be considered limitations in this study.
Summary

The theoretical framework of the study focuses on the independent variables of role conflict, perception of effectiveness by counselors, counselor demographics and educational policy, and how they may be related to the dependent variable of job satisfaction of the elementary school counselor. The assumption is that the counselor perception of effectiveness, role conflict, and educational policy more greatly impact elementary school counseling than counselor demographics. Definitions of variables are presented, and research hypotheses are stated.
CHAPTER IV
RESEARCH METHODOLOGY

Introduction

This study is designed to examine the relationship between elementary school counselor job satisfaction, role conflict, elementary counselor perception of effectiveness and educational policy. The intent of the study is to determine if the job satisfaction of the elementary school counselor is influenced more by role conflict, counselor perception of effectiveness or educational policy. Additionally, the relationships between counselor demographics, role conflict, elementary counselor perception of effectiveness and counselor job satisfaction will be examined in this study.

Research Design

The research design for this study included the surveying of elementary school counselors. A questionnaire was constructed to measure various factors believed to influence elementary counselor job satisfaction. Some of these factors included role conflict, educational policy, counselor perception of effectiveness, and job satisfaction as related to their abilities to adequately fulfill their duties as elementary school counselors. These factors were used to collect data to test hypotheses described in Chapter III.
Results of the questionnaire were analyzed to describe relationships among the various variables.

**Description of the Sample**

The study took place in a metropolitan school district in the Atlanta area. The participants in the study were the total population of elementary school counselors within the chosen school system, excluding those who participated in the pilot study. The rationale for choosing participants was based on the fact that they all hold the job title of elementary school counselor in the identified school system. This method of using all counselors in the sample was chosen because many variations were noted that may have impact on the outcome of variables selected. These variations include the school geographic locations, the number of students in the schools, the number of counselors assigned to the buildings, the level of training, years of experience of the counselor surveyed and the various roles that the counselors serve in their respective schools.

**Description of the Instrument**

The instrument used in the study is a questionnaire developed by the researcher, with the assistance of Dr. Ganga Persaud and Dr. Trevor Turner, Research Professors at Clark Atlanta University. The questionnaire is composed of items to measure job satisfaction; items to measure the amount of time spent counseling and working with students according to the mandate in Georgia’s House Bill 1187 (educational policy), items to measure counselor’s perceived effectiveness, and items addressing role conflict.
Additionally, counselor participants were asked to complete a demographic section. Responses were organized on a Likert scale.

In developing the instrument, the researcher used steps outlined by Borg and Gall (1989) to consider when constructing a questionnaire. These include:

1. In developing a questionnaire, the researcher will define the problem and list specific objectives to be achieved or hypotheses to be tested.

2. Once objectives or hypotheses are clearly identified, the researcher will identify the target population from which the sample will be selected.

3. Develop questions that may be of either closed form in which the questions yield only certain responses (i.e. multiple choice questions) or the open form in which subjects are allowed to respond as they wish (i.e. short answer or essay).

4. Pilot testing of the questionnaire entails selecting a sample of individuals from a population similar to subjects of the study. Revision of the instrument may be necessary based on the results of the pilot test.

5. Precontacting the sample involves the researcher identifying themselves, discussing the purpose of the study, and requesting participation.

6. Following up with respondents may be done by sending follow-up letters or postcards.
Validity and Reliability of the Instrument

The instrument went through a validation process. Construction of the instrument was performed based on a review of literature on role conflict of elementary school counselors, educational policy related to school counseling, counselor responsibilities, perceived effectiveness of elementary school counselors and job satisfaction of the elementary school counselor. Each component of the counseling model to be implemented under House Bill 1187 (educational policy), counselor responsibilities, role conflict and elementary school counselor job satisfaction has been defined in chapter three. A pilot study took place, to ensure that the questionnaire was clearly understood by those surveyed. The participants in the pilot study had characteristics similar to those of the target population. These participants were elementary school counselors within the selected school system. These persons were not included in the sample for the investigative study. A statistical analysis of the responses provided in the pilot study gave information as to the validity of the questions being asked and the total instrument. Face validity was obtained by selecting items on the questionnaire that match the defined terms of each component and variable. The questions measured the variables as follows: Counselor Job Satisfaction (items 1-29), Counselor Perception of Effectiveness (items 31, 32 and 35), Educational Policy (items 30, 33, 34, 36, 37, 38), Role Conflict (items 39-52), and Demographic Information (items 53-59).
Data Collection Procedures

Prior to conducting research, permission was requested and granted from the district office of the selected school system. Participants were selected from the body of elementary school counselors in the chosen school system. The coordinator of guidance and counseling in the chosen school system was asked for permission to allow counselors to participate in the study. The questionnaire and a letter was addressed and sent to each counselor participant requesting his or her assistance in the research project. The purpose of the letter was to explain the purpose of the study, confidentiality and to assure participants that their responses would be anonymous. The questionnaire and informational letter was provided to participants via U.S. mail. This procedure helps to assure anonymity and confidentiality of participants. The participants were given a period of two weeks to receive, respond, and return responses to the researcher. A second mailing did occur to those counselors who did not respond to the initial mailing.

Volunteers were used because research (Borg & Gall, 1989) indicates that volunteers have the following characteristics:

1. Volunteers tend to be more sociable than nonvolunteers.
2. Volunteers tend to be less authoritarian than nonvolunteers.
3. Volunteers tend to be more altruistic than nonvolunteers.
4. Volunteers tend to be more self-disclosing than nonvolunteers.
5. Volunteers tend to be better educated than nonvolunteers.

The researcher guaranteed that all subjects remained anonymous and responses were kept confidential and not identifiable in the published document. The purpose of
this procedure is to help participants feel comfortable and allow them to respond as accurately and honestly as possible. This is important as it helps to increase the reliability of obtained results. Responses from the participants to the questionnaire were coded on a Likert Scale. The researcher was solely responsible collecting and coding the completed questionnaires.

Data Analysis

The data was analyzed statistically, examining relationships between each variable. The quantitative statistical analysis was conducted using the Statistical Package for Social Sciences (SPSS). This analysis included the usage of correlation coefficients (Pearson r) to determine whether relationships exist and the strength of the relationship between named variables. An analysis of variance (ANOVA) was also run on select responses. This statistical procedure makes it possible to partition the variance in a distribution of scores according to separate sources or factors. Here, even though the variance is partitioned, the statistical test examines differences between means. (Wiersma, 2000).

Delimitations

There are several delimitations of which the researcher had little control. The participants in the survey came from one metropolitan school system in the Atlanta area. The metropolitan area is comprised of many school systems with different demographics. Additionally, only elementary school counselors were used in this study. There was insufficient representation of certain demographic subgroups in the study. These included
males, Caucasian and "other" ethnic groupings, those counselors holding only bachelor's
degrees and counselor participants having upper intervals of years of experience.

Summary

The research design involved in this study was quantitative in nature. Counselors
in the designated school district were invited to participate in the study. Participants
responded to questions on a questionnaire. Responses were solicited and returned to the
researcher via U.S. mail. The researcher was responsible for the collection and coding of
returned questionnaires. All data collected were kept confidential. Information was
coded and analyzed according to responses given on a Likert Scale. The results of the
questionnaire were statistically analyzed using the SPSS Statistical Package. The
quantitative data analysis tools included the analysis of variance (ANOVA) and
correlation coefficients (Pearson r ). Delimitations of the study are listed in the chapter.
CHAPTER V

ANALYSIS OF DATA

The purpose of the study was to examine the relationship between job satisfaction, role conflict, educational policy, and perception of effectiveness of the elementary school counselor. The independent variables for the study included role conflict, educational policy and perception of effectiveness. The dependent variable was job satisfaction.

The data for the study was collected via questionnaire mailed to 114 elementary school counselors in a selected metropolitan Atlanta school system. Seventy-six elementary school counselors responded to the survey. Responses were collected via U.S. mail to ensure anonymity. The analysis of data is related to nine research hypotheses identified in Chapter III. The findings are presented in tabular format and analyzed in the narratives that follow. Each hypothesis was reviewed and accepted or rejected based on the .05 level of significance.

Testing the Null Hypotheses

HO 1: There is no significant relationship between the job satisfaction of select elementary school counselors and educational policy.

The Pearson \( r \) Correlation Coefficient was used to determine the relationship between the job satisfaction of elementary school counselors and educational policy. The correlation
coefficient is 0.69 (calculated probability level is .000), which is significant at the .05 level. The null hypothesis is rejected. There is a significant relationship between job satisfaction and educational policy (see Table 1).

Table 1

Correlations Between Variables on Counselor Survey

<table>
<thead>
<tr>
<th>Job Satisfaction</th>
<th>Educational Policy</th>
<th>Perception of Effectiveness</th>
<th>Role Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Policy</td>
<td>0.69**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Perception of Effectiveness</td>
<td>0.76**</td>
<td>0.71**</td>
<td>1.00</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>0.12</td>
<td>0.17</td>
<td>0.10</td>
</tr>
</tbody>
</table>

**Significant at the .05 level

HO 2: There is no significant relationship between the job satisfaction of select elementary school counselors and role conflict.

The Pearson r Correlation Coefficient was used to determine the relationship between the job satisfaction of elementary school counselors and role conflict. The correlation coefficient is 0.12 (calculated probability is .000), which is not significant at the .05 level. The null hypothesis is accepted. There is not a significant relationship between job satisfaction and role conflict (see Table 1).
HO 3: There is no significant relationship between the job satisfaction of select elementary school counselors and perceived effectiveness.

The Pearson r Correlation Coefficient was used to determine the relationship between the job satisfaction of elementary school counselors and perceived effectiveness. The correlation coefficient is 0.76 (calculated probability is .000), which is significant at the .05 level. The null hypothesis is rejected. There is a significant relationship between job satisfaction and perceived effectiveness (see Table 1).

HO 4: There is no significant difference between the job satisfaction of select male and female elementary school counselors.

The t-test for independent means was used to measure the difference between the job satisfaction of select male and female elementary school counselors. The mean satisfaction rating for males was 2.13 as compared to 1.97 for females. The calculated t-value was 0.97. This mathematical difference did not translate into a statistically significant difference at the .05 level. The null hypothesis was accepted. There is no significant difference between the job satisfaction of male and female elementary school counselors (see Table 2).

HO 5: There is no significant difference between the job satisfaction of selected African-American and Caucasian elementary school counselors.

The t-test for independent means was used to measure the difference in the job satisfaction of African-American and Caucasian elementary school counselors. The mean for job satisfaction for African-American counselors was 1.98. The mean for Caucasian
Table 2

**Comparison of Job Satisfaction Between Male and Female Elementary School Counselors**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Deviation</th>
<th>T-Value (D.F. = 74)</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>2.13</td>
<td>0.45</td>
<td></td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.74</td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>1.97</td>
<td>0.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

counselors was 2.08. The t-value of 0.65 was not significant at the .05 level. The null hypothesis was accepted. There is not a significant difference in the job satisfaction of African-American and Caucasian elementary school counselors (see Table 3).

Table 3

**Comparison of Job Satisfaction Between African-American and Caucasian Elementary School Counselors**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>N</th>
<th>Mean</th>
<th>Deviation</th>
<th>T-Value (D.F. = 74)</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>68</td>
<td>1.98</td>
<td>0.40</td>
<td></td>
<td>0.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.83</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>2.08</td>
<td>0.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HO 6: There is no significant difference between the job satisfaction of elementary school counselors who serve in single counselor schools and those in dual counselor schools.

The t-test for independent means was used to determine the difference between the job satisfaction of elementary school counselors who serve in single counselor schools and those in dual counselor schools. The results of the questionnaire indicated that 73 of 76 counselors were from schools with either one or two counselors. The remaining responses were excluded from the testing of the hypothesis. The mean job satisfaction rating for counselors serving schools with one counselor was 2.06, while the mean for counselors in dual counselor schools was 1.91. The resulting t-value was 1.53, which was not significant at the .05 level. The null hypothesis was accepted. There is no significant difference between the job satisfaction of elementary school counselors serving single counselor schools and those in dual counselor schools (see Table 4).

Table 4

Comparison of Job Satisfaction Between Elementary School Counselors Serving in Single Counselor Schools and Those in Dual Counselor Schools

<table>
<thead>
<tr>
<th>Number of Counselors in School</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T-Value (D.F. = 71)</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>43</td>
<td>2.06</td>
<td>0.41</td>
<td>1.53</td>
<td>0.58</td>
</tr>
<tr>
<td>Two</td>
<td>30</td>
<td>1.91</td>
<td>0.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HO 7: There is no significant difference between the job satisfaction of select elementary school counselors based on the number of years served as a school counselor.

This hypothesis compares the job satisfaction among groups comprised according the number of years that respondents have served as counselors. The last time intervals (11-15 and 16-20 years) had less than five representatives. As a result, the last three intervals were combined into one interval identified as more than 10 years. Since this hypothesis measured means for three groups, the analysis of variance (ANOVA) statistical test was applied. The compared means were 1.89, 2.05, and 2.20 respectively. The overall F-value was 1.08, which was not significant at the .05 level. The null hypothesis was accepted. There is no significant difference in the job satisfaction of select elementary school counselors based on the number of years served as a school counselor (see Table 5).

Table 5

Comparison of the Job Satisfaction of Elementary School Counselors Based on Number of Years Served as School Counselor

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F-Value (D.F. = 2,73)</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>27</td>
<td>1.89</td>
<td>0.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 - 10</td>
<td>24</td>
<td>2.05</td>
<td>0.43</td>
<td>1.08</td>
<td>0.71</td>
</tr>
<tr>
<td>More than 10</td>
<td>25</td>
<td>2.20</td>
<td>0.42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HO 8: There is no significant difference between the job satisfaction of select elementary school counselors based on the number of years served as an elementary school counselor.

This hypothesis compared the job satisfaction of school counselors as related to the number of years that they have served in the elementary school setting. Due to the insufficient number of counselors responding in the intervals representing highest number of years served as an elementary school counselor, intervals were combined as 1-5, 6-10, and 10 or more years. The ANOVA test of significance was used to compare counselor job satisfaction for the three groups. The means were 1.94 for counselors serving from 1-5 years, 2.08 for those serving 6-10 years, and 1.94 for those serving more than 10 years. There was a calculated F-value of 0.91, which was not significant at the .05 level. The null hypothesis is accepted (see Table 6). There is no significant difference in job satisfaction of elementary school counselors based on the number of years that they have served as an elementary school counselor.

HO 9: There is no significant difference between the job satisfaction of select elementary school counselors based on advanced degrees held.

This hypothesis compared the job satisfaction of elementary school counselors based on the advanced degrees held. One respondent with a Bachelor's degree was eliminated from the analysis. The ANOVA was used to test the hypothesis comparing job satisfaction for counselors holding Master's, Specialist, and Doctoral degrees. The calculated means were 1.88 for counselors holding Specialist degrees, 1.97 for those with
Table 6

Comparison of Job Satisfaction of Elementary School Counselors Based on the Number of Years Served as an Elementary School Counselor

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F-Value</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>33</td>
<td>1.94</td>
<td>0.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 - 10</td>
<td>25</td>
<td>2.08</td>
<td>0.42</td>
<td>0.91</td>
<td>0.77</td>
</tr>
<tr>
<td>More than 10</td>
<td>18</td>
<td>1.94</td>
<td>0.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Doctorate degrees, and 2.05 for counselors holding Master’s degrees. The calculated F-value was 1.30, which was not significant at the .05 level (see Table 7). The null hypothesis is accepted. There is no significant difference in the job satisfaction of select elementary school counselors based on advanced degrees held.

Table 7

Comparison of Job Satisfaction of Elementary School Counselors Based on Advanced Degrees Held

<table>
<thead>
<tr>
<th>Degrees Held</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F-Value</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>45</td>
<td>2.05</td>
<td>0.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td>23</td>
<td>1.88</td>
<td>0.43</td>
<td>1.30</td>
<td>0.62</td>
</tr>
<tr>
<td>Doctorate</td>
<td>7</td>
<td>1.97</td>
<td>0.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary

This chapter presented analyzed data obtained from the survey instrument developed for this study. The investigation surveyed elementary school counselors employed in a metropolitan Atlanta school system. Pearson r Correlations and ANOVA statistical tools were used to compute data. Based on results obtained, decisions were made to accept or reject the null hypotheses. Acceptance was based on the .05 level of significance. The findings, conclusions, implications and recommendations are presented in Chapter VI. The results presented in Chapter V serve as a basis for information presented in Chapter VI.
CHAPTER VI
FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the relationship between job satisfaction, role conflict, educational policy, and perception of effectiveness of the elementary school counselor. The independent variables for the study included role conflict, educational policy and perception of effectiveness. The dependent variable was job satisfaction of the elementary school counselor.

The data for the study were collected via questionnaire mailed to 114 elementary school counselors in a selected metropolitan Atlanta school system. Seventy-six elementary school counselors responded to the survey. Responses were collected via U.S. mail to ensure anonymity.

The analysis of data is related to the nine research hypotheses identified in Chapter III. Pearson r Correlations and ANOVA statistical tools were used to compute data. Based on results obtained, decisions were made to accept or reject the null hypotheses. Acceptance was based on the .05 level of significance. Findings and conclusions are presented based on the analysis of obtained data. Implications and recommendations are discussed in this chapter also.
Findings

The findings for each null hypothesis have been summarized in relation to the specific variables. A summary of the findings is as follows:

**Null Hypothesis One** was rejected. There is a significant relationship between the job satisfaction of select elementary school counselors and educational policy.

**Null Hypothesis Two** was accepted. There is no significant relationship between the job satisfaction of select elementary school counselors and role conflict.

**Null Hypothesis Three** was rejected. There is a significant relationship between the job satisfaction of select elementary school counselors and perceived effectiveness.

**Null Hypothesis Four** was accepted. There is no significant difference between the job satisfaction of select male and female elementary school counselors.

**Null Hypothesis Five** was accepted. There is no significant difference between the job satisfaction of selected African-American and Caucasian elementary school counselors.

**Null Hypothesis Six** was accepted. There is no significant difference between the job satisfaction of elementary school counselors who serve in single counselor schools and those in dual counselor schools.

**Null Hypothesis Seven** was accepted. There is no significant difference between the job satisfaction of select elementary school counselors based on the number of years served as a school counselor.
Null Hypothesis Eight was accepted. There is no significant difference between the job satisfaction of select elementary school counselors based on the number of years served as an elementary school counselor.

Null Hypothesis Nine was accepted. There is no significant difference between the job satisfaction of select elementary school counselors based on advanced degrees held.

Conclusions

The conclusions from the findings in terms of the Pearson $r$ Correlation Coefficient are presented, followed by the findings based on the Analysis of Variance.

Null Hypothesis One indicated a significant relationship between job satisfaction and educational policy. This finding suggests that counselors are impacted by their ability to abide by educational policy as it relates to providing counseling services. The more able counselors are to adhere to educational policy, the more satisfied they are likely to be in their jobs.

Null Hypothesis Two indicated no significant relationship between job satisfaction and role conflict. This suggests that many counselors do not feel that role conflict impacts their overall level of job satisfaction.

Null Hypothesis Three indicated a significant relationship between job satisfaction and perception of effectiveness. This suggests that if elementary school counselors feel that they are effective in their positions, they will likely possess high levels of job satisfaction.
Null Hypothesis Four indicated no significant difference between the job satisfaction of male and female elementary school counselors. This suggests that gender does not play an important role in the job satisfaction of elementary school counselors.

Null Hypothesis Five indicated no significant difference between the job satisfaction of African-American and Caucasian elementary school counselors. This suggests that ethnic grouping does not play an important role in the job satisfaction of elementary school counselors.

Null Hypothesis Six indicated no significant difference between the job satisfaction of elementary school counselors serving single counselor schools and those in dual counselor schools. This shows that the number of counselors serving a school does not impact the job satisfaction of the elementary school counselor.

Null Hypothesis Seven indicated no significant difference between the job satisfaction of select elementary school counselors based on number of years served as a school counselor. This means that the number of years a counselor has served in the profession does not impact the job satisfaction of the elementary school counselor.

Null Hypothesis Eight indicated no significant difference in the job satisfaction of select elementary school counselors based on the number of years served as an elementary school counselor. This indicates that the number of years a counselor has served in the elementary school setting does not impact elementary school counselor job satisfaction.

Null Hypothesis Nine indicated no significant difference in the job satisfaction of select elementary school counselors based on advanced degrees held. This means that the
level of advanced degrees held by an elementary school counselor does not impact job satisfaction.

Research indicates that educational reform efforts assume that schools occur in a vacuum, unaffected by the social and economic conditions that exist in society. An increasing number of children seem vulnerable to psychological, interpersonal and economic difficulties that may affect student activities, attitudes and behaviors at school. Elementary school counselors are trained professionals equipped to address many of the issues affecting students that impact student achievement. Ensuring their effectiveness and job satisfaction is very important. Elementary school counselors are very important components in the functioning of the school.

Implications

School systems that value the services of the employees must examine issues related to job satisfaction that may impact job performance. This study examined specific issues that affect the job satisfaction of the elementary school counselor. The following implications can be drawn from the findings and conclusions of the study:

1. Elementary school counselors would benefit from a clearly defined role statement. Without this, school counselors will be continually placed in the position where they are asked to perform duties in conflict with their assignment as school counselors.

2. Local school systems would benefit from the creation of educational policies that coincide with the expectations mandated from the state level regarding
school counselors. This would ensure continuity in duty assignments on the state and local levels.

3. Local school systems would benefit from the creation of a clearly defined supervisory hierarchy for elementary school counselors. Being accountable to one person would help to eliminate role conflict on the local level. This person should be responsible for the enforcement of educational policy and the evaluation of elementary school counselors.

4. Elementary school counseling programs would benefit from periodic professional development opportunities to help school counselors manage time and effectively perform duties as mandated by educational policy.

5. Administrators would benefit from an orientation to the school counseling standards, role statement and mandated responsibilities as outlined in Georgia’s House Bill 1187.

The results of the research indicate several ways to enhance the job satisfaction of elementary school counselors. These findings illustrate the direct relationship between educational policy, perception of effectiveness and the job satisfaction of the elementary school counselor.

School systems have the opportunity to address issues related to job satisfaction and employees. Special attention should be given to the satisfaction of the elementary school counselor. Addressing these issues would help in the retention of elementary school counselors and could help to enhance the services provided by counselors to students, parents, staff and the community.
Recommendations

School system personnel should be aware of the need for effective policies and practices to enhance the educational profession. Similarly, an understanding must be gained as to the relationship of these policies to the job satisfaction of employees. Policies should ensure that employees are working towards their maximum potential and helping to improve student achievement. The following recommendations are based on the findings of this research study:

Recommendations for Policy

1. There should be consistent educational policy statements outlining the job expectations and duties of elementary school counselors on the national, state and local educational levels.

2. Ambiguous statements should be removed from the job descriptions of elementary school counselors.

3. Local job descriptions should be updated periodically to reflect changes in duties and responsibilities of elementary school counselors.

4. There should be a clearly defined hierarchy of supervision for the elementary school counselor.

5. A clearly defined role statement for elementary school counselors should be created and accepted in the educational arena.

6. Mechanisms of support should be provided for the elementary school counselor to enhance job performance and perception of effectiveness. As
counselors are accountable to different persons, assistance is needed from the
primary supervisor in regards to resources available to enhance counselor job
performance and effectiveness.

7. Elementary school counselors must be given the opportunity to share
information regarding job expectations and educational policy with the
administration related to their positions on the national, state and local levels.

8. Procedures should be created to effectively oversee that elementary school
counselors are not asked to perform duties on a regular basis that are in
conflict with job descriptions, role statements and educational policy mandates
of House Bill 1187 requiring 5/6 time spent providing services to benefit
students, on both the state and local educational levels. Continual discussion
of these issues on the administrative level would address this concern.

Recommendations for Further Research

1. Replications of the present study need to include additional variables possibly
   impacting job satisfaction. Such variables may include ethnicity of school,
salary, and geographic location within the school system of school.

2. Replications of the present study need to involve a comparison of responses
   from school counselors in other school systems and across educational levels.
   Comparisons may include one of all counselors (elementary, middle and high
   school counselors), or comparison based on school configuration (elementary
school and middle school counselors, middle school and high school

counselors or high school and elementary school counselors).

3. Replications of the present study could examine retention rates of elementary

school counselors as related to job satisfaction issues.

Summary

The findings and conclusions from this study were outlined in this chapter.

Implications were discussed and recommendations based on the findings were suggested.

It is hoped that the recommendations from the study will assist in the enhancement of
educational policies and further research related to elementary school counseling. It is

further hoped that the recommendations will help to increase the job satisfaction of

elementary school counselors on national, state, and local levels.
September 10, 2002

DeKalb County School System
Research and Evaluation Department
3770 North Decatur Road
Decatur, Georgia 30032-1099

Dear Sir/Madam:

I am writing this letter in support of Ms. Vasanne Tinsley. Ms. Tinsley is an employee of your school system and is also a student in the Educational Leadership department at Clark Atlanta University. Ms. Tinsley, a student in good standing, has completed all required coursework and is ready to begin the final phase in completing her Doctoral Degree, conducting research. She wishes to collect information from the elementary school counselors in your system. The title of her study is “The Effects of Role Conflict and Job Satisfaction on the Perception of Effectiveness of the Elementary School Counselor.”

I have worked with Ms. Tinsley in the development of her topic and in the preparation of her research instrument. I feel certain that she is ready to proceed with the research phase of study and the administration of her survey. Findings from her research will provide invaluable information to the educational field.

If you have any questions, please contact me at (404) 880-8000. Thank you for your consideration in this matter.

Dr. Leslie Fenwick
Chair, Educational Leadership Department
APPENDIX B

Researcher’s Letter Requesting Permission to Distribute Surveys

December 29, 2002

Dear DeKalb County Elementary School Counselors:

I am Vasanne S. Tinsley and I am a doctoral candidate in the Department of Educational Leadership at Clark Atlanta University. For the completion of this degree, I have chosen to study the effects of role conflict, elementary counselor responsibilities mandated under Georgia’s House Bill 1187 and elementary counselor perception of effectiveness as they relate to job satisfaction of the elementary school counselor. With the increased accountability efforts in education, and the passing of Georgia’s House Bill 1187, the role of the school counselor is being examined closely. Specifically, the role of the school counselor is being studied to determine if there is a real need for the elementary school counselor. Because of unclearly defined roles, many do not know what the elementary school counselor does in the school. For this reason, many elementary school counselors are considered a luxury in their local school sites.

Please respond to the attached survey. Your participation will help to gather information about the job satisfaction and perception of effectiveness of the elementary counselor. I am asking that you read the statement below prior to your participation in the study. Please note that you will not be required to disclose your name, nor will any other identifying information be asked of you. This data will be analyzed for the entire group of respondents rather than individuals. This will assure anonymity and will also ensure that no physical or emotional harm will result from your participation.

Please return completed surveys as soon as possible. I would like to have all responses returned by January 8, 2003. For your convenience, a stamped and addressed envelope has been provided for your usage. If you have any questions or concerns, please feel free to contact me at my home phone number (404) 684-0491.

Thank You.

I agree to voluntarily participate in the research on the effects of role conflict, educational policy and perceived effectiveness on the job satisfaction of the elementary school counselor being conducted by Vasanne Tinsley. I understand that the information I provide will be treated in the strictest confidence and that my identity will remain anonymous.
APPENDIX C

Survey Instrument

The Effects of Role Conflict, Educational Policy and Perceived Effectiveness on the Job Satisfaction of the Elementary School Counselor

Please use the following scale to indicate your level of satisfaction about certain aspects of your job: CIRCLE YOUR RESPONSES

<table>
<thead>
<tr>
<th>Extremely Satisfied (ES)</th>
<th>Satisfied (S)</th>
<th>Unsatisfied (US)</th>
<th>Extremely Unsatisfied (EUS)</th>
</tr>
</thead>
</table>

1. The chance to help the community
2. The chance to help students
3. The chance to help parents
4. The chance to help co-workers
5. The training I have to do my job
6. The flexibility to tailor my own program
7. The chance to provide a worthwhile service
8. The relationship with my immediate supervisor
9. The relationship with co-workers
10. The relationship with students
11. The support I receive from my supervisor
12. The support I receive from co-workers
13. The support I receive from parents and community
14. The receptiveness of assistance provided to parents
15. The receptiveness of assistance provided to co-workers
16. The receptiveness of assistance provided to students
17. The recognition I receive from my supervisor
18. The recognition I receive from other counselors
19. The recognition I receive from co-workers
20. The job security
21. The variety of tasks I perform on my job
22. The responsibilities I have in my job
23. The opportunity for promotion in this field
24. The amount of pay I receive
25. The amount of pay I receive compared to counselors in other school systems
26. The feeling of accomplishment I get from my job
27. The defined expectations of my job
28. The scheduled hours I work
29. The physical conditions of my workplace
Please answer the next questions related to your counseling program using the following scale: **CIRCLE YOUR RESPONSES**

- All of the time (AT)
- Some of the time (ST)
- Not much of the time (NMT)
- None of the time (NT)

30. During the school year, how much of the 5/6 required time mandated by House Bill 1187 are you able to spend providing services to students?

31. Are you able to implement activities in your guidance plan according to job expectations?

32. Are you allowed the flexibility to implement new and creative programs in your school?

33. Do you provide information to staff members to assist the instructional program at your school?

34. Are you often assigned non-counseling duties?

35. Do you feel you are effective in meeting the counseling needs of your school?

36. Do you feel that you effectively provide individual counseling sessions?

37. Do you feel that you effectively provide group guidance sessions?

38. Do you feel that you effectively provide consultation services?

Please estimate the percentage (weekly) of your time that is spent performing the following duties: **CIRCLE ONE**

39. Bus duty?
40. Cafeteria duty?
41. Hall duty?
Appendix C (continued)

42. Clerical work 0-20%  21-40%  41-60%  61-80%  81-100%
43. Answering telephones? 0-20%  21-40%  41-60%  61-80%  81-100%
44. Monitoring attendance? 0-20%  21-40%  41-60%  61-80%  81-100%
45. Covering classes? 0-20%  21-40%  41-60%  61-80%  81-100%
46. Chaperoning field trips? 0-20%  21-40%  41-60%  61-80%  81-100%
47. Bus monitoring? 0-20%  21-40%  41-60%  61-80%  81-100%
48. Monitoring discipline referrals? 0-20%  21-40%  41-60%  61-80%  81-100%
49. Scheduling SST meetings? 0-20%  21-40%  41-60%  61-80%  81-100%
50. Completing SST paperwork? 0-20%  21-40%  41-60%  61-80%  81-100%
51. Conducting SST meetings? 0-20%  21-40%  41-60%  61-80%  81-100%
52. Covering the main office? 0-20%  21-40%  41-60%  61-80%  81-100%

Demographic Information (Please check appropriate line left of box)

53. Gender: _____ Male _____ Female

54. Age range: _____ 20-30 yrs _____ 31-40 yrs _____ 41-50 yrs _____ 51+yrs

55. Racial/ethnic grouping: _____ African American _____ Caucasian _____ Other

56. Number of years you have served as a school counselor (including this academic year):
   _____ 1-5 years _____ 6-10 years _____ 11-15 years _____ 16-20 years _____ 21+ years

57. Number of years you have served as an elementary school counselor (including this academic year):
   _____ 1-5 years _____ 6-10 years _____ 11-15 years _____ 16-20 years _____ 21+ years

58. Number of elementary school counselors in your school:
   _____ 1 _____ 2 _____ 3 _____ 4

59. Highest educational degree completed:
   _____ Bachelor’s degree
   _____ Master’s degree
   _____ Specialist degree
   _____ Doctoral degree

Please return completed survey in the attached stamped and addressed envelope to the researcher.
APPENDIX D

Validity and Reliability of the Instrument - Item Analysis

The Effects of Role Conflict, Educational Policy and Perceived Effectiveness on the Job Satisfaction of the Elementary School Counselor

Item Analysis

<table>
<thead>
<tr>
<th>Question</th>
<th>ES</th>
<th>S</th>
<th>US</th>
<th>EUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The chance to help the community</td>
<td>29 (39.2%)</td>
<td>42 (56.0%)</td>
<td>4 (5.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>2. The chance to help students</td>
<td>37 (48.7%)</td>
<td>38 (50.0%)</td>
<td>1 (1.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>3. The chance to help parents</td>
<td>28 (36.8%)</td>
<td>44 (57.9%)</td>
<td>4 (5.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>4. The chance to help co-workers</td>
<td>27 (35.5%)</td>
<td>45 (59.2%)</td>
<td>4 (5.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>5. The training I have to do my job</td>
<td>26 (34.2%)</td>
<td>42 (55.3%)</td>
<td>7 (9.2%)</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>6. The flexibility to tailor my own program</td>
<td>20 (26.3%)</td>
<td>36 (47.4%)</td>
<td>20 (26.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>7. The chance to provide a worthwhile service</td>
<td>35 (46.1%)</td>
<td>35 (46.1%)</td>
<td>5 (6.6%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>8. The relationship with my immediate supervisor</td>
<td>25 (32.9%)</td>
<td>39 (51.3%)</td>
<td>10 (13.2%)</td>
<td>2 (2.6%)</td>
</tr>
<tr>
<td>9. The relationship with co-workers</td>
<td>30 (39.5%)</td>
<td>29 (38.2%)</td>
<td>15 (19.7%)</td>
<td>2 (2.6%)</td>
</tr>
<tr>
<td>10. The relationship with students</td>
<td>44 (57.9%)</td>
<td>32 (42.1%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>11. The support I receive from my supervisor</td>
<td>23 (30.3%)</td>
<td>40 (52.6%)</td>
<td>12 (15.8%)</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>12. The support I receive from my co-workers</td>
<td>21 (27.6%)</td>
<td>36 (47.4%)</td>
<td>19 (25.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>13. The support I receive from parents and community</td>
<td>13 (17.1%)</td>
<td>56 (73.7%)</td>
<td>7 (9.2%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>14. The receptiveness of assistance provided to parents</td>
<td>14 (18.7%)</td>
<td>54 (72.0%)</td>
<td>7 (9.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>15. The receptiveness of assistance provided to co-workers</td>
<td>13 (17.3%)</td>
<td>43 (57.3%)</td>
<td>17 (22.7%)</td>
<td>2 (2.7%)</td>
</tr>
</tbody>
</table>
Appendix D (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>ES</th>
<th>S</th>
<th>US</th>
<th>EUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. The receptiveness of assistance provided to students</td>
<td>26</td>
<td>49</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(34.7%)</td>
<td>(65.3%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>17. The recognition I receive from my supervisor</td>
<td>17</td>
<td>45</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(22.4%)</td>
<td>(59.2%)</td>
<td>(15.8%)</td>
<td>(2.6%)</td>
</tr>
<tr>
<td>18. The recognition I receive from other counselors</td>
<td>20</td>
<td>45</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(27.4%)</td>
<td>(61.6%)</td>
<td>(9.6%)</td>
<td>(1.4%)</td>
</tr>
<tr>
<td>19. The recognition I receive from co-workers</td>
<td>16</td>
<td>39</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(21.3%)</td>
<td>(52.0%)</td>
<td>(25.3%)</td>
<td>(1.3%)</td>
</tr>
<tr>
<td>20. The job security</td>
<td>23</td>
<td>47</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(30.3%)</td>
<td>(61.8%)</td>
<td>(6.6%)</td>
<td>(1.3%)</td>
</tr>
<tr>
<td>21. The variety of tasks I perform on the job</td>
<td>13</td>
<td>31</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(17.1%)</td>
<td>(40.8%)</td>
<td>(39.5%)</td>
<td>(2.6%)</td>
</tr>
<tr>
<td>22. The responsibilities I have in my job</td>
<td>11</td>
<td>37</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(14.7%)</td>
<td>(49.3%)</td>
<td>(34.7%)</td>
<td>(1.3%)</td>
</tr>
<tr>
<td>23. The opportunity for promotion in this field</td>
<td>3</td>
<td>25</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(3.9%)</td>
<td>(32.9%)</td>
<td>(50%)</td>
<td>(13.2%)</td>
</tr>
<tr>
<td>24. The amount of pay I receive</td>
<td>5</td>
<td>34</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(6.6%)</td>
<td>(44.7%)</td>
<td>(38.2%)</td>
<td>(10.5%)</td>
</tr>
<tr>
<td>25. The amount of pay I receive compared to counselors in other school systems</td>
<td>7</td>
<td>30</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(9.5%)</td>
<td>(40.5%)</td>
<td>(31.1%)</td>
<td>(18.9%)</td>
</tr>
<tr>
<td>26. The feeling of accomplishment I get from my job</td>
<td>26</td>
<td>32</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(34.7%)</td>
<td>(42.7%)</td>
<td>(17.3%)</td>
<td>(5.3%)</td>
</tr>
<tr>
<td>27. The defined expectation of my job</td>
<td>7</td>
<td>32</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(9.5%)</td>
<td>(43.2%)</td>
<td>(41.9%)</td>
<td>(5.4%)</td>
</tr>
<tr>
<td>28. The scheduled hours I work</td>
<td>4</td>
<td>25</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(5.3%)</td>
<td>(32.9%)</td>
<td>(53.9%)</td>
<td>(7.9%)</td>
</tr>
<tr>
<td>29. The physical conditions of my workplace</td>
<td>13</td>
<td>46</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(17.1%)</td>
<td>(60.5%)</td>
<td>(22.4%)</td>
<td>(0.0%)</td>
</tr>
</tbody>
</table>

Questions related to your counseling program

<table>
<thead>
<tr>
<th>Question</th>
<th>AT</th>
<th>ST</th>
<th>NMT</th>
<th>NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. During the school year, how much of the 5/6 required time mandated by House Bill 1187 are you able to spend providing services to students</td>
<td>11</td>
<td>52</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(14.5%)</td>
<td>(68.4%)</td>
<td>(17.1%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>31. Are you able to implement activities in your guidance plan according to job expectations</td>
<td>12</td>
<td>44</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(15.8%)</td>
<td>(57.9%)</td>
<td>(26.3%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>32. Are you allowed the flexibility to implement new and creative programs in your school</td>
<td>19</td>
<td>39</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(25.0%)</td>
<td>(51.3%)</td>
<td>(21.1%)</td>
<td>(2.6%)</td>
</tr>
<tr>
<td>33. Do you provide information to staff members to assist the instructional program at your school</td>
<td>10</td>
<td>55</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(13.3%)</td>
<td>(73.3%)</td>
<td>(8.0%)</td>
<td>(5.3%)</td>
</tr>
<tr>
<td>34. Are you often assigned non-counseling duties</td>
<td>16</td>
<td>40</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(21.1%)</td>
<td>(52.6%)</td>
<td>(21.1%)</td>
<td>(5.3%)</td>
</tr>
<tr>
<td>35. Do you feel you are effective in meeting the counseling needs of your school</td>
<td>12</td>
<td>49</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(15.8%)</td>
<td>(64.5%)</td>
<td>(19.7%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>36. Do you feel that you effectively provide individual counseling sessions</td>
<td>27</td>
<td>41</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(35.5%)</td>
<td>(53.9%)</td>
<td>(10.5%)</td>
<td>(0.0%)</td>
</tr>
</tbody>
</table>
Appendix D (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>AT</th>
<th>ST</th>
<th>NMT</th>
<th>NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. Do you feel that you effectively provide group guidance sessions</td>
<td>14 (18.4%)</td>
<td>43 (56.6%)</td>
<td>18 (23.7%)</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>38. Do you feel that you effectively provide consultation services</td>
<td>23 (30.3%)</td>
<td>47 (61.8%)</td>
<td>5 (6.7%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

**Percentage (weekly) of your time that is spent performing the following duties:**

<table>
<thead>
<tr>
<th>Duty</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Bus duty?</td>
<td>54 (71.1%)</td>
<td>17 (22.4%)</td>
<td>5 (6.6%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>40. Cafeteria duty?</td>
<td>50 (66.7%)</td>
<td>18 (24.0%)</td>
<td>5 (6.7%)</td>
<td>1 (1.3%)</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>41. Hall duty?</td>
<td>54 (71.1%)</td>
<td>20 (26.3%)</td>
<td>2 (2.6%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>42. Clerical work?</td>
<td>55 (75.3%)</td>
<td>10 (13.7%)</td>
<td>8 (11.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>43. Answering telephones?</td>
<td>68 (90.7%)</td>
<td>5 (6.7%)</td>
<td>1 (1.3%)</td>
<td>1 (1.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>44. Monitoring attendance?</td>
<td>41 (53.9%)</td>
<td>26 (34.2%)</td>
<td>6 (7.9%)</td>
<td>3 (3.9%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>45. Covering classes?</td>
<td>75 (100.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>46. Chaperoning field trips?</td>
<td>70 (93.3%)</td>
<td>5 (6.7%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>47. Bus monitoring?</td>
<td>54 (74.0%)</td>
<td>19 (26.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>48. Monitoring discipline referrals?</td>
<td>39 (52.0%)</td>
<td>28 (37.3%)</td>
<td>8 (10.7%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>49. Scheduling SST meetings?</td>
<td>12 (16.2%)</td>
<td>29 (39.2%)</td>
<td>21 (28.4%)</td>
<td>6 (8.1%)</td>
<td>6 (8.1%)</td>
</tr>
<tr>
<td>50. Completing SST paperwork?</td>
<td>9 (12.0%)</td>
<td>23 (30.7%)</td>
<td>27 (36.0%)</td>
<td>9 (12.0%)</td>
<td>7 (9.3%)</td>
</tr>
<tr>
<td>51. Conducting SST meetings?</td>
<td>11 (14.9%)</td>
<td>22 (29.7%)</td>
<td>26 (35.1%)</td>
<td>8 (10.8%)</td>
<td>7 (9.5%)</td>
</tr>
<tr>
<td>52. Covering the main office?</td>
<td>61 (82.4%)</td>
<td>9 (12.2%)</td>
<td>4 (5.4%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

**Demographic Information**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Gender</td>
<td>7 (92%)</td>
<td>69 (90.8%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Range</th>
<th>20-30 years</th>
<th>31-40 years</th>
<th>41-50 years</th>
<th>51+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. Age Range</td>
<td>8 (10.5%)</td>
<td>30 (39.5%)</td>
<td>20 (26.3%)</td>
<td>18 (23.7%)</td>
</tr>
</tbody>
</table>
Appendix D (continued)

<table>
<thead>
<tr>
<th>55. Racial/ethnic grouping</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68 (89.5%)</td>
<td>8 (10.5%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>56. Number of years you have served as a school counselor (including this academic year)</th>
<th>1-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27 (35.5%)</td>
<td>24 (31.6%)</td>
<td>19 (25.0%)</td>
<td>4 (5.3%)</td>
<td>2 (2.6%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>57. Number of years you have served as an elementary school counselor (including this academic year)</th>
<th>1-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33 (43.4%)</td>
<td>25 (32.9%)</td>
<td>15 (19.7%)</td>
<td>2 (2.6%)</td>
<td>1 (1.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>58. Number of elementary school counselors in your school</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43 (56.6%)</td>
<td>30 (39.5%)</td>
<td>2 (2.6%)</td>
<td>1 (1.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>59. Highest educational degree completed</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Specialist Degree</th>
<th>Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (1.3%)</td>
<td>45 (59.2%)</td>
<td>23 (30.3%)</td>
<td>7 (9.2%)</td>
</tr>
</tbody>
</table>
REFERENCES


