

1-1-2003

The relationship of job satisfaction to role ambiguity and role conflict among school counselors

Lisa Marie Violanti

University of Nevada, Las Vegas

Follow this and additional works at: <https://digitalscholarship.unlv.edu/rtds>

Repository Citation

Violanti, Lisa Marie, "The relationship of job satisfaction to role ambiguity and role conflict among school counselors" (2003). *UNLV Retrospective Theses & Dissertations*. 2537.

<http://dx.doi.org/10.25669/j397-pbu4>

This Dissertation is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Dissertation in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Dissertation has been accepted for inclusion in UNLV Retrospective Theses & Dissertations by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

THE RELATIONSHIP OF JOB SATISFACTION TO ROLE AMBIGUITY
AND ROLE CONFLICT AMONG SCHOOL COUNSELORS

By

Lisa Marie Violanti

Bachelor of Science
University of New York, Buffalo
1994

Master of Science
Canisius College, Buffalo
1995

A dissertation submitted in partial fulfillment
Of the requirements for the

**Doctor of Education Degree in Educational Leadership
Department of Educational Leadership
College of Education**

**Graduate College
University of Nevada, Las Vegas
August 2003**

UMI Number: 3101566

UMI[®]

UMI Microform 3101566

Copyright 2003 by ProQuest Information and Learning Company.

All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346



Dissertation Approval

The Graduate College
University of Nevada, Las Vegas

June 4, 2003

The Dissertation prepared by

Lisa Violanti

Entitled

The Relationship of Job Satisfaction to Role Ambiguity

and Role Conflict Among School Counselors

is approved in partial fulfillment of the requirements for the degree of

Doctor of Education in Educational Leadership

Examination Committee Chair

Dean of the Graduate College

Examination Committee Member

Examination Committee Member

Graduate College Faculty Representative

ABSTRACT

**The Relationship of Job Satisfaction to Role Ambiguity and
Role Conflict Among School Counselors**

By

Lisa Marie Violanti

Dr. Dale Andersen
Professor of Educational Leadership
University of Nevada, Las Vegas

Elementary and secondary school counselors in the 16 smaller school districts in Nevada, excluding Clark County, were chosen for a study which investigated the nature and extent to which school counselors were experiencing role ambiguity and role conflict. It also investigated the extent to which these factors were related to counselors' overall job satisfaction. A written instrument consisting of The Role Questionnaire (Rizzo, 1970) and the Teacher Job Satisfaction Questionnaire (Lester, 1984) was used with selected full-time K-12 counselors to measure role ambiguity and role conflict and their relationship to job satisfaction specifically in the areas of: colleagues, supervision, responsibility, recognition, working conditions and work itself.

The results showed that as the job satisfaction of

school counselors, elementary and secondary, increased the amount of role conflict and role ambiguity decreased. One area of job satisfaction, responsibility, appeared to have no relationship with role ambiguity or role conflict.

Voluntary comments from the counselors indicated elementary counselors had concern in the areas of supervision and colleagues while secondary counselors had concern in the areas of paperwork and clerical duties.

TABLE OF CONTENTS

ABSTRACT.	iii
LIST OF TABLES.	vii
LIST OF GRAPHS.	viii
CHAPTER 1 INTRODUCTION	
Introduction	1
Problem Statement.	2
Purpose of the Study	2
Research Questions	3
Methods.	3
Definition of Terms.	5
Limitations and Delimitations.	6
Significance of the Study.	7
Organization of the Dissertation	7
CHAPTER 2 REVIEW OF RELATED LITERATURE	
Introduction	9
History and Role of the Counselor.	10
Role Ambiguity and Role Conflict	25
Job Satisfaction	33
Summary	38
CHAPTER 3 METHODOLOGY	
Introduction	40
Problem Statement.	40
Research Questions	41
Research Design	41
Sources of Data	42
Subjects.	42
Instrumentation.	42
Role Ambiguity and Role Conflict.	43
Reliability.	43
Validity	44
Job Satisfaction.	45
Reliability.	45
Validity	46
Collection of Data	48
Analysis of Data	49

CHAPTER 4 FINDINGS OF THE STUDY	
Introduction	52
Research Questions	52
Collection of Data	53
Discussion of Variables.	54
Research Question #1.	54
Research Question #2.	56
Research Question #3.	67
Colleagues	73
Recognition.	74
Responsibility	76
Supervision.	77
Work Conditions	79
Work Itself.	80
Research Question #4.	82
General Comments	84
Elementary.	84
Secondary	85
CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	89
Discussion	90
Recommendations.	99
Recommendations for Further Study	100
APPENDIX	
Cover Letter	103
Questionnaire Sent via US Mail	105
Questionnaire Sent via email	108
Frequency Tables	111
Split Frequency Tables	132
Approval Letter from Office of Research	
Administration.	151
REFERENCES.	152
VITA.	157

LIST OF TABLES

Table 1	Spearman's Rho Correlations	55
Table 2	Comparison of Means	58
Table 3	Standard t-test	59
Table 4	Colleagues	73
Table 5	Recognition	75
Table 6	Responsibility	76
Table 7	Supervision	77
Table 8	Work Conditions	79
Table 9	Work Itself	80
Table 10	Years Counseling	82

LIST OF GRAPHS

Graph 1	Question 39	. . . . .	61
Graph 2	Question 41	. . . . .	62
Graph 3	Question 43	. . . . .	62
Graph 4	Question 44	. . . . .	63
Graph 5	Question 46	. . . . .	64
Graph 6	Question 48	. . . . .	65
Graph 7	Question 49	. . . . .	66
Graph 8	Question 51	. . . . .	66
Graph 9	Question 38	. . . . .	68
Graph 10	Question 40	. . . . .	69
Graph 11	Question 42	. . . . .	70
Graph 12	Question 45	. . . . .	71
Graph 13	Question 47	. . . . .	71
Graph 14	Question 50	. . . . .	72

CHAPTER 1

INTRODUCTION

As society changes so do its institutions. In the past, schools were thought of as places where students went to learn reading, writing and arithmetic. This is no longer the case. As life has gotten more and more complicated, the role of the school in the students' life has also become a more complex phenomenon (Paisley and McMahon, 2001).

In society today, the ever growing number of students from broken homes, an increased incidence of students dealing with substance abuse problems, and burgeoning violence in schools are among the most obvious challenges that have forced the schools into the role of helping students with more than just their academic challenges (Green and Keys, 2001). Schools are now expected to deal with a student's emotional needs as well as academic needs. This has triggered the hiring of more and more professional school counselors who are trained to deal with these emotional issues. These new challenges have led to the establishment of comprehensive guidance and counseling

programs for students in many, if not most, elementary and secondary schools (Gysbers, 2001).

Statement of the Problem

As these societal changes have occurred, the role expectations of the counselor in the school have changed from what they were in the past as well. In many instances these expectations have not been formally defined or enunciated. The result is that administrators, teachers and counselors themselves may not be sure where the counselor's duties begin and end (Ballard and Murgatroyd, 1999). That was the essence of the problem this study was designed to address. It investigated the nature and extent to which school counselors were experiencing role ambiguity and role conflict at the elementary and secondary levels. It also investigated the extent to which these factors were related to counselors overall job satisfaction. Finally, the study also explored the relationship between counselors job satisfaction and their grade level assignment.

A similar study was done in the Clark County School (CCSD) District in 1996; therefore, Clark County counselors were not included in this study.

Purpose of the Study

The purpose of the study was to assess the levels of role ambiguity and role conflict that were reported by

school counselors in the 16 smaller school districts (SDs) of Nevada. The relationship of these data to job satisfaction by grade level (elementary or secondary) were also identified and reported.

Research Questions

The following questions guided this study and served as a basis for considering issues and concerns of elementary and secondary counselors:

1. Is there a relationship between the level of job satisfaction and the nature and extent of role ambiguity among school counselors?
2. Is there a relationship between the level of job satisfaction and the nature and extent of role conflict among school counselors?
3. Is there a discrepancy between the level of job satisfaction on the basis of grade level (elementary vs. secondary)?
4. Are there discrepancies between years counseling and years at current school based on grade level (elementary vs. secondary)?

Methods

Instruments

This study employed survey research and was descriptive in nature. An available instrument, The Role Questionnaire

(Rizzo, 1970) was determined to be appropriate and so was used to measure role ambiguity and role conflict. Selected items from the Teacher Job Satisfaction Questionnaire (Lester, 1984) along with items generated specifically for this study were used to measure job satisfaction among counselors. An open-ended, free response, comment section similar to that used in the earlier study of CCSD was included as one part of the questionnaire (Herman, 1996).

Subjects

The target population was, exclusive of the CCSD, all of the 237 counselors in the 16 school districts in Nevada: Carson City, Churchill, Douglas, Elko, Esmeralda, Eureka, Humboldt,

Lander, Lincoln, Lyon, Mineral, Nye, Pershing, Storey, Washoe and White Pine.

Collection of Data

Elementary and secondary counselors were sent a packet of materials by way of the U.S. mail and were asked to complete and return the questionnaires beginning in October 2002. Each counselor was sent a copy of the questionnaires along with a cover letter (See APPENDIX 1) inviting participation in the study by citing reasons for the study, its intended purpose, explanations relative to the study and assurances of anonymity and confidentiality. In conformance with the follow-up procedures suggested by Dillman (2000), a response reminder note/thank you note was sent out after one

week. A response reminder letter was sent out to non-respondents in January 2003. The latter consisted of a new mailing complete with another cover letter and copy of the questionnaires.

After the first mailing 78 usable returns were received for a return rate of 33 percent. This increased to a 47 percent return rate by the time the second mailing had a final impact.

Analysis of Data

Both descriptive and inferential statistics were employed in the analysis of data. Role ambiguity and role conflict along with job satisfaction were each assessed and reported descriptively. Spearmans' Rho correlations were used to determine if any significant relationships existed among these variables. The analyses were carried out on the selected data. A standard-t test was also used to analyze the data and determine if differences existed between elementary and secondary counselors.

Definition of Terms

A number of key terms are used throughout the study. A definition of each of these is presented here for the information and convenience of the reader.

Developmental guidance program: Defined as a holistic approach to guidance encompassing academics, careers, and personal/social development utilized based on developmental

level.

Elementary school guidance counselor: Defined as men and women who provide a comprehensive guidance and counseling program to students Pre-K-5.

Job satisfaction: Defined as the extent to which the counselor perceived and valued various factors of the work situation (Herman, 1996). Factors measured by job satisfaction included: work itself, working conditions, responsibility, supervision, colleagues and recognition.

Role ambiguity: Defined as the extent to which an individual was unclear about the role expectations held by others, as well as the degree of uncertainty associated with one's own role performance (Herman, 1996).

Role conflict: Defined as the degree to which expectations of a role were incompatible or incongruent with the reality of the role. The incompatibility was due to conflicts between organizational demands and one's own values, problems of personal resource allocations or conflicts between obligations to several different people (Herman, 1996).

Secondary school guidance counselor: Defined as men and women who provide a comprehensive guidance and counseling program to students grades 6-12.

Limitations and Delimitations

This study was delimited to full-time elementary and

secondary counselors, other than those in Clark County, who work for a school district in Nevada. The study was limited by the response rate of counselors to the mail questionnaire. Appropriate follow-up techniques were used to ensure that as high a rate of returns as possible was attained.

Significance of the Study

This study identified whether the variables of role ambiguity and role conflict were related to the job satisfaction of school counselors in the 16 smaller SD's in Nevada. It also determined if there were differences in the results for elementary as opposed to secondary counselors in general and also based on years served in the role.

The results can be used to determine if there is a need for clarification of counselors roles, adjustment of counselor assignments by school administrators, directions for professional development activities, and as a guide for increasing counselor effectiveness.

Organization of the Dissertation

Chapter two reviews the literature related to the topic of role conflict, role ambiguity, job satisfaction and the role of the counselor. This chapter also gives a history of the topic of role conflict, role ambiguity and job satisfaction as it related to the school counselor. Chapter

three describes the research design, the data, population, instrumentation and procedure used for data collection and analysis. Chapter four provides the results of the findings of the research, analysis of the responses to the research questions and a discussion of these based on the data gathered. Chapter five provides a summary and interpretation of the general findings of the study, and conclusions and recommendations based on the research findings.

CHAPTER 2

LITERATURE REVIEW

Introduction

As societal changes have occurred, the role expectations of the counselor in the school have changed from what they were in the past. In many instances these expectations have not been formally defined or enunciated. This study sought to address one aspect of this void in the literature. It was intended to investigate the nature and extend to which school counselors are experiencing role ambiguity and role conflict at the elementary and secondary levels in the 16 smaller school districts in Nevada. It was also designed to determine if these factors were related to the overall job satisfaction of counselors. The literature review presents an overview of the history of school counseling and its evolvement. It goes on to examine the concepts of role ambiguity, role conflict, job satisfaction and how they interact. In this process, both research reports and speculative and informational publications were pursued.

The History of the Role of the Counselor

School counseling was first shaped by the social reform movement of the late 19th century and has moved from its early focus on career and moral development to the comprehensive, developmental and collaborative model of school counseling programs of today (Paisley, 2001).

According to Gysbers (2001), the United States has become increasingly diverse; both socially and on the personal values level. These changes in turn have created complex challenges for students as they try to anticipate the future. The rapidly changing work world and labor force, increasing violence in homes, schools and communities and higher divorce, suicide and substance abuse rates are several examples of challenges that students face. These changes have all affected the role of the counselor. School counselors today are required to fulfill a variety of roles and functions within the school context of students, parents, teachers, staff and administrators. Due to these differing expectations, misunderstandings have resulted in reference to the role of the counselor (Davis, 1998).

In America, organized guidance began around 1900. During the years of 1890-1910 America was a nation characterized by social and economic upheaval. There were increasing numbers of workers moving into crowded slums due to the disappearance of cheap land and open spaces. There were also waves of immigrants coming to America from eastern

and southern Europe. These immigrants brought with them cheap labor and social problems. These social problems included crime, labor strife, exploitation of children and women, subhuman housing and other problems. Writers such as Upton Sinclair came onto the scene during this period to expose the social injustices that were occurring and to try and bring about change through legislation and social service programs. His novels, such as The Jungle, depicted these challenging conditions.

The first recorded school guidance program was started by Jesse B. Davis in 1889. Davis was a high school principal in the Detroit School District. He introduced guidance as part of the curriculum in each English class. Davis' included vocational and moral guidance in his program (Coy, 1999).

In the early 1900's the term for school counselors was *vocational guidance counselor*. The role emerged in response to the economic, educational and social problems of the times and featured the entrance of large numbers of young people into the world of work (Gysbers, 2001). The first counselors were classroom teachers appointed to the position of vocational guidance counselor. Counseling was done as an add-on to the teachers regular teaching job.

One of the pioneers of the guidance movement was a man named Frank Parsons. He later became known as the "Father of Vocational Guidance". Parsons was considered extremely

liberal for his time due to his stance against abuses by monopolies and opposition to child labor. During his career in education Parsons initially taught at the college level but eventually went into social work. It was during his time as a social worker in a Boston settlement house that Parsons helped form the Vocation Bureau and wrote his classic book, Choosing a Vocation . It was essentially a book that described the strategies and role of vocational guidance counselors.

In the early 1920's the emphasis on vocational guidance began to recede as more was placed on educational guidance. This period was characterized by new leadership and, new secondary school guidelines. Thus several counseling modifications occurred. These found fruition as the 1930's brought with it a move towards greater emphasis on personal counseling and a balanced emphasis on vocational, educational and individual counseling. The latter gained in popularity due to the mental health and clinical models of guidance that had become popular. During the 1920's and 1930's there was already growing concern in the field that counselors were being given so many foreign duties that little counseling could be done (Belkin, 1975).

The latter part of the 1930's, the 1940's and the early 1950's saw continued trends of the movements of the early 1930's. Emphases remained on an all inclusive, balanced approach to vocational and clinical models of counseling.

In 1958 the guidance movement was changed again due to the passage of the National Defense Education Act. This act changed the purpose of counseling programs in America to the identification and counseling of scientifically talented students. This act made college bound students the top priority in schools across the country. It also made federal funds available to schools for education in general and for counselor education in particular (Baker, 2001). In the late 1960's the emphasis shifted again, this time to students needing help with dysfunctional family issues. The counselor's role expectations expanded to include being a change agent and an advocate for the students (Baker, 2001).

During the 1970's, 80's and 90's counseling and guidance responded to the national needs, concerns and economic issues of an ever changing labor force and globalization of industry. As these changed evolved the role expectations for school counselors changed accordingly. The 1980's, in particular, saw school counselors organizing their programs around the concept of a developmental guidance program (Baker, 2001). This may be defined as a holistic approach to counseling and guidance encompassing academics, careers, and personal/social development based on the developmental level of students.

Partly and perhaps primarily because of these many historical changes in role and function, school counselors today often find themselves attempting to meet the demands

of a variety of multiple stakeholders in an increasingly complex and political environment (Paisley, 2001).

As might be expected, one of the most significant challenges facing contemporary school counselors has to do with the ongoing debate of their role definition. At the school building level, counselors often struggle with priorities. Attending to all of the myriad demands for time and programming can place counselors in the unrealistic position of trying to be all things to all people (Paisley, 2001). School counselors today, at every level, need to be able and available to meet the academic, career and personal needs of students, be culturally competent and culturally responsive to a wide range of ever-changing students and be competent in the use of technology to help deliver these services in a more efficient manner (Paisley, and McMahon, 2001).

In schools today school counselors must fulfill multiple roles. According to Paisley (2001), these role demands include:

1. Provide individual and small group counseling sessions.
2. Conduct classroom guidance interventions.
3. Consult with parents, teachers, administrators, and community agency representatives.
4. Advocate for all students to enhance educational experiences and outcomes.

5. Build partnerships and teams within and outside of the school.
6. Be a member of school leadership and policy-making groups.
7. Provide individualized, focused and intensive interventions for at-risk students.
8. Be the developmental specialist in the school setting.
9. Be the mental health specialist in the school setting.
10. Provide family counseling interventions.
11. Coordinate school-wide programs including peer helping, peer mediation, violence prevention, character education and advisory programs.
12. Prevent suicides, pregnancies, dropouts, drug use, and general moral decay.
13. Maintain the necessary levels of expertise in all of the above areas to ensure quality in all interventions and programs.

Being able to fulfill all these expectations would be incredibly difficult even in the best of circumstances. Unfortunately, these tasks are typically also layered with professionally inappropriate tasks assigned by administrators (Paisley, 2001). The time that is spent performing assigned, non-counseling tasks compromises the counselors ability to complete tasks that are associated

with the training the individual received and with state and national role standards (Fitch, Newby, Ballestero and Marshall, 2001).

Many administrators view counselors as part of the administrative team and use them as a resource to fulfill administrative goals and needs which diverts time and energy away from the counselors goals (Baker, 2001). It is common for school district administrators to determine the role of the counselor at both the district and building levels. Therefore, counselor's duties are often incongruent with state and national role statements and preparation standards (Fitch, Newby, Ballestero and Marshall, 2001).

In 2001, Fitch, Newby, Ballestero and Marshall conducted a study to assess how administrators-in-training perceived the role of the school counselor. Survey items were developed that gave voice to definitions and applications found in sections of the Kentucky Educational Professional Standards Board regarding counseling, coordination and consulting. These were supplemented with items that had to do with non-counseling tasks that counselors are often asked to perform. Overall, the results suggested that administrators-in-training did believe that the counselor's role is an important one. Many participants, however, viewed non-counselor type duties, such as clerical work and discipline, as important functions of the school counseling program. So, though the

administrators-to-be prioritized the role of the school counselor appropriately they still rated many administrative, non-counseling duties as appropriate or highly appropriate to the role of the school counselor. Though these are important tasks in the running of a school, they are not identified as counselor duties by state and national standards or role statements. The results of this study revealed that misperceptions toward the role of the school counselor still exist among soon-to-be administrators and need to be recognized as contributing to the role conflict of school counselors (Fitch, Newby, Ballesterro and Marshall, 2001).

Paisley (2001), suggested that school counselors need to focus their role within the school to effectively and efficiently meet the academic, career and personal/social needs of students. School counselors must advocate for themselves and continually educate and reeducate those with whom they work as to the appropriate and inappropriate roles and tasks of the school counselor. In order to reeducate their colleagues, counselors need to meet with faculty, observe classroom dynamics and enlist teachers as their helpers in the implementation of the guidance curriculum at the building level (Davis and Garrett, 1998). Referring again to Paisley (2001), he also purports that counselors must be able to limit time spent performing non-counseling duties and participating in ineffective or inefficient

interventions. It is important for counselors to demonstrate to administrators the cost effectiveness of spending more time performing duties related to counseling and student development.

This is not a new objective. Three decades ago Blocher et al. (1971) urged that a clarification and redefinition of counselor role was needed in many settings where non-professional tasks interfere with vital guidance functions. According to Blocher et. al., the aim of counseling and guidance should be to insure a comprehensive program of integrated educational experiences which promote an individual's total mental, social and physical effectiveness. In practice counseling and guidance has been concerned with the development of the whole person in the educational setting. Such services may include individual, group, career and family counseling as an important part of a comprehensive school counseling program. A comprehensive program would also consist of teaching, consulting, referral, information, placement and assessment services (Davis, 1996).

The National Standards for School Counseling Programs adopted by the American School Counselor Association clearly enunciate an approach to school counseling where the counselors role includes providing support for students in the areas of academics, careers, and personal/social development. According to these nationally recognized

guidelines, the counselors role in practice would include individual counseling, group counseling, classroom lessons, consultation with parents, teachers and community agencies in addition to coordination of whole-school activities. This model strives to coordinate crisis intervention and remediation as well as preventative services into a single model.

The American School Counselors Association (ASCA) and the Association for Counselor Educators and Supervisors (ACES) have defined the role of the school counselor as including functioning as a counselor, a consultant, and coordinator of the school and community in the lives of children. This model of school counseling was fashioned some 35 years ago but is still relevant. It was in 1966 that a joint ACES-ASCA task force defined the three functions of the counselor as: Counseling, Consultation and Coordination. Counseling referred to individual and small group counseling aimed at providing assistance to students in the normal process of growing up as they seek to understand themselves, meet the developmental tasks of childhood, learn effectively, and develop realistic self-concepts. In individual counseling, the role of the counselor was to enable the student to communicate needs, explore feelings, learn about self and set goals for the future. In group counseling it was to pursue similar objectives while developing awareness of and sensitivity to

the needs and dynamics of others to enabling students to communicate with the counselor and each other in a small, controlled environment. Consultation was the process of sharing with another person or group of persons information and ideas in order to make mutually agreed upon decisions about the next step for helping the student into a meaningful pattern of behavior. The counselor was also expected to coordinate the organized effort of the school and community for the benefit of individual students in the school situation. The ASCA-ACES task force developed this model in an effort to allow counselors to interact with the child's total environment (Brown, 1977).

Is the role of the secondary counselor the same as the role of the elementary school counselor? This is a question that has been re-examined since the passage of Public Law 94-142 which focused attention on meeting the needs of children and youth with disabilities. It mandated providing support and assistance to special needs children. It brought into focus differences between elementary counselors and their secondary counterparts due to the differentiated, developmental needs of children and youth at these two levels.

Another reason could have to do with elementary counseling being a younger profession than secondary and not yet being mandated by all school districts. Also, as has already been discussed, secondary school counseling grew out

of the vocational guidance movement whereas elementary guidance has its roots in the developmental model that emphasized a holistic total life approach. Finally, on some levels the work of the elementary school counselor may not seem as crucial to the smooth running of the school as the work of the secondary counselor. For example, paperwork and clerical duties are more important to the secondary school and secondary counselors usually devote a large part of their time to that type of work. (Hardesty and Dillard, 1994).

There is a paucity of research available that examines the role of the counselor across grade levels. In 1989, Howard did a study that directly compared counseling duties across grade levels. He found that elementary and secondary school counselors allocated their time differently. Both levels listed "counseling with students about personal concerns" as the activity they spent the most time on; the importance of other activities they performed differed by level. Elementary counselors rated working with teachers as second most important and conducting classroom guidance lessons as third most important whereas secondary counselors rated counseling about academic concerns as second most important and counseling with students regarding vocational choices as third most important. These results revealed some of the key differences between the levels of school counselors (Hardesty and Dillard, 1994).

Also, in 1994 Hardesty and Dillard conducted a second study that looked at the differences in role between and among elementary and secondary counselors. Their study examined activities of counselors at specific grade levels and generally compared elementary with secondary activities. A total of 795 counselors in the state of Kentucky were mailed questionnaires that asked counselors how much time they spent on each of 17 pre-selected activities such as consulting, testing, abuse counseling, relationship counseling and others. This study found three main differences between the way activities were ranked by elementary as opposed to secondary school counselors. First, the results showed that elementary counselors spent more time on consultative and coordination activities than secondary counselors. Second, elementary counselors spent less time on administrative activities such as paperwork. This was compatible with the findings of other researchers. The third main difference was that elementary counselors tend to work more systematically when dealing with student concerns. In doing so they also involve parents, teachers and community agencies more often than their secondary counterparts.

Three decades earlier (1965) a special ASCA-ACES task force was created jointly by the two professional organizations (Brown, 1977). This task force addressed the special and unique developmental needs of elementary aged

children and defined the role of the elementary school counselor based on these special needs (Brooks, 1965). According to the ACES-ASCA report that ensued, this new role description became necessary when it was realized the role expectations for the high school counselor was not appropriate for serving primary aged children. Societal changes and challenges over the years heightened the awareness that students at all levels of education, pre-K thru high school, benefit from a developmentally relevant counseling program (Schmidt, 1999). In 1971, there were less than 8,000 elementary school counselors across the United States. Elementary school guidance programs have continuously grown since then due to such factors as the passage of Public Law 94-142 and the increased focus on school accountability. By 1990, 12 states had mandated elementary counseling programs (Schmidt, 1999). A strong interest in differentiated counselor roles and the reexamination of roles has been shared by counselors, counselor supervisors, and counselor educators.

A study was conducted in 1985 that investigated teacher perceptions of the role of the elementary school counselor. The purpose of the study was to determine how staff members perceived the counselors to be spending their time, how staff members expected counselors to spend their time and the actual percentage of time spent in different counselor functions. School counselors and staff members from seven

elementary schools in Tigard, Oregon were asked to participate. Counselors were required to keep track of their activities for a one year time period. Simultaneously school staff members were requested to complete a rank ordering of how they perceived school counselors were spending their time and how the staff members thought the counselors should be spending their time. The rankings were based on 15 activities related to the job functions of a counselor. The results of this study revealed that according to teacher perceptions of the counselors functions, the ideal counselor functions and actual counselor functions look very similar. The notable discrepancies were attributable to teachers thinking that counselors did more group counseling and classroom guidance than was actually done. Teachers also felt counselors did much more with testing and evaluation than was actually true (Wilgus and Shelley, 1988).

According to Landy (1989), if a wide variety of purposes continue to occur within school counseling, at both the elementary and secondary levels, there will be an adverse impact on the future of the profession. Some of the dire results could be unfulfilled expectations for the job and increasing role conflict for counselors as they struggle to respond to these unrealistic expectations by different stakeholders. It could result in fragmentation of the profession as some counselors emphasize career issues,

others emphasize mental health issues and still others emphasize academic/educational issues.

Role Ambiguity and Role Conflict

In the literature, the word "role" is most typically defined as a set of expectations about behavior of incumbents in a position in the social structure (Rizzo et. al., 1970). The concepts of role ambiguity and role conflict refer to more specific aspects of these expectations and expand on phenomena related to this idea of a set of behavioral expectations for a given position.

Role ambiguity and role conflict have their roots in the field of organizational/industrial psychology. In classical organizational theory, role conflict relates to the organizational theory principles of chain of command and unity of command and direction. Chain of command refers to hierarchical relationships that are established in the organization with a clear and linear flow of authority from the top to the bottom. In theory, this relationship should be satisfying to employees since it relieves them of making many decisions and should result in more effective economic performance and goal achievement. This model, therefore, also applies the second principle, that of unity of command and direction. This principle says employees should receive orders from only one superior and there should be only one plan for organizational activities which are aimed toward

the same objectives.

The implementation of these two principles concurrently would ensure that an employee is not given incompatible or incongruent orders by separate members of the organization. According to classical theory, then, role conflict can be visualized as resulting from a violation of these two classical principles. Doing so causes role conflict in the employee and also leads to role ambiguity, that is a fuzzy understanding of what the role should actually be (Rizzo et al. 1970).

In the field of school counseling the development of a professional identity serves as a frame of reference for carrying out professional roles, making professional decisions and developing as a professional. In particular, role conflict may occur due to the dissonance between the school counselor preparation and the realities of the work environment itself (Brott and Myers, 1999).

According to Kahn et al. (1964), looking for the answer to the question, "Who am I?" is a significant problem for many people. That, in combination with other confounding factors, forces people to look for certain kinds of satisfactions in the work situation. That work situation, in turn, presents conditions of conflict and ambiguity for the person rather than clarity and harmony. Rizzo, House, and Lirtzman (1970), believed that role conflict and role ambiguity were related to job dissatisfaction and

inappropriate job behavior. They felt conflict and ambiguity resulted in stress which in turn resulted in job dissatisfaction and poor job performance.

Role conflict for purposes of this study is taken from Herman (1996) and is defined as, "the degree to which expectations of a role are incompatible or incongruent with the reality of the role. The incompatibility was due to conflicts between organizational demands and one's own values, problems of personal resource allocations or conflicts between obligations to several different people". To further examine the dynamics of role conflict we turn to Kahn et. al. (1964), and find there are three generalizations that can be made about the basic nature of role conflict. First, there are conflicts about what a person should do and these typically generate incongruity between what the person believes should be done and contradictory pressures from the environment. This incongruity gives rise to psychological conflicts in the person. Second, the needs, values and capabilities of the person contribute to the conflict just as the environmental pressures do. Third, the conflict is exacerbated by these competing pressures or forces toward change in the way the role is performed. The conflict arises because the status quo is unacceptable either to the role occupant or to some of his role senders. In general, role conflict and the stress and pressure it creates are dysfunctional for the

organization in general and damaging to the person in the long run (Kahn, 1964).

Role conflict may also be viewed in terms of the dimensions of congruency-incongruency or compatibility-incompatibility in the requirements of the role. Thus when congruency or compatibility is judged relative to a set of external standards, a person's role performance may be adversely affected (Rizzo et al. 1970).

A more elaborate conceptualization of the dynamics involved in this model was offered by Kahn (1964). He stated this incongruency or incompatibility in roles could result in four different kinds of conflict: person-role conflict, inter-role conflict, intra-sender conflict and inter-sender conflict. The first of these, person-role conflict, may occur when there is a conflict between a person's internal standards or values and the defined role behavior for the job. This type of conflict is produced by a combination of external pressures, or sent pressures, and internal forces on the focal person. The following three types of conflict are sent role conflicts: Inter-role, intra-sender and inter-sender. They will typically result in internal psychological conflicts for the focal person. Inter-role conflict occurs when one person is required to perform, by another, roles which require different or incompatible behaviors depending on the situation. Intra-sender conflict occurs when there is a conflict between the

time, resources or capabilities of a person's role that is generated by a person in a related role which creates an incompatibility. Inter-sender conflict occurs when conflicting expectations and organizational demands occur in the form of incompatible organizational policies (Rizzo et al., 1970). One characteristic all four types of conflict have in common is that in each conflict members of one role set exert role pressure to shape the behavior of a focal person. The focal person or employee is already in the job role and is forced to maintain some type of balance between the competing pressures on him (Kahn, 1964). These role conflicts relate to role ambiguity because they affect the degree of certainty or uncertainty a person experiences when performing these role expectations.

Role ambiguity is a problem for both the individual and organization. For the purpose of this study role ambiguity is also taken from Herman (1996) and is defined as "the extent to which an individual was unclear about the role expectations of others, as well as the degree of uncertainty associated with one's own role performance". Ambiguity in general refers to the lack of clear, consistent information. It is a direct function of the discrepancy between the information available to the actor and the information that is necessary for adequate job performance (Landy, 1989). It has been suggested that two types of ambiguity need to be distinguished: objective ambiguity and subjective

ambiguity. Objective ambiguity refers to conditions in the environment that everyone can observe while subjective ambiguity refers to the mental state of the person. In both concepts, there is certain information a person must have accessible to them: The rights, duties, and responsibilities of the job, what activities he will carry out to help fulfill these responsibilities, how these activities should be performed and the consequences for good or bad role performance for himself and others. On a subjective level a person also needs to know what kind of behavior is punished or rewarded, the nature of the punishment or reward and the likelihood of their occurrence (Kahn et. al., 1964).

According to Landy (1989), role ambiguity is concerned with the degree to which an individual actually understands what is required of him on the job. He contended that role ambiguity produces tension that could possibly affect job satisfaction, job performance or both in a negative manner.

Cohen, Stotland and Wolfe (1955) did research utilizing the working hypothesis that individuals differ in the degree to which the ambiguous experience produces strain. They found that ambiguity is stressful for everyone, however, it can create different manifestations of strain for different people. There are several ways ambiguity may exist in an organization. It may be a result of information being nonexistent or information not being communicated

adequately. It may result even though the information may be available at some place in the organization, if it is not available when or where it is needed. Information may also be available in the organization but is not communicated to the specific person who needs it either on purpose or accidentally (Kahn, 1964).

Kahn et. al. (1964) further stated that, in an organization there are several areas of ambiguity that people may find stressful. Many times people do not know what they are supposed to be doing or the scope of their responsibilities. This may be due to vague and inconsistent role definitions set down by the organization. People in an organization may also be unsure of whose expectations they are supposed to be meeting in the organization and whose expectations can be ignored. They summarize their research on role ambiguity by defining it as the degree to which required information is available to a given organizational position. To the degree that information is communicated clearly and consistently to the person in need, it will induce an experience of certainty with respect to his role and place in the organization. To the extent that information is lacking Kahn (1964) believes it will produce ambiguity.

Kahn and his collaborators also believed the experience of ambiguity will be modified by the personality type of the employee. It is, however, predictably associated

with some amount of tension and anxiety. Kahn, et. al. site three general conditions that exist in organizational life that produce role ambiguity: complexity of organizations, rapid rates of change in an organization and the philosophy of the management in the organization. As the size of organizations gets bigger and bigger, the complexity of the organization increases. Thus, familiarity with every role in the organization is impossible. As labor areas become more specialized and differentiated, more levels of supervision are needed to maintain the organization. The size and complexity of modern organizations often go beyond the individual's span of comprehension. Such high level of complexity creates role ambiguity. The size and complexity of an organization may parallel the rate of changes an organization goes through. Rapid organizational growth has forced organizations to look at decentralization to try and deal with the growth. Changes and improvements in technology are continually forcing adjustments in other areas to incorporate these innovations. Rapid changes in personnel can also create problems in the workplace. Though they have become commonplace, turnover, reassignments and transfers are all personnel issues that generate ambiguity. When a new, reassigned or transferred employee starts in a new position, they experience role ambiguity. This new person, in turn, creates role ambiguity for other workers due to their inexperience and different way of doing the

job. All three organizational conditions create role ambiguity separately and together (Kahn, et. al. 1964). These phenomena could certainly apply to a school organization and to the role of the school counselor.

Job Satisfaction

According to Landy (1989), job satisfaction can be thought of in terms of person-environment congruence whereas role conflict and role ambiguity refer to person-role congruence. There are different levels of compatibility between people and job environments that result in varying degrees of job satisfaction. Job satisfaction refers to the extent to which a person derives pleasure from a job. Job satisfaction is an individual response to a job environment. Locke (1976), defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Job satisfaction is a very highly researched area of industrial/organizational psychology. According to Bruce and Blackburn (1992), the three reasons for this are cultural, functional and historical. Cultural refers to the sense that as a nation we value individual freedom, personal growth and opportunity. Americans in general are interested in whether or not people like their jobs, if they are able to express their feelings about their jobs and if they can alter their "status" in life through their work experience.

Functional refers to the common organizational goals of lower absenteeism, less turnover, and better job performance. Research has revealed that positive feelings of job satisfaction are associated with or related to each of these goals. Historical refers to research done in the past. Emphasis then shifted, historically, to the attitudes and feelings of people towards work. Early on, psychologists thought people had overall or global feelings of liking for a job ranging from high to low. It was later learned, however, that many things contributed to how people felt about their jobs (McKenna, 1987). Psychologists began to investigate, at this point, how the level of job satisfaction is influenced by a variety of factors relative to different aspects or facets of people's jobs. Industrial psychologists particularly began assessing how people felt about various facets of their jobs. In 1976 Locke wrote: "A job is not an entity but a complex interrelationship of tasks, role, responsibilities, incentives and rewards. Therefore, a thorough understanding of job attitudes requires that the job be analyzed in terms of its constituent elements" (McKenna, 1987). Also, according to Locke(1976), there is not a magic formula as to what the key facets are for jobs nor how many facets there are. He did, however, say there were critical characteristic facets that are fairly common to all jobs such as work conditions, work itself and management structure that should be examined.

These are the factors that the Teacher Job Satisfaction Questionnaire utilized. This was one instrument used to collect data in the present study.

Several models/paradigms have been offered to explain the concept of "job satisfaction". Four of these are: 1) the intrapersonal comparison theory, 2) the interpersonal comparison theory, 3) the opponent-process theory and 4) the two-factor theory.

The intrapersonal comparison theory compares what a person wants or his "standard" with what he receives. The smaller the difference between these two things the higher the level of job satisfaction. This type of comparison takes place within each individual. Within this model some researchers contend the "standard" consists of universal human needs (physical and psychological) while other researchers believe the "standard" refers to individually determined human values or what a person desires or seeks to attain for themselves over time. Intrapersonal comparison theories, therefore, are based on the extent to which a job is perceived to meet a person's needs or values. If there is a wide discrepancy, job dissatisfaction will occur (Landy, 1989).

Interpersonal comparison theory posits that people compare themselves to others when generating their feelings of job satisfaction. This type of comparison involves two or more individuals. Basically, a person compares himself

to other people and derives feelings of satisfaction or dissatisfaction based on how he perceives that other people feel about their jobs. In 1979 researchers Weiss and Shaw conducted a study regarding the influence of individual perceptions of others' satisfaction. Their results showed a sense of personal satisfaction is derived by observing others.

In 1978, Landy developed the opponent-process theory of job satisfaction. This theory offered a very different view of job satisfaction. Landy proposed that the causal basis of satisfaction is a physiological response involving the central nervous system. He held that an individual's job satisfaction will change over the course of time even if the job remains constant. His theory embraced the notion that there are mechanisms that individuals employ to help them maintain an emotional equilibrium. Therefore, since satisfaction and dissatisfaction are largely emotional responses, they play a role in job satisfaction. This theory refers to opposing processes for dealing with emotions affecting job satisfaction (Landy, 1978). It views extreme emotions, whether positive or negative, as potentially damaging to an individual. There are physiological mechanisms that arise in an individual, when needed, to protect them from these extreme emotional responses. Landy contended that people differ in their degree of job satisfaction because they differ in the degree

of protective mechanisms they possess and employ. According to this theory when a job is introduced, that job produces either a positive or negative emotional response. Once the emotion reaches a certain level, based on the individual, a physiological opponent process automatically brings the emotion under control. When the job is over for the day, the emotion stops and so the opponent process recedes. This theory also suggests that each time the protective mechanism is activated it becomes stronger so it is more intense in reducing extreme emotions over time. This causes the person to become more neutral about a job the longer they are at it. Opponent-process theory says that while the degree of job satisfaction remains the same, the opponent-process becomes stronger. Though this theory has some very interesting implications, there has been very little research done that would establish its validity.

One last theory of job satisfaction is Herzberg's two-factor theory. Herzberg studied job satisfaction among engineers and accountants. The subjects were asked to describe when they felt very good/had good times or felt very bad/had bad times relative to their jobs. These subjects described good times as including achievement, recognition, advancement and responsibility. These were labeled content factors because they all referred to a jobs' content. Subjects described bad times as including company policy, supervision, salary and working conditions. Because

these things referred to a jobs' context, they were labeled context factors. Herzberg then proceeded to construct two general classes of work variables. Satisfiers were defined as content factors that result in job satisfaction and dissatisfies were defined as context factors producing job dissatisfaction. According to Herzberg, in regards to satisfiers, a high degree of reward, for example, will result in satisfaction and a low degree of reward will result in indifference. In regards to dissatisfies, a high degree of reward will result in indifference and a low degree of reward will result in dissatisfaction. Based on his research, Herzberg concluded that jobs should be designed with a high degree of reward provided by both context factors, to avoid job dissatisfaction, and a high degree of content factors to ensure job satisfaction. In subsequent times, Herzberg's methodology has been criticized, particularly the strategies of data collection. His research has also been criticized due to on the failure of other researchers to successfully replicate his results. These replication studies have found that both content and context factors contribute to job satisfaction and job dissatisfaction. Therefore, the validity of Herzberg's theory is tenuous at this point.

Summary

This chapter presented an overview of the history of

the role of the school counselor and its involvement. It also examined relevant literature on the concepts of role ambiguity, role conflict and job satisfaction and how they interact. As can be seen in the review, role ambiguity and role conflict have existed for school counselors since school counseling came into existence. Role ambiguity seems to stem from an inadequate role definition for the counselor. Role conflict arises when differing views of what the counselors role should be are held by differing constituencies. The literature review revealed, for example, that quasi-administrative tasks and disciplinary tasks are often ascribed to counselors by school administrators but discounted by practicing counselors themselves. The literature supports the notion that role ambiguity and role conflict do have an impact on the job satisfaction of school counselors.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this descriptive study was to determine the relationships among role ambiguity, role conflict and job satisfaction of elementary and secondary counselors. It involved 16 school districts of Nevada but excluded CCSD since a similar, recent study had already been done there. The data were gathered using mail survey questionnaires similar to those employed by Herman (1996) in this earlier study of counselors in CCSD. CCSD counselors were not included in this study although cautious but relevant comparisons with the Herman study will be discussed in a general way in Chapter 5.

Statement of the Problem

As society continues to change, school districts are being forced to deal with a student's emotional development as well as academic development. As this has occurred, however, a problem has been created. Namely the role expectations and job definitions of school counselors have not kept pace with these changes. The purpose of this study

was to determine the levels of role ambiguity and role conflict as they now exist and to investigate the relationship of these phenomena to job satisfaction. The study encompasses the 16 smaller SDs in Nevada. Analysis of the data were carried out by clustering these data by grade levels (elementary vs. secondary) of counselors.

Research Design for the Study

This study was designed as an exploratory, descriptive mail survey study. An email version of the survey was utilized in the Washoe County School District. The research questions addressed by the two mail survey instruments that were used as follows:

1. Is there a relationship between the level of job satisfaction and the nature and extent of role ambiguity among school counselors?
2. Is there a relationship between the level of job satisfaction and the nature and extent of role conflict among school counselors?
3. Is there a discrepancy between the level of job satisfaction on the basis of grade level (elementary vs. secondary)?
4. Are there discrepancies between years counseling and years at current school based on grade level (elementary vs. secondary)?

Data and Sources of Data

The data were collected during the time period October 2002 to February 2003. Survey techniques suggested by Dillman (2000) were utilized to insure an adequate return rate. The sources of data were all the school counselors employed in the elementary and secondary schools of the following 16 school districts: Carson City, Churchill, Douglas, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Lyon, Mineral, Nye, Pershing, Storey, Washoe and White Pine.

Subjects for the Study

The subjects for the study were all public school, full time elementary and secondary counselors employed by the 16 smaller Nevada school districts during the 2002-2003 school year. Each must have been certified by the state of Nevada and thus hold a masters degree in counseling, or counseling psychology. Counselors in private schools were not included in the study. Therefore, the 237 counselors currently employed in those 16 counties constituted the subject pool to whom the initial mailing was sent.

Instrumentation

The survey consisted of two questionnaires. The survey instruments used were The Role Questionnaire (see APPENDIX 2) and a modified version of the Teacher Job Satisfaction Questionnaire (see APPENDIX 2). The first, The Role

Questionnaire (RQ) developed by Rizzo (1970) was designed to assess role ambiguity and role conflict. This questionnaire was not altered and thus was used in its original form. The second questionnaire was created especially for this study. It utilized 37 items from the Teacher Job Satisfaction Questionnaire. In each case the word "counselor" was substituted for the word "teacher" in the questionnaire. Therefore, as used in the present study, it is labeled the Counselor Job Satisfaction Questionnaire (CJS). The original questionnaire was developed by Lester (1984) to assess the job satisfaction of classroom teachers. An open-ended comment section was created specifically for the present study. It was composed of questions designed to solicit data deemed important to this study. The items were added at the end of the questionnaire. This section allowed the respondents to comment on the questionnaire or issues important to them in their jobs.

Role Ambiguity and Role Conflict

The Role Questionnaire(RQ) was intended to assess levels of role conflict and role ambiguity perceived by individuals within organizations (Lloyd, 1993). By inspection it was determined the instrument was appropriate for the present study.

Reliability

The role conflict scales of the RQ consisted of eight items and had a Cronbach's alpha of .88 while the role

ambiguity scale consisted of six items with a Cronbach's alpha of .73 (Herman, 1996).

Validity

Content validity. The RQ consisted of 30 items of which 15 were meant to measure role ambiguity and 15 were meant to measure role conflict. Of the 15 role ambiguity items 6 were stress worded and 9 were comfort worded. Of the 15 role conflict items 10 were stress worded and 5 were comfort worded (Tracy & Johnson, 1981). The RQ was administered to a sample of 300 people in business organizations (Lloyd & Lester, 1993). They were asked to indicate the degree to which the condition existed for them using a seven-point Likert scale.

Construct validity. From the initial item pool of 30 items, 14 items were retained and two factors emerged accounting for 56% of the common factor variance. One factor included eight items defined as role conflict and one factor with six items formed role ambiguity (Lloyd & Lester, 1993). All items were scored based on a Likert-type scale ranging from one (very false) to seven (very true). The eight items of the role conflict scale all represent stressful or conflict laden characteristics of the role. A high score on these items indicates feelings of role stress. The six role ambiguity items were all worded to represent nonstressful characteristics of the role. A high score on these items indicates feelings of comfort with the role. In

practice the scoring on the role ambiguity scale is usually reversed so that a high score indicates discomfort (Tracy & Johnson, 1981).

Job Satisfaction

The second questionnaire utilized selected items from the Teacher Job Satisfaction Questionnaire. The word "counselor" was substituted for the word "teacher" as the questionnaire was adopted for use in this study. Because of this, the new title applied was simply the Counselor Job Satisfaction Questionnaire (CJS). The original questionnaire was developed by Lester (1984) to assess teacher job satisfaction.

Reliability

The original test had reliability tests run and alpha coefficient were determined for each subtest with a total alpha coefficient of .93 (Bishop & Lester, 1993). Factors to be considered for this study and their alpha coefficients were:

- 1) Working conditions .83
- 2) Responsibility .73
- 3) Work itself .82
- 4) Supervision .92
- 5) Colleagues .82
- 6) Recognition .74 (Herman, 1996)

Since only the role title was changed for its use in this study, and the items otherwise applied comparably to

counselors and /or teachers, it was deemed appropriate to claim the same reliability levels would be in effect.

Validity

Content validity Content validation of the initial pool of 120 items was accomplished through a Q-sort by faculty members and graduate students. Statements that had a less than 80% agreement were either rewritten or rejected (Bishop & Lester, 1993). Again, for the reasons stated above, it was assumed the content validity of the original instrument would accrue comparably for counselors as for teachers.

Construct validity. Factor analysis was used to determine construct validity in the original development. This analysis helped discover underlying factors and patterns among the variables. The final instrument consisted of 66 items containing nine scales. The subscales and number of items in each subscale were:

- 1) supervision 14 items
- 2) colleagues 10 items
- 3) working conditions 7 items
- 4) pay 7 items
- 5) responsibility 8 items
- 6) work itself 9 items
- 7) advancement 5 items
- 8) security 3 items
- 9) recognition 3 items

A Likert-type scale was used to determine the degree of agreement or disagreement with a specific statement. For favorable items strongly disagree equals 1 point, disagree equals 2 points, neutral equals 3 points, agree equals 4 points and strongly agree equals 5 points. For unfavorable items the scoring system was reversed. Due to this reversal a low score represented low job satisfaction and a high score represented high job satisfaction for these unfavorable statements (Lester, 1984). All aspects of construct validity were assumed to be extant for applicability to counselors in the present study.

The factors investigated in this study were:

1. Work itself: Defined as the job of counseling or the tasks related to the job. It involves the freedom to institute innovative materials and to use one's skill and abilities in designing one's work and freedom to experiment and influence what goes on in the job.

2. Working conditions: Defined as the physical conditions of the work environment as well as the overall aspects of the school organization defined by its administrative policies.

3. Recognition: Defined as the attention, appreciation, prestige and esteem of supervisors, colleagues, students and parents.

4. Responsibility: Defined as the desire to be accountable for one's own work, to help students learn and

the opportunity to take part in policy or decision-making activities.

5. Supervision: Defined as supervisory style either task-oriented behavior, providing direction and coordination of group activities, or person-oriented behavior, requires trust, respect and support in attempting to improve the school environment.

6. Colleagues: Defined as the counseling work group and social aspects of the school setting (Lester, 2000).

Subscale factors pay, advancement and security were not measured in the present study.

Procedures for Collection of Data

Each of the 237 counselors in this study were sent a packet of materials by US mail in early October, 2002. The packet consisted of a cover letter, copies of the RQ and CJS and a stamped envelope addressed to the Canon Research Center. The cover letter (see APPENDIX 1) conveyed assurance of anonymity and confidentiality, reasons for the study, its intended purpose, and key explanations relative to the study will be included. In conformance with the follow-up procedures suggested by Dillman (2000) a reminder letter was sent out to non-respondents with another cover letter and a copy of the questionnaire. The 41 counselors in the Washoe County School District were sent an email version of the questionnaire. The email version consisted

of the cover letter and the questionnaire.

The first wave of surveys sent out attained a 33 percent return rate. The rate of return increased by 13 percent as a result of the second mailing with a final return rate of 47 percent.

Analysis of Data

Spearman's Rho

The statistical analysis applied to the data was Spearman's Rho, an ordinal correlation measure. This was used because data "clustering" is much less likely to affect it.

Prior to the statistical analysis, several questions in Section I and Section II were recoded. In Section I respondents were asked to read 37 statement that referred to organizational factors that can influence the way a counselor feels about his/her job. For each statement the counselor was to answer to what degree he/she agreed or disagreed with each statement. Data were entered in the following format: 1 "strongly agree", 2 "somewhat agree", 3 "somewhat disagree", and 4 "strongly disagree". This scale was used to score favorable items. For unfavorable items the scale was recoded. The recoded questions were numbers: 4, 7, 13, 14, 15, 16, 19, 21, 25, 27, 28, 31, 35, 36 and 37. For these items the data were entered in the following format: 1 "strongly disagree", 2 "somewhat disagree", 3

"somewhat agree", and 4 "strongly agree". As a result of the recoding, items in Section I were coded to indicate that a low score on the scale indicated satisfaction regarding the subcategory of job satisfaction being measured and a high score on the scale indicated dissatisfaction regarding the subcategory of job satisfaction being measured (Lloyd and Lester, 1993).

In Section II respondents were asked to read 14 questions about specific job characterizes and reflect on a scale of one to seven how the characteristic related to his/her job. Data were entered using 1, "definitely was *not true* of my job" through 7, "definitely was *true* of my job". An answer of one, two, or three falls on the "*not true of my job*" side of the scale, four is the mid-point and an answer of five, six or seven, would fall on the "*true of my job*" side of the scale. This scale was used to score items measuring role ambiguity which were comfort worded statements. For stress worded statement, those measuring role conflict, the scale was recoded. The recoded questions were numbers: 39, 41, 43, 44, 46, 48, 49, and 51. For these items the data were entered using 1, "definitely was *true* of my job" through 7, "definitely was *not true* of my job". As a result of the recoding, items in Section II were coded to indicate that a low score on the scale indicated high levels of role ambiguity and/or role conflict and a high score on the scale indicated low levels of role

ambiguity and/or role conflict.

All factors were significantly associated with one another and very few of the associations had correlation coefficient of less than .3 and many were above .5. Most were in between these two levels. This distribution of associations lends itself to analysis by category of correlation strength. For the purposes of this analysis the categories are approximately:

- Weak < .4
- Moderate > .4 and .5
- Strong > .5

The direction of the association was also considered in the analysis. Most of the factors were found to be positively associated so that when one factors score increases, the other score also increases. Negative relationships are the opposite; when one factors increases the other decreases and vice versa. When Role Ambiguity and Role Conflict were found to be negatively associated with other variables, such relationships were noted.

CHAPTER 4

FINDINGS OF THE STUDY

Introduction

The purpose of the study was to assess the levels of role ambiguity and role conflict reported by school counselors in the 16 smaller school districts of Nevada and to compare these to their levels of job satisfaction.

The findings of the study are presented in this chapter. They are organized and offered in harmony with the research questions posed at the outset of the study and in the same sequence as those research questions.

1. Is there a relationship between the level of job satisfaction and the nature and extent of role ambiguity among school counselors?
2. Is there a relationship between the level of job satisfaction and the nature and extent of role conflict among school counselors?
3. Is there a discrepancy between the level of job satisfaction on the basis of grade level (elementary vs. secondary)?
4. Are there discrepancies between years counseling and years at current school based on grade level

(elementary vs. secondary)?

Collection Of Data

For purposes of this study, counselors from all of Nevada's counties except Clark County were included in the potential participant groups. The list was derived from the *Directory of Licensed Personnel, Nevada Public Schools (2002)*. The total number of counselors to receive the mailing was 237. From this 237 it was determined 196 of them could be contacted via U.S. mail at the location of their current counseling assignment.

Forty-one of the counselors in the Washoe County School District (WWSD) did not have individual addresses listed in the directory. Therefore WWSD was contacted and agreed to assist in the study by forwarding an email version of the study packet to the employees whose names did not appear in the directory. The email version of the survey (see APPENDIX 3) was programmed using Raosoft software. For tracking purposes each respondent was given a code number to insert on the survey form. Only 10 email surveys were returned in this way, a return rate of 24.4%.

The survey instrument mailed to the other 196 respondents was programmed into a format that allowed the responses to be entered into a data file via optic scanner using TELEform software. The coding protocol was incorporated directly into the programming of the survey

instrument resulting in a clearer questionnaire that had no meaningless numbers. This system also improved data accuracy. Confidentiality of responses was strictly maintained in both the traditional mailing and email versions.

The first wave of surveys was sent out in October 2002. Seventy-eight surveys were returned from this mailing for a 33% return rate. In order to increase the response rate, a second wave of surveys was sent out in January, 2003 to all members of the sample that had not previously responded. When data collection was stopped in mid-February, 2003, a total of 110 surveys had been returned for a final return rate of 47%. Thirty-eight elementary counselors and 72 secondary counselors constituted the respondent groups. A breakdown of the secondary group showed 31 Junior High/Middle school counselors and 41 high schools counselors. Of the total respondent groups, 28 were male (25.5%) and 82 (73.9%) were female (See APPENDIX 5).

Results of The Study

Research Question #1- Is there a relationship between the level of job satisfaction and the nature and extent of role ambiguity among school counselors?

As a result of the collection and analysis of data from all the completed survey instruments, it was possible to construct a comprehensive matrix of correlations among and

between the variables that were assessed. This matrix is presented as Table 1 (see below). It serves as the source of the discussion and of the conclusions that follows.

Table 1- Spearman's Rho Correlations- Job Satisfaction Subcategories and Role Ambiguity and Role Conflict.

		Correlations							
		Spearman's rho							
		COLL	RECOG	RESPON	SUPER	WORKC	WORKI	RA	RC
COLL	Correlation Coefficient	1.000	.690	.396	.544	.478	.449	-.511	-.458
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	111	111	111	111	111	111	109	109
RECOG	Correlation Coefficient	.690	1.000	.398	.553	.607	.460	-.410	-.510
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	111	111	111	111	111	111	109	109
RESPON	Correlation Coefficient	.396	.398	1.000	.366	.288	.417	-.324	-.430
	Sig. (2-tailed)	.000	.000		.000	.002	.000	.001	.000
	N	111	111	111	111	111	111	109	109
SUPER	Correlation Coefficient	.544	.553	.366	1.000	.600	.453	-.448	-.465
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	111	111	111	111	111	111	109	109
WORKC	Correlation Coefficient	.478	.607	.288	.600	1.000	.532	-.455	-.514
	Sig. (2-tailed)	.000	.000	.002	.000		.000	.000	.000
	N	111	111	111	111	111	111	109	109
WORKI	Correlation Coefficient	.449	.460	.417	.453	.532	1.000	-.433	-.439
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	111	111	111	111	111	111	109	109
RA	Correlation Coefficient	-.511	-.410	-.324	-.448	-.455	-.433	1.000	.501
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000		.000
	N	109	109	109	109	109	109	109	109
RC	Correlation Coefficient	-.458	-.510	-.430	-.465	-.514	-.439	.501	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	109	109	109	109	109	109	109	109

KEY

COLL=Colleagues. RECOG=Recognition.
 RESPON=Responsibility. SUPER=Supervision.
 WORKC=Working Conditions. WORKI=Work Itself.
 RA=Role Ambiguity. RC=Role Conflict.

To answer the first research question, it is necessary

to analyze the correlations in Table 1 that relate to the two key variables of job satisfaction and role ambiguity. By examining the correlation's between the subgroups of variables that comprise job satisfaction and role ambiguity it can be seen that there were consistent negative relationships between several of these variables: colleagues and role ambiguity ($-.51$, strong relationship), recognition and role ambiguity ($-.41$, moderate relationship), responsibility and role ambiguity ($-.32$, weak relationship), supervision and role ambiguity ($-.45$, moderate relationship), working conditions and role ambiguity ($-.46$, moderate relationship), work itself and role ambiguity ($-.43$, moderate relationship). For each variable, as the level of role ambiguity decreased the amount of job satisfaction increased. This can be discerned by the negative sign in each case. The correlation between colleagues and role ambiguity was the strongest and the correlation between responsibility and role ambiguity was the weakest relationship noted.

When examining the linkage between role ambiguity and role conflict there was found to be a strong positive relationship ($.50$). This demonstrates that as role conflict increases role ambiguity also increases. Recall that this is a trend that was also reported in the review of previous literature regarding role conflict and role ambiguity.

Research Question #2- Is there a relationship between

the level of job satisfaction and the nature and extent of role conflict among school counselors?

By inspecting the correlation's shown in Table 1 (presented earlier) that relate to the variables of job satisfaction and role conflict it can be seen that there was a consistent but negative relationship between these variables: colleagues and role conflict (-.46 moderate relationship), recognition and role conflict (-.51, strong relationship), responsibility and role conflict (-.43, moderate relationship), supervision and role conflict (-.47, moderate relationship), working conditions and role conflict (-.51, strong relationship), work itself and role conflict (-.44, moderate relationship). Thus RQ #2 can be answered "Yes". The results reveal that in each of these areas as the amount of job satisfaction increased the amount of role conflict decreased as indicated by the negative sign and vice versa. The strongest linkage was found between Recognition and RC and Working Conditions and RC. The weakest was between Responsibility and RC.

In order to compare elementary counselor responses with those of secondary counselors and thus identify discrepancies between these levels, further analysis of the data presented relative to Research Question #2 were carried out. Appropriate inferential statistics were applied to determine if comparisons of the means were significant. A standard t-test was applied to the data. The results of the

first step in that application are displayed in Table 2 below where the descriptive data on means, standard deviations, and standard errors of the mean appear.

Table 2- Comparison of Means between Elementary and Secondary

Group Statistics					
	Grade level	N	Mean	Std. Deviation	Std. Error Mean
COLL	Elementary	38	3.2206	.48076	.07799
	Secondary	72	3.0972	.49882	.05879
RECOG	Elementary	38	3.1158	.61623	.09997
	Secondary	72	2.8403	.70982	.08365
RESPON	Elementary	38	3.8474	.23451	.03804
	Secondary	72	3.7965	.25458	.03000
SUPER	Elementary	38	3.3496	.55844	.09059
	Secondary	72	3.2917	.63997	.07542
WORKC	Elementary	38	3.2982	.41220	.06687
	Secondary	72	3.1736	.44444	.05238
WORKI	Elementary	38	3.3609	.27934	.04532
	Secondary	72	3.3214	.36892	.04348
RA	Elementary	37	2.6586	.95563	.15711
	Secondary	72	2.8690	1.12818	.13296
RC	Elementary	37	3.2741	1.22973	.20217
	Secondary	72	3.9138	1.38750	.16352

Key

Coll = Colleagues. Recog = Recognition.
 Respon = Responsibility. Super = Supervision.
 WorkC = Working Conditions. WorkI = Work Itself.
 RA = Role Ambiguity. RC = Role Conflict.

The final application of a standard t-test to the mean factor scores of secondary and elementary schools was done and the results are presented in Table 3 (see below). It was found that most of these comparisons were not significantly different from one another. Two of the eight,

Recognition and Role Conflict, had small but significant differences. Secondary counselors had a slightly lower mean for Recognition and a slightly higher mean for Role Conflict. In other words, secondary school counselors felt on average less recognized and had slightly more role conflict than elementary school counselors.

Table 3- Standard t-test- Job Satisfaction and Role Conflict and Role Ambiguity.

Independent Samples Test								
t-test for Equality of Means								
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
COLL	Equal variances not assumed	1.263	77.887	.210	.1233	.09766	-.07111	.31777
RECOG	Equal variances not assumed	2.114	85.192	.037	.2755	.13035	.01635	.53467
RESPON	Equal variances not assumed	1.049	81.010	.297	.0508	.04845	-.04556	.14724
SUPER	Equal variances not assumed	.492	84.830	.624	.0580	.11788	-.17642	.29234
WORKC	Equal variances not assumed	1.467	80.534	.146	.1246	.08494	-.04438	.29365
WORKI	Equal variances not assumed	.629	94.668	.531	.0395	.06280	-.08521	.16415
RA	Equal variances not assumed	-1.022	84.148	.310	-.2104	.20581	-.61970	.19885
RC	Equal variances not assumed	-2.460	80.945	.016	-.6396	.26002	-1.15700	-.12228

Key

Coll= Colleagues. Recog= Recognition. Respon= Responsibility. Super= Supervision. WorkC = Working Conditions. WorkI = Work Itself. RA = Role Ambiguity. RC = Role Conflict.

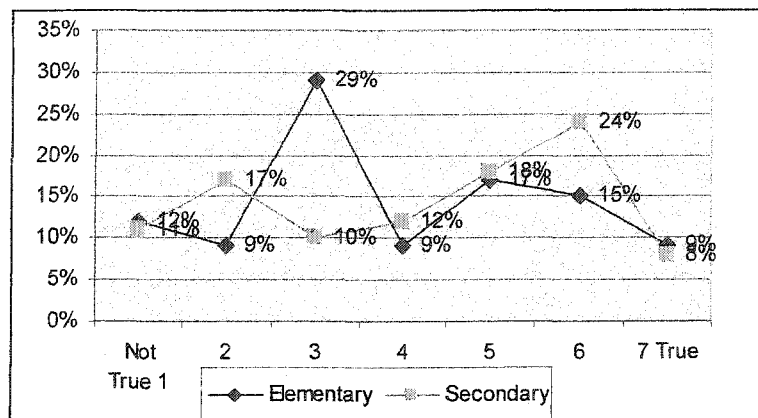
When the various standard t-tests were applied, a level of significance of .05 was used. To show significance the

t-value of the variable had to fall outside the range of -1.96 through +1.96 for the difference between elementary and secondary counselors to be a true difference. The two variables on which this requirement was met were Recognition and Role Conflict. Recognition had a significance level of .037 and a $t = 2.11$. Role Conflict had a significance level of .016 and a $t = -2.26$. These results suggest that secondary counselors felt less recognized than elementary counselors and had higher role conflict.

Eight survey questions were used to construct this measure that was used to assess characteristics of role conflict that counselors may or may not have towards their jobs. In this series of questions, respondents were given a statement about some specific characteristic of conflict and asked to use a scale of one to seven where "1" meant the characteristic "definitely was *not true* of my job" and "7" meant "definitely was *true* of my job". Thus, respondents were asked to rate how true each was for their job. Therefore, an answer of one, two, or three falls on the "*not true of my job*" side of the scale, four is the mid-point, and an answer of five, six, or seven, would fall on the "*true of my job*" side of the scale.

Specific results of the analysis of responses to Questions 39, 41, 43, 44, 46, 48, 49 and 51 are presented below:

Graph 1- Q39. I have to do things that should be done differently.

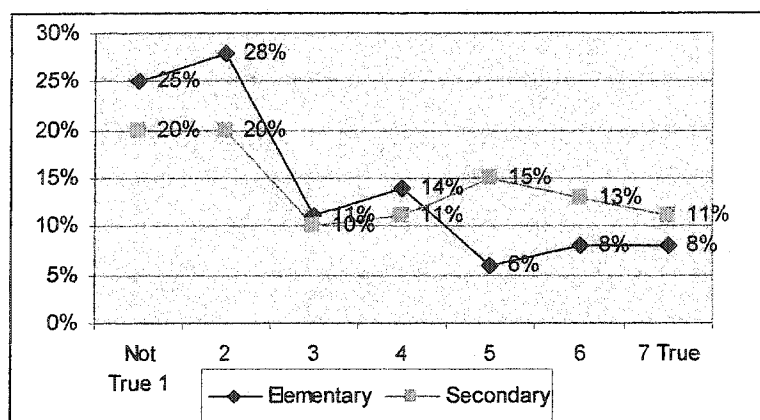


As can be seen in the graph above, half of elementary school counselors and 45 percent of secondary school counselors did not report having to do things that should be done differently as a characteristic of their job. Conversely, 50 percent of secondary school counselors and 41 percent of elementary school counselors did report this as a characteristic of their jobs.

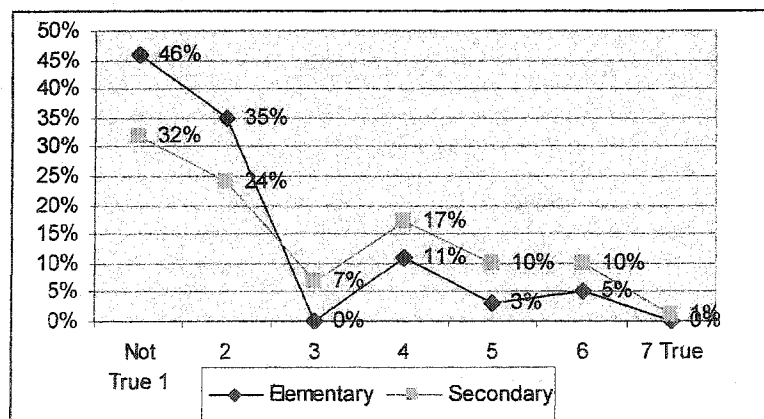
Inspection of Graph 2 shows that on the negative side of the scale, 22 percent of elementary school counselors and 39 percent of secondary school counselors reported that receiving an assignment without the assistance to complete it is a characteristic of their jobs. On the positive side of the measure, 64 percent of elementary school counselors reported that this characteristic was not true of their jobs, while 49 percent of secondary school counselors reported the same. For both elementary and secondary

counselors assistance to complete assignments are perceived to be available.

Graph 2- Q41. I receive assignments without the assistance to complete it.



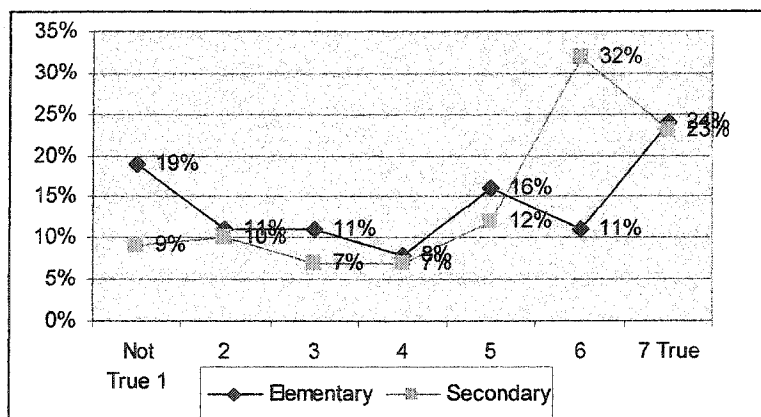
Graph 3- Q43. I have to circumvent a rule or policy in order to carry out an assignment.



Graph 3 displays results that show that having to circumvent a rule or policy to carry out an assignment is

not a characteristic of the counselors role at either grade level. Eighty-one percent of elementary school counselors and 62 percent of secondary school counselors reported thus. Twenty-one percent of secondary school counselors reported that they have to circumvent a rule or policy to carry out a job, only 8 percent of elementary counselors reported the same.

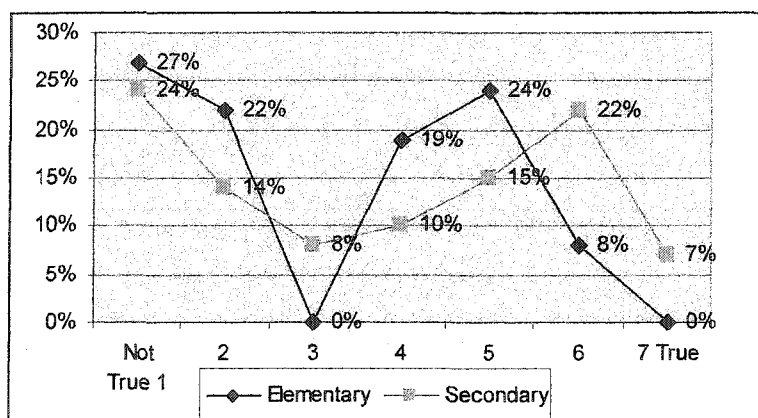
Graph 4- Q44. I work with two or more groups who operate quite differently



The responses were that sixty-seven percent of secondary school counselors reported that they work with two or more groups who operate differently, while fifty-percent of elementary school counselors reported the same. At the very lowest point of the scale (1 definitely not true) elementary school counselors (19%) were twice as likely as secondary school counselors (9%) to report this characteristic as not true of their job. Overall, forty

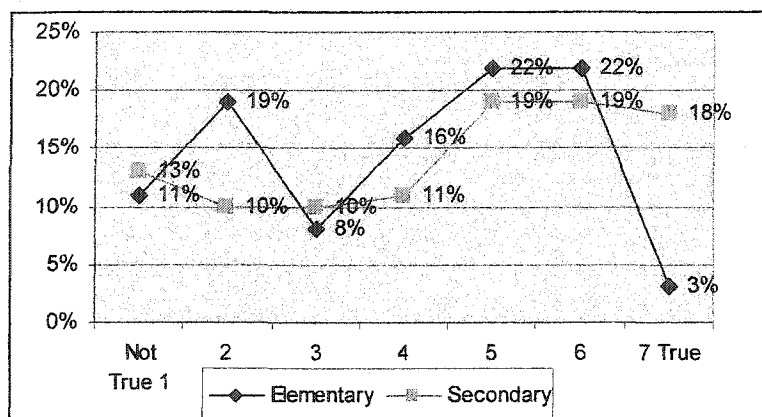
percent of elementary school counselors compared to 26 percent of secondary school counselors reported that working with two or more groups who operate differently is not part of their jobs.

Graph 5- Q46. I receive incompatible requests from two or more people.



Based on a perusal of Graph 5, it is apparent that 44 percent of secondary school counselors and 32 percent of elementary school counselors reported that receiving incompatible requests from two or more people was a characteristic of their jobs. Conversely, 49 percent of elementary school counselors and 46 percent of secondary school counselors reported that this is not a characteristic of their jobs. In both groups, more respondents selected number 1 (definitely not true) than any other response (elementary counselors 27%, secondary counselors 24%). Thus the two groups looked quite similar on this factor.

Graph 6- Q48. I do things that are apt to be accepted by one person and not by the others.

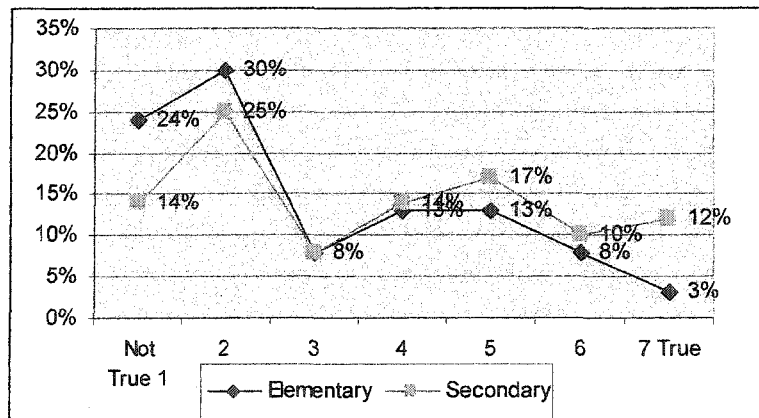


Inspection of Graph 6 reveals that, more secondary school counselors (57%) than elementary school counselors (46%) reported that doing things that are accepted by one person and not by others is a characteristic of their job. Conversely, 32 percent of secondary school counselors and 38 percent of elementary school counselors rejected the statement.

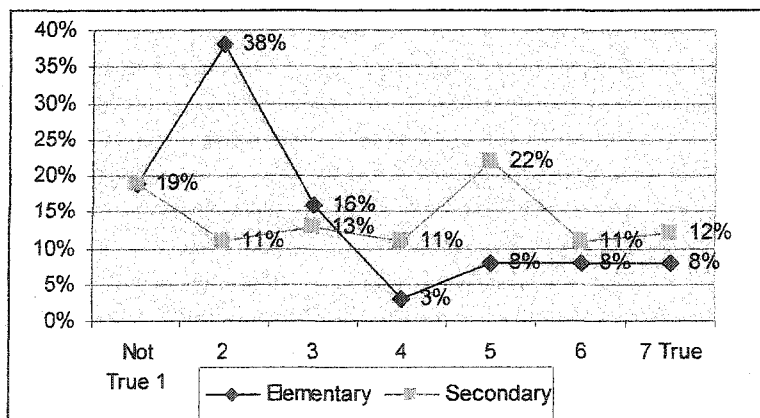
The graphic representation in graph 6 of reveals that sixty-two percent of elementary school counselors reported that receiving an assignment without the resources and materials to complete it is not characteristic of their job, while less than half (47%) of the secondary school counselors reported the same. Conversely, 39 percent of secondary school counselors reported this as characteristic of their job while only 24 percent of elementary school

counselors reported the same. In both groups 14 percent of counselors selected the mid point (4). This indicates some discrepancy exists between elementary and secondary counselors.

Graph 7- Q49. I receive an assignment without resources and material to complete it.



Graph 8- Q51. I work on unnecessary things.



The data displayed in Graph 8 shows quite a bit of disparity between the responses of elementary and secondary school counselors. A large percentage of elementary school

counselors (73%) reported that working on unnecessary things is not a characteristic of their jobs while only 43 percent of secondary counselors reported the same. Conversely, only 24 percent of elementary school counselors and 46 percent of secondary school counselors reported that working on unnecessary things is not a part of their job.

In conclusion, as mentioned regarding RQ #1, based on the questionnaire results from Section I, counselors involved in the survey definitely appeared to be satisfied with their jobs. According to Section II, some elementary and secondary counselors do experience role conflict but it does not seem to have had an adverse effect on their level of job satisfaction.

Research Question #3- Is there a discrepancy between the level of job satisfaction on the basis of grade level (elementary vs. secondary)?

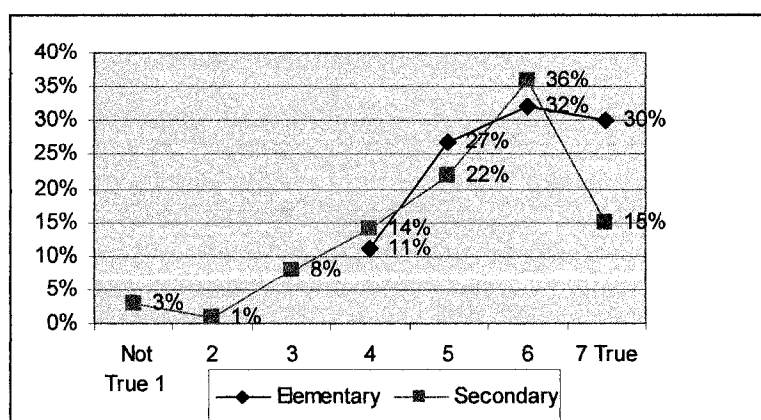
Positive relationships were found among the various subgroups of job satisfaction as can be seen in Table 1. In these cases as one variable of job satisfaction increased the other variable increased. For example as counselors were more satisfied with their relationship with their colleagues there was an increase in their feelings of recognition. Similar interactions among the other variables indicate positive levels of job satisfaction.

Initially in order to address this questions, further analyses were done on the data relative to the relationship

between job satisfaction and role ambiguity.

Six survey questions were involved in the construction of the measure employed to assess characteristics of ambiguity that counselors might have towards their jobs. In this series of questions, respondents were given a statement about some specific job characteristics and asked to respond on a scale of one to seven; "1" meant the characteristic "definitely was *not true* of my job" and "7" meant "definitely was *true* of my job". Therefore, an answer of one, two, or three falls on the "*not true of my job*" side of the scale, four is the mid point, and an answer of five, six, or seven, would fall on the "*true of my job*" side of the scale. This provides the basis for a detailed response to Research Question #3. Questions 38, 40, 42, 45, 47 and 50 from the survey instrument are analyzed below:

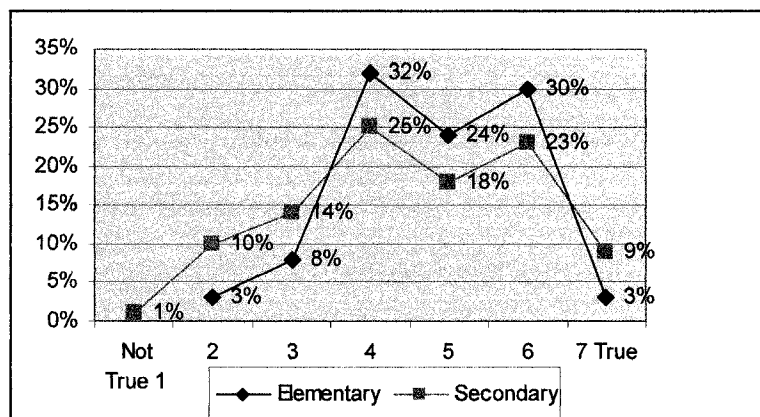
Graph 9- Q38. I have clear, planned goals and objectives.



As can be seen from the graph above, elementary school

counselors have a clearer sense of having planned goals and job objectives than secondary school counselors. No elementary school counselors selected one, two, or three on the scale. Twelve percent of secondary school counselors (N = 9) do not think that they have clear planned goals and job objectives. Almost twice as many elementary school counselors (30%) than secondary school counselors (15%) thought this characteristic was "definitely true of my job". Eighty-nine percent of elementary school answered to some degree that they have clear planned goals and job objectives, while seventy-three percent of secondary school counselors answered the same.

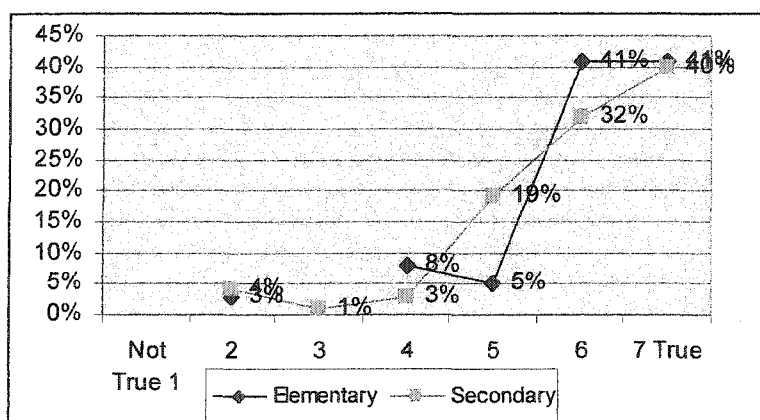
Graph 10- Q40. I know I have to divide my time properly.



As can be seen from the graph above, although the percentages are higher for elementary school counselors (57%) than secondary school counselors (50%) the trend is

the same. Half of the respondents in both groups knew that proper time management was part of their job. More than twice as many secondary school counselors (25%) than elementary school counselors (11%) did not think that dividing their time properly was part of their job. In both groups, the majority of respondents selected four, the mid-point.

Graph 11- Q42. I know what my responsibilities are.

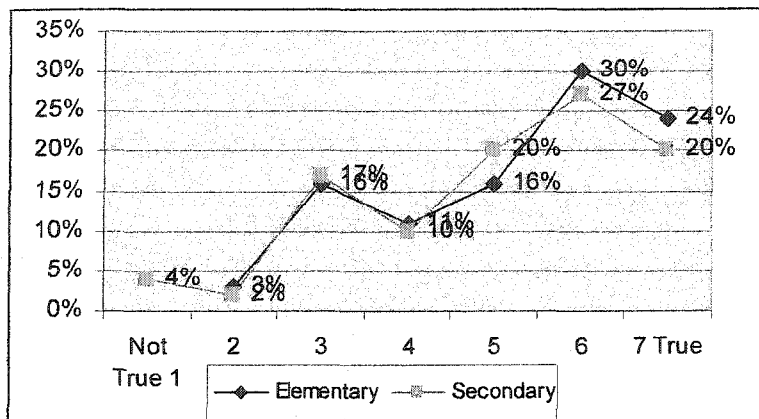


As can be seen from the graph above, a large percentage of counselors from both groups (91% secondary, 87% elementary) knew what their responsibilities were.

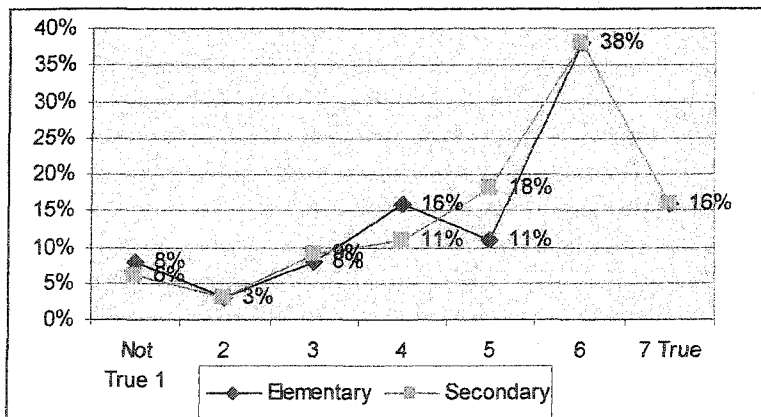
As can be seen from the graph 12, the trends are the same for both elementary and secondary school counselors. Seventy percent of elementary school counselors and 66 percent of secondary school counselors reported that they knew exactly what was expected of them. Twenty-four percent of secondary school counselors were not so sure what was

expected of them, while 19 percent of elementary school counselors were not certain exactly what was expected of them. About 10 percent of both groups were right in the middle on this issue.

Graph 12- Q45. I know exactly what is expected of me.



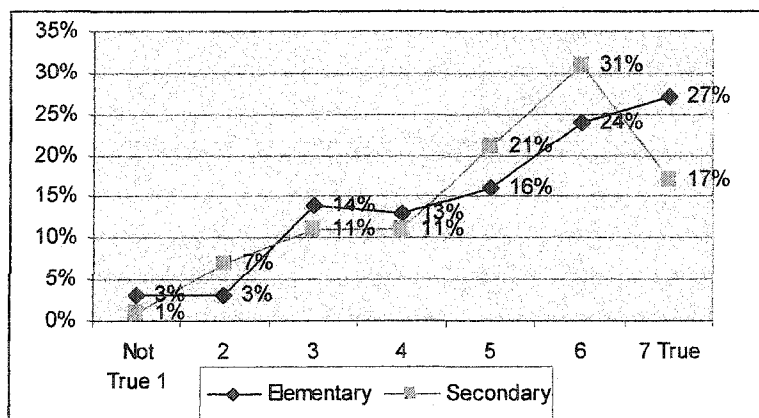
Graph 13- Q47. I feel certain about how much authority I have.



As can be seen from the graph above, the trends were

very similar, in both groups the preponderance of responses indicate that counselors knew how much authority they had, however, secondary school counselors (72%) were slightly more apt than elementary school counselors (66%) to feel certain of their authority.

Graph 14- Q50. Explanation is clear of what has to be done.



As can be seen from Graph 14 above, the trends were very similar between the two groups. In both groups about 68 percent had a clear explanation of what had to be done, while 20 percent of respondents in each of the groups did not have clear explanation of what has to be done.

Seven survey questions comprised the Colleague scale that was used to determine how counselors' rate/interact with their colleagues. According to table 4 below, similar negative correlations were seen between colleagues and role ambiguity (-.51) and colleagues and role conflict (-.46) suggesting that as satisfaction with a counselor's

colleagues increased, the amount of role ambiguity and role conflict decreased.

Table 4 : Percent of Counselors Agreeing with "Colleague Measure" Questions¹

Survey Question	% Elementary Agrees	% Secondary Agrees
I do not get cooperation from the people I	13%	24%
My colleagues are highly critical of one	26%	22%
My colleagues stimulate me to do better work	92%	87%
My interests are similar to those of my	84%	78%
I've made lasting friendships among my	89%	88%
I like the people I work with. (Q29)	97%	97%
Colleagues provide suggestions for feedback	52%	49%

When looking at the individual questions that made up the variable Colleague, it was seen that most of the counselors at the elementary and secondary levels responded to the item with "agree". In two of the questions (24 and 29) the responses of elementary school counselors and secondary school only differed by one percentage point. These questions indicate that in both groups the counselors liked their colleagues and a very high percentage have made lasting friendships among their colleagues. There was high agreement in both groups on questions 10 and 18, where 92

¹

percent of elementary school counselors and 87 percent of secondary school counselors agreed that their colleagues stimulate them to do better work. Elementary school counselors (84%) were slightly more likely to agree that their interests are similar to their colleagues than secondary school counselors (78%). About a quarter of counselors from both groups (26% elementary, 22% secondary) thought that their colleagues were highly critical of one another. About half of the counselors from both groups (52% elementary, 49% secondary) reported that their colleagues provided suggestions for feedback about counseling.

The question in this section with the most disparity between the groups was Question Four. Secondary school counselors (24%) were almost twice as likely as elementary school counselors (13%) to agree that they do not get cooperation from the people with whom they work.

Five questions were used in the construction of the measure of Recognition to determine the level at which counselors perceive they are being recognized for their work. According to table 5 below, a similar correlation was seen between recognition and role ambiguity ($-.41$) and recognition and role conflict ($-.51$) suggesting that as satisfaction with the level of recognition a counselor received increased, the amount of ambiguity and conflict decreased. Secondary school counselors (42%) were more likely than elementary school counselors (29%) to think that

they received too little recognition.

Table 5: Percent of Counselors Agreeing with "Recognition"
Survey Questions

Survey Question	% Elementary Agrees	% Secondary Agrees
No one tells me that I am a good counselor.	24%	31%
I receive too little recognition. (Q16)	29%	42%
Teachers recognize counselors as a support for their classroom (Q6)	92%	76%
Teachers tell me they appreciate the support I give them (Q9)	87%	76%
I receive recognition for my successful counseling (Q30)	65%	51%

A high percentage of counselors from both groups (87% elementary, 76% secondary) agreed that teachers tell them that they are appreciative of the support received from counselors. In both groups more than half (65% elementary, 51% secondary) agreed that they received full credit for counseling success. Twenty-four percent of elementary school counselors reported that "no one tells me I am a good counselor", while 31% or secondary school counselors reported in the same fashion.

The question with the most disparity between the groups in the section of recognition was in Question Six. Ninety-two percent of elementary school counselors reported that

teachers recognize counselors as a support for their classrooms. The 8 percent that disagreed with this statement represented only 3 respondents. Seventy-six percent of secondary school counselors also think that teachers recognize them as a support for their classrooms.

Table 6: Percent of Counselors Agreeing with "Responsibility" Survey Questions

Survey Question	% Elem Agrees	% Second Agrees
I am not responsible for my actions. (Q35)	5%	8%
I am not interested in the policies of my	5%	1%
I have a responsibility for my counseling	100%	99%
I try to be aware of the policies of my	100%	99%
My students respect me as a counselor (Q26)	100%	99%

Five questions from the survey were involved in the construction of the Responsibility measure. There was very little disparity between the responses of elementary school counselors and secondary school counselors. Regarding the positive questions, (11,17, and 26) all elementary school counselors (100%) and all but one secondary school counselor (99%) agreed that they have responsibility for their counseling, are aware of school policies, and are respected by their students. Conversely, only 5 percent (N = 2) of elementary school counselors, and 8 percent (N = 6) of secondary school counselors reported that they were not

responsible for their actions. Eight percent of elementary school counselors and 1 percent of secondary school counselors also reported that they are not interested in the policies of their schools.

Table 7: Percent of Counselors Agreeing with "Supervision" Survey Questions

Survey Question	% Elem Agrees	% Second Agrees
Immediate supervisor is not willing to listen to my suggestions (Q14)	13%	18%
My immediate supervisor makes me feel uncomfortable (Q25)	16%	8%
I receive too many meaningless instructions from my immediate supervisor. (Q28)	13%	13%
My immediate supervisor does not back me up	11%	11%
Immediate supervisor gives me assistance when I need help (Q3)	98%	89%
Immediate supervisor explains what's expected of me (Q22)	76%	76%
My immediate supervisor provides assistance for improving counseling (Q32)	63%	58%

This Supervision scale consisted of seven questions that were used to measure respondents' attitudes towards their supervisors. There were no differences in the responses of elementary school counselors and secondary school counselors to three questions (22, 28, and 36). About three-quarters (76%) of respondents in both groups agreed that their immediate supervisor explains what is expected of them. Only thirteen percent of counselors in both groups

reported that their immediate supervisor gave out too many meaningless instructions. Likewise, an even smaller percentage from both groups (11%) reported that their immediate supervisor does not back them up. Thirteen percent of elementary school counselors and 18 percent of secondary school counselors reported that their "immediate supervisor is not willing to listen to my suggestions". Although more than half the respondents at both levels agreed that their immediate supervisor provides assistance for improving counseling, elementary school counselors (63%) were more likely to agree than secondary school counselors (58%). Although only a very small percentage from both groups agreed that their immediate supervisor makes them feel uncomfortable, elementary school counselors (16%) were twice as likely to report this than secondary school counselors (8%). This was one of two items in this scale with the most disparity between the groups (8 percentage points) There were also 8 percentage points difference between responses in question three; nearly all (97%) elementary school counselors reported that their immediate supervisor provides assistance when necessary, while 89% of secondary school counselors reported the same.

Table 8: Percent of Counselors Agreeing with "Work

Conditions" Survey Questions

Survey Question	% Elem Agrees	% Second Agrees
Working conditions in my school are	92%	88%
The administration in my school communicates its policies well (Q8)	79%	79%
Working conditions in my school are	90%	89%
Physical surroundings in my school are unpleasant (Q15)	19%	17%
The administration at my school does not clearly define its policies (Q19)	32%	32%
Working conditions at my school can be improved (Q33)	73%	65%

Six questions were used to construct the Work Conditions measure used to assess how counselors rate various aspects of their work place. The general trend in this series of questions was that both elementary school counselors and secondary school counselors were satisfied with their working conditions. There was not much disparity in the responses of the groups. In two of the questions (8 and 19) the percentage of counselors agreeing in each group were equal. Seventy-nine percent of the counselors in both groups agreed that their schools' administrations communicate policies well. Interestingly, 32 percent of the counselors in both groups also agreed that their schools' administrations do not clearly define policies. A very large percentage in both groups (90% elementary, 89% secondary) reported that the working conditions in their schools are

good. Conversely, 19 percent of elementary school counselors and 17 percent of secondary school counselors reported that the physical surroundings in "my school are unpleasant". A very high percentage of counselors in both groups (92% elementary, 88% secondary) agree that the working conditions at their schools are comfortable.

The question in this section on working conditions with the biggest disparity between the groups (8%) was Question 33. Nearly three quarters (73%) of elementary school counselors agreed that working conditions in their schools can be improved while sixty-five percent of secondary school counselors agreed that working conditions in their schools could be improved.

Table 9: Percent of Counselors Agreeing with "Work Itself" Survey Questions

Survey Question	% Elem Agrees	% Second Agrees
Counseling provides opportunity to use variety of skills (Q1)	100%	99%
Counseling is very interesting work (Q2)	100%	97%
Counseling discourages originality (Q7)	5%	13%
Counselor's work is very pleasant (Q12)	76%	74%
Counselors work consists of routine	24%	44%
I don't have freedom to make my own	18%	19%
I am indifferent towards counseling (Q31)	11%	7%

Seven survey questions were used in the construction of

this measure of Work Itself that was used to determine how the counselors feel about counseling as a job. In five of the questions (1,2,12,27,and 31) the responses between elementary school counselors and secondary school counselors were very similar and did not vary by more than 3 percentage points. All elementary counselors and almost all secondary counselors agreed that counseling is interesting and it provides an opportunity to use a variety of skills. Nearly three quarters of counselors in both groups agreed that their work is "very pleasant". A small percentage of secondary counselors (7%) reported that they are "indifferent towards counseling" while a slightly higher percent of elementary counselors (11%) reported the same.

In two of the questions (7 and 20) the answers of elementary school counselors and secondary school counselors were somewhat different. Item 20 relating to the work of a counselor had the biggest disparity (20 percentage points) between elementary school counselors and secondary school counselors. Secondary school counselors are more likely to agree (44%) that their work is routine than elementary school counselors (24%). In both groups the overwhelming trend is that counseling *does not* discourage originality. Only 5% of elementary school counselors (N = 2) reported that counseling discourages originality. Thirteen percent of secondary school counselors, however, (N =9) reported that counseling discourages originality.

In summary, according to the results from Section I of the questionnaire, counselors, both elementary and secondary, were generally satisfied with their jobs. For both elementary and secondary counselors, job satisfaction appeared to emanate from positive interactions with colleagues, good levels of recognition from teachers, credit for successes, responsibility for their own actions, constructive supervision, good work conditions, and the nature of the work itself.

Research Question #4- Are there discrepancies between years counseling and years at current school based on grade level (elementary vs. secondary)?

This research question required access to and use of the demographics of school counselors in the 16 SD's. The results of are displayed in Table 10 (shown below).

Table 10- Years Counseling and Years at current school

Statistics				
Grade level			Years Counseling	Years at current school
Elementary	N	Valid	38	38
		Missing	0	0
	Mean		12.63	8.42
	Median		11.00	5.50
	Mode		9 ^a	1 ^a
Secondary	N	Valid	72	72
		Missing	0	0
	Mean		11.72	6.94
	Median		10.00	5.00
	Mode		10	4

a. Multiple modes exist. The smallest value is shown

As can be seen, according to the demographic data reported by the subjects, there were several strong similarities between elementary and secondary counselors. The mean for years of experience in counseling for elementary counselors was 12.6 years while the mean for secondary counselors was only slightly less at 11.7 years. Thus, the difference between the average years of experience for elementary and secondary counselors was less than one year. The medians were also very similar with elementary a median of 11 years and secondary having a median of 10 years in counseling.

In regard to years in counseling at their current school, elementary counselors had a mean of 8.2 years while secondary counselors had a mean of 6.9 years. The median, however, was quite close at 5.5 years at the elementary level and 5.0 years at the secondary level. A further break down revealed that at the elementary level, 15.8% of counselors had been at their current school for one year and 15.8% had been at their current school for five years, the two highest percentages. In a similar fashion, at the secondary level, 12.5% of counselors had been at their current school for one year and 15.3% had been at their current school for four years, the two highest percentages for years at current school for secondary counselors.

Since overall, years in counseling and total years at the current school were very similar for elementary and

secondary counselors, it can be concluded that inconsequential differences exist. Therefore, the answer to Research Question 4 is "No" there are no obvious nor pronounced discrepancies between years of experience in counseling and years assigned at the current school between elementary and secondary school counselors.

Voluntary Comments

Many of the counselors who participated in the study offered personal comments regarding their reactions to issues raised in the survey or issues not addressed directly in the survey. These comments were divided by grade level; either elementary or secondary.

Elementary

Based simply on the number of respondents who mentioned it, the dominant issue commented on by elementary counselors was that of supervision and colleagues:

"I believe the "No Child Left Behind" act is putting enormous pressure on the district administration."

"I enjoy my work with children and I am supported by my supervisors."

"I feel extremely blessed in that I have an excellent working relationship with my boss and with the staff."

Another issue raised had to do with concerns over caseload.

"Too many students."

"Too many students at the school for one counselor."

"The demographics of school counselors to student ratios are way out of their line- 1000 to 1 counselor is ridiculous. Classroom guidance should be regular and consistent but it can't be with those numbers."

Other issues commented on by elementary counselors.

"I like being a rural counselor because I am pretty much my own boss."

"I serve others because it is my duty not because I want to be recognized or receive praise by others."

"Counselors need more space in schools."

"Testing eats up vast amounts of time."

"We are constantly short of substitutes in our district."

"The seemingly one track obsessive need to test all students imposes tremendous strain for us counselors in terms of coordinating state, district and many other tests in between."

"What used to be a people oriented job has now become a paper oriented job. We now have e-mail so communication had improved immensely."

Secondary

Again, based on the number of times it was mentioned, the dominant concern for the secondary counselor had to do with paperwork and clerical duties.

"Clerical support is non-existent."

"Over crowding makes far more paperwork and less

clerical staff to help."

"School counselors definitely have too many students in their populations. Support staff is a necessity but money limit's the availability of staff."

"There are so many clerical duties with no clerical support."

"Too many clerical duties."

Another concern secondary counselors expressed dealt with school administration and colleagues.

"Administrators/teachers on the whole are ignorant about what the counseling curriculum is in a school."

"I feel unsupported and disrespected by the principal at my school as did the counselor before me."

"My immediate supervisor is very great."

"School counselors should not be used as administrative substitutes."

"Very negative environment. No support or respect from my principal."

"We get a lot of site support but there is often different priorities at the district level."

"We have had changes in administration that have influenced my answers."

"We need more support in the rural areas."

Another concern of secondary counselors had to do with testing.

"Testing consumes far too much time and takes away from

working with students."

"The state testing program takes up way too much of my time."

"I spend too much time testing and scheduling students."

"It seems we are stretched so far now that our job as testing coordinator has become so labor intensive."

Other concerns commented on by secondary counselors.

"Counseling students allows me to work closely with every level of achievement which makes it so interesting."

"I am having a lot of support in my new venture. Moving from South Florida to western Nevada was a real change. I've been accepted in the school. I have had support in both successes and mistakes."

"I fear that my students do not have the persistence and work ethic that they will need to be successful in the challenging world of the future."

"I have no financial support for my office. Our district had been in financial difficulties all the time."

"I love my job. There is never a dull moment. I am continually learning new things to help kids and improving the way I work with kids. However, there are new responsibilities added every year."

"I think training a counselor should begin when they are a teacher in the school."

"It should become increasingly important for school

counselors to be literate and familiar with the law and issues regarding special education."

"Too many students."

"True satisfaction in the job would come when funding for schools is higher and teachers and staff have more resources and lower student teacher ratios."

"I work at a middle school college-a great concept. Adds greatly to students and my satisfaction."

Conclusion

Although no conclusions could be readily drawn from these voluntary comments, it does appear that in a general way counselors at the two levels grapple with similar issues, although the priorities of concern may differ slightly by grade level. Both elementary and secondary counselors appear to be concerned about supervision/administration, colleagues, counseling loads, staff support, and assigned duties. This would tend to reinforce the notion that while there are really few differences between levels of counselor satisfaction at the two levels, there are some feelings of role ambiguity and /or role conflict as well as some concerns that characterize school counselors at both levels.

CHAPTER 5

SUMMARY, DISCUSSION and RECOMMENDATIONS

This chapter summarizes and discusses the study and its key findings, offers conclusions and provides recommendations for school districts regarding counselor job satisfaction and recommendations for future research.

The design of the present study revolved around the purpose of assessing current levels of role ambiguity and role conflict among Nevada school counselors and the relationship of these phenomena to job satisfaction by counselor grade level. The study was guided by four key research questions.

Summary

This study investigated and reported on the nature and extent to which school counselors in the 16 smaller counties in Nevada were experiencing role ambiguity and role conflict at the elementary and secondary levels. It also determined if these factors were related to their overall job satisfaction. Finally, the study also explored the relationship between counselors job satisfaction and their grade level assignment. Specific areas of job satisfaction

examined were; colleagues, recognition, responsibility, supervision, working conditions, and work itself. The elementary and secondary subjects surveyed were from the following school districts in Nevada: Carson City, Churchill, Douglas, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Lyon, Mineral, Nye, Pershing, Storey, Washoe and White Pine. The results of the study were reported in terms of four specific Research Questions that drove the study.

The study was driven by four research questions:

1. Is there a relationship between the level of job satisfaction and the nature and extent of role ambiguity among school counselors?
2. Is there a relationship between the level of job satisfaction and the nature and extent of role conflict among school counselors?
3. Is there a discrepancy between the level of job satisfaction on the basis of grade level (elementary vs. secondary)?
4. Are there discrepancies between years counseling and years at current school based on grade level (elementary vs. secondary)?

Discussion

The findings of the study seem best presented and discussed in terms of the four Research questions:

Research Question #1- Is there a relationship between the level of job satisfaction and the nature and extent of role ambiguity among school counselors?

The majority of elementary and secondary counselors felt they had clear objectives for their work, knew what their responsibilities were and knew what was expected of them. In these areas ambiguity was low. In the areas of knowing how much authority they had and having clear explanations of what had to be done there was a wide range of responses indicating higher areas of ambiguity. In the area of knowing how to divide time properly it is interesting to note that both elementary and secondary counselors responded in a way that indicated they had a very unclear picture of expectations. This may be a function of counselors having such large case loads and not enough time and support to accomplish everything they perceive they need to do. This area is one with higher ambiguity.

Research Question #2- Is there a relationship between the level of job satisfaction and the nature and extent of role conflict among school counselors?

The highest area of role conflict was in working with two or more groups who operate quite differently. This was true of both groups of counselors. Many counselors at both levels also reported doing things which are accepted by one person and not by others. In the area of working on unnecessary things, the majority of secondary counselors

felt they worked on unnecessary things which lead to more pronounced feelings of role conflict for the secondary counselor in this area. Respondents at the elementary and secondary levels reported having to do things they know should be done differently thus generating higher levels of role conflict. The majority of both groups did not feel they received assignments without the assistance to complete them or they had to circumvent rule to finish their assignment therefore these areas did not create feelings of role conflict.

Research Question #3-Is there a discrepancy between the level of job satisfaction on the basis of grade level (elementary vs. secondary)?

The results showed in regard to all of the specific factors of job satisfaction that, job satisfaction increased role ambiguity and/or role conflict were reciprocally related. In the specific area of Colleagues, the majority of counselors liked the people they worked with and felt they had made lasting friendships among their colleagues. This factor was the most powerful factor in J.S. It was interesting to note that approximately 80% of counselors said their colleagues stimulate them to do better work but only approximately 50% felt their colleagues provided them with suggestions for feedback about their counseling. Secondary counselors were almost twice as likely as elementary counselors to feel they do not get

cooperation from the people with whom they work. This could suggest an important factor in creating a lower level of job satisfaction additional research will be needed to determine cause-and-effect.

In the area of Recognition, secondary counselors were more likely to perceive that they were not recognized as being good counselors, more likely to report that they did not receive enough recognition for their jobs, and they did not receive appropriate recognition for successful counseling. Elementary counselors reported having a high level of job satisfaction in the area of Recognition overall. Elementary counselors also felt they were recognized as providing support for the classrooms by teachers compared to secondary counselors. This may be the result of elementary counselors spending more time conducting classroom lessons than their secondary counterparts.

In the area of Responsibility, there was very little disparity between elementary and secondary counselors. Also 100% of elementary counselors and 100% of secondary counselors agree they have responsibility for their counseling, are aware of school policies and are respected by their students. Over 90% of both elementary and secondary counselors acknowledged they are responsible for their actions and are interested in the policies of their school. Generally, both elementary and secondary counselors

were satisfied with their responsibilities at their school.

In the area of Supervision, elementary and secondary counselors agree that their immediate supervisor explains what is expected of them, does not give them meaningless instructions and does back them up if a problem occurs. Though only a small percentage of both groups agreed their immediate supervisor make them uncomfortable, elementary counselors were twice as likely to report this negative factor. Yet nearly all elementary counselor reported their immediate supervisor provided them assistance when it was needed. At all levels the majority of counselors felt their supervisors were willing to listen to them, yet the results indicate counselors at both levels felt there was some room for improvement relative to their supervisor helping them to improve their counseling.

In regard to Working Conditions, the majority of both secondary and elementary counselors felt that their working conditions were generally comfortable and good, though a few indicated that conditions could be improved. There was some concern reported at both levels that the school administration needed to communicate its policies more clearly.

In the area of Work Itself, almost all elementary and secondary counselors felt counseling was interesting work, it provided opportunity to use a variety of skills, and was very pleasant. It is interesting to observe that twice as

many secondary as elementary counselors held the perception that counseling discourages originality and that counseling consists of routine activities. These perceptions were also noted in several of the comments made by secondary counselors on the questionnaires. Overall, counselors at both levels seemed satisfied with Work Itself.

It was clear from the results of this study that both role ambiguity and role conflict showed a reciprocal relationship to job satisfaction. That is the lower role conflict and /or role ambiguity the higher is job satisfaction among both elementary and middle school counselor. While most counselors in this study reported high levels of job satisfaction, there were a few instances where factors of role ambiguity and role conflict did negatively impact job satisfaction.

Research Question #4- Are there discrepancies between years counseling and years at current school based on grade level (elementary vs. secondary)?

The overall picture showed that years in counseling and years at the current school were very similar for elementary and secondary counselors. Therefore this question can be answered "No" for the school counselors in the 16 smaller school districts of Nevada.

Conclusion

The overall results of the present study showed in

regards to job satisfaction and role ambiguity that the strongest relationship was a reciprocal one and was found between Colleagues and role ambiguity while the weakest relationship, also a reciprocal one, was found between Responsibility and role ambiguity. In regards to job satisfaction and role conflict, the strongest relationship, also a reciprocal relationship, was between Working Conditions and role conflict while the weakest relationship, again a reciprocal one, was between Responsibility and role conflict. In regards to the six variables comprising job satisfaction, elementary and secondary counselors responded in a similar fashion especially in the areas of Colleagues, Responsibility and Supervision. There were some differences in the strength of the linkage among the specific factors that comprised job satisfaction but it was found to be high, overall, among the participants in this study.

As mentioned earlier, the present study was, in several ways patterned after a study conducted in 1996 by Herman utilizing Clark County School District (CCSD) counselors. In regard to the key findings, the results were similar. In regard to Job Satisfaction and Role Ambiguity, the CCSD study found the strongest relationship was between Supervision and Role Ambiguity and the weakest relationship was found between Responsibility and Role Ambiguity. In regard to Job Satisfaction and Role Conflict, in CCSD, the strongest relationship was found between Recognition and

Role Conflict and the weakest relationship was found between Role Conflict and Responsibility. In both the present study and the previous CCSD study, the weakest relationships that were identified were between Responsibility and Role Ambiguity and Responsibility and Role Conflict. The strongest relationships, however, were different. The present study found the strongest relationship was between Role Ambiguity and Colleagues whereas the Herman study found this relationship to be between Role Ambiguity and Supervision. In regards to role conflict the results were also different. The present study found Working Conditions and Role Conflict to have the strongest correlation whereas the Herman study found Recognition and Role Conflict to have the strongest correlation.

Based on the results of the present study, respondents at the elementary and secondary level overall did seem to be quite satisfied with their jobs. There were, however, some areas of disparity between elementary and secondary school counselors which affected their levels of job satisfaction.

In order to address these areas of concern, school districts could consider setting up task forces to recast the role of the counselor and rewrite the districts counseling curriculum to reflect the new role description. Faculty, staff and administration could also be inserviced on the role and function of the school counselor in order to reduce role conflict and render it more satisfying.

Responses voluntarily expressed on the "General Comments" section of the questionnaire, revealed there were several areas of concern on the part of both elementary and secondary counselors. Most of the concerns were similar for both levels while a few were exclusive to the specific level of counseling assignment.

Elementary and secondary counselors both expressed concerns over state and district testing requirements in regards to the large amount of time it takes counselors away from working with students. Both levels also expressed concerns over the large counselor-student ratios they have to deal with on a daily basis.

Elementary counselors, in particular, were also concerned with the lack of substitute teachers in their schools necessitating them to be available to serve in that capacity. The paucity of space for the school counselor at the elementary level was also a problem.

Secondary counselors, in particular, were very concerned with the large amount of clerical tasks they are expected to perform and could benefit from increased office staff to assist them. They also expressed concern with negative environments at their schools and a lack of money for needed resources.

Therefore, according to the comments of the counselors at the elementary and secondary levels, although job satisfaction in general is high, there are negative aspects

associated with their jobs. The school districts that participated in this survey need to become aware of and begin to address these concerns if they wish to see the levels of job satisfaction among counselors maintained or increased.

Recommendations

The elementary and secondary school counselors who participated in the study suggested in the subcategories of Colleagues, Recognition, Responsibility, Supervision, Working Condition, Work Itself that they were currently experiencing job satisfaction in most ways. There were aspects, however, where job satisfaction was lower and there were also negative evaluations voiced in the General Comments section of the questionnaire. The following recommendations are offered and are based on the factors found to be associated with these lower percentages of job satisfaction and on the concerns expressed in the comment section by elementary and secondary counselors. It is recommended that:

1. Administrators, Teachers and staff be inserviced on the role of the counselor in the school at the elementary and secondary levels.

2. "Needs Assessments" be conducted at both the elementary and secondary levels to assess school counselor needs at each building site including feedback from

counselors themselves and their teacher colleagues.

3. School Districts study the impact, negative or positive, of counselor-student ratios on their counseling programs.

4. A time-management study should be performed to look at the time counselors are required to spend on state/district testing activities and related paperwork.

Recommendations for Further Study

Based on the results of this investigation, further study would add to the information available in the area of job satisfaction and levels of role ambiguity/role conflict of elementary and secondary counselors. There are several specific research studies that are recommended:

1. An analysis of the roles of school counselors at each specific grade level, K-12, to determine if unique role definitions exist at each grade level.

2. A replication study done in another part of the country to determine if the issues and concerns expressed by counselors in Nevada are similar to those of counselors in other parts of the country.

3. A study examining whether the curriculum of graduate school programs in school counseling are in harmony with the actual role of the counselor in the public school setting.

4. A study looking at the PK-12 guidance curricula at

both elementary and secondary levels with an eye toward revising them to address the realities of role expectations, assignments and satisfactions in the counselors job.

5. A study looking at the role expectations, assignments and job satisfactions in the counselors job in rural school districts versus urban school districts.

APPENDIX 1
COVER LETTER



January, 2003

Dear Counselor,

As the size of the school districts in Nevada increase, Counseling and Guidance departments also grow. School counselors are now expected to deal with a student's emotional well-being and academic progress. This change and growth together presents a variety of new situations and challenges for school counselors.

The school counselors within the 16 school districts in Nevada, excluding Clark County, have been chosen to provide their opinions on issues critical to school counselors. In order for the results to represent the views of the counselors in Nevada, it is vital that each questionnaire be completed and returned. You may be assured of complete anonymity. The identification number on the return envelope is for mailing purposes only. Your name will not be placed on the questionnaire and your participation is voluntary.

The research results will be made available to representatives of the 16 school districts in Nevada as well as all interested parties. You may receive a summary of results by writing "copy of results" on the back of the return envelope and printing your name and address below it. Please do not put this information on the questionnaire itself.

Thank you in advance for assisting me with my dissertation research. The data will be processed by independent researchers at the Cannon Center for Survey Research at UNLV. I would be happy to answer any questions or concerns you might have. Please write or call (702) 895-0168.

Thank you for your assistance.

Sincerely,

Lisa Violanti

Lisa M. Violanti

APPENDIX 2

QUESTIONNAIRE SENT VIA US MAIL

School Counselor's Survey on Job Satisfaction

Shade Circles Like This--> ●

Not Like This--> ○

Please use BLUE or BLACK ink to complete form

Section 1: The following statements refer to organizational factors that can influence the way a counselor feels about his/her job. Please read each statement and fill in the circle that corresponds the degree to which you agree or disagree with each statement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. Counseling provides an opportunity to use a variety of skills.....	○ 1	○ 2	○ 3	○ 4
2. Counseling is very interesting work.....	○ 1	○ 2	○ 3	○ 4
3. My immediate supervisor gives me assistance when I need help.....	○ 1	○ 2	○ 3	○ 4
4. I do not get cooperation from the people I work with.....	○ 1	○ 2	○ 3	○ 4
5. Working conditions in my school are comfortable.....	○ 1	○ 2	○ 3	○ 4
6. Teachers recognize counselors as a support for their classroom.....	○ 1	○ 2	○ 3	○ 4
7. Counseling discourages originality.....	○ 1	○ 2	○ 3	○ 4
8. The administration in my school communicates its policies well.....	○ 1	○ 2	○ 3	○ 4
9. Teachers tell me they appreciate the support I give them.....	○ 1	○ 2	○ 3	○ 4
10. My colleagues stimulate me to do better work.....	○ 1	○ 2	○ 3	○ 4
11. I have responsibility for my counseling.....	○ 1	○ 2	○ 3	○ 4
12. The work of a counselor is very pleasant.....	○ 1	○ 2	○ 3	○ 4
13. No one tells me that I am a good counselor.....	○ 1	○ 2	○ 3	○ 4
14. My immediate supervisor is not willing to listen to my suggestions.....	○ 1	○ 2	○ 3	○ 4
15. Physical surroundings in my school are unpleasant.....	○ 1	○ 2	○ 3	○ 4
16. I receive too little recognition.....	○ 1	○ 2	○ 3	○ 4
17. I try to be aware of the policies of my school.....	○ 1	○ 2	○ 3	○ 4
18. My interests are similar to those of my colleagues.....	○ 1	○ 2	○ 3	○ 4
19. The administration in my school does not clearly define its policies.....	○ 1	○ 2	○ 3	○ 4
20. The work of a counselor consists of routine activities.....	○ 1	○ 2	○ 3	○ 4
21. My colleagues are highly critical of one another.....	○ 1	○ 2	○ 3	○ 4
22. My immediate supervisor explains what is expected of me.....	○ 1	○ 2	○ 3	○ 4
23. Working conditions in my school are good.....	○ 1	○ 2	○ 3	○ 4
24. I have made lasting friendships among my colleagues.....	○ 1	○ 2	○ 3	○ 4
25. My immediate supervisor makes me feel uncomfortable.....	○ 1	○ 2	○ 3	○ 4
26. My students respect me as a counselor.....	○ 1	○ 2	○ 3	○ 4
27. I do not have the freedom to make my own decisions.....	○ 1	○ 2	○ 3	○ 4
28. I receive too many meaningless instructions from my immediate supervisor.....	○ 1	○ 2	○ 3	○ 4
29. I like the people with whom I work.....	○ 1	○ 2	○ 3	○ 4
30. I receive full recognition for my successful counseling.....	○ 1	○ 2	○ 3	○ 4
31. I am indifferent towards counseling.....	○ 1	○ 2	○ 3	○ 4
32. My immediate supervisor provides assistance for improving counseling.....	○ 1	○ 2	○ 3	○ 4
33. Working conditions in my school can be improved.....	○ 1	○ 2	○ 3	○ 4
34. My colleagues provide me with suggestions for feedback about my counseling.....	○ 1	○ 2	○ 3	○ 4
35. I am not responsible for my actions.....	○ 1	○ 2	○ 3	○ 4
36. My immediate supervisor does not back me up.....	○ 1	○ 2	○ 3	○ 4
37. I am not interested in the policies of my school.....	○ 1	○ 2	○ 3	○ 4

Section 2: The following statements describe some specific characteristics about your particular job in your school. Please read each statement and rate how true each is for your job.

	Definitely NOT TRUE of my job						Definitely TRUE of my job
38. I have clear, planned goals and objectives for my job.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
39. I have to do things that should be done differently.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
40. I know I have divided my time properly.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
41. I receive an assignment without the existence to complete it.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
42. I know what my responsibilities are,	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
43. I have to circumvent a rule or policy in order to carry out an assignment.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
44. I work with two or more groups who operate quite differently.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
45. I know exactly what is expected of me.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
46. I receive incompatible requests from two or more people.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
47. I feel certain about how much authority I have.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
48. I do things that are apt to be accepted by one person and not by others.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
49. I receive an assignment without adequate resources and materials to complete it.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
50. Explanation is clear of what has to be done.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
51. I work on unnecessary things.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Section 3: Demographics

52. How many years have you been counseling?

53. How many years have you been at your current school assignment?

54. What is your current level of assignment?

☐ Elementary ☐ Junior High/Middle School ☐ Senior High School

55. Please record your gender. ☐ Male ☐ Female

56. Please write any comments regarding this survey or about issues critical to school counseling in general in the space below. Your comments will remain anonymous.

APPENDIX 3
QUESTIONNAIRE SENT VIA EMAIL

School Counselor's Survey on Job Satisfaction

Please type in your identification number.

Section 1: Please read each statement and fill in the circle that corresponds with the degree to which you agree or disagree with each statement

1. Counseling provides an opportunity to use a variety of skills.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
2. Counseling is very interesting work.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
3. My immediate supervisor gives me assistance when I need help.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
4. I do not get cooperation from the people I work with.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
5. Teachers recognize counselors as a support for their classroom.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
6. Working conditions in my school are comfortable.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
7. Counseling discourages originality.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
8. The administration in my school communicates its policies well.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
9. Teachers tell me they appreciate the support I give them.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
10. My colleagues stimulate me to do better work.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
11. I have responsibility for my counseling.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
12. The work of a counselor is very pleasant.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
13. My immediate supervisor is not willing to listen to my suggestions.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
14. No one tells me that I am a good counselor.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
15. Physical surroundings in my school are unpleasant.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
16. I receive too little recognition.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
17. I try to be aware of the policies of my school.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
18. My interests are similar to those of my colleagues.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

19. The administration in my school does not clearly define its policies.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
20. The work of a counselor consists of routine activities.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
21. My colleagues are highly critical of one another.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
22. My immediate supervisor explains what is expected of me.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
23. Working conditions in my school are good.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
24. I have made lasting friendships among my colleagues.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
25. My immediate supervisor makes me feel uncomfortable.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
26. My students respect me as a counselor.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
27. I do not have the freedom to make my own decisions.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
28. I receive too many meaningless instructions from my immediate supervisor.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
29. I like the people with whom I work.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
30. I receive full recognition for my successful counseling.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
31. I am indifferent towards counseling.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
32. My immediate supervisor provides assistance for improving counseling.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
33. Working conditions in my school can be improved.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
34. My colleagues provide me with suggestions for feedback about my counseling.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
35. I am not responsible for my actions.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
36. My immediate supervisor does not back me up.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
37. I am not interested in the policies of my school.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

B. The following questions describe some specific characteristics about your particular job. Please read each statement and rate how true each is for your job. Type a number in the box using a scale of 1 to 7 where 1 means the item is DEFINITELY NOT TRUE

of your job, and 7 means the item is **DEFINITELY TRUE** about your job.

38. I have clear, planned goals and objectives for my job.
39. I have to do things that should be done differently.
40. I know I have divided my time properly.
41. I receive an assignment without the assistance to complete it.
42. I know what my responsibilities are.
43. I have to circumvent a rule or policy in order to carry out an assignment.
44. I work with two or more groups who operate quite differently.
45. I know exactly what is expected of me.
46. I receive incompatible requests from two or more people.
47. I feel certain about how much authority I have.
48. I do things that are apt to be accepted by one person and not by others.
49. I receive an assignment without adequate resources and materials to complete it.
50. Explanation is clear of what has to be done.
51. I work on unnecessary things.

C. SECTION 3: Demographics

52. How many years have you been counseling?

53. How many years have you been at your current school assignment?

54. What is your current level of assignment?

- Elementary
- Junior High/Middle School
- Senior High

55. Please record your gender

- Male
- Female

56. Please write any comments regarding this survey or about issues critical to school counseling in general in the space below. Your comments will remain anonymous.

Submit

Reset

APPENDIX 4

FREQUENCY TABLES

Counselor provides opportunity to use skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	90	81.1	81.1	81.1
	Somewhat agree	20	18.0	18.0	99.1
	Somewhat disagree	1	.9	.9	100.0
	Total	111	100.0	100.0	

Counseling is interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	90	81.1	81.1	81.1
	Somewhat agree	19	17.1	17.1	98.2
	Somewhat disagree	2	1.8	1.8	100.0
	Total	111	100.0	100.0	

My supervisor gives me assistance when I need help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	69	62.2	62.2	62.2
	Somewhat agree	33	29.7	29.7	91.9
	Somewhat disagree	6	5.4	5.4	97.3
	Strongly Disagree	3	2.7	2.7	100.0
	Total	111	100.0	100.0	

I do not get cooperation from co-workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	3.6	3.6	3.6
	Somewhat agree	18	16.2	16.2	19.8
	Somewhat disagree	28	25.2	25.2	45.0
	Strongly Disagree	61	55.0	55.0	100.0
	Total	111	100.0	100.0	

Working conditions are comfortable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	63	56.8	56.8	56.8
	Somewhat agree	36	32.4	32.4	89.2
	Somewhat disagree	11	9.9	9.9	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	111	100.0	100.0	

Teachers recognize counselors as support for classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	29.7	30.0	30.0
	Somewhat agree	57	51.4	51.8	81.8
	Somewhat disagree	13	11.7	11.8	93.6
	Strongly Disagree	7	6.3	6.4	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

The administration communicates its policies well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	44	39.6	39.6	39.6
	Somewhat agree	44	39.6	39.6	79.3
	Somewhat disagree	16	14.4	14.4	93.7
	Strongly Disagree	7	6.3	6.3	100.0
	Total	111	100.0	100.0	

Teachers tell me they appreciate the support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	29.7	29.7	29.7
	Somewhat agree	56	50.5	50.5	80.2
	Somewhat disagree	16	14.4	14.4	94.6
	Strongly Disagree	6	5.4	5.4	100.0
	Total	111	100.0	100.0	

My colleagues stimulate me to do better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	30.6	30.6	30.6
	Somewhat agree	65	58.6	58.6	89.2
	Somewhat disagree	7	6.3	6.3	95.5
	Strongly Disagree	5	4.5	4.5	100.0
	Total	111	100.0	100.0	

I have responsibility for my counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	97	87.4	88.2	88.2
	Somewhat agree	12	10.8	10.9	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

The work is pleasant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	25.2	25.2	25.2
	Somewhat agree	55	49.5	49.5	74.8
	Somewhat disagree	25	22.5	22.5	97.3
	Strongly Disagree	3	2.7	2.7	100.0
	Total	111	100.0	100.0	

No one tells me I am a good counselor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	8.1	8.1	8.1
	Somewhat agree	22	19.8	19.8	27.9
	Somewhat disagree	32	28.8	28.8	56.8
	Strongly Disagree	48	43.2	43.2	100.0
	Total	111	100.0	100.0	

My supervisor is not willing to hear suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	3.6	3.6	3.6
	Somewhat agree	14	12.6	12.6	16.2
	Somewhat disagree	27	24.3	24.3	40.5
	Strongly Disagree	66	59.5	59.5	100.0
	Total	111	100.0	100.0	

Physical surrounding are unpleasant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	1.8	1.8	1.8
	Somewhat agree	17	15.3	15.5	17.3
	Somewhat disagree	15	13.5	13.6	30.9
	Strongly Disagree	76	68.5	69.1	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

I receive little recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	5.4	5.5	5.5
	Somewhat agree	35	31.5	31.8	37.3
	Somewhat disagree	35	31.5	31.8	69.1
	Strongly Disagree	34	30.6	30.9	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

I try to be aware of policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	95	85.6	85.6	85.6
	Somewhat agree	15	13.5	13.5	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	111	100.0	100.0	

My interests are similar to my colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	20.7	20.7	20.7
	Somewhat agree	66	59.5	59.5	80.2
	Somewhat disagree	18	16.2	16.2	96.4
	Strongly Disagree	4	3.6	3.6	100.0
	Total	111	100.0	100.0	

Administration does not clearly define policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	4.5	4.5	4.5
	Somewhat agree	30	27.0	27.3	31.8
	Somewhat disagree	29	26.1	26.4	58.2
	Strongly Disagree	46	41.4	41.8	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

Work consists of routine activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	6.3	6.3	6.3
	Somewhat agree	34	30.6	30.6	36.9
	Somewhat disagree	40	36.0	36.0	73.0
	Strongly Disagree	30	27.0	27.0	100.0
	Total	111	100.0	100.0	

My colleagues are critical of each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.7	2.7	2.7
	Somewhat agree	23	20.7	20.7	23.4
	Somewhat disagree	47	42.3	42.3	65.8
	Strongly Disagree	38	34.2	34.2	100.0
	Total	111	100.0	100.0	

My supervisor explains what is expected of me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	37	33.3	33.3	33.3
	Somewhat agree	48	43.2	43.2	76.6
	Somewhat disagree	19	17.1	17.1	93.7
	Strongly Disagree	7	6.3	6.3	100.0
	Total	111	100.0	100.0	

Working conditions are good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	55.9	55.9	55.9
	Somewhat agree	37	33.3	33.3	89.2
	Somewhat disagree	11	9.9	9.9	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	111	100.0	100.0	

I have made lasting friendships with colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	53	47.7	47.7	47.7
	Somewhat agree	45	40.5	40.5	88.3
	Somewhat disagree	12	10.8	10.8	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	111	100.0	100.0	

My supervisor make me uncomfortable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	7.2	7.2	7.2
	Somewhat agree	4	3.6	3.6	10.8
	Somewhat disagree	23	20.7	20.7	31.5
	Strongly Disagree	76	68.5	68.5	100.0
	Total	111	100.0	100.0	

My students respect me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	77	69.4	69.4	69.4
	Somewhat agree	33	29.7	29.7	99.1
	Somewhat disagree	1	.9	.9	100.0
	Total	111	100.0	100.0	

I do not have freedom to make my own decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	1.8	1.8	1.8
	Somewhat agree	19	17.1	17.1	18.9
	Somewhat disagree	27	24.3	24.3	43.2
	Strongly Disagree	63	56.8	56.8	100.0
	Total	111	100.0	100.0	

I receive meaningless instructions from my supervisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.7	2.7	2.7
	Somewhat agree	11	9.9	9.9	12.6
	Somewhat disagree	27	24.3	24.3	36.9
	Strongly Disagree	70	63.1	63.1	100.0
	Total	111	100.0	100.0	

I receive recognition for successful counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	18.9	19.1	19.1
	Somewhat agree	41	36.9	37.3	56.4
	Somewhat disagree	35	31.5	31.8	88.2
	Strongly Disagree	13	11.7	11.8	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

I am indifferent towards counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	4.5	4.5	4.5
	Somewhat agree	4	3.6	3.6	8.1
	Somewhat disagree	11	9.9	9.9	18.0
	Strongly Disagree	91	82.0	82.0	100.0
	Total	111	100.0	100.0	

My supervisor provides assistance for improving counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	24.3	24.3	24.3
	Somewhat agree	40	36.0	36.0	60.4
	Somewhat disagree	31	27.9	27.9	88.3
	Strongly Disagree	13	11.7	11.7	100.0
	Total	111	100.0	100.0	

Working conditions can be improved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	15.3	15.5	15.5
	Somewhat agree	57	51.4	51.8	67.3
	Somewhat disagree	23	20.7	20.9	88.2
	Strongly Disagree	13	11.7	11.8	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

Colleagues provide feedback suggestions for my counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	14.4	14.7	14.7
	Somewhat agree	39	35.1	35.8	50.5
	Somewhat disagree	41	36.9	37.6	88.1
	Strongly Disagree	13	11.7	11.9	100.0
	Total	109	98.2	100.0	
Missing	System	2	1.8		
Total		111	100.0		

I am not responsible for my actions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	3.6	3.6	3.6
	Somewhat disagree	4	3.6	3.6	7.2
	Strongly Disagree	103	92.8	92.8	100.0
	Total	111	100.0	100.0	

My supervisor does not back me up

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.7	2.7	2.7
	Somewhat agree	9	8.1	8.1	10.8
	Somewhat disagree	21	18.9	18.9	29.7
	Strongly Disagree	78	70.3	70.3	100.0
	Total	111	100.0	100.0	

I am not interested in my school's policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	.9	.9	.9
	Somewhat agree	2	1.8	1.8	2.7
	Somewhat disagree	11	9.9	10.0	12.7
	Strongly Disagree	96	86.5	87.3	100.0
	Total	110	99.1	100.0	
Missing	System	1	.9		
Total		111	100.0		

I know my responsibilities

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	2	1	2.6	2.7	2.7
			3				
			4	3	7.9	8.1	10.8
			5	2	5.3	5.4	16.2
			6	15	39.5	40.5	56.8
			Definitely true	15	39.5	40.5	97.3
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	2	3	4.2	4.2	4.2
			3	1	1.4	1.4	5.6
			4	2	2.8	2.8	8.3
			5	14	19.4	19.4	27.8
			6	23	31.9	31.9	59.7
			Definitely true	29	40.3	40.3	100.0
		Total		72	100.0	100.0	
		Missing	System				
		Total					

I have to circumvent a rule/policy to carry out an assignment

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	17	44.7	45.9	45.9
			2	13	34.2	35.1	81.1
			3				
			4	4	10.5	10.8	91.9
			5	1	2.6	2.7	94.6
			6	2	5.3	5.4	100.0
			Definitely true				
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	23	31.9	31.9	31.9
			2	17	23.6	23.6	55.6
			3	5	6.9	6.9	62.5
			4	12	16.7	16.7	79.2
			5	7	9.7	9.7	88.9
			6	7	9.7	9.7	98.6
			Definitely true	1	1.4	1.4	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I work with two or more groups who operate differently

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	7	18.4	18.9	18.9
			2	4	10.5	10.8	29.7
			3	4	10.5	10.8	40.5
			4	3	7.9	8.1	48.6
			5	6	15.8	16.2	64.9
			6	4	10.5	10.8	75.7
			Definitely true	9	23.7	24.3	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	6	8.3	8.7	8.7
			2	7	9.7	10.1	18.8
			3	5	6.9	7.2	26.1
			4	5	6.9	7.2	33.3
			5	8	11.1	11.6	44.9
			6	22	30.6	31.9	76.8
			Definitely true	16	22.2	23.2	100.0
			Total	69	95.8	100.0	
		Missing	System	3	4.2		
		Total		72	100.0		

I know what is expected of me

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true				
			2	1	2.6	2.7	2.7
			3	6	15.8	16.2	18.9
			4	4	10.5	10.8	29.7
			5	6	15.8	16.2	45.9
			6	11	28.9	29.7	75.7
			Definitely true	9	23.7	24.3	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	3	4.2	4.2	4.2
			2	2	2.8	2.8	7.0
			3	12	16.7	16.9	23.9
			4	7	9.7	9.9	33.8
			5	14	19.4	19.7	53.5
			6	19	26.4	26.8	80.3
			Definitely true	14	19.4	19.7	100.0
			Total	71	98.6	100.0	
		Missing	System	1	1.4		
		Total		72	100.0		

I receive incompatible requests from two or more people

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	10	26.3	27.0	27.0
			2	8	21.1	21.6	48.6
			3				
			4	7	18.4	18.9	67.6
			5	9	23.7	24.3	91.9
			6	3	7.9	8.1	100.0
			Definitely true				
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	17	23.6	23.6	23.6
			2	10	13.9	13.9	37.5
			3	6	8.3	8.3	45.8
			4	7	9.7	9.7	55.6
			5	11	15.3	15.3	70.8
			6	16	22.2	22.2	93.1
			Definitely true	5	6.9	6.9	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I feel certain about how much authority I have

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	3	7.9	8.1	8.1
			2	1	2.6	2.7	10.8
			3	3	7.9	8.1	18.9
			4	6	15.8	16.2	35.1
			5	4	10.5	10.8	45.9
			6	14	36.8	37.8	83.8
			Definitely true	6	15.8	16.2	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	4	5.6	5.6	5.6
			2	2	2.8	2.8	8.5
			3	6	8.3	8.5	16.9
			4	8	11.1	11.3	28.2
			5	13	18.1	18.3	46.5
			6	27	37.5	38.0	84.5
			Definitely true	11	15.3	15.5	100.0
			Total	71	98.6	100.0	
		Missing	System	1	1.4		
		Total		72	100.0		

I do things that are apt to be accepted by one group and not the other

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	4	10.5	10.8	10.8
			2	7	18.4	18.9	29.7
			3	3	7.9	8.1	37.8
			4	6	15.8	16.2	54.1
			5	8	21.1	21.6	75.7
			6	8	21.1	21.6	97.3
			Definitely true	1	2.6	2.7	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	9	12.5	12.5	12.5
			2	7	9.7	9.7	22.2
			3	7	9.7	9.7	31.9
			4	8	11.1	11.1	43.1
			5	14	19.4	19.4	62.5
			6	14	19.4	19.4	81.9
			Definitely true	13	18.1	18.1	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I receive an assignment without resources and materials to complete it

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	9	23.7	24.3	24.3
			2	11	28.9	29.7	54.1
			3	3	7.9	8.1	62.2
			4	5	13.2	13.5	75.7
			5	5	13.2	13.5	89.2
			6	3	7.9	8.1	97.3
			Definitely true	1	2.6	2.7	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	10	13.9	13.9	13.9
			2	18	25.0	25.0	38.9
			3	6	8.3	8.3	47.2
			4	10	13.9	13.9	61.1
			5	12	16.7	16.7	77.8
			6	7	9.7	9.7	87.5
			Definitely true	9	12.5	12.5	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

Explanation is clear of what has to be done

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	1	2.6	2.7	2.7
			2	1	2.6	2.7	5.4
			3	5	13.2	13.5	18.9
			4	5	13.2	13.5	32.4
			5	6	15.8	16.2	48.6
			6	9	23.7	24.3	73.0
			Definitely true	10	26.3	27.0	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	1	1.4	1.4	1.4
			2	5	6.9	6.9	8.3
			3	8	11.1	11.1	19.4
			4	8	11.1	11.1	30.6
			5	15	20.8	20.8	51.4
			6	22	30.6	30.6	81.9
			Definitely true	12	16.7	16.7	98.6
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I work on unnecessary things

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	7	18.4	18.9	18.9
			2	14	36.8	37.8	56.8
			3	6	15.8	16.2	73.0
			4	1	2.6	2.7	75.7
			5	3	7.9	8.1	83.8
			6	3	7.9	8.1	91.9
			Definitely true	3	7.9	8.1	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	14	19.4	19.4	19.4
			2	8	11.1	11.1	30.6
			3	9	12.5	12.5	43.1
			4	8	11.1	11.1	54.2
			5	16	22.2	22.2	76.4
			6	8	11.1	11.1	87.5
			Definitely true	9	12.5	12.5	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I have to do things that should be done differently

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Definitely not true	4	10.5	11.8	11.8
			2	3	7.9	8.8	20.6
			3	10	26.3	29.4	50.0
			4	3	7.9	8.8	58.8
			5	6	15.8	17.6	76.5
			6	5	13.2	14.7	91.2
			Definitely true	3	7.9	8.8	100.0
			Total	34	89.5	100.0	
		Missing	System	4	10.5		
		Total		38	100.0		
	Secondary	Valid	Definitely not true	8	11.1	11.1	11.1
			2	12	16.7	16.7	27.8
			3	7	9.7	9.7	37.5
			4	9	12.5	12.5	50.0
			5	13	18.1	18.1	68.1
			6	17	23.6	23.6	91.7
			Definitely true	6	8.3	8.3	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

APPENDIX 5

SPLIT FREQUENCY TABLES

Counselor provides opportunity to use skills

				Frequency	Per cent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	30	78.9	78.9	78.9
			Somewhat agree	8	21.1	21.1	100.0
			Somewhat disagree				
			Total	38	100	100.0	
	Secondary	Valid	Strongly agree	59	81.9	81.9	81.9
			Somewhat agree	12	16.7	16.7	98.6
			Somewhat disagree	1	1.4	1.4	100.0
			Total	72	100	100.0	

Counseling is interesting

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	31	81.6	81.6	81.6
			Somewhat agree	7	18.4	18.4	100.0
			Somewhat disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	58	80.6	80.6	80.6
			Somewhat agree	12	16.7	16.7	97.2
			Somewhat disagree	2	2.8	2.8	100.0
			Total	72	100.0	100.0	

My supervisor gives me assistance when I need help

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	24	63.2	63.2	63.2
			Somewhat agree	13	34.2	34.2	97.4
			Somewhat disagree	1	2.6	2.6	100.0
			Strongly Disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	44	61.1	61.1	61.1
			Somewhat agree	20	27.8	27.8	88.9
			Somewhat disagree	5	6.9	6.9	95.8
			Strongly Disagree	3	4.2	4.2	100.0
			Total	72	100.0	100.0	

I do not get cooperation from co-workers

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree				
			Somewhat agree	5	13.2	13.2	13.2
			Somewhat disagree	6	15.8	15.8	28.9
			Strongly Disagree	27	71.1	71.1	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	4	5.6	5.6	5.6
			Somewhat agree	13	18.1	18.1	23.6
			Somewhat disagree	22	30.6	30.6	54.2
			Strongly Disagree	33	45.8	45.8	100.0
			Total	72	100.0	100.0	

Working conditions are comfortable

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	25	65.8	65.8	65.8
			Somewhat agree	10	26.3	26.3	92.1
			Somewhat disagree	3	7.9	7.9	100.0
			Strongly Disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	37	51.4	51.4	51.4
			Somewhat agree	26	36.1	36.1	87.5
			Somewhat disagree	8	11.1	11.1	98.6
			Strongly Disagree	1	1.4	1.4	100.0
			Total	72	100.0	100.0	

Teachers recognize counselors as support for classroom

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	13	34.2	35.1	35.1
			Somewhat agree	21	55.3	56.8	91.9
			Somewhat disagree	1	2.6	2.7	94.6
			Strongly Disagree	2	5.3	5.4	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Strongly agree	20	27.8	27.8	27.8
			Somewhat agree	35	48.6	48.6	76.4
			Somewhat disagree	12	16.7	16.7	93.1
			Strongly Disagree	5	6.9	6.9	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

Counseling discourages originality

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree				
			Somewhat agree	2	5.3	5.3	5.3
			Somewhat disagree	4	10.5	10.5	15.8
			Strongly Disagree	32	84.2	84.2	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	2	2.8	2.8	2.8
			Somewhat agree	7	9.7	9.7	12.5
			Somewhat disagree	19	26.4	26.4	38.9
			Strongly Disagree	44	61.1	61.1	100.0
			Total	72	100.0	100.0	

The administration communicates its policies well

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	19	50.0	50.0	50.0
			Somewhat agree	11	28.9	28.9	78.9
			Somewhat disagree	6	15.8	15.8	94.7
			Strongly Disagree	2	5.3	5.3	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	25	34.7	34.7	34.7
			Somewhat agree	32	44.4	44.4	79.2
			Somewhat disagree	10	13.9	13.9	93.1
			Strongly Disagree	5	6.9	6.9	100.0
			Total	72	100.0	100.0	

Teachers tell me they appreciate the support

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	15	39.5	39.5	39.5
			Somewhat agree	18	47.4	47.4	86.8
			Somewhat disagree	4	10.5	10.5	97.4
			Strongly Disagree	1	2.6	2.6	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	17	23.6	23.6	23.6
			Somewhat agree	38	52.8	52.8	76.4
			Somewhat disagree	12	16.7	16.7	93.1
			Strongly Disagree	5	6.9	6.9	100.0
			Total	72	100.0	100.0	

My colleagues stimulate me to do better

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	13	34.2	34.2	34.2
			Somewhat agree	22	57.9	57.9	92.1
			Somewhat disagree	3	7.9	7.9	100.0
			Strongly Disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	20	27.8	27.8	27.8
			Somewhat agree	43	59.7	59.7	87.5
			Somewhat disagree	4	5.6	5.6	93.1
			Strongly Disagree	5	6.9	6.9	100.0
			Total	72	100.0	100.0	

I have responsibility for my counseling

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	33	86.8	86.8	86.8
			Somewhat agree	5	13.2	13.2	100.0
			Strongly Disagree				
			Total	38	100.0	100.0	
		Missing System Total					
	Secondary	Valid	Strongly agree	63	87.5	88.7	88.7
			Somewhat agree	7	9.7	9.9	98.6
			Strongly Disagree	1	1.4	1.4	100.0
			Total	71	98.6	100.0	
		Missing System Total		1	1.4		
				72	100.0		

The work is pleasant

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	13	34.2	34.2	34.2
			Somewhat agree	16	42.1	42.1	76.3
			Somewhat disagree	9	23.7	23.7	100.0
			Strongly Disagree				
		Total		38	100.0	100.0	
	Secondary	Valid	Strongly agree	14	19.4	19.4	19.4
			Somewhat agree	39	54.2	54.2	73.6
			Somewhat disagree	16	22.2	22.2	95.8
			Strongly Disagree	3	4.2	4.2	100.0
		Total		72	100.0	100.0	

No one tells me I am a good counselor

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	2	5.3	5.3	5.3
			Somewhat agree	7	18.4	18.4	23.7
			Somewhat disagree	13	34.2	34.2	57.9
			Strongly Disagree	16	42.1	42.1	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	7	9.7	9.7	9.7
			Somewhat agree	15	20.8	20.8	30.6
			Somewhat disagree	19	26.4	26.4	56.9
			Strongly Disagree	31	43.1	43.1	100.0
			Total	72	100.0	100.0	

My supervisor is not willing to hear suggestions

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	2	5.3	5.3	5.3
			Somewhat agree	3	7.9	7.9	13.2
			Somewhat disagree	11	28.9	28.9	42.1
			Strongly Disagree	22	57.9	57.9	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	2	2.8	2.8	2.8
			Somewhat agree	11	15.3	15.3	18.1
			Somewhat disagree	16	22.2	22.2	40.3
			Strongly Disagree	43	59.7	59.7	100.0
			Total	72	100.0	100.0	

I receive little recognition

				Frequency	Percent	Valid Percent	Cumulative Percent		
Grade level	Elementary	Valid	Strongly agree	2	5.3	5.3	5.3		
			Somewhat agree	9	23.7	23.7	28.9		
			Somewhat disagree	12	31.6	31.6	60.5		
			Strongly Disagree	15	39.5	39.5	100.0		
			Total	38	100.0	100.0			
		Missing System	Total						
			Secondary	Valid	Strongly agree	4	5.6	5.6	5.6
					Somewhat agree	26	36.1	36.6	42.3
					Somewhat disagree	23	31.9	32.4	74.6
					Strongly Disagree	18	25.0	25.4	100.0
	Total	71			98.6	100.0			
	Missing System	Total		1	1.4				
		Total	72	100.0					

I try to be aware of policies

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	32	84.2	84.2	84.2
			Somewhat agree	6	15.8	15.8	100.0
			Strongly Disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	62	86.1	86.1	86.1
			Somewhat agree	9	12.5	12.5	98.6
			Strongly Disagree	1	1.4	1.4	100.0
			Total	72	100.0	100.0	

My interests are similar to my colleagues

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	8	21.1	21.1	21.1
			Somewhat agree	24	63.2	63.2	84.2
			Somewhat disagree	5	13.2	13.2	97.4
			Strongly Disagree	1	2.6	2.6	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	15	20.8	20.8	20.8
			Somewhat agree	41	56.9	56.9	77.8
			Somewhat disagree	13	18.1	18.1	95.8
			Strongly Disagree	3	4.2	4.2	100.0
			Total	72	100.0	100.0	

Administration does not clearly define policies

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	1	2.6	2.7	2.7
			Somewhat agree	11	28.9	29.7	32.4
			Somewhat disagree	7	18.4	18.9	51.4
			Strongly Disagree	18	47.4	48.6	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Strongly agree	4	5.6	5.6	5.6
			Somewhat agree	19	26.4	26.4	31.9
			Somewhat disagree	22	30.6	30.6	62.5
			Strongly Disagree	27	37.5	37.5	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

Work consists of routine activities

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	1	2.6	2.6	2.6
			Somewhat agree	8	21.1	21.1	23.7
			Somewhat disagree	15	39.5	39.5	63.2
			Strongly Disagree	14	36.8	36.8	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	6	8.3	8.3	8.3
			Somewhat agree	26	36.1	36.1	44.4
			Somewhat disagree	25	34.7	34.7	79.2
			Strongly Disagree	15	20.8	20.8	100.0
			Total	72	100.0	100.0	

My colleagues are critical of each other

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree				
			Somewhat agree	10	26.3	26.3	26.3
			Somewhat disagree	18	47.4	47.4	73.7
			Strongly Disagree	10	26.3	26.3	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	3	4.2	4.2	4.2
			Somewhat agree	13	18.1	18.1	22.2
			Somewhat disagree	29	40.3	40.3	62.5
			Strongly Disagree	27	37.5	37.5	100.0
			Total	72	100.0	100.0	

My supervisor explains what is expected of me

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	13	34.2	34.2	34.2
			Somewhat agree	16	42.1	42.1	76.3
			Somewhat disagree	7	18.4	18.4	94.7
			Strongly Disagree	2	5.3	5.3	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	23	31.9	31.9	31.9
			Somewhat agree	32	44.4	44.4	76.4
			Somewhat disagree	12	16.7	16.7	93.1
			Strongly Disagree	5	6.9	6.9	100.0
			Total	72	100.0	100.0	

Working conditions are good

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level		Valid	Strongly agree	1	100.0	100.0	10
			Somewhat agree				
			Somewhat disagree				
			Strongly Disagree				
			Total				
	Elementary	Valid	Strongly agree	24	63.2	63.2	6
			Somewhat agree	10	26.3	26.3	8
			Somewhat disagree	4	10.5	10.5	10
			Strongly Disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	37	51.4	51.4	5
			Somewhat agree	27	37.5	37.5	8
			Somewhat disagree	7	9.7	9.7	9
			Strongly Disagree	1	1.4	1.4	10
			Total	72	100.0	100.0	

I have made lasting friendships with colleagues

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	20	52.6	52.6	52.6
			Somewhat agree	14	36.8	36.8	89.5
			Somewhat disagree	4	10.5	10.5	100.0
			Strongly Disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	33	45.8	45.8	45.8
			Somewhat agree	30	41.7	41.7	87.5
			Somewhat disagree	8	11.1	11.1	98.6
			Strongly Disagree	1	1.4	1.4	100.0
			Total	72	100.0	100.0	

My supervisor make me uncomfortable

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	4	10.5	10.5	10.5
			Somewhat agree	2	5.3	5.3	15.8
			Somewhat disagree	6	15.8	15.8	31.6
			Strongly Disagree	26	68.4	68.4	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	4	5.6	5.6	5.6
			Somewhat agree	2	2.8	2.8	8.3
			Somewhat disagree	17	23.6	23.6	31.9
			Strongly Disagree	49	68.1	68.1	100.0
			Total	72	100.0	100.0	

My students respect me

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	35	92.1	92.1	92.1
			Somewhat agree	3	7.9	7.9	100.0
			Somewhat disagree				
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	41	56.9	56.9	56.9
			Somewhat agree	30	41.7	41.7	98.6
			Somewhat disagree	1	1.4	1.4	100.0
			Total	72	100.0	100.0	

I do not have freedom to make my own decisions

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	1	2.6	2.6	2.6
			Somewhat agree	6	15.8	15.8	18.4
			Somewhat disagree	6	15.8	15.8	34.2
			Strongly Disagree	25	65.8	65.8	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	1	1.4	1.4	1.4
			Somewhat agree	13	18.1	18.1	19.4
			Somewhat disagree	21	29.2	29.2	48.6
			Strongly Disagree	37	51.4	51.4	100.0
			Total	72	100.0	100.0	

I receive meaningless instructions from my supervisor

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	1	2.6	2.6	2.6
			Somewhat agree	4	10.5	10.5	13.2
			Somewhat disagree	5	13.2	13.2	26.3
			Strongly Disagree	28	73.7	73.7	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	2	2.8	2.8	2.8
			Somewhat agree	7	9.7	9.7	12.5
			Somewhat disagree	22	30.6	30.6	43.1
			Strongly Disagree	41	56.9	56.9	100.0
			Total	72	100.0	100.0	

I like the people with whom I work

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	24	63.2	64.9	64.9
			Somewhat agree	12	31.6	32.4	97.3
			Somewhat disagree	1	2.6	2.7	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Strongly agree	44	61.1	61.1	61.1
			Somewhat agree	26	36.1	36.1	97.2
			Somewhat disagree	2	2.8	2.8	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I receive recognition for successful counseling

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	12	31.6	32.4	32.4
			Somewhat agree	12	31.6	32.4	64.9
			Somewhat disagree	10	26.3	27.0	91.9
			Strongly Disagree	3	7.9	8.1	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Strongly agree	8	11.1	11.1	11.1
			Somewhat agree	29	40.3	40.3	51.4
			Somewhat disagree	25	34.7	34.7	86.1
			Strongly Disagree	10	13.9	13.9	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I am indifferent towards counseling

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	3	7.9	7.9	7.9
			Somewhat agree	1	2.6	2.6	10.5
			Somewhat disagree	1	2.6	2.6	13.2
			Strongly Disagree	33	86.8	86.8	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	2	2.8	2.8	2.8
			Somewhat agree	3	4.2	4.2	6.9
			Somewhat disagree	10	13.9	13.9	20.8
			Strongly Disagree	57	79.2	79.2	100.0
			Total	72	100.0	100.0	

My supervisor provides assistance for improving counseling

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	9	23.7	23.7	23.7
			Somewhat agree	15	39.5	39.5	63.2
			Somewhat disagree	10	26.3	26.3	89.5
			Strongly Disagree	4	10.5	10.5	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	17	23.6	23.6	23.6
			Somewhat agree	25	34.7	34.7	58.3
			Somewhat disagree	21	29.2	29.2	87.5
			Strongly Disagree	9	12.5	12.5	100.0
			Total	72	100.0	100.0	

Working conditions can be improved

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	7	18.4	18.9	18.9
			Somewhat agree	20	52.6	54.1	73.0
			Somewhat disagree	6	15.8	16.2	89.2
			Strongly Disagree	4	10.5	10.8	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Strongly agree	10	13.9	13.9	13.9
			Somewhat agree	37	51.4	51.4	65.3
			Somewhat disagree	17	23.6	23.6	88.9
			Strongly Disagree	8	11.1	11.1	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

Colleagues provide feedback suggestions for my counseling

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	5	13.2	13.9	13.9
			Somewhat agree	14	36.8	38.9	52.8
			Somewhat disagree	15	39.5	41.7	94.4
			Strongly Disagree	2	5.3	5.6	100.0
			Total	36	94.7	100.0	
		Missing	System	2	5.3		
		Total		38	100.0		
	Secondary	Valid	Strongly agree	10	13.9	13.9	13.9
			Somewhat agree	25	34.7	34.7	48.6
			Somewhat disagree	26	36.1	36.1	84.7
			Strongly Disagree	11	15.3	15.3	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

I am not responsible for my actions

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	2	5.3	5.3	5.3
			Somewhat disagree				
			Strongly Disagree	36	94.7	94.7	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	2	2.8	2.8	2.8
			Somewhat disagree	4	5.6	5.6	8.3
			Strongly Disagree	66	91.7	91.7	100.0
			Total	72	100.0	100.0	

My supervisor does not back me up

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree				
			Somewhat agree	4	10.5	10.5	10.5
			Somewhat disagree	6	15.8	15.8	26.3
			Strongly Disagree	28	73.7	73.7	100.0
			Total	38	100.0	100.0	
	Secondary	Valid	Strongly agree	3	4.2	4.2	4.2
			Somewhat agree	5	6.9	6.9	11.1
			Somewhat disagree	15	20.8	20.8	31.9
			Strongly Disagree	49	68.1	68.1	100.0
			Total	72	100.0	100.0	

I am not interested in my school's policies

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Strongly agree	1	2.6	2.7	2.7
			Somewhat agree	1	2.6	2.7	5.4
			Somewhat disagree	4	10.5	10.8	16.2
			Strongly Disagree	31	81.6	83.8	100.0
			Total	37	97.4	100.0	
		Missing	System	1	2.6		
		Total		38	100.0		
	Secondary	Valid	Strongly agree				
			Somewhat agree	1	1.4	1.4	1.4
			Somewhat disagree	7	9.7	9.7	11.1
			Strongly Disagree	64	88.9	88.9	100.0
			Total	72	100.0	100.0	
		Missing	System				
		Total					

Gender

				Frequency	Percent	Valid Percent	Cumulative Percent
Grade level	Elementary	Valid	Male	4	10.5	10.5	10.5
			Female	34	89.5	89.5	100.0
			Total	38	100.0	100.0	
		Missing	System				
	Secondary	Valid	Male	24	33.3	33.3	33.3
			Female	48	66.7	66.7	100.0
			Total	72	100.0	100.0	
		Missing	System				

APPENDIX 6

APPROVAL OF HUMAN SUBJECTS USE



Notice of Approval to Conduct Research Involving Human Subjects

DATE: September 06, 2002

TO: Lisa M. Violanti, Educational Leadership
Dale Anderson (Advisor)
M/S 3002

FROM: *for* Dr. Fred Preston, Chair *AK*
UNLV Social Behavioral Sciences Institutional Review Board

RE: Status of Human Subject Protocol Entitled: *The Relationship of Job Satisfaction to Role Ambiguity and Role Conflict among School Counselors*

OPRS# 303S0702-430

This memorandum is official notification that the protocol for the project referenced above has been reviewed by the Office for the Protection of Research Subjects (OPRS) and has been determined as having met the criteria for exemption from full review by the UNLV Social Behavioral Sciences Institutional Review Board (IRB) as indicated in regulatory statutes 45CFR 46.101. The protocol has been submitted through the expedited review process and has been **approved for a period of one year** from the date of this notification. Work on the project may proceed.

Should the use of human subjects described in this protocol continue beyond **September 06, 2003**, it will be necessary to request an extension. **Should there be ANY changes to the protocol, it will be necessary to submit those changes to the Office for the Protection of Research Subjects.**

If you have questions or require any assistance, please contact the Office for the Protection of Research Subjects at 895-2794.

Cc: OPRS File

REFERENCES

- Baker, S. (2001). Reflections of forty years in the school counseling profession: Is the glass half full or half empty. Professional School Counseling, 5(2), 75-83.
- Ballard, M. & Murgatroyd, W. (1999). Defending a vital program: School counselors define their roles. National Association of Secondary School Principals Bulletin, 83(603), 19-26.
- Ballestero, V. & Fitch, T. & Marshall, J. & Newby, E. (2001). Future school administrators' perceptions of the school counselor's role. Counselor Education and Supervision, 41(2), 89-99.
- Behar, L. (1994). The Knowledge Base of Curriculum. Lanham: University Press of America.
- Belkin, G. (1975). Practical Counseling in the Schools. Dubuque: William C. Brown Company Publishers.
- Benshoff, J. & Cashwell, C. & Poidevant, J. (1994). School discipline programs: issues and implications for school counselors. Elementary School Guidance and Counseling, 28(3), 163-169.
- Bentley, J. (1968). The Counselor's Role. Boston: Houghton Mifflin Company.
- Bishop, L. & Lester, P. (1993). Instrumentation in Education: An Anthology. New York: Garland Publishing Inc.

Blocher, D. & Dugan, W. & Dustin, E. (1971). Guidance Systems. New York: The Ronald Press Company.

Borg, W. & Gall, J. & Gall, M. (1996) Educational Research. White Plains: Longman Publishers.

Brief, A. (1998). Attitudes in and Around Organizations. Thousand Oaks: Sage Publications.

Brief, A. & Van Sell, M. (1981). Role conflict and role ambiguity: Integration of the literature and directions for future research. Human relations, 34(1), 43-71.

Brief, A. & Schuler, R. & Van Sell, M. (1981). Role conflict and role ambiguity: Integration of the literature and directions for future research. Human Relations, 34(1), 43-71.

Brockner, J. (1988). Self-Esteem at Work. Lexington: Lexington Books.

Brott, P. & Myers, J. (1999). Development of professional school counselor identity: A grounded theory. Professional School Counseling, 2(5), 339-348.

Brown, D. & Srebalus, D. (1972). Contemporary Guidance Concepts and Practices. Dubuque: William C. Brown Company Publisher.

Brown, D. & Srebalus, D. (1973). Selected Readings in Contemporary Guidance. Dubuque: William C. Brown Company Publisher.

Brown, J. (1977). Organizing and Evaluating Elementary School Guidance Services: Why, What and How. Monterey: Brooks/Cole Publishing Company.

Byrne, R.H. (1963). The School Counselor. Boston: Houghton Mifflin Company.

Cole, L. & Lanier, S. & Schmidt, J. (1999). Elementary school guidance and counseling: The last 20 years. Professional School Counseling, 2(4), 250-257.

Coy, D. (1999). The role and training of the school counselor: Background and purpose. National Association of Secondary School Principals bulletin, 83(603), 2-8.

Davis, K. & Garrett, M. (1998). Bridging the gap between school counselors and teachers: A proactive approach. Professional School Counseling, 1(5), 54-55.

Dillard, J. & Hardesty, P. (1994). The role of elementary school counselors compared with their middle and secondary school counterparts. Elementary School Guidance and Counseling, 29(2), 83-91.

DuBrin, A. (1990). Effective Business Psychology. Englewood Cliffs: Prentice Hall.

Ellis, A. & Glenn, A. & Mackey, J. The School Curriculum. Needham Heights: Allyn and Bacon.

Fauble-Erickson, T. & McGee, L. The multifaceted role of guidance and counseling in the middle level school. National Association of Secondary School Principals Bulletin, 79(570), 16-19.

Fischer, L. & Sorenson, G. (1985). School Law for Counselors, Psychologists and Social Workers. New York: Longman Press.

Franklin, B. (2000). Curriculum and Consequence. New York: Teachers College Press.

Friedlander, M. & Ladany, N. (1995). The relationship between the supervisory working alliance and trainees experience of role conflict and role ambiguity. Counselor Education and Supervision, 34(3), 220-231.

Friedlander, M. & Olk, M. (1992). Role conflict and ambiguity in the supervisory experience of school trainees. Journal of Counseling Psychology, 39, 389-397.

Giacalone, R. & Rosenfeld, P. (1989). Impression Management in the Organization. Hillsdale: Lawrence Erlbaum and Associates Publishing.

Glattehorn, A. (1987). Curriculum Leadership. Glenview: Scott, Foresman and Company.

Goodson, I. (1994). Studying Curriculum. New York: Teachers College Press.

Granello, D. & Hazler, R. (1998). A developmental rationale for curriculum order and teaching styles in counselor education programs. Counselor Education and Supervision, 38(2), 89-105.

Green, A. & Keys, S. (2001). Expanding the developmental school counseling paradigm: Meeting the needs of the 21st century student. Professional School Counseling, 5(2), 84-95.

Gysbers, N. (2001). School guidance and counseling in the 21st century: Remember the past into the future. Professional School Counseling, 5(2), 96-105.

Herman, L. A. (1996). Role ambiguity, role conflict and job satisfaction of clark county school counselor. (Doctoral Dissertation, The University of Nevada at Las Vegas).

House, R. & Lirtzman, S. & Rizzo, J. (1970). Role conflict and ambiguity in complex organizations. Administrative Science Quarterly, 15(2), 150-163.

Jewell, L. & Siegall, M. (1990). Contemporary/Industrial Organizational Psychology. St. Paul: West Publishing Company.

Johnson, T.W. & Lane, T. (1981). What do role conflict and role ambiguity scales measure?. Journal of Applied Psychology, 66, 464-469.

Kahn, R. & Quinn, R. & Shoek J. & Wolfe, D. (1964) Organizational Stress: Studies in Role Conflict and Ambiguity. New York: John Willey and Sons Inc.

Landy, F.J. (1989). Psychology of Work Behavior. Pacific Grove: Brooks/Cole Publishing Company.

Lester, P. (1984) Development of an instrument to measure job satisfaction. (Doctoral dissertation, New York University). Dissertation Abstracts International, 44.

McKenna, E. (1987). Psychology in Business: Theory and Applications. Hillsdale: Lawrence Erlbaum Associates Publishing.

McMahon, G. & Paisley, P. (2001). School counseling for the 21st century: Challenges and Opportunities. Professional School Counseling, 5(2), 106-115.

Moser, L. & Moser, R. (1963). Counseling and Guidance: An Exploration. Englewood Cliffs: Prentice-Hall Inc.

Schultz, D.P. (1970). Psychology and Industry. New York: The MacMillan Company.

Schultz, D.P. (1973). Psychology and Industry Today. New York: The MacMillan Company.

Shelley, V. & Wilgus, E. (1988). The role of the elementary school counselor: Teacher perceptions, expectations, and actual functions. The School Counselor, 35, 259-266.

VITA

Graduate College
University of Nevada, Las Vegas

Lisa Marie Violanti

Home Address:

7829 Sparrowgate Avenue
Las Vegas, Nevada 89131

Degrees:

Bachelor of Science, 1994
University of New York, Buffalo

Master of Science, 1995
Canisius College, Buffalo

Dissertation Title: The Relationship of Job Satisfaction to
Role Ambiguity and Role Conflict Among School Counselors

Dissertation Examination Committee:

Chairperson, Dr. Dale Andersen, Ed.D.
Committee Member, Dr. Paul Meachum, Ed.D.
Committee Member, Dr. Gerald Kops, Ed.D.
Graduate Faculty Representative, Dr. Pat Goodall, Ed.D.