

**Elementary School Counselors' Situational Motivation, Perception of Importance, and
Level of Implementation of Personal/Social Development Standards
as a Strategy for Supporting Student Academic Achievement**

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(ABSTRACT)

This study explored the relationships between school counselors' motivational orientation, perceptions of the importance, and levels of implementation of Academic and Personal/Social Development Standards as a strategy for supporting academic achievement. A secure online survey was sent to 539 Virginia elementary school counselors; 212 completed the questionnaire reflecting a response rate of 39%. Participants rated their perceptions of the importance and their levels of implementation of 26 Virginia Academic and Personal/Social Development Standards (Virginia Department of Education, 2004). The Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2000) assessed participants' type of motivation for incorporating personal/social development interventions into their programs as a strategy for supporting academic achievement.

Participants' ratings confirm both types of Standards are perceived as highly important for supporting academic achievement and are implemented at relatively high levels. A correlation matrix demonstrated three of the four motivation scores were not related to either perceptions of importance or to levels of implementation of either type of Virginia Standard. Four regression models indicated that the motivation predictor variables accounted for no more than 6.3% of the variance in participants' perceptions of the importance and levels of implementation of either type of Virginia Standard. Finally, the hypothesis that *Intrinsic Motivation* would be the most salient type of motivation for implementing Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement was not supported. However, high mean scores on the *Identified Regulation* subscale suggest participants do possess internal motivation for incorporating personal/social development into their programs.

Based on the results, several recommendations were offered. School counselors should collaborate with school leaders, embrace accountability practices, and advocate for the necessity of maintaining a comprehensive program focus. Counselor educators can familiarize students with research pertaining to the contributions of different types of development on achievement,

and emphasize the importance of utilizing the *American School Counselor Association (ASCA) National Model* (ASCA, 2005). Implications for future research include replicating this study with principals and secondary school counselors, evaluating how Standards are interpreted and applied between school counseling programs, and examining other constructs found in the motivation literature that may better explain school counselors' desire to maintain a comprehensive program focus.

Dedication

This dissertation is dedicated to my son,
Jacob Alexander Barna,
and my husband,
Dan Barna.

There simply isn't enough ways to thank you for the all the sacrifices you made to make this dream come true. I can't wait to spend the rest of my life making it up to you. I love you.

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CHAPTER I

INTRODUCTION

Important trends in educational reform are challenging school counselors to demonstrate a measurable contribution in the area of student academic achievement. For example, the 2001 *No Child Left Behind Act* (NCLB) calls for educators, including school counselors, to become more involved in efforts to close the achievement gap through increased accountability (U.S. Department of Education, 2001). Echoing the need for such contributions, leaders in the school counseling profession write extensively on the importance of school counselors utilizing data to clearly demonstrate how their work promotes and enhances academic achievement (Dahir & Stone, 2003; Gysbers, 2004; Isaacs, 2003; Johnson & Johnson, 2003; Lapan, 2001; Otwell & Mullis, 1997; Paisley & Hayes, 2003). The theme of this body of literature encourages school counselors to embrace accountability practices that answer the question “*How are students different as a result of the school counseling program?*” (American School Counselor Association (ASCA), 2005, p. 59), especially in the area of academic achievement. The authors argue that data must be routinely collected and analyzed not only to enhance the academic success story of students but also to make school counselors indispensable to the academic mission of the school. Likewise, the American School Counselor Association embraces this challenge through the creation of the *National Model for School Counseling Programs* (ASCA, 2005). Unlike other curricula present in schools, this comprehensive framework defines accountability practices that showcase the integration of academic, career, and personal/social development as viable strategies for promoting and enhancing student academic achievement.

However, despite these efforts, a full appreciation of the contributions of school counseling programs to student academic achievement proves difficult for several reasons. First, school counseling outcome research directly linking school counseling programs to academic achievement is limited (Whiston & Sexton, 1998). Only one recent program, the *Student Success Skills* (SSS) model, has been repeatedly researched and has shown promise in improving standardized test scores for elementary and middle school students (Brigman, Webb, & Campbell, 2007; Campbell & Brigman, 2005; Webb, Brigman, & Campbell, 2005). Second, school counseling programs are composed of much more than just academic interventions, making it difficult to determine which specific program components contribute to student achievement (Brown & Trusty, 2005). Third, the responsibility of shaping student academic

achievement has been traditionally viewed as the primary goal of the classroom teacher, leaving school counselors underrepresented in important conversations regarding education reform. Fourth, there continues to be confusion surrounding the role of the school counselor, which leads to a perception that school counseling programs are not viable resources for supporting academic achievement (Lieberman, 2004; Zalaquett, 2005). Finally, pressure from “high stakes testing” has created an over-emphasis on interventions that focus exclusively on improving students’ academic competence, resulting in a devaluing of programs and services that strengthen other areas of development in addition to supporting academic achievement.

Despite pressures for educators to adopt practices with a heavy concentration on cognitive development, many understand that test scores, grades, and graduation rates alone do not predict how happy, adjusted, or successful students will become. One only needs to observe a busy classroom to understand that some children come to school with academic, emotional, and financial needs that educators must contend with to ensure learning takes place (Mitchener & Schmidt, 1998). Wanlass (2000) suggests educators cultivate a wider spectrum of skills, behaviors, and affective dispositions that not only support academic achievement, but also the development of the whole child. A growing body of research supports a link between student competencies addressed by school counselors through the integration of the Academic and Personal/Social Development domains of the *American School Counseling Association National Model for School Counseling Programs* (ASCA, 2005) and academic achievement, including, but not limited to, the following: multiple intelligence and learning style (Gardner, 1983; 1993), emotional intelligence (Goleman, 1995), social competence (Wentzel, 1991a, 1991b, 1993), self-regulated learning (Pintrich, 2000c), goal-setting (Dweck & Leggett, 1988), achievement motivation (Seifert, 2004), academic enablers (DiPerna & Elliott, 2002), study skills and homework (Cooper, Lindsay, Nye, & Greathouse, 1998; Keith & Benson, 1992), and classroom behavior (Faraone et al., 1993; Stevens & Pihl, 1987; Williams & McGee, 1994). For example, in the Academic Development domain, school counselors are responsible for teaching students to “demonstrate how effort and persistence positively affect learning” (p. 102) (e.g., achievement motivation); “apply knowledge and learning styles to positively influence school performance” (p. 102) (e.g., multiple intelligences and learning styles); and “apply the study skills necessary for academic success at each level” (p. 102) (e.g., study skills and homework). Likewise, guided by competencies outlined in the Personal/Social Development domain, counselors help students

to “identify and express feelings” (p. 106) (e.g., emotional intelligence) and “know how to apply conflict resolution skills” (p. 106) (e.g., social competence). In fact, the school counseling program is unique because it provides students with comprehensive services (i.e., individual counseling, group counseling, classroom guidance lessons) which merge competencies from the Academic and Personal/Development domains as an effective strategy for supporting academic achievement.

Unfortunately, because interventions designed to address competencies set forth by the Academic Development domain bear a closer resemblance to traditional instructional objectives, (i.e., study skills groups, classroom guidance lessons that teach test taking strategies) they may be more recognized and valued by the educational community for promoting academic achievement. In contrast, school administration and staff facing pressures such as “high stakes testing” and budgetary constraints may perceive interventions incorporating competencies from personal/social development (i.e., friendship groups, classroom guidance lessons teaching conflict resolution) as less desirable uses of the school counselor’s time and program focus. These perceptions could perpetuate concerns that school counseling programs are not in line with the academic mission of the school. Finally, school counselors themselves may perceive personal/social development interventions as less important than academic development interventions, creating a decrease in implementation of such strategies.

What is the motivation for school counselors to value and promote personal/social development as a contributor to student academic achievement? Self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000b) offers a framework for understanding the continuum of motivation present for school counselors who persevere in delivering interventions that include personal/social development as a strategy for supporting student academic achievement. Self-determination theory distinguishes between two types of motivated behaviors (i.e., intrinsic, extrinsic) as well as a type of amotivated behavior (Deci & Ryan, 1980; Deci & Vansteenkiste, 2004; Ryan & Deci, 2000a; Ryan & Deci, 2000b). *Intrinsic Motivation* is present for any behavior chosen for its inherent interest and for which the reward is spontaneous satisfaction of the activity itself. *Extrinsic Motivation* exists when behavior is connected to a separate outcome, such as a reward or deadline. There are several forms of *Extrinsic Motivation* (i.e., external regulation, introjection, identification, and integration) that range on a continuum from least to most self-determined. *Amotivation* represents the absence of motivation and is characterized by

a lack of intentionality, energy, and persistence. It is reasonable to expect that counselors who identify with higher levels of self-determined behaviors (i.e., motivation; Ryan & Deci, 1985) may be more intrinsically motivated (Ryan & Deci, 2000a) to pursue such a program focus as a means to support academic achievement.

To date, researchers have not explored school counselors' perceptions of the importance or their levels of implementation of personal/social development interventions as a strategy to support academic achievement. Equally important, no study has investigated the types of motivation internalized by school counselors who value personal/social development interventions as a means of showcasing their impact on academic achievement. What is needed is an exploration of school counselors' perceptions of the importance of and their level of implementation of personal/social development Standards as well as how these relate to motivational orientation as a strategy for supporting student academic achievement.

Purpose of the Study

The purpose of this study was to explore the relationships between school counselors' perceptions of the importance and levels of implementation of personal/social development and motivational orientation as a strategy to support student academic achievement. Specifically, it was hypothesized that school counselors who possessed *Intrinsic Motivation* for incorporating personal/social development interventions into their programs would report higher levels of implementation of these interventions than school counselors who identified with *Amotivation*.

Research Questions

1. To what extent do elementary school counselors perceive Virginia Academic Development Standards to be more important than Virginia Personal/Social Development Standards as a strategy for supporting student academic achievement?
2. To what extent do elementary school counselors implement Virginia Personal/Social Development Standards differently than Academic Development Standards as a strategy for supporting student academic achievement?

The motivation that individuals experience when they are currently engaged in a specific activity is called situational motivation (Vallerand, 1997). There are four types of situational motivation: *intrinsic motivation*, *identified regulation*, *external regulation*, and *amotivation*.

3. What proportion of the variance in the perceived importance and in the level of implementation of Virginia Personal/Social Development Standards is explainable by these four situational motivation dimensions?
4. How does the variance explained by these four types of situational motivation differ between Virginia Personal/Social Development Standards and Virginia Academic Development Standards?

It was hypothesized that Intrinsic Motivation would be the most salient type of motivation for elementary school counselors' level of implementation of Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement. There were no hypotheses about motivation and perceived importance of the Standards.

Definitions

Academic achievement. Academic achievement is a multi-dimensional construct often measured through its impact on other scores of general cognitive ability including IQ (Jensen, 1998), standardized test scores (Lindquist & Hieronymous, 1964), and grades (Guskey, 1996) that mark a student's mastery of the educational curriculum at either a single point in time (i.e., test score) or over an elapsed period (i.e., grades).

Academic development domain. The authors' of the *ASCA National Model* define academic development as the "attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understanding the relationship of academics to the world of work and to life at home and in the community" (ASCA, 2005, p. 14).

Academic enablers. Academic enablers are defined as "attitudes and behaviors that allow a student to participate in, and ultimately benefit from, academic instruction in the classroom" (DiPerna & Elliott, 2002, pg. 294). Academic enablers were developed from the larger context of school learning theory (Carroll, 1963; Harnischfeger & Wiley, 1976) and include the following components: motivation, study skills, interpersonal skills, and engagement (DiPerna & Elliott, 2002).

Academic motivation. The study of students' behaviors, goals, attributions, and beliefs about intelligence, success, failure, effort, and ability (Dweck & Leggett, 1988). Currently, there are four prominent sub-theories contributing to this area of research: self-efficacy theory

(Bandura, 1977), attribution theory (Weiner, 1984), self-worth theory (Covington, 1984), and achievement goal theory (Dweck, 1986).

Accountability. The process of collecting, analyzing, and using critical data to make informed decisions on school counseling program delivery (Dahir & Stone, 2003).

Accountability practices are data-driven processes that help school counselors refine interventions in an effort to increase their positive impact on student academic achievement (Myrick, 2003). Data obtained from accountability measures allow school counselors to report to others in the educational community how their programs are vital to the academic achievement of students (Brott, 2006).

Achievement goal theory. A sub-theory of academic motivation, achievement goal theory examines the relationship between different types of goals and student outcomes such as cognitive strategies, self-regulation, motivation, achievement, and learning (Dweck & Leggett, 1988; Pintrich, Conley, & Kempler, 2003). Achievement goal theory discusses two types of student goal orientations: *Performance goals* are those pursued by individuals concerned with gaining favorable judgments of competence from others. *Mastery goals* are adopted by individuals who are concerned with increasing their performance on a particular task (Pintrich, 2000b).

Adequate yearly progress (AYP). An annual testing schedule that assesses an individual school's ability to promote the academic achievement of students. The process includes the desegregation of data to examine the progress of six student sub-groups: race, gender, ethnicity, English language proficiency, migrant status, disability status, and low-income status (U.S. Department of Education, 2004).

American School Counselor Association (ASCA) National Model for School Counseling Programs. This model was developed by leaders in the school counseling profession as an effort to standardize the practices of the school counseling profession (ASCA, 2005). The model incorporates content Standards for every student and focuses the direction of an organized and sequential school counseling curriculum. There are three domains that represent broad developmental areas of student competency where school counseling efforts are focused: academic, personal/social, and career development.

Amotivation. Amotivation represents the absence of motivation because such behaviors lack intentionality, energy, and persistence (Ryan & Deci, 2000b). When a person is amotivated,

he or she does not believe there is a relationship between his or her behaviors and outcomes, thereby creating a sense of apathy or helplessness (Deci & Ryan, 1980).

Emotional intelligence. A cognitive ability to monitor one's own emotions, to discriminate among them, and to use the information to guide thinking and behavior (Salovey & Mayer, 1990).

External regulation. A type of extrinsic motivation where behaviors are performed to satisfy an external demand or reward contingency. Individuals experience externally regulated behavior as controlled and alienated (Ryan & Deci, 2000a, 2000b).

Extrinsic motivation. Extrinsic motivation represents a wide variety of behaviors that are connected to separate outcomes such as rewards or deadlines (Deci & Vansteenkiste, 2004). Different types of extrinsic motivation can be ordered along a continuum from least to most self-determined, and include the following: external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2000a).

Identified regulation. A form of extrinsic motivation where the individual has identified with the personal importance of the behavior, and accepted the regulation as his or her own. (Ryan & Deci, 2000a, 2000b).

Integrated regulation. The most autonomous type of extrinsic motivation, integrated regulation occurs when the behavior is congruent to the individual's values and needs. Even though the behavior is taken in and emanates from a person's sense of self, it is still considered a type of extrinsic motivation because it is performed for its presumed instrumental value to an outcome outside of the behavior itself (Ryan & Deci, 2000a, 2000b).

Internalization. The process of taking in a value or regulation (Ryan & Deci, 2000b).

Intrinsic motivation. Any behavior that is not dominated by physiological drives and for which the reward is spontaneous satisfaction of the activity itself (Deci & Vansteenkiste, 2004). Intrinsically motivated behaviors are freely chosen; satisfy basic needs for competence relatedness, and autonomy; and are marked by interest and enjoyment. They are the most self-determined type of behaviors (Deci & Vansteenkiste, 2004).

Introjected regulation: A type of extrinsic motivation that pressures an individual to act in order to build self-esteem by avoiding guilt or anxiety and choosing attaining ego-enhancing behaviors (Ryan & Deci, 2000a).

Multiple intelligences/learning styles. Theories of learning that incorporate many independent components of intelligence including the following abilities: linguistic, musical, logical-mathematical, spatial, kinesthetic, personal (Gardner, 1993), analytic, creative, and practical (Sternberg, 1982).

No Child Left Behind Act (NCLB). A federal mandate with a primary objective of closing the academic achievement gap between minority students and their European American counterparts (U.S. Department of Education, 2001) by imposing stronger accountability standards for educators, providing parents with information about school systems, and dedicating monies to support evidence-based practices that support achievement.

Personal/Social development domain. The Standards set forth in this domain of the *ASCA National Model for School Counseling Programs* (ASCA, 2005) provide the foundation for student personal and social growth. As stated by the authors, “Personal/social development includes the acquisition of skills, attitudes, and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, and understand safety and survival skills and develop into contributing members of society” (ASCA, 2005, p. 15). Components of personal and social development contribute to both academic and career success (ASCA).

Self-determination theory. An empirical framework for understanding human motivation and personality that highlights the importance of using inner resources for personality development and behavior self-regulation (Ryan & Deci, 2000b).

Self-regulated learning. An active, constructive process where students set goals for their learning, monitor their thinking and behavior, and guide their goals by the context of the classroom environment (Pintrich, 2000c).

Situational motivation. The type of motivation individuals experience when they are currently engaged in a specific activity (Vallerand, 1997).

Social competence. Social competence is the complex system of social learning, motives, and abilities that help individuals navigate their world (Zsolnai, 2002). It is composed of social responsibility- the ability to adhere to social rules and role expectations (Wentzel, 1991b) and social adjustment- an individual’s perception of support, self-concept, and social skills (Ray & Elliott, 2006).

Standards for School Counseling Programs in Virginia Public Schools. Grade-level academic, career, and personal/social development student learning outcomes designed to offer a foundation for Virginia school counseling program service and delivery (VDOE, 2004).

Summary

This chapter began with a discussion of recent trends in educational reform that mandate that all educators demonstrate a measureable difference in the area of academic achievement (U.S. Department of Education, 2001). The chapter continued with information about the school counseling profession's creation of the *ASCA National Model for School Counseling Programs* (ASCA, 2005). The *ASCA National Model* defines accountability for school counseling programs as well as integrates academic, personal/social, and career development as an effective strategy for supporting student academic achievement. Next, possibilities were offered about why a full understanding of all the ways school counseling programs impact student achievement eludes many outside of the profession and included the following: limited outcome research (Whiston & Sexton, 1998), difficulty determining which program components contribute to achievement (Brown & Trusty, 2005), the traditional belief that teachers have the primary responsibility for ensuring student academic achievement, ambiguity surrounding the role of the school counselor (Lieberman, 2004; Zalaquett, 2005), and pressures from educational reform measures. The chapter then described how school counselors utilize components based upon the Personal/Social Development domain of the *ASCA National Model* (ASCA, 2005) to implement interventions that support academic achievement. Finally, the chapter concludes with a discussion of how the current study will use self-determination theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000b) as a framework for exploring the type of motivation present in school counselors who maintain personal/social development as a valuable strategy for supporting student academic achievement.

CHAPTER II

REVIEW OF THE LITERATURE

School counselors face unique challenges in demonstrating their contributions to academic achievement. Pressures from education reform may cause the educational community to overlook the value of implementing personal/social development interventions as a strategy for enhancing academic achievement. However, a growing body of research supports the positive contributions from components of academic and personal/social development as a means to support academic achievement (Cooper, Lindsay, Nye & Greathouse, 1998; DiPerna & Elliott, 2002; Dweck & Leggett, 1988; Faraone et.al., 1993, Gardner, 1983; Gardner, 1993; Goleman, 1995; Pintrich, 2000a; Pintrich, 2000b; Pintrich, 2000c; Seifert, 2004; Stevens & Pihl, 1987; Wentzel, 1991a; Wentzel, 1991b; Wentzel, 1993; Williams & McGee, 1994). Therefore, it is important to explore such literature because it provides an empirical foundation for understanding school counselors' comprehensive program focus.

In this section, a general overview of professional school counseling as well as outcome research on school counseling program effectiveness is presented. Then, a discussion of accountability and its impact on school counseling practices is discussed. Next, educational reform at the federal, state, and local levels as well as within the school counseling profession is examined. Following sections will highlight literature detailing academic and personal/social development strategies that contribute to student academic. Finally, Self-Determination Theory (SDT; Deci & Ryan, 1985) is presented as a framework for understanding the types of motivation school counselors internalize as they persist in maintaining a comprehensive program.

Professional School Counseling

The profession of school counseling is constantly growing to accommodate changes in educational reform (Dahir, 2004; Myrick, 2003; Paisley & Hayes, 2003). In 2002, the Education Trust described professional school counseling as “a profession that focuses on the relations and interactions between students and their school with the express purpose of reducing the effects of environmental and institutional barriers that impede student academic success” (The Education Trust, 2007, p. 1). Likewise, the American School Counseling Association (ASCA) defines a school counseling program as “comprehensive in scope, preventative in design, and developmental in nature” (ASCA, 2005, p. 13). The school counseling profession includes

advanced-degreed counseling professionals who are state credentialed and whose primary objective is to enhance and promote student academic success through academic, personal/social, and career development (ASCA). Finally, the effectiveness of professional school counseling programs is evaluated by an accountability system that includes the use of results reports, school counselor performance standards, and program audits (ASCA).

Professional School Counselors

The American School Counseling Association (ASCA) explains the role of the school counselor as “vital members of the education team...[who] help *all* students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow” (ASCA, 2004b, Careers/Roles, para. 4). ASCA states further that school counselors “manage the school counseling program and ensure effective strategies are employed to meet stated student success and achievement. The school counselor provides proactive leadership, which engages all stakeholders in the delivery of activities and services to help students achieve success in school. School counselors provide direct services to every student” (ASCA, 2005, p. 17).

School counselors are state-certified counselors (ASCA, 2005). Most have earned master's degrees and possess expertise in the educational setting, as well as skills in consultation, coordination, and program development (Isaacs, 2003). School counselors implement comprehensive school counseling programs that maximize student achievement (ASCA, 2004b). School counselors collaborate with teachers, parents, administration, students, and the community to enhance their data-driven prevention and intervention programs (ASCA, 2004b). Finally, school counselors adhere to professional ethics (ASCA, 2004a) and Standards (Campbell & Dahir, 1997) to guide their decision-making processes.

Professional School Counseling Programs

As educational reform evolves, parents, teachers, principals, and community tax payers continue to ask, “How do we know what counselors do is effective and contributes to student academic achievement?” (Schwallis-Giddis, ter Maat, & Park, 2003, p. 170). To more clearly answer this question, as well as give counselors a consistent format for service delivery, leaders in the school counseling profession developed the *ASCA National Model for School Counseling Programs* (ASCA, 2005). Through the implementation of the *ASCA National Model*, school counselors are able to influence students' daily educational environment, establish the school

counseling program as essential to the academic mission of the school, and collaborate with other educators to support student academic achievement (ASCA, 2005). The *ASCA National Model* consists of four interrelated components: Foundation, Delivery System, Management System, and Accountability and four themes of effective programs: Leadership, Advocacy, Collaboration, and Systemic Change (ASCA, 2005). Each component serves as a guidepost for school counselors as they deliver comprehensive programs to all students.

Embedded in the *ASCA National Model* (ASCA, 2005) are the *ASCA National Standards for Students* (Campbell & Dahir, 1997). The *ASCA National Standards* are statements of the skills, abilities, and behaviors that students should master as a result of their participation in the school counseling program (ASCA, 2005; Campbell & Dahir, 1997). Three broad areas of knowledge, called *domains*, are outlined to promote and enhance student academic achievement: academic, career, and personal/social development (Campbell & Dahir, 1997). Addressed in each domain are three *standards*, which are statements of what information students should know in each domain. For example, under the Academic Development domain, Standard C states: “Students will understand the relationship of academics to the world of work and to life at home and in the community” (ASCA, 2005, p. 103). To further specify program focus, each standard contains a *competency* statement. *Competencies* define the specific knowledge, attitudes, and skills students should obtain as part of their educational experience (ASCA, 2005). An example of a competency in the Personal/Social Development domain is: “Acquire interpersonal skills” (p. 106). Finally, each competency statement contains four to eleven *indicators*: “measurable evidence that individuals have abilities, knowledge, or skills for a specific competency” (ASCA, 2005, p.151). An example of an indicator in the Academic Development domain under Standard B, Competency 1 is “Become a self-directed and independent learner” (ASCA, 2005, p. 103).

The *ASCA National Standards* (Campbell & Dahir, 1997) can be aligned with state and local school district goals to show how school counseling programs support the academic mission of the school. School counseling leadership teams can personalize their programs by choosing Standards and indicators that best meet the needs of their school population. By cross-walking the current school counseling program with the *National Standards*, counselors can address any gaps in achievement (ASCA, 2005). In 2004, Virginia created state school counseling program Standards modeled after the *ASCA National Standards* (Campbell & Dahir,

1997) and the state Standards of Learning (SOL; VDOE, 2007). The authors of the *Standards for School Counseling Programs in Virginia Public Schools* (VDOE, 2004) suggest that effective school counseling programs complement the state Standards of Learning to ensure the success of all students. For example, school counselors and school counseling supervisors in Prince William County Public Schools in Virginia developed their county school counseling program model using both the *ASCA National Standards* (Campbell & Dahir, 1997) and the *Standards for School Counseling Programs in Virginia Public Schools* (VDOE, 2004) as guides. The reader should refer to Appendix A & B for a complete list of *ASCA National Model* and Virginia Standards.

Outcome Research Supporting Professional School Counseling Programs

School counseling program outcome studies provide empirical evidence that support program effectiveness (Whiston & Sexton, 1998). According to Gysbers (2004), outcome studies on school counseling programs have generally taken two forms: evaluation of either the total program or specific components of the program. Beginning with meta-analyses, these studies provide evidence that student achievement is supported by school counseling programs (Baker, Swisher, Nadenicheck, & Popowicz, 1984; Prout & Demartino, 1986; Sprinthall, 1981). Likewise, literature reviews based on counseling and educational journals indicate that school counseling programs have a positive impact on students' behavioral and academic success (Borders & Drury, 1992; Whiston & Sexton, 1998). Further evidence for this trend has been supported by similar studies focusing on specific effects of school counseling programs at the elementary, (Gerler, 1985) middle, (St. Clair, 1989) and high (Lapan, Gysbers, & Sun, 1997) school levels. For example, one large scale study conducted with 22,962 students in 236 Missouri high schools found students attending schools with more fully implemented school counseling programs rated their school climate as being more positive, reported greater feelings of safety, and stated their learning was less likely to be interrupted by disruptive peers (Lapan, et al., 1997). Lapan, Gysbers, and Petroski (2001), replicated this study with seventh grade students and found students in schools with more fully implemented school counseling programs reported better relationships with teachers, grades, and overall satisfaction with the quality of their education.

Researchers who conducted studies on specific school counseling program components found that services such as group counseling (Omizo, Hershberger, & Omizo, 1988), social skills

training (Verduyn, Lord, & Forrest, 1990), peer mediation (Robinson, Morrow, Kigin, & Lindeman, 1991), and bullying prevention (Hanish & Guerra, 2000) were effective in improving the academic skill development, behavior, and self-concept of students. More recently, the results of several quasi-experimental, pre-post design studies of a standardized, school counselor-led, small group and classroom guidance program found positive correlations between student behavior and academic achievement (Brigman & Campbell, 2003; Campbell & Brigman 2005). Specifically, the Student Success Skills (SSS; Brigman, Campbell & Webb, 2004) program fuses social/emotional learning with academic development to promote cognitive, social, and self-management skills. In the most recent study, a randomized comparison group design was used to measure treatment outcomes in upper elementary and middle school students (Brigman, Webb, & Campbell, 2007). Academic achievement was assessed using math and reading standardized test scores, while student behavior was measured by teacher ratings. The authors found students who completed the SSS program scored statistically significantly higher in math achievement and were showed substantial improvements in behavior. Reading scores were not statistically significant between the treatment and comparison groups.

Finally, research highlights the contributions of elementary school counselors to student learning. Lee (1993) replicated Gerler and Anderson's (1987) research that showed a trend for classroom guidance lessons to have a positive impact on school success of 4th-6th grade students. Using experimental and control groups, Lee used pre-post achievement scores in reading and math, conduct grades, student behavior ratings, and student attitudes toward school to assess the impact of classroom guidance lessons on academic achievement. The lessons positively influenced academic achievement as evidenced by statistically significant improvements in participants' math grades. Although changes in language and conduct scores did not reach statistical significance, the reading and math scores of participants in the treatment group improved. Comparatively, a series of three studies examined the effects of group counseling on motivating students with failing grades to improve their school performance; 83% (Study 1), 83% (Study 2), and 76% (Study 3) of students demonstrated grade improvement (Boutwell & Myrick, 1992). Most recently, Steen and Kaffenberger (2007) evaluated the impact of a small counseling group on the personal/social needs and successful academic behaviors of 120 elementary school students. The authors used pre-post assessments from teachers, students, and parents to collect both target learning behavior scores and responses to open-ended questions.

The authors found 75% of students and 75% of the students' teachers reported improvement in successful classroom behaviors following the group's conclusion. Furthermore, 60% of fourth and fifth graders (n = 10) who participated in the group intervention improved their language arts grade by at least one letter grade.

Professional School Counselor Accountability

Because school counselors are an important part of a student's academic success story, they must provide evidence for program effectiveness with data-driven results, especially in the area of student achievement. Therefore, leaders in the profession have written extensively on the importance of school counselors embracing consistent accountability practices (Dahir & Stone, 2003; Johnson & Johnson, 2003; Lapan, 2001; Paisley & House, 2003) that make obvious to all stakeholders how the services school counselors implement support academic achievement. School counselor accountability can be defined in many ways. For example, Dahir and Stone (2003) put forth this operational definition:

Accountability requires systemically collecting, analyzing, and using critical data elements to understand the current achievement story for students, and to begin to strategize, impact, and document how the school counseling program contributes toward supporting student success. (p. 214)

Others stress that school counselors who are accountable are "responsible for [their] actions and contributions, especially in terms of objectives, procedures, and results" (Myrick, 2003, p. 174). Finally, other leaders stress the importance of sharing results with those in the school community (Brott, 2006).

School counselors choose from several accountability formats to illustrate the effectiveness of the interventions they implement. For example, Dahir and Stone (2003) put forth a seven step process called M.E.A.S.U.R.E. that guides school counselors through the process of being accountable. M.E.A.S.U.R.E. stands for Mission, Elements, Analyze, Stakeholders, Unite, Reanalyze, and Educate. This process emphasizes collaboration with administrators and faculty so that critical data elements are analyzed to make the biggest impact on student success. Johnson and Johnson (2003) advocate for a systems-oriented focus that is centered on the integration of student results, accountability, teaming, planning inductively, program evaluation, counselor evaluation, and management leadership. Brott (2006) developed an accountability tool called G.R.I.P that helps school counselors frame their data in a way that is easily read and shared with those outside of the school counseling profession. G.R.I.P. stands for Goals,

Results, Impact Statements, and Program Implications and challenges the school counselor to think about what should come next to continue or improve interventions. Most recently, Kaffenberger and Young (2007) introduced D.A.T.A. (Design, Ask, Track, Announce) as a format for supporting data-driven decision making about school counseling program interventions.

When school counselors consistently communicate program results to the educational community, they confirm the interventions they implement are necessary for students to achieve both in school and life (Brott, 2006). In fact, the data they collect from academic and personal/social development interventions can not only provide evidence for school counselor contributions to academic achievement, but also highlight the need for school counseling programs to retain a comprehensive focus (Dahir & Stone, 2003).

The Impact of Education Reform on Professional School Counseling Accountability

Several important education reform measures have shaped the need for increased accountability within the school counseling profession. Although school counselors are scarcely mentioned in reform documentation, there is a clear theme that all educators must play a role in supporting student academic achievement. In this section, a brief overview of the measures that have influenced the accountability movement within the school counseling profession is presented.

At the Federal Level

Goals 2000: The Educate America Act. The purpose of *Goals 2000: The Educate America Act* (U.S. Department of Education, 1994) is to provide financial support for the development of national education standards and benchmarks across academic domains. Educators focus on developing more rigorous requirements, especially graduation requirements, with the intent of providing each student with every opportunity to maximize his/her learning potential.

No Child Left Behind Act. Building on the standards created by the *Educate America Act*, the *No Child Left Behind* (NCLB; U.S. Department of Education, 2001) federal mandate has a far reaching impact on public education. The primary intent of NCLB is to close the achievement gap between disadvantaged and minority students and their Caucasian counterparts. Furthermore, NCLB challenges the beliefs and attitudes of educators, asserting that all children can learn and emphasizes the school community's responsibility to create an environment for

academic achievement. To document results and progress, NCLB calls for all educators to focus on gathering data, including standardized measures of achievement, and showing the impact of such interventions. For much of the United States, these standardized measures have manifested as statewide tests designed to assess maintained or improved student achievement. Because scores are publicized and schools not meeting predetermined benchmarks are penalized, this type of testing has been called “high stakes testing” (Isaac, 2003). Finally, NCLB promotes the use of professional learning communities to address specific gaps in achievement.

Within the School Counseling Profession

ASCA National Standards. In the late 1990s, an effort to clarify the school counselor’s role to stakeholders was underway. Leaders of the American School Counselor Association (ASCA) developed the *ASCA National Standards* (Campbell & Dahir, 1997) as an accountability tool that offers a common language and unifying direction to school counselors as they engage in comprehensive service delivery. The Standards are related to what students should know at each level of their development. The Standards focus on three curriculum domains: academic, personal/social, and career development.

ASCA National Model. The authors of the *ASCA National Model for School Counseling Programs* (ASCA, 2005) took the *ASCA National Standards* one step further and provided school counseling programs with a framework for creating comprehensive developmental programs. As the primary mission, the *ASCA National Model* emphasizes school counselor involvement with academic success. The school counselor’s role is centered on four critical areas: Foundation, Delivery of Services, Management, and Accountability. In particular, the accountability system addresses the important question: “How are students different as a result of the school counseling program?” (ASCA, 2005, p. 59)

Transforming School Counseling Initiative. Developed by the Education Trust in 2003, the *National School Counselor Training Initiative* provides professional development for practicing school counselors on accountability practices, advocacy, and implementation of the *ASCA National Model* (ASCA, 2005). The initiative focused on five critical skills, namely teaming and collaboration, leadership, assessing and using data, advocacy, and counseling and coordination.

At the State and County/District Level

State and county Standards for school counseling programs. Taking the lead from federal government legislation, states, counties, and school districts have begun to adopt their own school counseling Standards. For example, in 2004 the Virginia Board of Education created *Standards for Counseling Programs in Virginia Public Schools* as a framework for school counseling programs across the Commonwealth to complement and support the state Standards of Learning (SOL; VDOE, 2004, 2007). Most recently, leaders of the Virginia School Counselor Association wrote the *Virginia Professional School Counseling Program Manual* (VSCA, 2008) as a tool for school counselors to develop a comprehensive program that is aligned with the *ASCA National Model* (ASCA, 2005), *Virginia Standards of Learning* (VDOE, 2007), *No Child Left Behind* (U.S. Department of Education, 2001), and *Standards for Counseling Programs in Virginia Public Schools* (VDOE, 2004).

Likewise, in Prince William County, the 3rd largest school system in Virginia, adopted a county school counseling curriculum. Aligned with the *ASCA National Model* (ASCA, 2005) and the *Standards for Counseling Programs in Virginia Public Schools*, (VDOE, 2004) this curriculum contains grade level objectives for student competency in the areas of academic, personal/social, and career development. Counselors are required to provide two accountability measures each year to counseling supervisors to show the impact of their school counseling program interventions on student academic achievement.

Research Supporting the Contributions of Academic and Personal/Social Development to Academic Achievement

At the forefront increased accountability is the documentation of student academic achievement (Dahir, 2004; Dahir & Stone, 2003; Isaacs, 2003). Also referred to as school achievement (Spinath, Spinath, Harlaar, & Plomin, 2006), academic competence (Bernard, 2006; Rimm-Kaufman & Chiu, 2007), and academic skills (DiPerna & Elliott, 2002), student academic achievement is measured by outcomes such as grades (Allen, 2005), test scores (U.S. Department of Education, 2001), and graduation rates (Standard, 2003). As the primary objective of education, strategies for improving achievement have been vigorously studied for over 60 years (Aluja-Fabregat & Blanch, 2004).

One growing body of research suggests academic achievement can be reinforced by strengthening areas of personal/social development such as multiple intelligence and learning

styles (Gardner 1983; 1995), emotional intelligence (Goleman, 1995), social competence (Wentzel, 1991a), and most recently, academic enablers (DiPerna & Elliot, 2002). This literature is embraced by educational leaders who understand that both academic achievement and life success can be enhanced by cultivating a wider range of student skills, behaviors, and abilities (Mitchener & Schmidt, 1998; Wanlass, 2000).

School counselors are among those professionals who believe that students must not only demonstrate achievement, but also possess motivation, purposefulness, intentionality, and self-efficacy (Scheel & Gonzalez, 2007). School counselors use the *ASCA National Model* (ASCA, 2005) to make a unique impact on academic achievement by implementing programs and interventions that combine both academic development, such as study skills support groups, and personal/social development, such as classroom guidance lessons on anger management. For example, as a practicing elementary school counselor, I routinely deliver services that include the following: study skills workshops that also address self-esteem, test-taking support groups that combine goal setting and stress relieving techniques, and classroom guidance lessons that combine peer conflict resolution strategies with working together to accomplish classroom assignments. The benefits of utilizing academic and personal/social development as part of a comprehensive school counseling program are two-fold: improving academic achievement and supporting the development of emotionally healthy, socially competent, and goal-driven young people (ASCA, 2005; Webb, Brigman, & Campbell, 2005).

Therefore, to provide support for this type of delivery system, selected research is necessary to demonstrate the impact of academic and personal/social development components on academic achievement. Although not exclusive to school counseling, this section describes educational literature that showcases the impact of selected skills abilities, and behaviors delivered to students by school counselors as outlined in the Academic and Personal/Social Development domains of the *ASCA National Model* (ASCA, 2005) on student academic achievement. The reader should note that, although not examined in this study, competencies discussed in the Career Development domain have also been shown to positively impact academic achievement (e.g., Legum & Hoare, 2004; Peterson, Long, & Billups, 1999).

Academic Development

Homework and study skills. Studies on time spent working on homework demonstrate it is a learning strategy that enhances academic achievement (Cooper, Lindsay, Nye, &

Greathouse, 1998; Keith & Benson, 1982) whether measured by achievement scores or grades (Paschal, Weinstein, & Walberg, 1984). In fact, increased homework time (Gorges & Elliott, 1995) as well as the amount of homework completed by students (Cooper et al., 1998) has been positively associated with increases in school achievement at both the elementary (Paschal et al., 1984) and high school (Keith, 1982; Natreill & McDill, 1986) levels. Rowell and Hong (2002) and Margolis, McCabe, and Alber (2004) argued that school counselors can use their unique positions as consultants and leaders to play an important role in improving students' homework difficulties.

Multiple intelligences and learning styles. Gardner (1983) developed a theory of multiple intelligence (MI Theory) that includes six independent intelligences: linguistic, musical, logical-mathematical, spatial, kinesthetic, and personal. Gardner believes intelligence is a person's biopsychological potential that is influenced by experience, culture, and motivational factors (Gardner, 1993). He advocated measuring achievement by using individualized intellectual projects (e.g., music lyrics, art, poems) rather than standardized tests (Gardner, 1983). Similarly, Sternberg (1982, 1997) introduced a triarchic model of intelligence that includes analytic, creative, and practical abilities. Sternberg's theory stresses an overemphasis on analytic intelligence at the expense of creative and practical forms of intelligence.

Educators who have applied multiple intelligence theory to their curricula report student improvements on the performance of achievement tests (Geimer, Getz, Pochert, & Pullam, 2000; Greenhawk, 1997). For example, Greenhawk (1997) found a 20% increase in elementary students' scores on the Maryland School Performance assessment after one year of introducing multiple intelligence strategies into classrooms. More recently, researchers examined the relationship between instruction incorporating students' multiple intelligences and traditional instruction on fourth grade students' comprehension of a science unit (Ozdemir, Guneyusu, & Tekkaya, 2006). Using a randomized selection of one experimental classroom and one control classroom, the results showed that the 35 students who received the multiple intelligence instruction achieved higher scores on the end-of-unit science test than the control group. Through individual and group counseling as well as classroom guidance, school counselors teach students to recognize and incorporate their multiple intelligence/learning styles to maximize their learning.

Self-regulated learning. Pintrich (2000c) describes self-regulated learning as an active, constructive process where students set goals for their learning, monitor their thinking and behavior, and guide their goals by context of the environment. Students who participate in this type of learning engage in forethought, develop specific learning strategies, and evaluate their performance (Zimmerman, 2000).

The results of several studies indicate that students who learn and utilize self-regulated learning strategies have greater gains in achievement. For example, researchers investigated the impact of four self-regulated learning strategies (i.e., strategic planning of the lesson, implementing learning strategies, monitoring understanding, evaluating the success of the learning effort) on 48 senior Biology students' end of course tests (Paterson, 1996). The results of *t*-tests comparing the mean differences between the achievement scores of the treatment ($M = 61.2$) and control groups ($M = 39.1$) were statistically significant ($t(23) = 7.599, p = .001$). Likewise, in a study exploring the effects of sixth graders' self-regulation strategies on math, reading, and science achievement, researchers found students' and teachers' positive perceptions of students' scholastic abilities, as well as time spent planning for assignments, had the biggest impact on grades in these courses (Sink, Barnett, & Hixon, 1991).

Literature that specifically references school counselors suggests they empower students to become self-regulated learners on two different levels (Lapan, Kardash, & Turner, 2002). First, school counselors advocate for a school climate that supports the development of self-regulated learning. Additionally, school counselors work directly with students to increase their use of specific learning strategies.

Achievement motivation. Achievement motivation is comprised of several interrelated constructs that include students' behaviors, goals, attributions, and beliefs about intelligence, success, failure, effort, and ability (Dweck & Leggett, 1988; Seifert, 2004). It is often used as a barometer of school adjustment (Roeser & Eccles, 1998) or to explain students' activity choice, engagement, persistence, and performance (Meece, Anderman, & Anderman, 2006). Currently, there are four prominent sub-theories contributing to this area of research: self-efficacy theory (Bandura, 1977), attribution theory (Weiner, 1984), self-worth theory (Covington, 1984), and achievement goal theory (Dweck, 1986).

The impact of achievement motivation on future academic performance has been widely studied (Anderman, Anderman, & Griesinger, 1999; Bandura, 1997; Guay, Marsh, & Boivin,

2003; Stevenson & Newman, 1986). Surprisingly, the positive effect of achievement motivation on academic achievement is often highlighted through relationships with other variables such as engagement in coursework (Keith & Cool, 1992), goal orientation (Wolters, 2004), and self-efficacy (Scheel & Gonzalez, 2007). Lewis (1992) writes that school counselors improve achievement motivation by assessing students' school successes and challenges, and by designing group interventions that explore the relationship between persistence and achievement.

Achievement goal theory. Achievement goal theory has emerged as one of the most prominent sub-theories of achievement motivation (Meece, Anderman, & Anderman, 2006). Goal theory explores the relationship between different types of goals and student outcomes such as cognitive strategies, self-regulation, motivation, achievement, and learning (Dweck & Leggett, 1988; Pintrich, Conley, & Kempler, 2003). An achievement goal is a cognitive representation of what students are trying to do or achieve and are situation and domain specific (Thrash & Elliot, 2001), such as obtaining a passing grade on a science test. Achievement goal theory discusses two types of student goal orientations, namely performance or ego-involved goals and mastery or task-involved goals. Performance or ego-involved goals are those pursued by students concerned with gaining favorable judgments of competence from others (Pintrich, 2000a). Mastery or task-involved goals are those adopted by students concerned with increasing their performance on a particular task (Pintrich, 2000a). As a practicing school counselor, I support students' mastery goal development through the implementation of small groups and classroom guidance designed to teach students the importance of understanding and implementing goal setting steps.

Although research findings on the impact of achievement goals on achievement is mixed (Pintrich, Conley, & Kempler, 2003), there are studies that support a positive relationship between certain goal orientations or combinations of orientations and increased achievement. For example, Meece and Holt (1993) found elementary students who adopted a high mastery-low performance orientation had higher levels of actual achievement as measured by standardized test scores and end of year science grades. Likewise, a study by Wolters (2004) investigated the relationship between classroom goal structures, personal goal orientations, and a collection of outcomes including academic achievement. A goal structure was defined as the type of achievement goal emphasized by the teacher's instructional practices and policies within the classroom. Wolters found that students who learned to perceive their classroom as mastery

structured and subscribed to a mastery orientation had higher levels of adaptive outcomes, including math grades.

Finally, in another study of junior high students, Pintrich (2000b) examined a multiple goals perspective that differentiated between two types of performance goals espoused by students enrolled in math classes. Specifically, students who adopted a performance approach orientation addressed tasks with a desire to outperform others. In contrast, students who embraced a performance avoidance orientation attempted to avoid looking incompetent or foolish and avoided the task altogether. Not surprisingly, the high mastery-high performance group had the highest levels of self-efficacy, task value, risk-taking, cognitive strategy and self-regulation use. Although the relationship was not statistically significant, there was a positive trend toward this latter group having the highest level of achievement as evidenced by math grades.

Personal/Social Development

Emotional intelligence (EI). Recently, emotional intelligence (EI) has captured attention in the educational literature (Blanchard, 2003; Parker et al., 2004; Petrides, Frederickson, & Furnham, 2004; Zeidner, Roberts, & Matthews, 2002). Although the term has been used since the 1960s, it was Goleman's (1995) best-selling book that heightened its popularity. Goleman described emotional intelligence as not only a cognitive ability to understand and reason about emotions but also includes personality traits such as persistence and optimism. Perhaps the most widely accepted definition is "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). Emotional Intelligence is comprised of four skills: perceiving, using, understanding, and managing emotions (Mayer & Salovey, 1997).

Petrides, Frederickson, and Furnham (2003) examined the effects of trait emotional intelligence (i.e., "a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information," p. 278) on the academic performance of 650 British high school students. Their results found trait EI acted as a moderator between cognitive ability and academic performance as assessed by IQ and grades. Although EI did not have a considerable influence on math or science performance, it did moderate the effect of IQ on English and overall grade performance. The authors hypothesized students possessing stronger trait EI had a possible advantage for comprehending certain

academic subjects that dealt with emotion-laden issues, such as English literature. Similarly, Parker et al. (2004) examined the relationship between EI and academic achievement on the overall grade point average of three groups of high school students. Students in the highest achieving group had the highest scores on a measure of EI including interpersonal skills, adaptability, and stress management. Likewise, students in the middle achieving group had higher scores the EI measure than the lowest achieving group, indicating EI had a positive impact on academic achievement.

Social competence and peer relationships. An implicit intention of schools has always been to socialize children to be productive members of society by teaching work and responsibility-oriented values (Dreeben, 1968). Even in elementary school, teachers report qualities such as cooperation and self control as being important to a classroom functioning (Meier, DiPerna, & Oster, 2006). Social competence is a broad term describing “the complex system of social learning, social motives, and social abilities, skills, habits and knowledge” (Zsolnai, 2002, p. 318). Included under the umbrella of social competence are the terms social responsibility and social adjustment. Social responsibility is the degree to which students adhere to social rules and role expectations (Wentzel, 1991a, 1991b). Social adjustment is characterized by perceived social support, self-concept, and social skills (Ray & Elliott, 2006).

A growing body of research highlights the relationships between students who exhibit higher social responsibility and adjustment behaviors (e.g., cooperation, respect for others, self-control, positive group engagement) with academic achievement (Aluja & Blanch, 2004; Fleming, et al., 2005; Wentzel, 1991a, 1991b, 1993). Wentzel (1991a) demonstrated that, after controlling for IQ, sex, ethnicity, school absences, and family structure, socially responsible behavior almost entirely mediated the relationship between grades and other aspects of social competence (i.e., sociometric status, self-regulatory processes). More recently, researchers examined individual characteristics that promote academic achievement in 10th graders (Fleming et. al, 2005). Researchers found attention regulation, commitment to school, and social and problem solving skills displayed the strongest associations with academic achievement as evidenced by standardized tests and grades. Finally, at the completion of a school counselor led structured group counseling program aimed at improving the academic and social competence of elementary and middle school students, researchers found 85% of students in the treatment group improved their math scores in a state standardized test by an average of 27 points (Webb,

Brigman, & Campbell, 2005). Increases in reading scores did not reach statistical significance; however scores of students in the treatment group did improve an average of 16.2 percentage points while the comparison group improved an average of 12.9 percentage points.

Likewise, the indirect influences of variables comprising social competence have been examined (Aluja & Blanch, 2004; Ray & Elliott, 2006; Wentzel, 1991c). For example, pro-social student characteristics such as the ability to elicit positive interactions and feedback from teachers and peers (Wentzel, 1991c), the existence of higher social skills and self-concept (Ray & Elliott, 2006), and the presence of consistent study habits (Aluja & Blanch, 2004) were found to be mediating variables that positively impacted achievement.

Academic enablers. A relatively new area of study focuses on academic enablers, which are defined as the “attitudes and behaviors that allow a student to participate in, and ultimately benefit from, academic instruction in the classroom” (DiPerna & Elliot, 2002, p. 294). Through literature reviews, discussions with educators, and empirical research, four domains have been identified as academic enablers: (a) interpersonal skills, (b) motivation, (c) study skills, and (d) engagement (DiPerna & Elliot, 2002). Currently, most of the research on academic enablers has offered support for the individual contributions of the domains to academic achievement (Cobb, 1972; Gettinger & Seibert, 2002; Greenwood, 1991; Malecki & Elliott, 2002; Pintrich & Schunk, 2002; Wentzel, 1993). However, in one study conducted by DiPerna, Volpe, and Elliott (2001), the researchers explored the combined effect of academic enablers on student achievement by proposing a model linking classroom instruction, academic enablers, and academic skills to elementary students’ language arts grades. The researchers found that prior achievement and interpersonal skills have a direct influence on motivation, which in turn effects achievement as evidenced by improved language arts grades. DiPerna (2006) states that school support personnel (i.e., school counselors) cultivate student use of academic enablers by using strategies such as the following: modeling, coaching, behavioral rehearsal, and reinforcement.

Behavior. It appears a student’s ability to choose successful classroom behaviors is one component for school success. Research has linked problem behaviors, such as aggression (Williams & McGee, 1994), anxiety (Stevens & Pihl, 1987) and hyperactivity (Saudino & Plomin, 2007), with decreases in academic achievement. For example, a study examined the relationship between multiple problem behaviors and overall reading, spelling, and math performance in adolescents found inattention to was a mediating variable for academic

achievement (Barriga, Doran, Newell, Morrison, Barbetti, & Robbins, 2002). School counselors are trained to facilitate interventions that address a wide variety of maladaptive behaviors such as cyber-bullying (Chibbaro, 2007), eating disorders (Bardick, Bernes, & McColloch, 2004), aggression (Suzuki, 2003), and substance abuse (Lambie & Rokutani, 2002) that could negatively affect achievement.

Self-Determination Theory

Pressures from current education reform may influence some school counselors to reduce or eliminate interventions that are not perceived as contributing to academic achievement, particularly those that address personal/social development. The extent to which school counselors value these interventions and persist in implementing them into their programs may be related to the type of motivation they internalize. This section discusses Self-Determination Theory (SDT; Deci & Ryan, 1985) as a framework for understanding the types of motivation present for school counselors who continue to value and implement personal/social development as a strategy for supporting student academic achievement.

Motivation is the energy, direction, persistence, and intentionality that directs biological, cognitive, and psychological functioning (Ryan & Deci, 2000b). According to Ryan and Deci (2000b), “To be motivated means *to be moved* to do something” (p. 54). Self-Determination Theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000b) is an empirical framework for understanding human motivation that highlights the importance of using inner resources for personality development and behavior self-regulation.

At the core of SDT is the pursuit and satisfaction of three basic psychological needs of competence, relatedness, and autonomy (Deci & Vansteenkiste, 2004; Ryan & Deci, 2000b). A *need* is an innate, universal physiological or psychological necessity that provides the basis for survival, health, and growth (Baumeister & Leary, 1995; Ryan, 1995). Proponents of SDT believe the needs for competence (Harter 1978; White, 1959), relatedness (Baumeister & Leary, 1995), and autonomy (deCharms, 1978; Deci, 1975) create the foundation for motivation and personality integration. The need for *competence* refers to peoples’ basic desire to be effective when coping with their environment (White, 1959). The need for *relatedness* involves peoples’ desire to interact with and care for others, as well as experience feelings of belongingness (Baumeister & Leary, 1995). Finally, the need for *autonomy* addresses people’s universal urge to be causal agents of their actions (deCharms, 1978). Behavior that is autonomous is fully

endorsed, identified, and owned by the individual (Ryan & Deci, 2006). According to SDT, it is the fulfillment of these basic needs that are the basis of well-being, while the thwarting of these needs causes unhappiness and unbalanced mental health (Deci & Ryan, 1985).

Intrinsic Motivation, Extrinsic Motivation, and Amotivation

Self-determination theory differentiates between two types of motivated behaviors (i.e., intrinsic, extrinsic) as well as one group of amotivated behaviors (i.e., absence of motivation). When the self mindfully chooses a behavior for inherent interest or satisfaction, this is called *intrinsic motivation*. Ryan and Deci (2000b) describe intrinsic motivation as a positive phenomenon of human nature and “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (p. 70). Intrinsic motivation is any behavior that is not dominated by physiological drives and for which the reward is spontaneous satisfaction of engaging in the activity itself (Deci & Vansteenkiste, 2004). Intrinsic motivation is based on the fulfillment of the basic psychological needs for competence, autonomy, and/or relatedness (Deci & Ryan, 1980). Because intrinsically motivated behaviors are freely chosen, satisfy needs, and are marked by interest and enjoyment, they are considered to be the prototype of self-determined behavior.

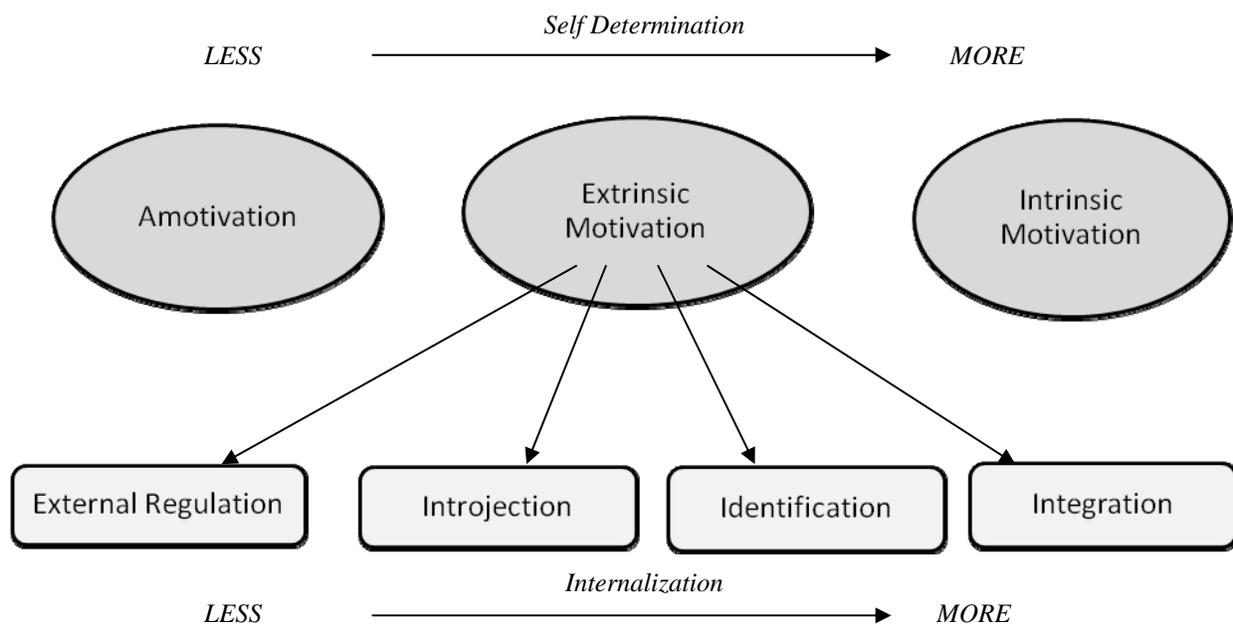
In contrast, *extrinsic motivation* includes behaviors that are connected to external outcomes, such as rewards or deadlines, rather than being satisfying in their own right (Deci & Vansteenkiste, 2004). Although it was first thought that extrinsic motivation was simply the complete opposite of intrinsic motivation, proponents of SDT now endorse a continuum of extrinsic motivation which includes types that incorporate varying degrees of autonomous behaviors (Deci & Ryan, 1987; Deci & Vansteenkiste, 2004; Ryan & Deci, 2000b; Ryan & Deci, 2006). On one side of the extrinsic motivation continuum are behaviors motivated exclusively through *external regulation*. That is, these behaviors are initiated and maintained by forces outside of the self (Gagne & Deci, 2005). When people act with external motivation, they do so with the purpose of obtaining a desired consequence or avoiding a punishment. Moving along the continuum, when a person believes the extrinsically motivated behavior complements his or her value system, the behavior begins to be internalized. According to Gagne and Deci (2005), the process of *internalization* is defined as “people taking in values, attitudes, or regulatory structures, such that the external regulation of a behavior is transformed into an internal regulation and thus no longer require the presence of an external contingency” (p. 334). There

are three types of motivation that include varying degrees of internalization on the extrinsic motivation continuum: introjection, identification, and integration (Gagne & Deci, 2005).

Introjection occurs when one has taken in, or introjected, a value or behavior but has not accepted it as his or her own (Deci & Ryan, 1980). Behaviors motivated by introjection are controlled by critical thoughts within the person and tend to be self-demanding and evaluative. This type of motivation is heavily influenced by the “should’s” and “ought to’s” of socializing agents such as culture or family, it is considered the least internalized. *Identification* occurs when behaviors are chosen because they are congruent with one’s personal identity and values (Gagne & Deci, 2005). When people are motivated by identification, they believe the behavior reflects aspects of themselves and feel greater freedom in completing it. Finally, *integration* represents the most internalized type of behavior and, therefore, bears the closest resemblance to intrinsic motivation. *Integration* occurs when people believe the behaviors they choose represent an integral part of who they are (Gagne & Deci, 2005). Although external motivators, such as rewards or deadlines might be present, the behavior is consciously chosen because it resonates with a person’s sense of self. Behaviors that are motivated by integration are not considered intrinsically motivated because they are not chosen for personal pleasure; rather they are instrumentally important for their personal or professional goals (Gagne & Deci, 2005).

Finally, when a person fails to act, either because he or she does not value the activity (Ryan, 1995) or does not feel he or she is competent to complete it successfully (Bandura, 1977), this is called *amotivation*. Amotivated regulation represents the absence of motivation because such behaviors lack intentionality, energy, and persistence (Ryan & Deci, 2000b). When a person is amotivated, he or she does not believe there is a relationship between his or her behaviors and outcomes, thereby creating a sense of apathy or helplessness (Deci & Ryan, 1980).

Figure 2.1 depicts an adaptation of the Self-Determination Theory continuum.



*adapted from Ryan & Deci, 2000b

Figure 2.1: Self Determination Theory Motivation Continuum*

It is important to determine the type of motivation present in school counselors because this information leads to an enhanced understanding of their choice of program focus. That is, the more school counselors internalize the importance of personal/social development interventions as a strategy for supporting achievement, the more likely they will persist in implementing these services as part of a comprehensive program. On the other hand, combined with increased pressures from education reform, the less school counselors internalize the importance of personal/social development interventions, the more likely such services could be reduced or eliminated. Sadly, this may rob school counselors of valuable opportunities to promote their comprehensive programs as powerful contributors to academic achievement. In a broader context, this information could also add to a better understanding of school counselor identity development. Brott and Myers (1999) grounded theory research explored professional identity as a frame of reference from which one carries out a professional role and, for school counselors, may mediate program focus. In the next section, a discussion of how intrinsic

motivation is shaped is presented, followed by research on environmental factors and individual differences that enhance or hinder such motivation.

Factors Impacting Intrinsic Motivation

To provide a complete picture of how intrinsic motivation is created, it is important to examine the relationship between internalization, autonomy, and self-determined behaviors. Internalization is the means through which the self develops; therefore, it becomes a building block for self-determined or autonomous behaviors to occur because the person internalizes the value of a behavior and accepts full responsibility for engaging in it (Deci, Eghrari, Patrick, & Leone, 1994; Ryan & Deci, 2000a). As a behavior becomes more internalized, it then becomes autonomous because the person authentically agrees with the value and purpose of the behavior and willingly chooses it as a way to support his/her growth and development (Ryan & Deci, 2000a). Acting autonomously means the action is fully endorsed by the self; that is, the person is engaging in self-determined behavior (Ryan & Deci, 2006). Therefore, autonomous and self-determined are often used interchangeably to describe such behaviors. Finally, when a behavior is both internalized and autonomous, with the added dimension of a person's decision to engage in it for interest and enjoyment, it becomes intrinsically motivated behavior.

A discussion of factors that impact school counselors' motivation for adopting a particular program focus is necessary for understanding their unique contributions to academic achievement. The following section explores the environmental factors and individual differences that influence intrinsic motivation.

Environmental Factors

Factors occurring in the environment can contribute to the level of intrinsic motivation present within a person. Basically, environments that are autonomy-supportive enhance the development of intrinsic motivation; whereas, autonomy-controlling environments suppress it (deCharms, 1976; Deci, Schwartz, Sheinman, & Ryan, 1981; Grolnick & Ryan, 1987; Vansteenkiste, Simons, Lens, Sheldon, & Ryan, 2004). Research addressing the positive and negative impact of such factors is presented below.

Rewards. There has been much debate over the question of whether rewards enhance or diminish intrinsically motivated behaviors (Cameron & Pierce, 1996; Deci, 1971; Deci, Koestner, & Ryan, 1999; Ryan, Mims, & Koestner, 1983). Some researchers believe that providing rewards to individuals enhances learning and facilitates adjustment in social settings,

such as education (Cameron & Pierce, 1996). In contrast, supporters of SDT provide findings that indicate this traditional view is incorrect (Deci, 1971; Deci, Koestner, & Ryan, 1999). Instead, these researchers contend when people receive expected, salient rewards that are contingent upon task performance, the effects create an undermining of the basic need for autonomy that leads to a decrease in intrinsic motivation (Kasser, 2002). This occurs because generally rewards are used to control behavior; therefore, people lose sight of values, needs, and social concerns that are essential elements for facilitating internalization, a building block of intrinsic motivation. In fact, when people place a high importance on receiving extrinsic rewards, they are more likely to experience unhappiness, decreased autonomy, and poorer interpersonal relationships (Kasser, 2002). The exception appears to be when rewards are provided independent of task engagement (Ryan, Mims, & Koestner, 1983).

Threats, deadlines, and performance standards. In early studies, researchers found that both threats and deadlines diminish intrinsic motivation. Deci and Cascio (1972) discovered that when people attempt to complete an interesting task to avoid the threat of a noise, they are less intrinsically motivated than when the task is completed without the threat of noise. Likewise, Amabile, DeJong, and Lepper (1976) found that imposing a deadline for completing an interesting activity also decreased intrinsic motivation. In the educational domain, Deci (1982) designed an experimental study in which teachers were assigned to one of two types of instructional settings that involved teaching students how to solve spatial relationship puzzles. In the first group, teachers were told their responsibility was to make sure the students perform up to standards. In contrast, a second group of teachers were told to facilitate the students' learning. The researchers found students in the "learning only" group solved more puzzles by themselves and rated their teacher as promoting greater understanding than the "performance" group.

Quality of relationships. Managers who support autonomy find that it leads to greater need satisfaction in their employees and, therefore, higher job satisfaction, higher performance evaluations, and greater persistence in completing tasks (Baard et al., 2004; Gagne & Deci, 2005; Gagne, Koestner, & Zuckerman, 2000). Similarly, authors of studies exploring teaching styles on student engagement discovered methods such as public praise and humiliation undermined intrinsic motivation (Ryan & La Guardia, 1999) while free choice and challenge enhanced it (Grolnick & Ryan, 1987)

Feedback. The empirical evidence is mixed concerning the relationship between positive feedback and intrinsic motivation. The authors of several studies demonstrated that positive feedback can enhance intrinsic motivation by affirming a person's need for competence (Deci, 1971; Harackiewicz, 1979). Specifically, Deci, Eghrari, Patrick, and Leone's (1994) experimental study found that intrinsic motivation was fostered when feedback included a meaningful rationale for the task, acknowledgement that the task may not be interesting, and an emphasis on choice. In contrast, others suggest positive feedback can be detrimental to intrinsic motivation because it can be experienced as a form of interpersonal control (Ryan et al., 1983).

Individual Differences

Just as there are vast differences among people, there are many variations in the amount and type of intrinsic motivation present in each individual (Ryan & Deci, 2000a). The type, or orientation, of motivation involves why people act and incorporates their underlying attitudes and goals that initiate behavior. This section describes the impact of several individual factors that contribute to motivational orientation.

Ego involvement. Ego involvement is a self-generated state where a person's self-esteem is dependent upon performance, leading people to experience internal pressure to succeed (Ryan, 1982). Several studies have demonstrated tasks that induce high ego involvement lead to a decrease in intrinsic motivation (Plant & Ryan, 1985; Ryan, 1982). For example, in a study by Ryan (1982), college students at a competitive university were divided into two groups and given hidden figure puzzles to solve. Half of the participants were told the amount of puzzles they solved was directly related to creative intelligence (i.e., high ego involvement condition). The other half were told to simply solve the puzzles (i.e., low ego involvement condition). As expected, during a free-choice period following the experiment, the latter group showed more intrinsic motivation to continue working on puzzles than their counterparts.

Causality orientation. People can differ in their tendency to gravitate toward autonomous versus controlling social contexts across many behaviors and domains. These *causality orientations* (Deci & Ryan, 1985; Ryan & Deci, 2000a) describe an individual's perception of the environment as well as his/her inclination to regulate one's behavior using different strategies. Individuals who are *autonomy oriented* organize their behaviors through interest and choice and perceive their environment as being autonomy supportive; those who are *control oriented* tend to regulate their behavior by environmental and internal pressures and perceive

their environment as rigid (Gagne & Deci, 2005; Ryan & Deci, 2006). Researchers who study motivational orientations (Deci & Ryan, 1985; Hodgins, Koestner, & Duncan, 1996; Koestner, Bernieri, & Zuckerman, 1992) describe *autonomy orientation* as associated with self-esteem, ego development, and personality integration and describe *control orientation* as associated with public self-consciousness, Type A personality, and defensive functioning.

Reasoning. In addition, the reasons people give for their actions provides an understanding of their level of intrinsic motivation. Reasons can vary from being external (e.g., I conduct study skills small counseling groups because they are required) to internal (e.g., I conduct study skills small counseling groups because I believe they are effective in increasing academic achievement). In studies conducted with children (Ryan & Connell, 1989) and adults (Blais, Sabourin, Boucher, & Vallerand, 1990), researchers found that more internalized styles such as identification and integration were associated with higher enjoyment, expenditure of effort, proactive coping (Ryan & Connell, 1989), and marital happiness (Blais et al., 1990). In contrast, externally controlling styles, such as introjection, were associated with anxiety (Ryan & Connell, 1989) and marital discord (Blais et al., 1990). Most recently, two studies conducted by Vansteenkiste et al., (2007) found that employees who held an extrinsic work value orientation had higher degrees of detrimental job outcomes (i.e., emotional exhaustion, work-family conflict)

As described above, factors both within and outside a person contribute to their level of intrinsic motivation. Like other educators, school counselors are subject to both their own internal pressures, as well as those in the workplace. Having an awareness of how these factors support or diminish intrinsic motivation provides a better understanding of how school counselors perceive the importance of, as well as their level of implementation of, personal/social development as a strategy for supporting academic achievement.

Summary

This chapter began with an overview of professional school counseling and provided outcome research to support program effectiveness. Next, accountability was discussed as a strategy for sharing data with others about the effectiveness of comprehensive school counseling programs. Third, selected education reform measures were explored to provide the reader with an understanding of the purpose of recent increases in school counseling program accountability. Fourth, empirical evidence demonstrating the impact of academic and personal/social

development on student learning was examined. Finally, research on self-determination theory was presented as framework for understanding the types of motivation internalized by school counselors who value, and who persist in implementing, personal/social development into their programs as a strategy for supporting student academic achievement.

CHAPTER III METHODS

Chapter III is a description of this study's participants, instrumentation, pilot study, data collection, and data analysis. The methods and procedures presented in this chapter were established to answer the following research questions:

1. To what extent do elementary school counselors perceive Virginia Academic Development Standards to be more important than Virginia Personal/Social Development Standards as a strategy for supporting student academic achievement?
2. To what extent do elementary school counselors implement Virginia Personal/Social Development Standards differently than Academic Development Standards as a strategy for supporting student academic achievement?

The motivation that individuals experience when they are currently engaged in a specific activity is called situational motivation (Vallerand, 1997). There are four types of situational motivation: *Intrinsic Motivation*, *Identified Regulation*, *External Regulation*, and *Amotivation*.

3. What proportion of the variance in the perceived importance and in the level of implementation of Virginia Personal/Social Development Standards is explainable by these four situational motivation dimensions?
4. How does the variance explained by these four types of situational motivation differ between Virginia Personal/Social Development Standards and Virginia Academic Development Standards?

It was hypothesized that *Intrinsic Motivation* would be the most salient type of motivation for elementary school counselors' level of implementation of Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement. There were no hypotheses about motivation and perceived importance of the Standards.

Participants

The population for the survey study of elementary school counselors' situational motivation, perception of importance, and level of implementation of Personal/Social Development Standards as a strategy for supporting student academic achievement was all Virginia elementary school counselors as of August 2008. According to a representative from the Virginia Department of Education (VDOE), in 2007-2008 there were a total of 1,302 full-time elementary school counselors (B. Mason, VDOE Project Specialist, personal

communication, October 23, 2008). Of these full-time elementary school counselors, 92% were female; 79% identified themselves as White, 18% as Black, and 3% as Other; 60% were less than 50 years old.

The state Supervisor of School Counseling and Guidance provided a list of all school counseling supervisors in the state that included the name, school district, email address, and school address; of the 135 school districts in the state, 96% ($n = 130$) identify a supervisor of school counseling (VDOE, 2008). Participants for the statewide study were recruited by contacting each of the identified district supervisor of school counseling via email in August 2008 (Appendix C). Other than school level (i.e., elementary), there were no exclusion criteria imposed on selection of participants. The district supervisors were asked to forward an email request for participation along with a link to an online questionnaire to all of their elementary school counselors.

Descriptive data were collected from all participants to determine the following information: gender, age, race/ethnicity, full or part-time status, the 5-digit zip code of the school or school division where they were currently employed, total number of years employed as a school counselor, total number of years employed by their current school system, student/counselor ratio, and their level of *ASCA National Model* program implementation (ASCA, 2005). Participants were asked to indicate whether or not (a) their school division had adopted the *ASCA National Standards* (Campbell & Dahir, 1997); (b) their school division had adopted the *Standards for Counseling Programs in Virginia Public Schools* (VDOE, 2004); (c) their school division had adopted Standards for school counseling programs; (d) their classroom guidance lessons were conducted as part of block scheduling; (e) they were responsible for standardized testing coordination; and (f) their school made Adequate Yearly Progress for the 2007-2008 school year.

Instrumentation

Two instruments were included in the questionnaire for this study: (a) Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2000) and (b) a researcher-created instrument. The SIMS consisted of four subscales, each measuring a different type of motivation (i.e., *intrinsic motivation*, *identified regulation*, *external regulation*, *amotivation*). The researcher-created instrument consisted of two sections (Academic Standards, Personal/Social Standards), each resulting in two subscales (i.e., *importance*, *implementation*).

Situational Motivation Scale (SIMS)

The four subscales of the Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2000) were used as predictor variables in the analyses to answer research question three (*What proportion of the variance in the perceived importance and in the level of implementation of Virginia Personal/Social Development Standards is explainable by these four situational motivation dimensions?*). The SIMS is a 16-item self-report inventory designed to measure four types of *situational motivation* defined as the motivation individuals experience when they are currently engaged in a specific activity (Vallerand, 1997):

- a) *Intrinsic Motivation* - (Items: 1,5,9,13) performing an activity for itself for the purposes of interest and enjoyment (Deci & Ryan, 1985)
- b) *Identified Regulation* - (Items: 2,6,10,14) choosing a behavior because it is personally valued and perceived by the individual as selected by him/herself (Guay, Vallerand, & Blanchard, 2000)
- c) *External Regulation* - (Items: 3,7,11,15) choosing a behavior to obtain a reward or to decrease negative consequences (Deci & Ryan, 1985)
- d) *Amotivation* - (Items: 4,8,12,16) behaviors perceived by the individual as having no sense of purpose, no expectation of a reward, and no possibility of changing (Guay, Vallerand, & Blanchard, 2000)

Based on self-determination theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000a, 2000b), this scale was the first of its kind to represent motivation as a multidimensional construct (Guay, Vallerand, & Blanchard, 2000). Additionally, the developers of the SIMS attempted to overcome the limitations of other self-report measures, such as the Mayo Task Reaction Questionnaire (TRQ; Mayo, 1977) and the Intrinsic Motivation Inventory (IMI; McAuley, Duncan, & Tammen, 1989), by exploring situational motivation as a continuous rather than a fixed construct. During item development, the researchers were careful to make a distinction between determinants (e.g., persistence) and consequences (e.g., concentration) of intrinsic motivation. According to Deci (1987), this separation keeps clear the differences between basic needs (i.e., competence, autonomy, relatedness) and responses that characterize intrinsic motivation. Furthermore, in contrast to free-choice methods in which researchers calculate the time spent on a given activity after external contingencies (e.g., rewards) are no longer present, the SIMS can be used in both laboratory and field settings (Guay et al., 2000). Finally, the

reader should note that, although both integrated and introjected regulation are additional types of extrinsic motivation defined in self-determination theory, they were not incorporated in this measure because their inclusion would have caused the format to be too lengthy (Guay et al., 2000).

Although a relatively new scale, the SIMS has been applied to study the effects of choice and goal orientations in physical activity (Prusak, Treasure, Darst, & Pangrazi, 2004; Standage & Treasure, 2002; Standage, Treasure, Duda, and Prusak, 2003) and educational contexts (Guay, Vallerand, & Blanchard, 2000). The SIMS has also been used to test whether or not situational motivation can vary from one task to the next via activation by different cues (Ratelle, Baldwin, & Vallerand, 2004). Additionally, the SIMS has been validated in field (Standage, Treasure, Duda, & Prusak, 2003) and laboratory (Guay, Vallerand, & Blanchard, 2000) settings. Through its use in these studies, the SIMS has been found to be a consistently reliable, valid measure of situational motivation.

Reliability and validity. The development and validation of the SIMS scale was achieved through five studies conducted by Guay and colleagues (2000). The first study served three purposes: (a) to develop items assessing four types of situational motivation: *intrinsic motivation*, *identified regulation*, *external regulation*, and *amotivation*; (b) to verify the four-factor structure of the SIMS; and (c) to assess the reliability of the subscales. A total of 50 items were developed by a committee of graduate students and professors familiar with motivation and self-determination theory, 26 of which were used during a pilot study ($n = 195$). The other 24 items were discarded because they did not accurately represent the operational definitions of any of the four types of situational motivation. The preliminary version of the scale used in the pilot study included eight items for the *external regulation* subscale and six items each for the *intrinsic motivation*, *identified regulation*, and *amotivation* subscales. A correlational analysis revealed 10 of the 26 items were weakly related to other items assessing the same dimension; therefore, they were removed, leaving 16 remaining items divided equally among the four subscales (*intrinsic motivation*, *identified regulation*, *external regulation*, *amotivation*). A Maximum Likelihood (ML) factor analysis with oblimin rotation indicated that the four factors accounted for 65% of the variance in situational motivation. With the exception of one item, which remained in the scale, all loaded on their respective factor with no cross loading. Internal

consistency values (Cronbach's alpha) ranging from .77 to .95 were satisfactory. Table 3.1 provides psychometric properties for the SIMS.

Table 3.1
Situational Motivation Scale (SIMS^a): Reliability Coefficients

Subscale	Item #s	Reliability		
		Study 1	Study 2	Study 3
<i>Intrinsic Motivation</i>	1, 5, 9, 13	.95	.93	.95
<i>Identified Regulation</i>	2, 6, 10, 14	.80	.81	.85
<i>External Regulation</i>	3, 7, 11, 15	.86	.75	.62
<i>Amotivation</i>	4, 8, 12, 16	.77	.78	.83

^a (Guay, Vallerand, & Blanchard, 2000)

Construct validity was obtained through three correlational analyses. The first analysis determined the four subscales formed a simplex-like relationship pattern, revealing a congruency coefficient of .71. The second and third analyses compared the SIMS to other determinants (i.e., perceived competence) and consequences (i.e., concentration and persistence) of situational motivation. The results were moderate positive correlations ranging from .35 to .56 between these items and *intrinsic motivation* and a range from .34 to .47 between these items and *identified regulation*. Additionally, there was a range of low to moderate negative correlations between these items and *external motivation* (-.21 to -.43) and between these items and *amotivation* (-.44 to -.46). Table 3.2 provides correlations between the SIMS subscales, determinants, and consequences of situational motivation.

Table 3.2
Situational Motivation Scale (SIMS^a): Subscales, Determinants, and Consequences

Subscale	Item #s	Determinants	Consequences	
		<i>Perceived Competence</i>	<i>Concentration</i>	<i>Persistence</i>
<i>Intrinsic Motivation</i>	1, 5, 9, 13	.54	.35	.56
<i>Identified Regulation</i>	2, 6, 10, 14	.37	.34	.47
<i>External Regulation</i>	3, 7, 11, 15	-.43	-.21	-.29
<i>Amotivation</i>	4, 8, 12, 16	-.44	-.44	-.46

^a (Guay, Vallerand, & Blanchard, 2000)

The purpose of the second study was to conduct a confirmatory test of the SIMS factor structure using a larger sample size ($n = 907$) and accounting for gender. Using the SIMS and other scales assessing situational motivation, a confirmatory factor analysis was performed. Results of the analysis showed a significant chi-square ($\chi^2(98, n = 907) = 856.50, p < .05$). A multivariate analysis of variance (MANOVA) revealed a statistically significant multivariate effect of gender on the four subscales ($F(4,901) = 2.68, p < .05$). Follow-up univariate F-tests revealed that *amotivation* was the only variable found to be statistically significant across gender [$F(1,904) = 6.62, p = .01$]; however, its effect was small ($\chi^2 = .007$).

In study three ($n = 145$), the construct validity of the scale within the context of an autonomy-supportive and autonomy- non-supportive interpersonal discussion was assessed. Again, internal consistency was found to be adequate (Cronbach's alpha: *intrinsic motivation* = .95; *identified regulation* = .85; *external regulation* = .62; *amotivation* = .83). A path analysis found all path coefficients were statistically significant ($z > 1.96$). The purpose of the fourth study ($n = 150$) was to verify the sensitivity of the SIMS to identify intra-individual changes in motivation and to examine the validity of the SIMS to detect situational motivation in two similar theories (Self-Determination Theory; Deci & Ryan, 1985; Self-Efficacy Theory; Bandura, 1977). Specifically, because the SIMS was designed to assess situational motivation, it could be expected that the subscales would differ across measurement times. Internal consistency was again adequate. Four regression analyses provided further evidence for the

construct validity of the SIMS by showing the scales were able to detect intra-individual changes in motivation. Finally, in study five, the SIMS was administered in a laboratory setting where participants were assigned to either a task-focused or controlling reward condition ($n = 40$). A MANOVA was performed on the following variables: *intrinsic motivation*, *identified regulation*, *external regulation*, and *amotivation*, task interest, time spent on the task, and a behavioral intentions measure. This analysis revealed a small, but statistically significant, effect ($F(7, 32) = 2.24, p = .06$), and supported the construct validity of the SIMS.

Scoring. Each of the 16 items represents a reason or type of motivation for engaging in a specific activity in response to the following question, “Why are you currently engaged in this activity?” (Guay, Vallerand, & Blanchard, 2000, p. 182). For the purposes of this study, participants were asked to indicate which response (from *1=corresponds not at all* to *7=corresponds exactly*) best categorized their type of motivation for implementing Virginia Personal/Social Development Standards as a strategy for supporting academic achievement. None of the items required reverse scoring for the purpose of data analysis.

Virginia Standards: Importance and Implementation

The 26 items for this section of the instrument were obtained directly from the *Virginia Standards for School Counseling Programs* (VDOE, 2004; Appendix B). These Standards were chosen because they are adapted from the *ASCA National Model* (ASCA, 2005; Appendix A), consistent with the Virginia Board of Education regulations, and serve as a foundation for the implementation of Virginia elementary school counseling programs. The 26 items were made up of 12 Virginia Personal/Social Development Standards (*even* numbers in the instrument) and 14 Virginia Academic Development Standards (*odd* numbers in the instrument plus item #26). Each item was responded to twice (*importance, implementation*).

The first purpose of this section of the researcher-created instrument was to measure Virginia elementary school counselors’ perceptions of the importance of these two sets of Standards as a strategy to support academic achievement. For each item, participants rated its importance (from *0 = not important* to *3 = critical*) as a strategy for supporting academic achievement. Responses from this section answered research question one (*To what extent did elementary school counselors perceive Virginia Academic Development Standards to be more important than Virginia Personal/Social Development Standards as a strategy for supporting student academic achievement?*). In addition, an open-ended question asked participants to

indicate by item number which of the listed 26 Standards was most important for supporting academic achievement.

The second purpose of this section of the researcher-created instrument was to measure the extent to which elementary school counselors implement the two types of Standards as a strategy for supporting academic achievement. For each item, participants indicated its level of implementation (from 0 = *not at all* to 3 = *high*) in their program. Responses from this section answered research question two (*To what extent did elementary school counselors implement Virginia Personal/Social Development Standards differently than they implemented Virginia Academic Development Standards as a strategy for supporting student academic achievement?*).

Pilot Study

A pilot study was conducted with 43 elementary school counselors employed by a large, suburban school district located in Virginia. This school district was selected because elementary school counselors adhere to state sanctioned academic, personal/social, and career development Standards to guide the implementation of their school counseling programs. Approval to complete the pilot study was obtained from the Virginia Tech Human Subjects Internal Review Board (IRB; Appendix D) and from the school system's Office of Accountability, Supervisor of Program Evaluation, and Supervisor of Elementary Guidance and Counseling. The purpose of the pilot study was to improve the quality of the research instruments and to improve the administration of the larger study. Specifically, the researcher was interested in learning more about the feasibility of the study, the actual time needed to complete the questionnaire, and the responses from the participants regarding items and format.

Participants were 43 elementary school counselors employed by the same school system (86% female, 2% male, 12% no response). Their mean age was 39; 77% of the participants were Caucasian, 14% African American, and 2% Hispanic. Participants were employed full time (91%) with the average student to counselor ratio at 532:1. The average number of years participants were employed as a school counselor was 7.7 compared to 5.9 years of employment in their current county. Regarding their school counseling program's level of *ASCA National Model* (ASCA, 2005) implementation, participants indicated the following: 21% low, 58% medium, 14% high, and 7% no response. Three-quarters of the participants indicated they were not a part of block scheduling; 93% indicated they were not responsible for standardized testing coordination.

Data collection for the pilot study took place during an elementary counselors' meeting on June 5, 2008, via a paper and pencil instrument. Of the 61 full and part-time elementary school counselors employed by the school system, 43 participated in the pilot study resulting in a response rate of 70%. The researcher was present to administer and collect the completed instrument. According to the literature, there are several advantages of researcher presence during the administration of questionnaires, including a lower item omission rate (Webster, 1997) and faster response rates (Yu & Cooper, 1983). Prior to the administration of the instrument, the researcher explained to participants their time commitment of approximately 30 minutes, the anonymity of their responses, and the voluntary nature of their participation in the study. Participants were also informed their consent was implied from the completion of the instrument.

Table 3.3 displays mean scores for the importance and implementation of Virginia Academic and Personal/Social Development Standards as indicated by the pilot study participants. Participants perceived Academic Standards ($M = 2.80$) to be slightly more important than Personal/Social Standards ($M = 2.74$) for supporting academic achievement. The extent to which participants implemented Academic and Personal Standards into their school counseling programs was almost identical (Academic, $M = 2.55$; Personal/Social, $M = 2.52$). With the exception of items six and 20, participants perceived the Standards to be more important than the extent to which they implemented them.

Specifically, Academic Development Standard item #5 (*Understand the importance of individual effort, hard work, and persistence*) was perceived as being the most important Academic Standard followed by item #1 (*Understand the expectations of the educational environment*). Item #5 was also the most highly implemented Academic Standard and was the most frequent response to the open-ended question (i.e., *Please indicate the number of the item that you feel is the most important for supporting academic achievement*). For the Personal/Social Development Standards, item #8 (*Understand decision making and problem solving strategies*) was perceived as being the most important, followed by item #2 (*Exhibit the principles of character...*). Of all 26 Standards, item #6 (*Understand how to make and keep friends and work cooperatively with others*) received the highest implementation rating, followed by item #20 (*Use strategies for handling conflict in a peaceful way*).

Table 3.3
Pilot Study: Importance and Implementation of Virginia Academic and Personal/Social Development Standards

Subscale		Importance	Implementation
		<i>0 = not important 3 = critical</i>	<i>0 = not at all 3 = high</i>
		Mean	Mean
#	<i>Academic</i>	2.80	2.55
1	Understand the expectations of the educational environment.	2.91	2.70
3	Recognize personal strengths and weaknesses related to learning.	2.74	2.44
5	Understand the importance of individual effort, hard work, and persistence.	2.93	2.77
7	Demonstrate time management and organizational skills.	2.84	2.35
9	Understand the relationship of academic achievement to current and future success in school.	2.81	2.65
11	Apply study skills necessary for academic achievement.	2.74	2.63
13	Understand that mistakes are part of the learning process.	2.81	2.63
15	Use critical thinking skills and test taking strategies.	2.81	2.53
17	Use appropriate communication skills to ask for help when needed.	2.81	2.58
19	Work independently to achieve academic success.	2.67	2.28
22	Work cooperatively in small and large groups toward a common goal.	2.81	2.65
24	Use study and test taking strategies.	2.81	2.58
25	Demonstrate individual initiative and a positive interest in learning.	2.74	2.39
26	Understand the choices, options, and requirements, of the middle school environment.	2.72	2.47
#	<i>Personal/Social</i>	2.74	2.52
2	Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship.	2.88	2.74
4	Understand change as a part of growth.	2.58	2.25
6	Understand how to make and keep friends and work cooperatively with others.	2.81	2.91
8	Understand decision making and problem solving strategies.	2.91	2.67
10	Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions.	2.58	2.16
12	Identify the emotional and physical dangers of substance use and abuse.	2.60	2.00
14	Demonstrate good manners and respectful behavior towards others.	2.74	2.67
16	Use strategies for managing peer pressure.	2.79	2.53
18	Demonstrate self-discipline and self-reliance.	2.84	2.49
20	Use strategies for handling conflict in a peaceful way.	2.79	2.84
21	Identify resource people in the school and community and understand how to seek their help.	2.63	2.35
23	Understand the importance of short- and long-term goals.	2.70	2.58

Table 3.4 provides the means of the 16 Situational Motivation Scale items as well as a mean score for each of the four subscales (SIMS; Guay, Vallerand, & Blanchard, 2000). Comparing the means scores of the four subscales suggests the hypothesis that *intrinsic motivation* would be the most salient type of motivation for elementary school counselors' level of implementation of Virginia Personal/Social Development Standards as a strategy for supporting academic achievement would not be supported. Specifically, the *identified regulation* subscale obtained the highest mean score ($M = 4.75$), followed by *intrinsic motivation* ($M = 3.77$), *external regulation* ($M = 2.53$), and *amotivation* ($M = 1.13$) subscales respectively. Based on item means, participants rated item #14 from the *identified regulation* subscale (*Because I feel these interventions are important for my program*) as the item that best corresponded with why they incorporated personal/social development interventions into their school counseling programs followed by item #6 (*Because I think that these interventions are good for my program*). Ranked third overall, the item corresponding to *intrinsic motivation* subscale with the highest mean was item #13 (*Because I feel good when doing these interventions*).

Table 3.4
Pilot Study: Situational Motivation Scale (SIMS^a)

#	Item	Mean
		1=corresponds not at all 7=corresponds exactly
Intrinsic Motivation		3.77
13	Because I feel good when doing these interventions	4.35
9	Because personal/development interventions are fun	3.91
1	Because I think these interventions are interesting	3.81
5	Because I think these interventions are pleasant	3.00
Identified Regulation		4.75
14	Because I feel these interventions are important for my program	6.81
6	Because I think that these interventions are good for my program	6.00
10	By personal decision	4.12
2	Because I am doing it for my own good	2.07
External Regulation		2.53
3	Because I am supposed to do it	2.79
7	Because it is something I have to do	2.77
15	Because I feel I have to do it	2.81
11	Because I don't have any choice	1.74
Amotivation		1.13
8	I incorporate personal/social development interventions into my program, but I am not sure if it is worth it	1.23
16	I incorporate personal/social development interventions into my program, but I am not sure it is a good thing to pursue them	1.14
4	There may be good reasons to incorporate these interventions into my program but, personally, I don't see any	1.14
12	I don't know; I don't see how these interventions benefit my program	1.00

^a (Guay, Vallerand, & Blanchard, 2000)

The pilot study provided several improvements for the administration of the state-wide study, including reducing the estimated completion time from 30 minutes to 20 minutes and relabeling item numbers in the researcher-created questionnaire to increase ease of scoring. Based on observation and discussions with participants, I was also able to clarify the directions and make improvements in readability. For example, one item (i.e., *Please indicate the number of the item that you feel is the most important for supporting student academic achievement.*) had a high degree of missing data and was subsequently modified to be more prominent in the actual study. Additionally, during conversations immediately following the completion of the pilot study, participants reported that the items were easily understood and the length of the questionnaire was reasonable.

Data Collection Procedures

Approval from the Human Subjects Internal Review Board (IRB) of Virginia Tech was obtained for this study (IRB #08-333; Appendix D). Two sets of data were collected as part of this study. First, the pilot study discussed above was administered via paper and pencil format. Second, a statewide data collection for the actual study was collected through a secure online format.

Data from the state-wide administration of the study were collected through Survey Monkey (www.surveymonkey.com), a secure website for instrument creation and data collection. The email addresses of 167 Virginia school counseling supervisors were obtained from the Virginia Department of Education School Counseling Specialist. After deleting duplicate entries, 130 Virginia school counseling supervisors received an email from the researcher in August 2008 that contained the purpose of the study, a link to the questionnaire, and a request to forward the information to all elementary school counselors in their county (Appendix C). The recruitment email also explained that consent was implied if participants linked to and responded to the questionnaire. Finally, the recruitment email gave participants not wishing to complete the online version of the questionnaire the option of requesting a paper and pencil version of the online instrument be sent to their home or school address (Appendix E). Elementary school counselors receiving the forwarded recruitment email from their school counseling supervisor could choose to participate in the study by clicking on an active link that directed them to the secure online questionnaire.

To encourage participation in the study, follow-up emails were sent to the school counseling supervisors in September and October 2008, emphasizing the importance that all elementary school counselors have the opportunity to participate in the study. Data collected from participants in both phases of the study were transferred to an Excel spreadsheet and stored on a secure computer.

Data Analysis

Data analysis was performed using JMP 7 for Windows. Demographic data were used to describe the participants using frequencies and mean scores. Cronbach's alpha reliability coefficients were computed for each of the eight scale scores (i.e., Academic Importance, Personal/Social Importance, Academic Implementation, Personal Implementation, *Intrinsic Motivation*, *Identified Regulation*, *External Regulation*, and *Amotivation*). Subscale scores were computed as average responses on importance and level of implementation for each of the two types of Virginia Standards and for the four types of motivation.

Research question one was answered using descriptive statistics and a t-test. Specifically, the means and standard deviations of each of the Academic and Personal/Social Development importance subscales were obtained to detect any differences between participants' perceptions of the importance of the two types of Virginia Standards. A t-test was used to compare the mean scores of participants' perceived importance of Virginia Academic Development and Personal/Social Development Standards. Additionally, items within each subscale were rank ordered according to mean scores from greatest to lowest level of perceived importance in order to examine specific differences in perceived importance across the individual Standards. The open-ended question (i.e., *Please indicate the number of the item that you feel is the most important for supporting student academic achievement.*) was analyzed using a frequency count to determine which of the 26 Virginia Standards participants perceived as the most important for supporting academic achievement.

Research question two was answered using descriptive statistics and a t-test. Specifically, the means and standard deviations of each of the Academic and Personal/Social Development implementation subscales were obtained to detect any differences between participants' levels of implementation of the two types of Virginia Standards. A t-test was used to compare the mean scores of participants' level of implementation of Virginia Academic Development and Personal/Social Development Standards. Additionally, items were rank

ordered according to mean scores from greatest to lowest level of implementation in order to examine specific differences in reported implementation across the individual Standards.

Research questions three and four were answered using four multiple regressions. A correlation matrix was used to explore the relationships between elementary school counselors' four situational motivation scores, two perceived importance scores, and two levels of implementation scores of Virginia Academic Development and Personal/Social Development Standards. The first regression measured what portion of the variance in elementary school counselors' perceived importance of Virginia Personal/Social Development Standards was explained by the four situational motivation scales. A second regression measured what portion of the variance in elementary school counselors' level of implementation of Virginia Personal/Social Development Standards was explainable by the four situational motivation scales. As a comparison, two additional multiple regressions measured the proportion of the variance in perceived importance and in level of implementation of Academic Development Standards that could be explained by the four situational motivation scales.

The hypothesis that *Intrinsic Motivation* would be the most salient type of motivation for implementing Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement would have been explored in several ways. First, the expectation was that the beta-weight associated with this predictor would have been larger than the beta-weights for the other three types of motivation. Second, a simple and a hierarchical regression would have been used to determine how much variance in level of implementation was explained by *Intrinsic Motivation* (a) by itself and (b) after accounting for the other three types of motivation. However, due to the results, these final two regression analyses were no longer necessary.

Summary

The purpose of this chapter was to provide the reader with details of this study's participants, instrumentation, pilot study, data collection, and data analysis procedures. Participants for the pilot study were 43 elementary school counselors from one large, suburban school district. The population for the survey study was all elementary school counselors from Virginia. Each participant completed the questionnaire that consisted of three parts. First, the 16-item Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2000) was used to determine participants' type of situational motivation (i.e., *Intrinsic Motivation, Identified Regulation, External Regulation, Amotivation*) for implementing Virginia Personal/Social

Development Standards as a strategy for supporting academic achievement. Second, data from a researcher-created instrument was used: (a) to compare elementary school counselors' perceptions' of the importance of 14 Virginia Academic and 12 Personal/Social Development Standards as strategies for supporting academic achievement and (b) to indicate the frequency with which elementary school counselors implemented the 26 Virginia Standards for supporting academic achievement. Third, participants provided demographic information. Details of the statistical analysis findings are presented in Chapter IV.

CHAPTER IV

RESULTS

The purpose of this study was to explore the relationships between elementary school counselors' perceptions of the importance and levels of implementation of personal/social development and motivational orientation as a strategy for supporting student academic achievement. The chapter began with a report of the response rate as well as participants' personal and school counseling profession demographic characteristics. Following sections included findings from the statistical analyses which addressed the following research questions:

1. To what extent did elementary school counselors perceive Virginia Academic Development Standards to be more important than Virginia Personal/Social Development Standards as a strategy for supporting student academic achievement?
2. To what extent did elementary school counselors implement Virginia Personal/Social Development Standards differently than Academic Development Standards as a strategy for supporting student academic achievement?
3. What proportion of the variance in the perceived importance and in the level of implementation of Virginia Personal/Social Development Standards was explained by the four situational motivation dimensions?
4. How did the variance explained by the four types of situational motivation differ between Virginia Personal/Social Development Standards and Virginia Academic Development Standards?

The chapter continued with a discussion of the hypothesis that *Intrinsic Motivation* would be the most salient type of motivation for elementary school counselors' level of implementation of Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement. The statistical software JMP, version 7, was used to compute all analyses. Finally, a summary of the results concluded the chapter.

Participants

Response Rate

Participants for this survey study were 212 elementary school counselors from Virginia. Of the 135 school divisions listed on the Virginia Department of Education website, 96% (n = 130) identify a school counseling supervisor. The Virginia Supervisor of School Counseling and Guidance provided a list that included the email addresses of 130 identified school counseling

supervisors. A request to forward the recruitment email and study information was emailed to school counseling supervisors in August 2008. Supervisors were asked to reply with the number of elementary school counselors receiving the recruitment email. Of these, 32% (n = 41) of supervisors replied with the number of school counselors to whom they forwarded the email, 53% (n = 69) did not reply with the number of school counselors to whom they forwarded the email, 11% (n = 14) of the emails were returned marked as undeliverable, and 3% (n = 4) were deleted prior to being read by the recipient. Two school districts (2%) declined to participate until the study was approved by the departments responsible for reviewing research projects and were not included in this study due to the length of time required to receive approval. Subsequent attempts to generate participation included follow-up emails to school counseling supervisors in September and October 2008. According to the 41 supervisors who replied with the number of elementary school counselors to whom they forwarded the study information, the recruitment email was received by at least 542 elementary school counselors. From the 542 elementary school counselors known to have received the recruitment email, 211 completed the online version of the questionnaire with 87% (n = 184) answering every item. Four participants requested a paper and pencil version with one person returning a completed questionnaire. Thus, the final number of participants for this study was 212, reflecting a response rate of 39%.

Personal Demographic Characteristics

As shown in Table 4.1, the participating elementary school counselors were 95% female and 84% Caucasian. Ages ranged from 24-64, with a median age of 43 years. The majority of participants (63%) were less than 50 years old (n = 125) while a smaller number (38%) were aged 50 years or older (n = 75). These characteristics are compared with 2007-2008 gender, age, and ethnicity demographic data provided by the Virginia Department of Education (B. Mason, VDOE Project Specialist, personal communication, October 23, 2008) and the results of the pilot study. Table 4.1 provides a comparison of the demographic data of this study's participants to that of the available Virginia Department of Education 2007-2008 and pilot study data.

Table 4.1
Personal Demographic Characteristics

Variable	N = 212	N = 43 ^a	N = 1,302 ^b
<i>Gender</i>			
Male	11 (5.4%)	1 (2.3%)	99 (7.6%)
Female	193 (95.0%)	37 (86.0%)	1,203 (92.4%)
Missing	8 (3.9%)	5 (11.6%)	
<i>Ethnicity</i>			
Caucasian	167 (84.0%)	33 (76.7%)	1,209 (79.0%)
African American	28 (14.0%)	6 (14.0%)	234 (18.0%)
Other racial minority	4 (1.9%)	4 (9.3%)	38 (2.9%)
Missing	14 (6.6%)		
<i>Hispanic descent</i>			
Yes	3 (1.5%)	<i>data not available</i>	<i>data not available</i>
No	198 (98.5%)		
Missing	11 (5.2%)		
<i>Age</i>			
Mean	43	39	
SD	11.7		
Less than 50 yrs. old	125 (62.5%)		785 (60.3%)
50 yrs. or older	75 (37.5%)		517 (39.7%)
Missing	12 (6.0%)		

^a Pilot study data.

^b Virginia Department of Education 2007-2008 data

School Counseling Profession Demographic Data

Participants were asked to indicate the five-digit zip code that best represented the location of their school or school division. The biggest percentage of participants were from the Tidewater/Eastern region (24%), followed by the South-Central (20%), South-Western (14%), and Greater Richmond (14%) regions, respectively. Almost all of the participants were employed full time (95%), although a smaller number were employed part-time (5%). Most of the participants were employed by schools that achieved adequate yearly progress (AYP) for the 2007-2008 school year (79%). The average number of years participants were employed as a school counselor was 10 years, compared with 9 years of employment by their current school division. The average student caseload for participants was 467, nearly double the recommendation made by the American School Counselor Association of 250:1 (ASCA, 2004b). Using self-report, 33% of elementary school counselors reported their level of *ASCA National Model* (ASCA, 2005) implementation as high, 46% as medium, 15% as low, and 6% were unfamiliar with the *ASCA National Model*. Sixty percent of participants' school divisions have

adopted the *ASCA National Standards* (Campbell & Dahir, 1997), 21% had not, and 19% did not know. Likewise, over three-quarters of participants' school divisions (79%) have adopted state school counseling Standards (VDOE, 2004) as well as school division school counseling Standards (82%). Regarding specific duties, 77% of participants indicated they did not facilitate their classroom guidance lessons through block scheduling, and 64% reported they were not responsible for coordinating the school wide standardized testing program. Table 4.2 provides a comparison of the demographic characteristics associated with the school counseling profession from this study with that of the available pilot study data. The reader should note that the missing data information was not included in any of the calculations except for the missing data calculations.

Table 4.2
School Counseling Profession Characteristics (N = 212)

Variable	N = 212	N = 43 ^a		
<i>Region</i>				
Northern	24 (12.4%)	43 (100%)		
Central	17 (8.8%)			
Blue Ridge	13 (6.7%)			
South-Western	27 (14.0%)			
Greater Richmond	27 (14.0%)			
Tidewater/Eastern	47 (24.4%)			
South-Central	38 (19.7%)			
Missing	19 (9.8%)			
<i>Employment status</i>				
Full-time	192 (94.5%)	39 (90.7%)		
Part-time	11 (5.4%)	3 (7.0%)		
Missing	9 (4.2%)			
<i>Level of ASCA Model implementation</i>				
Low	30 (14.8%)	9 (20.9%)		
Medium	93 (45.8%)	25 (58.1%)		
High	67 (33.0%)	6 (14.0%)		
Not familiar	13 (6.4%)	n/a		
Missing	9 (4.2%)	3 (7.0%)		
<i>Adopted ASCA Standards</i>				
Yes	123 (60.6%)			
No	42 (20.7%)			
Don't know	38 (18.7%)			
Missing	9 (4.2%)			
<i>Adopted state Standards</i>				
Yes	160 (78.8%)			
No	18 (8.9%)			
Don't know	25 (12.3%)			
Missing	9 (4.2%)			
<i>Adopted school division Standards</i>				
Yes	169 (82.4%)			
No	18 (8.9%)			
Don't know	18 (8.9%)			
Missing	7 (3.3%)			
<i>Adequate yearly progress for 2007-2008</i>				
Yes	146 (79.3%)			
No	30 (16.3%)			
Don't know	8 (4.3%)			
Missing	28 (13.2%)			
<i>Classroom guidance facilitated through block scheduling</i>				
Yes	43 (23.3%)	13 (30.2%)		
No	141 (76.6%)	30 (70.0%)		
Missing	28 (13.2%)			
<i>Responsible for standardized testing coordination</i>				
Yes	67 (36.4%)	3 (7.0%)		
No	117 (63.5%)	40 (93.0%)		
Missing	28 (13.2%)			
	Mean	SD	Missing	Mean
<i>Number of years employed as a school counselor</i>	10.3	7.4	31	7.7
<i>Number of years employed as a school counselor by current school division</i>	8.7	7.1	33	5.9
<i>Student/counselor ratio</i>	467	146	30	532

^a Available pilot study data

Reliability Analyses

Virginia Academic and Personal/Social Development Standards

Internal reliability measures were computed on responses for both perceived importance and level of implementation for each of the two types of Virginia Standards. The Academic Development Standard subscale consists of 14 items that represent the academic preparation essential for students to choose from a variety of educational, training, and employment options upon the completion of high school (VDOE, 2004). In comparison, the goal of the 12 items representing the Personal/Social Development Standard subscale is to help students acquire an understanding of, and respect for, themselves and others, and to assist them in becoming responsible members of the community (VDOE, 2004). Regarding perceptions of importance, Cronbach's alpha reliability coefficients for the Academic and Personal/Social Development subscales were very good (.88 and .87, respectively). Likewise, internal consistency values for the Academic and Personal/Social Development implementation subscales were also very good (.89 and .82, respectively). See Table 4.3 for reliability coefficients related to the Virginia Standards.

Situational Motivation Scale (SIMS)

Internal reliability measures were also computed on the responses for each of the four SIMS motivation subscales. Cronbach's alpha reliability coefficients, which ranged from .52 to .89, were satisfactory. The four items comprising the *Intrinsic Motivation* subscale describe behaviors chosen for inherent interest or satisfaction (Ryan & Deci, 2000b). A sample item is "Because I think these interventions are interesting". The *Identified Regulation* subscale consists of four items and captures behaviors that are chosen because they are congruent with one's personal identity and values (Gagne & Deci, 2005). A sample item is "Because I think these interventions are good for my program". The four-item *External Regulation* subscale describes behaviors that are connected to external outcomes, such as rewards or deadlines (Deci & Vansteenkiste, 2004). A sample item is "Because I am supposed to do it." Finally, the *Amotivation* subscale contains four items that describe behaviors which lack intentionality, energy, and persistence (Ryan & Dec, 2000b). A sample item is "I don't know; I don't see how these interventions benefit my program." Table 4.3 provides reliability coefficients for each of the four SIMS subscales.

Table 4.3
Reliability Coefficients: Importance, Implementation, and Motivation Subscales

Subscale	Item Numbers	Reliability
Importance		
Academic	All Odd #s + Item #26	.88
Personal/Social	All Even #s	.87
Implementation		
Academic	All Odd #s + Item #26	.89
Personal/Social	All Even #s	.82
SIMS		
Intrinsic Motivation	1,5,9,13	.87
Identified Regulation	2,6,10,14	.52
External Regulation	3,7,11,15	.84
Amotivation	4,8,12,16	.89

Perceived Importance of Standards

Participants were asked to rate the importance of 14 Academic and 12 Personal/Social Development Standards as a strategy for supporting student academic achievement on a four-point Likert scale (from 0 = *not important* to 3 = *critical*). Responses were recoded to a 1-4 scale, with higher scores representing greater perceptions of importance. To answer the first research question, which was to examine the extent to which elementary school counselors perceive Virginia Academic Development Standards to be more important than Virginia Personal/Social Development Standards, descriptive statistics and a t-test were calculated. A t-test revealed the difference between the mean of the Academic importance subscale (3.54) and the mean of Personal/Social importance subscale (3.55) was not statistically significant ($p = .92$). A Pearson product moment correlation indicated a moderately strong relationship (.74) between the Academic and Personal/Social Development Standards importance subscales. It can be concluded that elementary school counselors perceive Academic and Personal/Social Development Standards as similarly important for supporting student academic achievement.

Mean scores of the items comprising the importance subscales are discussed in the following sections to provide the reader with additional information regarding participants'

perceptions of the importance of the two types of Virginia Standards. Table 4.4 provides the means and standard deviations of each of the Academic and Personal/Social Development importance items as well as a mean score for each of the two subscales. Also included in this table are the numbers and percentages of participants who chose each item as the most important for supporting student academic achievement. Mean scores, rather than median scores, which are technically more appropriate with Likert scale responses, are reported because all of the medians were equal to either three or four. As shown in Table 4.4, mean scores ranged from 3.20 to 3.92, suggesting that participants perceived both types of Standards to be important.

Based on the item means, the two most important Academic Development Standards were (1) *understand the expectations of the educational environment* and (5) *understand the importance of individual effort, hard work, and persistence*. Responses to an open-ended item, which asked for the single most important Standard for supporting student academic achievement, the latter was named by 19% of the participants as the most important. All of the other Academic Standards were so identified by less than 7% of the participants. Overall, an Academic Standard was chosen more often than a Personal/Social Standard (Academic 56%, $n = 115$; Personal/Social 44%, $n = 92$) as the most important for supporting academic achievement. Over three quarters (79%) of the 14 Academic Standards were selected at least once by participants, compared with only half (50%) of the 12 Personal/Social Standards. It should be noted that even the Academic Standard rated last in importance (19) *understand the choices, options, and requirements of the middle school environment* had a mean importance rating of 3.2 and a median of 3 out of 4, indicating that all Academic Development Standards were viewed as quite important for supporting student academic achievement.

The most important Personal/Social Development Standard based on item means was: (2) *exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship*. Responses to the open-ended item indicate, of all 26 Standards, the largest percentage of participants (31%) chose this item as the most important for supporting academic achievement. Each of the remaining 11 Personal/Social Standards were so identified by less than 7% of participants as the most important. Similar to the Academic Standards, even the Personal/Social Standard rated last in importance (24) *understand the importance of short- and long-term goals* had a mean importance rating of 3.24 and a median of 3 out of 4, suggesting

that all Standards in this subscale were also viewed as quite important for supporting academic achievement.

Table 4.4
Perceptions of Standard Importance

	Standard	Mean	SD	% Rated Most Important	N Rated Most Important
#	Academic	3.54	.37	--	115
1	Understand the expectations of the educational environment.	3.82	.42	4.4%	9
5	Understand the importance of individual effort, hard work, and persistence.	3.79	.43	18.8%	39
11	Apply study skills necessary for academic achievement.	3.64	.56	3.9%	8
9	Understand the relationship of academic achievement to current and future success in school.	3.59	.58	6.8%	14
26	Use study skills and test-taking strategies.	3.58	.62	3.9%	8
3	Recognize personal strengths and weaknesses related to learning.	3.57	.57	6.8%	14
21	Use appropriate communication skills to ask for help when needed.	3.57	.60	.5%	1
7	Demonstrate time management and organizational skills.	3.53	.59	1.9%	4
15	Use critical thinking skills and test taking strategies.	3.53	.58	1.9%	4
13	Understand that mistakes are part of the learning process.	3.50	.60	.5%	1
25	Work cooperatively in small and large groups towards a common goal.	3.45	.65	0	0
17	Demonstrate individual initiative and a positive interest in learning.	3.34	.66	6.3%	13
23	Work independently to achieve academic success.	3.30	.69	0	0
19	Understand the choices, options, and requirements of the middle school environment.	3.20	.76	0	0
#	Personal/Social	3.55	.39	--	92
2	Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship.	3.92	.29	31.4%	65
6	Understand how to make and keep friends and work cooperatively with others.	3.78	.48	.5%	1
20	Use strategies for handling conflict in a peaceful way.	3.76	.48	1.0%	2
8	Understand decision making and problem solving strategies.	3.75	.49	6.3%	13
14	Demonstrate good manners and respectful behavior towards others.	3.71	.49	0	0
18	Demonstrate self-discipline and self-reliance.	3.57	.57	3.9%	8
16	Use strategies for managing peer pressure.	3.56	.59	0	0
22	Identify resource people in the school and community and understand how to seek their help.	3.31	.70	1.4%	3
10	Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions.	3.29	.72	0	0
12	Identify the emotional and physical dangers of substance use and abuse.	3.27	.78	0	0
4	Understand change as a part of growth.	3.26	.70	0	0
24	Understand the importance of short- and long-term goals.	3.24	.69	0	0

Level of Implementation for Standards

Participants were asked to indicate the extent to which they implemented the 14 Academic and 12 Personal/Social Development Standards into their school counseling programs as a strategy for supporting student academic achievement on a 4-point Likert scale (from 0 = *not at all* to 3 = *high*). Responses were recoded to a 1-4 scale, with higher scores representing higher levels of implementation. The second research question (i.e., *To what extent did elementary school counselors implement Virginia Personal/Social Development Standards differently than Academic Development Standards as a strategy for supporting student academic achievement?*) was answered using descriptive statistics and a t-test. Although the t-test determined that the difference between the mean of the Academic implementation subscale (3.26) and the mean of the Personal/Social implementation subscale (3.36) was statistically significant ($p = .0001$), it was not a dramatic difference. A Pearson product moment correlation revealed a moderately strong relationship ($r = .76$) between the two implementation subscales. These results suggest that, overall, elementary school counselors implement Personal/Social Development Standards at a slightly higher level in their school counseling programs compared Academic Development Standards. However, the moderately strong relationship between the two sets of implementation scores indicates that they are both implemented to a relatively similar extent.

Mean scores of the items comprising the Academic and Personal/Social Development implementation subscales are discussed in the following section to provide the reader with additional information regarding participants' levels of implementation of the two types of Virginia Standards. As shown in Table 4.5, mean scores ranged from 2.75 to 3.86 indicating both types of Standards are implemented with a high degree of frequency. As with the importance subscales, mean scores rather than median scores were reported. Based on item means, four items from the Personal/Social Development implementation subscale [(2) *exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship* (6) *understand how to make friends and work cooperatively with others* (14) *demonstrate good manners and respectful behavior towards others* (20) *Use strategies for handling conflict in a peaceful way*] were reported by participants as having the highest levels of implementation across all 26 Standards. Although ranked fifth and sixth

overall, the two Academic Development Standards with the highest mean scores were (5) *understand the importance of individual effort, hard work, and persistence* and (1) *understand the expectations of the educational environment*. It is important to note that even the mean scores of the Personal/Social and Academic Development Standards ranked last (2.75 and 2.87, respectively) suggest even these Standards were implemented with a reasonable degree of frequency.

Table 4.5
Levels of Standard Implementation (N = 212)

	Standard	Mean	SD
#	<i>Academic</i>	3.26	.46
5	Understand the importance of individual effort, hard work, and persistence.	3.57	.57
1	Understand the expectations of the educational environment.	3.55	.63
21	Use appropriate communication skills to ask for help when needed.	3.40	.68
26	Use study skills and test-taking strategies.	3.37	.73
11	Apply study skills necessary for academic achievement.	3.34	.73
25	Work cooperatively in small and large groups towards a common goal.	3.30	.68
9	Understand the relationship of academic achievement to current and future success in school.	3.29	.69
13	Understand that mistakes are part of the learning process.	3.28	.72
3	Recognize personal strengths and weaknesses related to learning.	3.24	.71
15	Use critical thinking skills and test taking strategies.	3.24	.77
7	Demonstrate time management and organizational skills.	3.19	.72
23	Work independently to achieve academic success.	2.97	.77
17	Demonstrate individual initiative and a positive interest in learning.	2.95	.75
19	Understand the choices, options, and requirements of the middle school environment.	2.87	.94
#	<i>Personal/Social</i>	3.36	.39
2	Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship.	3.86	.42
6	Understand how to make and keep friends and work cooperatively with others.	3.77	.43
14	Demonstrate good manners and respectful behavior towards others.	3.74	.47
20	Use strategies for handling conflict in a peaceful way.	3.73	.48
8	Understand decision making and problem solving strategies.	3.55	.59
16	Use strategies for managing peer pressure.	3.37	.71
18	Demonstrate self-discipline and self-reliance.	3.31	.70
22	Identify resource people in the school and community and understand how to seek their help.	3.18	.76
4	Understand change as a part of growth.	3.06	.72
10	Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions.	3.02	.82
24	Understand the importance of short- and long-term goals.	3.02	.72
12	Identify the emotional and physical dangers of substance use and abuse.	2.75	.95

Relationship of Perceived Importance and Level of Implementation for Virginia Standards and Situational Motivation

As shown in Table 4.6, a correlation matrix was used to explore the relationships between elementary school counselors' four situational motivation scores, two perceived importance scores, and two levels of implementation scores of Virginia Academic Development and Personal/Social Development Standards. The correlations ranged from -.009 to 0.76, with most being slight to modest. There was a moderately high correlation between the importance ratings for the two types of Standards (.74), as well as for the implementation ratings for the two types of Standards (.76), indicating that respondents were fairly consistent in their ratings of the two types of Standards. However, within each type of Standard, the correlation between importance and implementation dropped slightly (.67 for Academic Standards and .63 for Personal/Social Standards). *Intrinsic Motivation* and *Identified Regulation* were moderately related (.63), while the rest of the motivation scores were low to negligibly related to each other.

Three of the motivation scores were not related to either perceptions of importance or to levels of implementation of either type of Virginia Standard, and *Identified Regulation* was only very weakly related to perceptions of importance and implementation of Standards. In contrast to expectation, the hypothesis that *Intrinsic Motivation* would be the most salient type of motivation for implementing Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement was not confirmed. Not only was this not the most salient type of motivation, its relationship to perceived importance of the Personal/Social Development Standards was low and not statistically significant (.14), and it had no relationship to implementation of this type of Standard (.01).

Table 4.6
Correlations Between Importance, Implementation, and Motivation Subscales (N = 159)

	Mean	SD	1	2	3	4	5	6	7	8	9
Importance											
1. Academic	3.53	.36	(.88)								
2. Personal/Social	3.51	.38	0.74	(.87)							
Implementation											
3. Academic	3.25	.45	0.67	0.46	(.89)						
4. Personal/Social	3.33	.40	0.50	0.63	0.76	(.82)					
Motivation											
5. <i>Intrinsic Motivation</i>	3.19	1.67	0.04	0.14	-0.03	0.01	(.87)				
6. <i>Identified Regulation</i>	4.32	1.08	0.16	0.27	0.13	0.18	0.63	(.52)			
7. <i>External Regulation</i>	2.11	1.34	-0.03	-0.00 ^a	0.02	-0.01	0.28	0.25	(.84)		
8. <i>Amotivation</i>	1.20	.60	-0.05	-0.06	-0.00 ^b	-0.05	0.06	-0.01	0.36	(.89)	
9. <i>Modified Identified Regulation</i>	5.80	1.30	0.20	0.27	0.11	0.11	0.44	0.79	0.14	-0.09	(.50)

Correlations < |.16| are not statistically significant at .05.

Values in the diagonal are reliabilities.

^a -0.009

^b -0.006

Personal/Social Development Standards Explained by Situational Motivation

Even though the correlations between the motivation variables and the importance and implementation ratings on both types of Virginia Standards were, at best, very low, two multiple regressions were performed to answer the third research question and to determine the proportion of the variance in perceived importance and in the level of implementation of Personal/Social Development Standards that could be attributed to the four situational motivation dimensions together.

As shown in Table 4.7 and based on an N of 177, the motivation variables explained a statistically significant but small 6.3% of the variance in perceived importance [$F(4, 176) = 2.88, p = .024$]. The *Identified Regulation* subscale was the only predictor variable that obtained a statistically significant beta coefficient (beta = .24, $p < .05$). The explanatory power of the four motivational variables for levels of implementation of Personal/Social Standards was even lower. The motivation variables accounted for a non-statistically significant 4% of the variance in level of implementation, based on 171 respondents. The *Identified Regulation* subscale was the only predictor variable that obtained a statistically significant beta coefficient (beta = .25 $p < .05$).

Table 4.7 Regression of Situational Motivation Subscales on Perceived Importance of and Levels of Implementation of Personal/Social Development Standards

Model 1 Summary (Perceived Importance (N = 177))				
Predictor	R Squared	F	Beta Coefficient	Significance
Whole Model	.063	2.88		.024*
Intrinsic Motivation			.013	.891
Identified Regulation			.241	.012*
External Regulation			-.022	.787
Amotivation			-.044	.578
*Significant .05 level (2 tailed)				
Model 2 Summary (Levels of Implementation (N = 171))				
Predictor	R Squared	F	Beta Coefficient	Significance
Whole Model	.040	1.75		.142
Intrinsic Motivation			-.133	.177
Identified Regulation			.247	.012*
External Regulation			-.015	.859
Amotivation			-.031	.704
*Significant .05 level (2 tailed)				

Academic Development Standards Explained by Situational Motivation

As a comparison and to answer the fourth research question, two additional multiple regression models were computed to determine the proportion of the variance in perceived importance and in the level of implementation of Academic Development Standards that could be explained by the four situational motivation scales together.

The correlations between the situational motivation scores and the ratings on the importance and implementation of Academic Standards were very low. As shown in Table 4.8 and based on an N of 171, the situational motivation subscales accounted for a non-statistically significant 2.3% of the variance in perceived importance [$F(4, 170) = .99, p = .41$]. None of the beta coefficients for the predictor variables reached statistical significance. The final multiple regression model, also shown in Table 4.8 and calculated with an N of 166, revealed the four situational motivation scores explained a marginally higher but non-statistically significant 4.3% of the variance in level of implementation of the Academic Standards [$F(4, 165) = 1.82, p = .128$]. The *Identified Regulation* subscale obtained a statistically significant beta coefficient (beta = .27, $p = .009$).

Table 4.8 Regression of Situational Motivation Subscales on Perceived Importance of and Levels of Implementation of Academic Development Standards

Model 1 Summary (Perceived Importance (N = 171))				
Predictor	R Squared	F	Beta Coefficient	Significance
Whole Model	.023	.990		.414
Intrinsic Motivation			-.059	.562
Identified Regulation			.179	.075
Extrinsic Regulation			-.053	.540
Amotivation			-.020	.814
*Significant .05 level (2 tailed)				
Model 2 Summary (Levels of Implementation (N = 166))				
Predictor	R Squared	F	Beta Coefficient	Significance
Whole Model	.043	1.820		.128
Intrinsic Motivation			-.197	.054
Identified Regulation			.268	.009**
Extrinsic Regulation			.001	.987
Amotivation			.003	.967
**Significant .01 level (2 tailed)				

Overall, the four situational motivation variables (*i.e.*, *Intrinsic Motivation*, *Identified Regulation*, *External Regulation*, *Amotivation*) made very small contributions to the variance in participants' perceptions of the importance and levels of implementation of Virginia Standards. In fact, only one regression model reached statistical significance, and even then the predictor variables accounted for only a marginal 6.3% of the variance in perceived importance of Personal/Social Development Standards.

Perceived Importance of Standards Explained by Identified Regulation

Following the conclusion of the current study, several results suggested that the explanatory power of the *Identified Regulation* subscale should be further examined. First, the correlations between the *Identified Regulation* subscale and the *Academic Importance*, *Personal/Social Importance*, and *Personal/Social Implementation* subscales were statistically significant at $p < .05$ (Table 4.6). Additionally, the *Identified Regulation* subscale obtained the only statistically significant beta coefficient in three of the four regression models. Finally, two items comprising the *Identified Regulation* subscale possessed the highest means on both the pilot (item #14: 6.81; item #6: 6.00) and statewide administration (item #14: 6.31; item #6: 5.33)

of the study. The reader should note that adaptations were made to six items on the original SIMS scale, including items #14 and #6, to align them with the purpose of the current study (see Appendix F). Item #14 was changed from *because I believe this activity is important for me* to *because I feel these interventions are important for my program*. Item #6 was changed from *because I think this activity is good for me* to *because I think that these interventions are good for my program*. These adaptations appear to have created meaningful differences in the way participants viewed these items compared to the other items (items #2 and #10) comprising the *Identified Regulation* subscale. Therefore, after further discussion, two additional multiple regression models were calculated to determine the proportion of the variance in perceived importance of the two types of Standards that could be attributed to the *Modified Identified Regulation* subscale consisting of items numbers #6 and #14 and the other three motivation subscales (*Intrinsic Motivation*, *External Regulation*, *Amotivation*).

As shown in Table 4.9 and based on an N of 179, the new two-item *Modified Identified Regulation* (items #6 and #14) and the other three motivational subscales explained a statistically significant but small 7% of the variance in perceived importance of Personal/Social Development Standards [$F(4, 178) = 3.29, p = .012$]. This was a slight increase from the 6.3% explained when the four-item *Identified Regulation* subscale was used (see Table 4.7). The *Modified Identified Regulation* subscale was the only predictor variable that obtained a statistically significant beta coefficient ($\beta = .23, p = .005$).

Also displayed in Table 4.9 and based on an N of 173, the motivation subscales with the two-item *Modified Identified Regulation* subscale accounted for a non-statistically significant 3% of the variance in perceived importance of Academic Standards [$F(4, 172) = 1.37, p = .25$]. Although statistical significance was not achieved, this was also a slight increase from 2.3% to 3.2% (see Table 4.8). The beta coefficient for the *Modified Identified Regulation* subscale reached statistical significance ($\beta = .18, p = .03$). Although the two-item *Modified Identified Regulation* scores were strongly related to the four-item scores (.79), there did seem to be a very slight improvement in the regressions when all four motivation scores were used to predict perceived importance of the Virginia Standards. Considered alone, the two-item *Modified Identified Regulation* measure explained 4% of the variance in the importance of Academic Development Standards and 7% of the variance in the importance of Personal/Social Development Standards.

Table 4.9 Regression of Situational Motivation Subscales with Modified Identified Regulation Subscale on Perceived Importance of Virginia Standards

Model 1 Summary (Perceived Importance of Personal/Social Standards (N = 179))				
Predictor	R Squared	F	Beta Coefficient	Significance
Whole Model	.070	3.29		.012
<i>Intrinsic Motivation</i>			.065	.440
<i>Modified Identified Regulation</i>			.228	.005*
<i>External Regulation</i>			.001	.987
<i>Amotivation</i>			-.030	.711
*Significant .05 level (2 tailed)				
Model 2 Summary (Perceived Importance of Academic Standards (N = 173))				
Predictor	R Squared	F	Beta Coefficient	Significance
Whole Model	.032	1.37		.246
<i>Intrinsic Motivation</i>			-.028	.746
<i>Modified Identified Regulation</i>			.183	.033*
<i>External Regulation</i>			-.043	.627
<i>Amotivation</i>			-.013	.878
*Significant .05 level (2 tailed)				

Summary

The results of this study suggest that elementary school counselors perceive no statistically significant difference between the importance of Academic and Personal/Social Development Standards as a strategy for supporting student academic achievement. A frequency count indicated that, although Academic Development Standards were chosen more often than Personal/Social Development Standards as most important, a third of the participants (the largest percentage) felt a Personal/Social Development Standard was the most important for supporting academic achievement. Regarding levels of implementation, participants' ratings suggest that Personal/Social Standards were implemented at slightly higher levels than Academic Standards.

Correlations were calculated on each of the subscale scores. There was a moderately high correlation between the importance ratings for the two types of Standards, as well as for the implementation ratings for the two types of Standards. *Intrinsic Motivation* and *Identified Regulation* were moderately related while the rest of the motivations scores were low to negligibly related to each other. Three of the motivation subscales were neither related to

perceptions of importance nor to levels of implementation of either type of Virginia Standard and *Identified Regulation* was only very weakly related to perceptions of importance and implementation of Standards.

Finally, the results of four regression models indicate that the motivation predictor variables accounted for no more than 6.3% of the variance in participants' perceptions of the importance and levels of implementation of either type of Virginia Standard. Contrary to expectation, the hypothesis that *Intrinsic Motivation* would be the most salient type of motivation for implementing Virginia's Personal/Social Development Standards as a strategy for supporting academic achievement was not confirmed. However, following the conclusion of the study, a regression model was calculated to examine the explanatory power of a two-item *Modified Identified Regulation* subscale and the other three motivation variables on participants' perceptions of importance of the two types of Standards. The inclusion of the *Modified Identified Regulation* subscale slightly increased the explanatory power for perceived importance of both Academic and Personal/Social Development Standards. Chapter V will include a discussion of these results and recommendations for research and practice.

CHAPTER V

DISCUSSION

Chapter V begins with an interpretation of the analyses that addressed the relationship between elementary school counselors' perceptions of the importance, levels of implementation, and type of situational motivation for incorporating Academic and Personal/Social Development Standards into their school counseling programs as a strategy for supporting student academic achievement. The chapter continues with an explanation of the study's limitations and delimitations. Finally, the chapter concludes with implications for elementary school counselors, counselor educators, and suggestions for future research.

Interpretation of Results

Perceived Importance of Standards

Research has provided evidence for the benefit of utilizing competencies emphasized in both academic (Greenhawk, 1997; Lapan, Kardash, & Turner, 2002; Margolis, McCabe, & Abler, 2004; Pintrich, 2000b) and personal/social development (Barriga et al., 2002; DiPerna, Volpe, & Elliot, 2001; Parker, et al., 2004; Wentzel 1991a) as an avenue to support students' school achievement. To date, no study has investigated whether or not school counselors themselves perceive these types of development, as defined by *Virginia Standards for School Counseling Programs* (VDOE, 2004), to be an important strategy for enhancing student achievement. Therefore, the results of the present study filled a gap in the literature by providing empirical evidence that elementary school counselors do attribute a high degree of importance to both types of Virginia Standards. The majority of the Standards (65%) were chosen at least once by participants as being the most important, again suggesting elementary school counselors perceive both types of Standards to be valuable for supporting achievement. It appears that, despite current pressures from educational reform to adopt a more academic program focus, elementary school counselors believe that incorporating academic and personal/social development interventions into their programs was the best approach for supporting student academic achievement.

This researcher was particularly interested in exploring participants' perceptions of the importance of Personal/Social Development Standards as a means to support academic achievement. Therefore, it is necessary to highlight that out of all 26 Standards, a Personal/Social Standard was chosen the most often by participants as the most important for

supporting student academic achievement (31%). This Standard (*Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship*) encompasses a broad range of Personal/Social Development components discussed in the literature review as having a direct or indirect contribution to academic achievement to include the following: social competence (Aluja & Blanch, 2004; Fleming, et al., 2005; Wentzel, 1991a, 1991b, 1993), academic enablers (Cobb, 1972; Gettinger & Seibert, 2002; Greenwood, 1991; Malecki & Elliott, 2002; Pintrich & Schunk, 2002; Wentzel, 1993), and behavior (Barriga et al., 2002). Future research is needed to determine the exact reasons why this Standard was chosen the most often; however, it appears elementary school counselors perceive aspects of personal/social development emphasized in this Standard as having a slightly larger impact on academic achievement than other, less encompassing Standards.

Levels of Implementation for Standards

The purpose of the second research question was to determine the extent to which both types of Virginia Standards were implemented in elementary school counseling programs. Total mean scores on the implementation subscales indicated that participants implement the majority of the 26 Virginia Standards at high levels. More specifically, a statistically significant difference ($p = .0001$) between the mean of the Personal/Social implementation subscale (3.36) and the mean of the Academic implementation subscale (3.26) suggest the former is implemented at slightly higher levels. Additionally, similar to the importance subscales, the same Personal/Social Development Standard (*Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship*) received the highest mean score of all 26 Standards.

These results, combined with the results on importance, indicate that elementary school counselors not only perceive both types of Standards to be important, they also put these beliefs into actual practice. Specifically, the items with the highest implementation scores (items #2, #6, #14, #20, #5, #1) provide empirical support for the comprehensiveness of topics currently addressed by Virginia elementary school counseling programs and include the following: character education (item #2), social skills (item #6), manners (item #14), conflict resolution (item #20), academic motivation (item #5) and school rules (item #1). These conclusions are

comparable to similar research on the work activities of school counselors that suggest they value and regularly implement programs and interventions that address academic, personal/social, and career development (Foster, Young, & Hermann, 2005). The current findings outline an essential next step in highlighting school counselors' unique contributions to academic achievement. Literature devoted to school counselor accountability practices stress the importance of collecting data on programs and services (Brott, 2006; Dahir & Stone, 2003, Kaffenberger & Young, 2007). Based on participants' high importance and implementation ratings of both types of Standards, it is critical for data on programs and interventions to be collected, analyzed, and shared with stakeholders to more clearly illuminate the connection between comprehensive school counseling programs and the academic mission of the school.

Relationships Between Situational Motivation and Virginia Standards

To answer research questions three and four, the construct of situational motivation, derived from Self-Determination Theory (SDT; Deci & Ryan, 1985), was used as a framework for understanding the extent to which elementary school counselors persist in including personal/social development programs and interventions as a strategy for supporting academic achievement. Three of the four motivation variables were neither related to perceptions of importance nor to levels of implementation of either type of Virginia Standard; only the *Identified Regulation* subscale demonstrated a very weak relationship to perceptions of importance and levels of implementation of Standards. Additionally, the results of four regression models found that, overall, the four situational motivation variables did not contribute more than 6.3% of the variance in perceptions of importance or to levels of implementation of either type of Virginia Standard. However, following the conclusion of the study, two additional regression models were calculated to further examine the explanatory power of a *Modified Identified Regulation* subscale (item #6 and #14) and the other three motivational variables on participants' perceptions of the importance of both types of Standards. The modification of the *Identified Regulation* subscale did appear to slightly improve the regression models when all four motivation scores were used to predict perceived importance of the Virginia Standards. This result suggests that the types of programs and services valued by elementary school counselors' are shaped in part by whether or not they are important to their *program*.

These findings are in contrast to SDT literature that describe a distinct continuum of motivation (Deci & Ryan, 1985; Deci & Vansteenkiste, 2004; Ryan & Deci, 2000b; Ryan &

Deci, 2006) beginning with *Amotivation* (i.e., the absence of motivation; Ryan & Deci, 2000b) and building to *Intrinsic Motivation*, which is considered the most self-determined type of motivation (i.e., any behavior that is not controlled by external forces and for which the reward is spontaneous satisfaction of engaging in the activity itself; Deci & Vansteenkiste, 2004).

Although other measures based on Self-Determination Theory were considered for inclusion in this study (e.g., Intrinsic Motivation Inventory, McAuley et al., 1989; Self-Determination Scale, Sheldon & Deci, 1993), the Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2000) was selected because of its sound psychometric properties and unique ability to assess motivation as a multidimensional construct. However, the expectation that this measure would emphasize the relationships between the type of motivation internalized by elementary school counselors and their levels of implementation of the two types of Virginia Standards was not met. Therefore, it is important to consider possible explanations for these results. Items from the SIMS were adapted from a singular, generic activity to a general school counseling focus (i.e., personal/social development interventions) to more accurately assess the type of motivation school counselors internalize for incorporating personal/social development interventions into their programs (see Appendix F). For example, item one *because I think this activity is interesting* was adapted to *because I think these interventions are interesting*. It is possible these adjustments caused participants to consolidate all personal/social development interventions into a single construct and, therefore, hindered the ability of the measure to adequately capture unique aspects of situational motivation for particular work activities.

However, perhaps a more likely explanation is that the type of motivation hypothesized to be the most salient for participants' levels of implementation of Standards was inaccurate. By definition, behaviors that are intrinsically motivated are not dominated by physiological drives and for which the reward is spontaneous satisfaction of the activity itself (Deci & Vansteenkiste, 2004). Intrinsically motivated behaviors are also the most self-determined because they are freely chosen; satisfy all three basic needs for competence, relatedness, and autonomy; and are marked by interest and enjoyment (Deci & Vansteenkiste, 2004). The current study asked participants to identify their type of motivation for adopting a particular program focus *for the purposes of supporting academic achievement*. The presence of a strong external reward, such as improving academic achievement, may have restricted participants' motivation from truly being classified as *Intrinsic Motivation*. That is, although counselors may implement

personal/social development interventions because they personally believe these activities are valuable for students, they may not necessarily conduct them independent of their work responsibilities. Therefore, other categories of motivation found on the Self-Determination Theory continuum (Ryan & Deci, 2000b), such as *Identified Regulation* (i.e., a form of extrinsic motivation where the individual has identified with the personal importance of the behavior and accepted the regulation as his or her own; Ryan & Deci, 2000a, 2000b) and *Integrated Regulation* (i.e., the most autonomous type of extrinsic motivation, occurs when the behavior is congruent to the individual's values and needs; Ryan & Deci, 2000a, 2000b), may better illustrate how and why school counselors internalize certain behaviors into their personal and professional value systems. More research is needed to determine if these other types of motivation better explain the variability between school counselors' perceptions of importance and levels of implementation of academic and personal/social development programs and services as a means to support student achievement.

Limitations/Delimitations

The present study offers important considerations for elementary school counselors and their school counseling programs. However, there are limitations and delimitations to the study that must be considered.

First, although the response rate was reasonable (39%, $n = 212$), it is important to point out that in 2007-2008 there were a total of 1,302 full-time elementary school counselors employed in Virginia public schools (B. Mason, VDOE Project Specialist, personal communication, October 23, 2008). Despite several attempts to persuade school counseling supervisors to forward the study information to all elementary counselors in their school district, 84% of elementary school counselors either did not receive the email or chose not to participate. That is, if the number of participating counselors was divided by the population of 1,302, the resulting response rate would have dropped to 16%. Therefore, counselors who completed the questionnaire may not necessarily represent all Virginia elementary school counselors.

Additionally, the demographic data suggested the presence of characteristics that could affect the generalizability of the results of this study. The majority of participants reported adopting national, state, and local school counseling program Standards (61%, 79%, and 82%, respectively). Research has shown that Standards-based school counseling programs not only serve to clarify the role of the school counselor but also to outline a more comprehensive

program focus (Campbell & Dahir, 1997; Dahir, 2001). Furthermore, 77% of school counselors reported they were *not* required to facilitate their classroom guidance lessons through block scheduling. Counselors are considered “in the block” if his or her schedule contains as many as four hours of mandatory classroom guidance lesson facilitation and planning per day. In my experience as well as my colleagues, this type of service delivery although valuable substantially limits counselors’ ability to provide individualized academic and personal/social development interventions to students who do not respond well to large group formats. Furthermore, 63% of participants reported they were *not* in charge of coordinating the standardized testing program in their schools. Studies on the effects of testing responsibilities of school counselors suggests such tasks can severely restrict the counselor’s time for addressing both the academic and personal/social development needs of students (Brown, Galassi, & Akos, 2004). While it is encouraging that the majority of this study’s participants use Standards to guide their programs and are not assigned to time intensive responsibilities, the findings may not represent school counselors who work within the confines of different environments and expectations.

Finally, both measures included in this study relied on participants to reflect honestly on (a) the value and frequency of their work activities and (b) their motivation for maintaining a particular program focus. Therefore, due to the inherent subjectivity (Lautenschlager & Flaherty, 1990) and high ego-involvement (Phillips & Clancy, 1970) of the items, responses could have been affected by social desirability (Paulhus & Reid, 1991).

It is also important to include a discussion of this study’s delimitations. First, all of the participants selected were elementary school counselors; therefore, the results may not be applicable to counselors employed at middle and high schools. Secondly, all 26 items comprising the importance and implementation subscales were obtained directly from the *Virginia Standards for School Counseling Programs* (VDOE, 2004; Appendix B). These Standards were chosen because they are adopted from the *ASCA National Model* (ASCA, 2005; Appendix A) and serve as a foundation for the implementation of Virginia elementary school programs. Therefore, the focus of these Standards are specific to Virginia elementary school programs; caution must be used when generalizing the results to school counselors in other states or employed at middle or secondary schools.

Implications for Elementary School Counselors

Participants' high importance and implementation ratings of both types of Virginia Standards provides empirical support for the notion that elementary school counselors in this study recognize that the goal of supporting student academic achievement is accomplished through comprehensive service delivery. One practical way for counselors to highlight the contributions of both types of development to academic achievement is to engage in active collaboration with principals, teachers, and parents. In fact, research on school counselor collaboration efforts suggests a team approach to increasing academic achievement ensures that programs and services are tailored and systematically delivered to meet the individual needs of students (Bemak, 2000; Sink & Stroh, 2003). Counselors should take a leadership role in these discussions to ensure that the benefits of academic and personal/social development interventions to achievement are realized by the larger school community. This is especially important for those that utilize personal/social development as a means to support academic achievement (e.g., social competence, emotional intelligence, conflict resolution). As discussed earlier, due to budgetary constraints and pressures from "high stakes testing," such interventions may not otherwise be recognized and valued by those outside of the profession as an effective way to support achievement.

Additionally, participants' high ratings on the implementation subscales suggest both type of Standards are regularly addressed in elementary school counseling programs. Therefore, it is important for school counselors go one step further and collect data to determine the impact of academic and personal/social development interventions on academic achievement. This recommendation is supported by school counseling literature (Carey & Dimmitt, 2008; Dahir & Stone, 2003; Johnson & Johnson, 2003; Lapan, 2001; Paisley & House, 2003), which encourages counselors to embrace accountability practices through collecting, interpreting, and sharing data that showcases the benefits of comprehensive programs and interventions to students (Carey & Dimmitt, 2008). Fortunately, there are several accountability tools designed especially for use within school counseling programs, such as G.R.I.P. (Brott, 2006) and D.A.T.A. (Kaffenberger & Young, 2007), that guide school counselors through the process of acquiring and making sense of their data (e.g., pre/post tests, grades, discipline reports, test scores, attendance records). Armed with the results from accountability tools puts school counselors in a strong position to

advocate to and collaborate with principals, teachers, parents, and school boards about the necessity of maintaining comprehensive school counseling programs.

Implications for Counselor Educators

Counselor educators are tasked with the responsibility of teaching and mentoring counselors-in-training. The results of this study offer several recommendations for preparing future counselors to value and implement academic and personal/social development interventions as a means to support academic achievement. As a foundation, counselor educators should familiarize students with current research that supports the contribution of both types of development to achievement (e.g., homework and study skills, multiple intelligence, self-regulated learning, achievement motivation, goal-setting, emotional intelligence, social skills, academic enablers, behavior). Students should be encouraged not only to interpret research findings but also to discuss how they can be applied to program and service design. Additionally, counselor educators can use the *ASCA National Model* (ASCA, 2005) as a framework to teach students how to create and maintain comprehensive school counseling programs (Murphy & Kaffenberger, 2007). In fact, research points out that newly hired school counselors who are familiar with the *ASCA National Model* (ASCA) are successfully able to provide thorough service delivery (i.e., guidance curriculum, individual planning, responsive services, system support) to their students (Walsh, Barrett, & DePaul, 2007).

Implications for Research

Regarding opportunities for future research, the results of this study provide support for further investigation in several areas. First, the results suggest that elementary school counselors perceive Academic and Personal/Social Development Standards to be an important strategy for supporting academic achievement. However, school counselors do not work in isolation. Rather, their program focus can be supported or challenged by the agenda set forth by their school's administrative team. Zalaquett's (2005) study on the principals' perceptions of elementary school counselors' roles suggested they believe the work of counselors does contribute meaningfully to student achievement. Therefore, it would be beneficial to continue this research through a replication of the current study with principals to determine if their perceptions of the importance of both types of Virginia Standards align with those of elementary school counselors.

Additionally, researchers have proposed that the roles, perceptions, and program focus of elementary school counselors are different from their middle and high school counterparts (Coll & Freeman, 1997; Dahir, 2004). Dahir, Burnham, and Stone (2009) examined elementary, middle, and high school counselors' perceptions of the program components outlined in the *ASCA National Model* (ASCA, 2005). Middle school counselors obtained the highest mean scores on the Personal/Social Development subscale, suggesting they are more involved in assisting students with social and emotional concerns. Therefore, because participants in the current study were all elementary school counselors, a replication study including middle and high school counselors would allow a comparison of the perceptions of the importance and levels of implementation of Personal/Social Development Standards to be made between school counselors working at different grade levels.

Additionally, the 14 Academic Development and 12 Personal/Social Development items used in this study were taken directly from the *Standards for School Counseling Programs in Virginia Public Schools* (VDOE, 2004). As written, these Standards are broad expectations of what students should know, understand, and demonstrate as a result of their participation in the school counseling program. How counselors interpret, apply, and share the results of interventions addressing Academic and Personal/Social Development Standards may differ between school counseling programs. Therefore, a useful contribution to future research might be to explore if the category of responsive service (e.g., individual counseling, group counseling, classroom guidance) implemented by school counselors is related to a particular type of development (i.e., Academic, Personal/Social). Participants could then be asked whether or not they (a) utilize an accountability tool to determine the impact of their intervention on a commonly identified measure of academic achievement (e.g., grades, test scores) and (b) share the results with other stakeholders. The data collected could not only be used to demonstrate the effectiveness of school counseling programs and services but could also provide evidence to the larger school community that academic achievement is best supported when counselors are free to address students' academic *and* personal/social development needs.

Finally, it was proposed that the type of situational motivation (i.e., *Intrinsic Motivation, Identified Regulation, External Regulation, Amotivation*) internalized by participants would add to an explanation of the differences in participants' levels of implementation of Personal/Social Development Standards. Specifically, it was hypothesized that *Intrinsic Motivation* would be the

type of motivation elementary school counselors would associate with why they value personal/social development in their school counseling programs. The results did not support this hypothesis. However, several findings indicate that *Identified Regulation* may offer additional insight into why elementary school counselors persist in incorporating personal/social development interventions into their programs. According to SDT, *identified motivation* exists for behaviors that are congruent with one's personal identity and values (Gagne & Deci, 2005). In the current study, two of the items comprising the *Identified Regulation* subscale (items #6 and #14) were worded to capture participants' reasons for incorporating personal/social development interventions as being important to their *programs*. As such, these two items received the highest mean scores on both the pilot and statewide administrations of the study. It appears that school counselors made a distinction between a program focus being personally valued and one that was meaningful to the students they serve.

Therefore, more research is needed to explore the type of motivation present in elementary school counselors who continue to value and put into practice programs and interventions that use components of personal/social development to support student achievement. Although not a focus in this study, concepts discussed in Self-Determination Theory (Deci & Ryan, 1985) literature offer other research options for comparing types of motivation. In particular, SDT literature devoted to the workplace discusses the impact employees' type of work value orientation (i.e., *Intrinsic vs. Extrinsic*) on motivation and productivity (Baard, Deci, & Ryan, 2004; Gagne & Deci, 2005; Vansteenkiste et al., 2007). Finally, perhaps the most productive starting point may be to initiate a qualitatively designed study that asks school counselors themselves what drives them to maintain a comprehensive focus.

Summary

This survey study was a necessary first step for determining whether or not elementary school counselors' perceive Academic and Personal/Social Development Standards to be important as a strategy for supporting student academic achievement. Additionally, this study explored the extent to which these perceptions were put into practice through the implementation of both types of Standards. Specifically, not only did elementary school counselors perceive both types of Standards to be important, they implemented them in their programs with a high degree of frequency. It appears that, despite pressures from current education reform,

participants' high importance and implementation ratings of Academic and Personal/Social Development Standards suggest elementary school counselors embrace a comprehensive program focus as a valuable method for supporting student achievement. Finally, the relationship between four types of situational motivation and elementary school counselors' perceptions of and levels of implementation of Virginia Standards was explored. Although the expectation that *Intrinsic Motivation* would be the most salient type of motivation for participants' levels of implementation of Personal/Social Development Standards was not supported, high means scores on the *Identified Regulation* subscale suggest that the type of program focus embraced by elementary school counselors is less about what is important to them personally and more about what is important to their program. Other suggestions for future research include the following: (a) a replication of this study with principals, (b) a replication of this study with middle and high school counselors, and (c) an exploration of how Standards are being interpreted and implemented across school counseling programs. Continuing research in these areas helps to both define the contributions from school counseling programs to academic achievement and support the need for school counseling programs to remain comprehensive.

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Appendix A
ASCA National Standards for School Counseling Programs (ASCA, 2005)

Academic Development

- Standard A: Students will acquire the attributes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Personal/Social Development

- Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B: Students will make decisions, set goals and take necessary action to achieve goals.
- Standard C: Students will understand personal safety and survival skills.

Career Development

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Appendix B
Academic and Personal/Social Development Standards
for School Counseling Programs in Virginia Public Schools (VDOE, 2004)
(Grades K-5)

Academic Development

Students will:

1. Understand the expectations of the educational environment
2. Understand the importance of individual effort, hard work, and persistence
3. Understand the relationship of academic achievement to current and future mistakes in school
4. Understand that mistakes are essential to the learning process
5. Demonstrate individual initiative and a positive interest in learning
6. Use appropriate communication skills to ask for help when needed
7. Work independently to achieve academic success
8. Work cooperatively in small and large groups toward a common goal
9. Use study skills and test taking strategies
10. Recognize personal strengths and weaknesses related to learning
11. Demonstrate time management and organizational skills
12. Apply study skills necessary for academic achievement
13. Use critical thinking skills and test-taking strategies
14. Understand the choices, options, and requirements of the middle school environment

Personal/Social Development

Students will:

1. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship
2. Understand how to make and keep friends and work cooperatively with others
3. Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions
4. Demonstrate good manners and respectful behavior toward others
5. Demonstrate self-discipline and self-reliance
6. Identify resource people in the school community and understand how to seek their help
7. Understand the importance of short- and long-term goals
8. Understand change as a part of growth
9. Understand decision-making and problem solving strategies
10. Identify the emotional and physical dangers of substance use and abuse
11. Use strategies for managing peer pressure
12. Use strategies for handling conflict in a peaceful way

Appendix C

Recruitment Letter and Informed Consent for Participants

Dear School Counseling Supervisors,

We are inviting all elementary school counselors in Virginia to participate in a survey research study so we can better understand the unique contributions that school counseling programs make to academic achievement. We need your help in reaching out to all elementary school counselors.

Please read the following research study information. **After deleting this greeting and paragraph**, we would greatly appreciate it if you would forward the information to all elementary school counselors in your school division.

In addition, please reply to me indicating the number of elementary school counselors receiving the survey from your school division so I will have the ability to calculate an accurate response rate.

Thank you so much for your cooperation!

Dear Professional School Counselor,

In the era of increased accountability, school counselors are expected to showcase their unique contributions to student academic achievement. To date, research has not yet explored school counselors' motivation for maintaining a comprehensive program focus as a strategy for supporting academic achievement.

You are invited to participate in a research study investigating important aspects of Virginia elementary school counselors' motivation and program focus. This study has been approved by the Virginia Tech Internal Review Board (IRB). There are no expected risks or direct benefits to you for completing this questionnaire. However, your responses are very important for understanding the influence of motivation on elementary school counselors' program focus. A better understanding of this relationship could highlight the unique contributions of school counseling programs to student academic achievement.

You are asked to complete a 2-part questionnaire that will take no more than 20 minutes. All responses will be anonymous. Participation is voluntary, and you will not be compensated for your involvement in the study. Below is a secure link to the questionnaire. Please copy and paste the link into your browser.

https://www.surveymonkey.com/s.aspx?sm=LM2xfiRhz3XmwiD_2buKIwtg_3d_3d

Consent will be implied when you link to and submit the questionnaire. If you prefer a paper and pencil version of this questionnaire please email me at jephill3@vt.edu and I will be happy to send a hard copy along with a postage paid self-addressed stamped envelope to your home or school address.

If there are any questions or comments about this study, please email me at jephill3@vt.edu. If you would like to receive a summary of the results of this study when it is complete, please email me with your request, and I will send a summary to you at the completion of the study.

Sincerely,

Jennifer Barna, M.Ed., NCC
Doctoral Candidate, Virginia Tech
Principal Researcher
Professional School Counselor

Pamelia E. Brott, Ph.D.
Associate Professor
Dissertation Committee Chair
Virginia Tech - Northern Virginia Center
7054 Haycock Road
Falls Church, VA 22043

Appendix D IRB Study Approval

Office of Research Compliance
1880 Pratt Drive (0497)
Blacksburg, Virginia 24061
540/231-4358 Fax: 540/231-0959
E-mail: ctgreen@vt.edu
www.irb.vt.edu

cc: File

DATE: May 28, 2008

MEMORANDUM

TO: Pamela E. Brott

Jennifer Barna

FROM: Carmen Green

IRB Exempt Approval: “Elementary School Counselors’ Situational Motivation, Perception of Importance, and Level of Implementation of Personal/Social Development Standards as a Strategy for Supporting Student Academic Achievement” , IRB # 08-333.

I have reviewed your request to the IRB for exemption for the above referenced project. The research falls within the exempt status. Approval is granted effective as of May 28, 2008. As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in the research protocol. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

FWA00000572(expires 1/20/2010)
IRB # is IRB00000667

Office of Research Compliance
Carmen T. Green, IRB Administrator
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Appendix E Instrument

Elementary School Counselors Perceptions of Personal/Social

1. Importance and Implementation of Virginia Academic and Personal/Social Deve...

DIRECTIONS: This section of the questionnaire has 2 parts. First, how important do you perceive each Virginia Standard to be for supporting the academic achievement of elementary students? For each item, please select one number that indicates your perception of each Standard's importance (from 0 = not important to 3 = critical). Second, to what extent was your implementation of each Virginia Standard into your program for the 2007-2008 school year? For each item, please select one number that indicates the level of implementation of this Standard in your program (from 0 = not at all to 3 = high).

	Importance?	Implementation?
1. Understand the expectations of the educational environment.	<input type="text"/>	<input type="text"/>
2. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship.	<input type="text"/>	<input type="text"/>
3. Recognize personal strengths and weaknesses related to learning.	<input type="text"/>	<input type="text"/>
4. Understand change as a part of growth.	<input type="text"/>	<input type="text"/>
5. Understand the importance of individual effort, hard work, and persistence.	<input type="text"/>	<input type="text"/>
6. Understand how to make and keep friends and work cooperatively with others.	<input type="text"/>	<input type="text"/>
7. Demonstrate time management and organizational skills.	<input type="text"/>	<input type="text"/>
8. Understand decision making and problem solving strategies.	<input type="text"/>	<input type="text"/>
9. Understand the relationship of academic achievement to current and future success in school.	<input type="text"/>	<input type="text"/>
10. Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions.	<input type="text"/>	<input type="text"/>
11. Apply study skills necessary for academic achievement.	<input type="text"/>	<input type="text"/>
12. Identify the emotional and physical dangers of substance use and abuse.	<input type="text"/>	<input type="text"/>
13. Understand that mistakes are part of the learning process.	<input type="text"/>	<input type="text"/>
14. Demonstrate good manners and respectful behavior towards others.	<input type="text"/>	<input type="text"/>
15. Use critical thinking skills and test taking strategies.	<input type="text"/>	<input type="text"/>
16. Use strategies for managing peer pressure.	<input type="text"/>	<input type="text"/>

Elementary School Counselors Perceptions of Personal/Social

17. Demonstrate individual initiative and a positive interest in learning.	<input type="text"/>	<input type="text"/>
18. Demonstrate self-discipline and self-reliance.	<input type="text"/>	<input type="text"/>
19. Understand the choices, options, and requirements of the middle school environment.	<input type="text"/>	<input type="text"/>
20. Use strategies for handling conflict in a peaceful way.	<input type="text"/>	<input type="text"/>
21. Use appropriate communication skills to ask for help when needed.	<input type="text"/>	<input type="text"/>
22. Identify resource people in the school and community and understand how to seek their help.	<input type="text"/>	<input type="text"/>
23. Work independently to achieve academic success.	<input type="text"/>	<input type="text"/>
24. Understand the importance of short- and long-term goals.	<input type="text"/>	<input type="text"/>
25. Work cooperatively in small and large groups towards a common goal.	<input type="text"/>	<input type="text"/>
26. Use study skills and test-taking strategies.	<input type="text"/>	<input type="text"/>

Elementary School Counselors Perceptions of Personal/Social

2.

Below are the same 26 Virginia Standards listed in the previous section. Please select the one Standard you feel is the MOST important for supporting student academic achievement.

- 1. Understand the expectations of the educational environment.
- 2. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and properties of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship.
- 3. Recognize personal strengths and weaknesses related to learning.
- 4. Understand change as a part of growth.
- 5. Understand the importance of individual effort, hard work, and persistence.
- 6. Understand how to make and keep friends and work cooperatively with others.
- 7. Demonstrate time management and organizational skills.
- 8. Understand decision making and problem solving strategies.
- 9. Understand the relationship of academic achievement to current and future success in school.
- 10. Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions.
- 11. Apply study skills necessary for academic achievement.
- 12. Identify the emotional and physical dangers of substance use and abuse.
- 13. Understand that mistakes are part of the learning process.
- 14. Demonstrate good manners and respectful behavior towards others.
- 15. Use critical thinking skills and test taking strategies.
- 16. Use strategies for managing peer pressure.
- 17. Demonstrate individual initiative and a positive interest in learning.
- 18. Demonstrate self-discipline and self-reliance.
- 19. Understand the choices, options, and requirements of the middle school environment.
- 20. Use strategies for handling conflict in a peaceful way.
- 21. Use appropriate communication skills to ask for help when needed.
- 22. Identify resource people in the school and community and understand how to seek their help.
- 23. Work independently to achieve academic success.
- 24. Understand the importance of short- and long-term goals.
- 25. Work cooperatively in small and large groups towards a common goal.
- 26. Use study skills and test-taking strategies.

Elementary School Counselors Perceptions of Personal/Social

3. The Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2...

DIRECTIONS: Read each item carefully. Think about why interventions addressing personal/social development are a part of your school counseling program. Using the scale below, please check one number that best corresponds to why you choose to incorporate personal/social development interventions into your school counseling program as a strategy for supporting academic achievement.

	1 = Corresponds not at all	2	3	4	5	6	7 = Corresponds exactly
1. Because I think these interventions are interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Because I am doing it for my own good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Because I am supposed to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There may be good reasons to incorporate these interventions into my program but personally I don't see any.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Because I think these interventions are pleasant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Because I think that these interventions are good for my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Because it is something that I have to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I incorporate these interventions into my program, but I am not sure if it is worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Because these interventions are fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. By personal decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Because I don't have any choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I don't know; I don't see how these interventions benefit my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Because I feel good when doing these interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Because I feel these interventions are important for my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Because I feel that I have to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I incorporate these interventions into my program, but I am not sure it is a good thing to pursue them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Elementary School Counselors Perceptions of Personal/Social

4. Demographic Information

The following information is needed for descriptive purposes only.

What is your gender?

- Male
 Female

How old were you on your last birthday?

Age on last birthday

Are you employed full- or part-time?

- Full-time
 Part-time

What is the 5-digit zip code of the school or school division where you are currently employed?

5-digit zip code

Are you of Hispanic descent?

- Yes
 No

What is your race?

- African American
 Asian/Pacific Islander
 Caucasian
 Native American/Alaskan
 Native Hawaiian
 Other

Other

Elementary School Counselors Perceptions of Personal/Social**5.****What is the level of ASCA National Model program implementation at your school?**

- Low
- Medium
- High
- I am not familiar with the ASCA National Model.

Has your school division adopted the ASCA National Standards?

- Yes
- No
- Don't know

Has your school division adopted the Standards for Counseling Programs in Virginia Public Schools?

- Yes
- No
- Don't know

Has your school division adopted standards for school counseling programs?

- Yes
- No
- Don't know

Elementary School Counselors Perceptions of Personal/Social**6.****How many years have you been:**Employed as a school counselor? Employed by your current school division as a school counselor? **Student/Counselor ratio**How many students is your caseload? **Are your classroom guidance lessons facilitated through block scheduling?** Yes No**Are you responsible for coordinating standardized testing?** Yes No**Did your school make AYP (Adequate Yearly Progress) for the 2007-2008 school year?** Yes No Don't know

Appendix F
SIMS Scale Item Conversion Chart

Original SIMS	Current Study
1. Because I think this activity is interesting.	1. Because I think these interventions are interesting.
2. Because I am doing it for my own good.	2. Because I am doing it for my own good.
3. Because I am supposed to do it.	3. Because I am supposed to do it.
4. There may be good reasons to do this activity, but personally I don't see any.	4. There may be good reasons to incorporate these interventions into my program but, personally I don't see any.
5. Because I think that this activity is pleasant.	5. Because I think these interventions are pleasant.
6. Because I think this activity is good for me.	6. Because I think that these interventions are good for my program.
7. Because it is something that I have to do.	7. Because it is something that I have to do.
8. I do this activity but I am not sure if it is worth it.	8. I incorporate personal/social development interventions into my program, but I am not sure if it is worth it.
9. Because this activity is fun.	9. Because personal/development interventions are fun.
10. By personal decision.	10. By personal decision.
11. Because I don't have any choice.	11. Because I don't have any choice.
12. I don't know; I don't see what this activity brings me.	12. I don't know; I don't see how these interventions benefit my program.
13. Because I feel good when doing this activity.	13. Because I feel good when doing these interventions.
14. Because I believe this activity is important for me.	14. Because I feel these interventions are important for my program.
15. Because I feel that I have to do it.	15. Because I feel that I have to do it.
16. I do this activity, but I am not sure it is a good thing to pursue it.	16. I incorporate personal/social development interventions into my program, but I am not sure it is a good thing to pursue them.

*Items in **bold** were modified.