

JOB SATISFACTION AMONG
ELEMENTARY SCHOOL COUNSELORS
IN VIRGINIA: SEVEN YEARS LATER

by

Lynda B. Murray

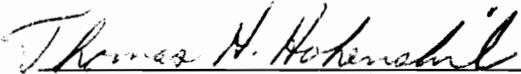
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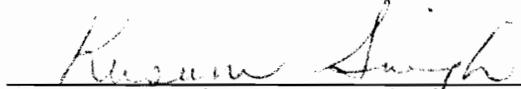
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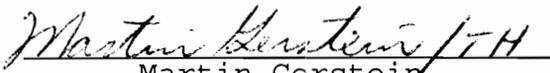
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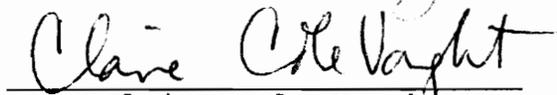
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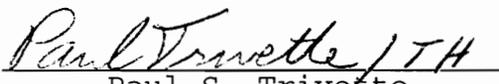
APPROVED:


Thomas H. Hohenschil, Co-Chair


Kusum Singh, Co-Chair


Martin Gerstein


Claire Cole Vaught


Paul S. Trivette

November, 1995

Blacksburg, Virginia

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Co-Chairs: Thomas H. Hohenshil and Kusum Singh
School Counseling

(ABSTRACT)

Seven years have elapsed since Kirk (1988) studied job satisfaction among elementary school counselors in Virginia. During this time, the number of elementary school counselors has dramatically increased with the implementation of a state-mandated elementary school counseling program. Additionally, societal concerns, practice issues, personnel concerns and even attacks on the program itself have had the potential to change the working environment and activities of elementary school counselors in Virginia. This study was designed to survey the current level of job satisfaction among elementary school counselors in Virginia and compare this with the level of job satisfaction of elementary school counselors in Virginia in 1988.

Data were collected through mailed surveys consisting of a demographic data form and a modified form of the Minnesota Satisfaction Questionnaire. Six hundred thirty-three elementary school counselors were mailed survey materials and 82.15% responded. Of those that responded, 488 elementary school counselors employed by the Commonwealth of Virginia were included in the data analysis.

The survey results indicate that 96.3% of the current sample are either satisfied or very satisfied with their jobs. Only 3.7% fell within the dissatisfied or very dissatisfied range. Elementary school counselors in Virginia are satisfied with all but one aspect of their jobs as measured by the Modified Minnesota Satisfaction Questionnaire. They expressed dissatisfaction only with the compensation subscale. Three demographic variables combined to predict increased job satisfaction: the number of elementary school counselors in the school division, the intention to remain in the current position for 5 years, and having a Collegiate Professional/Postgraduate Professional certification.

The level of overall satisfaction for the 1995 and 1988 groups is very similar. While the order varied somewhat, both groups are most satisfied with the same six factors and least satisfied with the same three factors. The present group of elementary school counselors is, however, less satisfied with the technical quality of their supervision, the relationship between counselors and their supervisors, the opportunities for advancement, their salary, the way they get along with other faculty and staff of their schools, their being recognized for doing a good job, and their level of job security than the 1988 group.

Several implications and recommendations were drawn from the study. These included investigating the possibility of developing increased opportunities for advancement within elementary school counseling that do not involve administrative or central office roles, increasing the opportunities for clinical supervision by qualified supervisors, and further study of job satisfaction to establish a consistent baseline of job satisfaction for elementary school counseling.

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CHAPTER I

Introduction

As the twentieth century enters its final decade, the types of problems schools and school personnel face are increasingly complex and difficult. Increasing numbers of children are being raised in one-parent homes, in poverty, or in families where both parents work (Trivette, 1993). Issues such as violence, child abuse, drugs, eating disorders, pregnancy, abortion, and suicide are reaching even into the elementary school level.

Elementary school counselors are one of the primary professional groups dealing with the academic, behavioral, and emotional manifestations of these societal problems (Capuzzi, 1988). As advocates for children, they have a powerful effect on the psychosocial development, personal adjustment, and self-actualization of students (Kirk, 1988; Trivette, 1993).

Yet none of the older, more traditional roles of the counselor have been lessened. In Virginia, elementary school counselors are expected to provide a developmental, preventive program mandated by the state as well as counseling issues such as abuse, drugs, divorce, family dysfunction, and even crisis counseling when necessary (Poppen & Thompson, 1974).

Additionally, while trying to meet the increasing needs of the children they serve, counselors are faced with criticism from various groups (Brigman, 1994; Brigman & Moore, 1994; Peterson & Poppen, 1992). This has led to increasing pressure to justify their existence (Kirk, 1988).

Job satisfaction has an influence on the quality of one's work activities, specifically high levels of satisfaction being correlated with high performance, low turnover, and low absenteeism (Schultz, 1982). In view of the above societal issues and job pressures, the degree of job satisfaction among elementary school counselors today remains largely undetermined.

Rationale and Significance of the Study

Elementary school counselors are increasingly called upon to deal with serious societal issues and "at-risk" populations while still implementing the preventive, developmental program mandated by the Commonwealth of Virginia (Kirk, 1988; Peterson & Poppen, 1992). As a result, there is an increase in the probability of elementary school counselors experiencing stress in a number of areas associated with job satisfaction (Kirk, 1988).

Kirk (1988) found that 93.4% of the elementary school counselors in Virginia were satisfied or very satisfied with their jobs. In fact, they were satisfied with all 20 of the

subfactors of job satisfaction measured by a modified form of the Minnesota Satisfaction Questionnaire. Since that time there has been little research on job satisfaction among school counselors in general (Gade & Houdek, 1993) and little significant research on elementary school counselors in particular.

There have been some studies on job stress and elementary school counselors (Trivette, 1993) and burnout and school counselors (Burchette, 1983; Cummings & Nall, 1983; Lynch, 1989; Stickel, 1989), but these deal with only part of what is encompassed by job satisfaction. There have been several studies on job satisfaction among school psychologists (Anderson, Hohenshil & Brown, 1984; Brown, 1992; Levinson, 1990; Solly & Hohenshil, 1986) and among substance abuse counselors certified by the Commonwealth of Virginia (Evans, 1993), but, again, there are differences between the job definitions that make these studies only tangentially relevant for elementary school counselors.

In Virginia, a state mandated elementary school counseling program went into effect in 1989--the year after Kirk collected his data. This resulted in a dramatic increase in the number of elementary school counselors from 324 to 1251 in the 1992-1993 school year (D. Burgess, personal communication, December, 1993) and several mandated requirements for the program, such as the requirement that

at least 60% of the counselor's time be spent in individual or small group counseling (Cole, 1988).

Additionally, with the need for a large number of new positions in the 1989-1990 school year, many classroom teachers completed school counseling master's programs quickly or while employed as elementary school counselors. Many became counselors with little counseling experience and possibly some unrealistic expectations for the job.

The 1994-1995 school year marks the seventh year of the state mandated elementary school counseling program. In this time, elementary counselors have gained experience that may have positively or negatively impacted their job satisfaction. With the dramatic increase in numbers, with the increasingly serious societal issues being addressed, and with the increased experience in the job, there may have been shifts in job satisfaction from Kirk's study (1988). Additionally, since 1993, the profession has been under attack by the Virginia General Assembly, the State Superintendent for Public Instruction, and certain parents, legislators, and Board of Education members. All of these are attempting to restrict counseling practices and question elementary school counselors' professional viewpoints (Kaplan, 1995). Replication of this study should provide needed information in the current job satisfaction of elementary school counselors in Virginia. A better

understanding of job satisfaction will help assure the implementation of higher quality guidance services and better training for prospective counselors.

The results of the present study will be useful to prospective elementary school counselors, counselor education training programs, school divisions, and professional organizations that serve elementary school counselors as well as elementary school counselors themselves.

Purpose of the Study

The purpose of this study is to investigate and describe the levels of job satisfaction of elementary school counselors in the Commonwealth of Virginia. In addition, the study is designed to replicate that of Kirk (1988) to compare the level of job satisfaction in 1995 as contrasted to 1988. The following research questions will be addressed:

1. What is the level of overall job satisfaction of elementary school counselors practicing in Virginia?
2. What degree of job satisfaction do Virginia elementary school counselors express with each of the twenty sub-factors of job satisfaction as

measured by the modified Minnesota Satisfaction Questionnaire?

3. What is the relationship between overall job satisfaction and selected demographic variables/work setting characteristics of elementary school counselors in Virginia?
4. How does the level of job satisfaction of Virginia elementary school counselors in 1995 compare with the level of job satisfaction of Virginia elementary school counselors in 1988?

Limitations of the Study

The sample for this study consists of elementary school counselors who are employed in Virginia's public schools and who are members of the Virginia School Counselors Association. This organization represents about one-half of the elementary school counselors in Virginia. While there is diversity of region, setting and other demographic variables among the members of VSCA, the results of this study may overestimate the level of job satisfaction experienced by all elementary school counselors in Virginia. Previous research has indicated membership in a professional organization is positively and significantly associated with job satisfaction (Levinson, Fetchkan, & Hohenshil, 1988). Therefore, the results of this survey may be generalizable

only to VSCA members. Results may not be generalizable to non-school counselors, middle or high school counselors, or elementary school counselors employed in private or parochial schools as well. Additionally, the results of this study may not be applicable outside of Virginia.

Definition of Terms

The following operational definitions will be used in this study:

1. Elementary School Counselor: those individuals serving students primarily in grades K-6 who are employed as elementary guidance counselors or elementary school counselors in the public elementary schools of Virginia.
2. Job Satisfaction: an affective state perceived by individuals when thinking about their jobs. This state is assumed to be realized in the form of an overall job satisfaction score on the modified Minnesota Satisfaction Questionnaire (MSQ).

Summary

The purpose of this study is to provide information about the current job satisfaction of elementary school counselors in Virginia. This will be done by replicating Kirk's 1988 study. Furthermore, the level of job satisfaction of elementary school counselors in 1995 will be

compared to that of elementary school counselors in 1988. A statement of the specific research questions to be addressed, the purpose of the study, and its significance for counselor educators, school divisions, and professional organizations as well as elementary school counselors themselves are included in Chapter I. In addition, limitations of the study and operational definitions of the relevant terms have been stated.

CHAPTER II

Review of the Literature

This chapter will summarize the literature that is pertinent to understanding job satisfaction and its relationship to elementary school counselors in Virginia. Issues of definition and measurement of job satisfaction will be presented, as well as a historical overview of job satisfaction research. Finally, studies that explore the job satisfaction of elementary school counselors and related fields such as school psychologists or rehabilitation counselors will be presented as well as studies dealing with job stress or burnout.

Job Satisfaction

Over the past forty years, thousands of studies have been done on the job satisfaction of persons employed in various professions including business, teaching, law, medical professions, and child care centers. However, it is only more recently that job satisfaction of human service professionals has been addressed. The relatively low number of these studies, compared to overall job satisfaction research, has led Dehlinger and Perlman (1978) to call human service professionals the "industry's forgotten staff." Similarly, Spector (1985), who did an extensive review of job satisfaction literature, identified less than thirty

studies involving human service professionals out of nearly 5,000 articles written on job satisfaction.

A comprehensive search of Psychological Abstracts, Dissertation Abstracts, and ERIC revealed little research on job satisfaction and school counselors in general, and even less for elementary school counselors. There was slightly more research found if school psychologists and other counselors such as rehabilitation counselors were included and if job stress and burnout were included as measures of job dissatisfaction.

Historical Overview

Systematic attempts to study the determinants of job satisfaction began in the 1930's (Locke, 1976). Prior to that, studies focused on trying to correlate job satisfaction and production level by looking at the relationship between worker performance and physical aspects of the work setting (Mortimer, 1979). The now famous studies at Western Electric's Hawthorne plant began as a study of working conditions but highlighted the effects of social factors and worker expectations as they contribute to job satisfaction (Gruneberg, 1976). Kornhauser furthered this notion by maintaining the relationship between an individual and the social effects of work needed to be studied (Kornhauser, 1930). Hoppock's monograph, Job

Satisfaction, made the point that individuals can be expected to vary in their degree of satisfaction with work (Hoppock, 1935). These ideas led to studies that investigated how the individual is affected by factors in the job setting as well as how the job setting, type of task, or level of performance is affected by the individual's level of job satisfaction. Additionally the effects of co-workers and supervisors on job satisfaction were investigated. Finally, there developed a third trend in job satisfaction research which focused on the role of the job in meeting worker expectations, interests, and work needs (Mortimer, 1979).

Handyside and Speak (1964) attempted to distinguish job satisfaction from general life satisfaction and this has led to a fourth trend in job satisfaction research. Thorpe & Campbell (1965) also found that these concepts were independent, but that there was a complex interaction between them. They explained this as being due to a phenomenon of substitute satisfaction where off-the-job activities may make up for lack of satisfaction with work. Graham (1966) found a close relationship between life satisfaction and job satisfaction. He found a generalization effect in which low life satisfaction carried over into low job satisfaction. Later research has found that job satisfaction has a significant effect on life

satisfaction but that they are not interchangeable (Hulin, 1969; Smith, Kendall & Hulin, 1969).

Definitions of Job Satisfaction

No one theory of job satisfaction has emerged that can explain all facets of the term. Part of this difficulty stems from a lack of a standard, universally accepted definition of job satisfaction. Wanous & Lawlere (1972) identified nine different operational definitions of job satisfaction in the literature, and Levinson (1983) states that definitions vary by method of measurement, purpose of the research, and the theoretical orientation of the researcher. Often the terms morale, attitudes, work satisfaction, and job satisfaction are used interchangeably by some researchers, while others draw very sharp distinctions between them (Carroll, 1973).

Industrial psychology references frequently define job satisfaction as an emotion or psychological disposition people experience with respect to their work. It is "how they feel about the work" (Schultz, 1982, p. 287) or "the emotional state of liking one's job" (Brooke, Russell & Price, 1988, p. 139). It is an emotion people experience with respect to their job situation (Howell & Dipboye, 1982; Siegel & Lance, 1987). Locke (1976) defines job satisfaction as ". . . a pleasurable or positive emotional

state resulting from the appraisal of one's job or job experiences" (p. 1300). Job satisfaction is influenced by a number of factors related to both job characteristics and characteristics of the person (Wexley & Yukl, 1984).

Theories of Job Satisfaction

In discussing theories of job satisfaction, Gruneberg (1979) divides them into two categories: content theories and process theories. Content theories are those theories which ". . .give an account of the factors which influence job satisfaction" (p. 9) and include Maslow's Need Hierarchy Theory, Herzberg's Two Factor Theory, and Vocational Need Theory. Process theories are those theories which ". . .try to give an account of the process by which variables such as expectations, needs, and values interact with the characteristics of the job to produce job satisfaction" (p. 9). These include Equity Theory and Reference Group Theory.

Content Theories

Maslow's Need Hierarchy Theory

Maslow (1954) postulated a five-stage hierarchial theory of human motivation. The hierarchy, from lowest to highest needs, consisted of basic physiological needs, safety and security needs, social (affection) needs, esteem needs, and self-actualization needs (Maslow, 1954). Lower order needs must be met before higher order needs can

emerge. When lower order needs are satisfied, they cease to be active determinants of behavior, but they can re-emerge if thwarted.

When applied to job satisfaction, this theory predicts that individuals whose lower order needs have not been fulfilled will derive satisfaction from those aspects of the job that can meet these lower order needs, such as pay, whereas individuals whose lower order needs have been fulfilled will more likely derive satisfaction from aspects of work such as autonomy or creativity, which would satisfy higher order needs such as self-esteem and self actualization. Therefore, rewards offered by the job must be relevant to the needs of individual workers (Anderson, 1982). Gruneberg (1979) notes that there is little empirical evidence to support Maslow's theory as a specific interpretative framework for job satisfaction despite its intuitive appeal.

Herzberg's Two Factor Theory

Herzberg's (1966) two factor theory of job satisfaction was based on Maslow's need-hierarchy. He proposed that job satisfaction and job dissatisfaction coexist on two mutually exclusive unipolar continua rather than as opposite points on one bipolar continuum traditionally conceptualized. Herzberg's theory holds that job satisfaction is

qualitatively different from job dissatisfaction. The two parallel continua are job satisfaction to "no satisfaction" on the one continuum and job dissatisfaction to "no dissatisfaction" on the second, parallel continuum. Herzberg grouped Maslow's physiological and safety needs into extrinsic factors which were considered only to impact job dissatisfaction; failure to meet these lower order needs resulted in job dissatisfaction but fulfillment of these basic needs did not produce job satisfaction. Maslow's higher order needs of affection, esteem, and self-actualization were grouped into intrinsic factors believed to impact only job satisfaction. Fulfillment of these needs were believed to produce job satisfaction, but lack of meeting these needs did not produce job dissatisfaction. The theory is hierarchial because a condition of no dissatisfaction must exist before a feeling of job satisfaction can develop (Brockman, 1971).

Although this theory has generated a great deal of research, little of this research has confirmed the theory. Generally research has shown that both extrinsic and intrinsic factors influence both job satisfaction and job dissatisfaction (Burke, 1966; Ewen, 1967; Harris & Locke, 1974; Wernimont, 1966). Additionally, research has shown that intrinsic factors are more powerful than extrinsic factors (Burke, 1966; Ewen, 1967; Wernimont, 1966).

Vocational Need Theory

The Theory of Work Adjustment was developed at the University of Minnesota and proposes that work adjustment outcomes can be predicted from interactions between worker personalities and work environments (Weiss, Davis, England & Lofquist, 1967). Worker personality is defined as the combination of an individual's vocational abilities and vocational needs. Vocational needs are defined as an individual's unique preference for specific reinforcements in the environment; for example, working conditions, salary, variety, etc. Work adjustment is defined as ". . .how well an individual's abilities correspond to the ability requirements in work, and how well his needs correspond to the reinforcers available in the work environment" (Weiss et al., 1967, p. v). Job satisfaction, therefore, became the primary index of work adjustment and the degree of job satisfaction reflected the amount of correspondence between work personalities and work environments (Davis & Lofquist, 1977). As with the previous theories, there is only limited support for this theory in the research literature (Levinson, 1983).

Process Theories

Equity Theory

Equity theory proposes that the degree of job satisfaction is determined by the individual's comparison of himself with others. People feel satisfied when their perception of their input (how much they are putting into the work) and outcomes (how much reward they are receiving from the work) produce a ratio similar to the perceived ratios of fellow workers (Adams, 1963; Schultz, 1982). If a worker feels his input/outcome ratio is fair compared to a comparison group, a state of equity is perceived and the worker is satisfied. Dissatisfaction occurs when the input/outcome ratio is less than or greater than that of a comparison group, resulting in a perceived state of inequity. The comparison group may be co-workers, workers in another organization, or even the worker's own experience in another job or with a different organization (Adams, 1963). Central to this theory is the belief that each individual has a concept of what is "just reward" (Gruneberg, 1979, p. 20) for a given amount of effort.

Gruneberg (1979) states that the research on equity theory is "not straightforward" (p. 21). It can account for some aspects of job satisfaction but fails to account for others. Locke (1976) suggests one of the major flaws of equity theory is that it is ". . .so loose that it allows

for enormous variation in individual interpretation, for example, in the nature of the reference group used for comparison in the particular aspects of equity to be considered, etc." (p. 1322).

Reference Group Theory

This theory incorporates the essential aspects of equity theory, which states that a person compares his input/outcomes ratio from a job with those of others to determine if he is being treated equitably, by postulating that individual expectations are developed as a result of that individual's comparison of himself with others (Gruneberg, 1979; Levinson, 1983). This theory argues that an understanding of the reference group (e.g., the groups to whom the individual relates) is critical to understanding job satisfaction (Hulin & Blood, 1968). Form and Geschwender (1962) found reference group theory provided a meaningful framework to analyze the relationship between job satisfaction and inter-generational occupational mobility among male manual workers.

Korman (1977) points out that reference group theory leaves many questions unanswered, especially with respect to how individuals choose reference groups. Factors such as self-esteem seem to play a critical role in this process. Gruneberg (1979) concludes: "At present, the only certainty

is that reference group theory is at best a partial explanation of how individuals regard the inputs and rewards of the job as equitable" (p. 22).

Measurement of Job Satisfaction

Just as there is little agreement on how to define job satisfaction, there is no agreed upon means of measuring it (Smith, Kendall & Hulin, 1969). Locke, Smith, Kendall, Hulin, & Miller (1964) point out that differences in methods employed to measure job satisfaction undoubtedly account for some of the variability in results. However, job satisfaction is an attitude and therefore must be measured indirectly (Lemon, 1973). Some of the more common approaches to job satisfaction include interviews, rank-order studies, sentence completion tests, critical-incident inquiries, and questionnaires (Kirk, 1988).

Interviews were used most frequently in the early studies of job satisfaction; however, there were a number of problems inherent in this method such as lacking comparability, having low reliability and validity, and being time-consuming and expensive (Fournet, Distefano & Pryer, 1969; Schultz, 1982; Siegel & Lance, 1987).

Rank-order studies usually involved characteristics of the job being listed hierarchically as to their importance for job satisfaction. These studies were criticized for

failing to identify important job satisfaction factors (Kirk, 1988).

Sentence completion tests ask individuals to "free associate" and complete sentence stems related to their jobs. This is a productive technique that allows researchers to obtain job satisfaction information that might be missed by other methods (Fournet, Distefano & Pryer, 1969; Schultz, 1982).

The critical-incident technique has been used but only in a limited fashion. Here individuals, in a personal interview, are asked to relate any occasions where they felt unusually good or unusually bad about their jobs. However, this method can introduce bias in that subjects more easily recall incidents involving promotion than incidents with no apparent achievement (Ewen, 1967).

By far the most-favored technique for measuring job satisfaction is the questionnaire. Questionnaires increase the reliability of information gathered and allow for greater comparability among studies which use the same questionnaire. Additional advantages of questionnaires are uniformity of stimulus, economy, ease of administration to large numbers of individuals, and frankness of response if anonymity is assured (Schultz, 1982). Frequently used questionnaires included the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967), the

Hoppock Job Satisfaction Blank (Hoppock, 1935), the Job Descriptive Index (Smith, Kendall & Hulin, 1969), and the Job Satisfaction Survey (Spector, 1985). However, different questionnaires may represent slightly different definitions of job satisfaction (Howell & Dipboye, 1982).

Because job characteristics and individual characteristics are so inextricably related to each other as well as to job satisfaction, attempts to separate out factors results in a loss of interaction effects among variables (Batista-Foguet, Saris & Tort-Martorell, 1990; Fournet, Distefano & Pryer, 1969; Scarpello & Campbell, 1983). These researchers suggested that even the sum of discrete elements as an overall measure of job satisfaction is inappropriate because it neglects major determinants of job satisfaction. Scarpello and Campbell (1983) found that a 1-5 global measure of overall job satisfaction was a more inclusive measure of overall job satisfaction than the summation of many facets. They conclude: "The 'whole' appears to be more complex than the sum of the presently measured parts" (p. 599).

The Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire (MSQ) has been widely used in the study of job satisfaction. Since it includes educators in the norm group, it has been used to

study educational personnel including school psychologists and school counselors.

The MSQ measures an individual's satisfaction with 20 aspects of the work environment, providing an overall index of job satisfaction. There are one hundred items--five items for each of the twenty scales. These are measured by a Likert (1932) format questionnaire which requires a fifth grade reading level and is self-administered in 15 to 20 minutes (Weiss et al., 1967). The MSQ yields 21 scores: a General Satisfaction Score and a score for each of 20 subscales which comprise specific aspects of work and work environments. These 20 subscales include Ability Utilization, Achievement, Activity, Advancement, Authority, Company Policies and Practices, Compensation, Co-workers, Creativity, Independence, Moral Values, Recognition, Responsibility, Security, Social Service, Social Status, Supervision-Human Relations, Supervision-Technical, Variety, and Working Conditions. Each item requires a response on a five-point Likert (1932) scale, ranging from very dissatisfied with an assigned value of 1 to very satisfied with an assigned value of 5. Subscale scores are derived by summing the responses on the subscale, while the overall job satisfaction index is derived by summing all the subscale values. Norms are available for 25 occupational groups, including professional, service, clerical and technical

groups. Raw scores are converted to percentiles based on these norm groups. If no appropriate norm group is available, MSQ raw scores can be converted to percentile scores using the Employed Disabled or Employed Non-Disabled norms.

Reliability for the MSQ has been shown by several means. Hoyt reliability coefficients for the MSQ scales ranged from .97 to .59 with a median range of .93 to .78 for all occupational groups in the norm group. Of these 567 Hoyt reliability coefficients, 83% were .80 or higher and only 2.5% fell below .70 (Albright, 1972). Test-retest reliability was demonstrated for one week and one year. For the one week interval, test-retest reliability coefficients ranged from .66 to .91 with a median value of .83. For the one year interval, test-retest reliability coefficients ranged from .35 to .71, with a median value of .61. Canonical correlation analysis was done on the retest data as well. The one-week canonical coefficient was .97, while the one-year canonical coefficient was .89. Both of these were significant beyond the .001 level indicating a high level of stability (Albright, 1972).

Construct validity is inferred when the instrument performs according to theoretical expectations (Cronbach, 1971). In this case, the fact that individuals who have high need levels which are met by their job reported higher

levels of job satisfaction on the MSQ than individuals who have high need levels which are not met by their jobs provides evidence of construct validity for the MSQ.

Concurrent validity is inferred when the instrument can successfully discriminate between various occupational groups (Cronbach, 1971). A one-way analysis of variance was done to compare the scores of the 25 occupational groups in the norm group. Group differences were statistically significant at the .001 level for both means and variances on all scales of the MSQ (Weiss, Dawis, England & Lofquist, 1967).

Content validity is inferred from factor analytic studies that indicate two major factors in the MSQ. The first factor can be represented by an "extrinsic factor" composed of the following subscales: supervision-technical, supervision-human relations, company policies and practices, working conditions, advancement, compensation, and security. The second factor represented an "intrinsic factor" which consisted of the remaining subscales. This is similar to the components believed to influence job satisfaction (Albright, 1972).

Consistent with Kirk's study of job satisfaction in elementary school counselors in Virginia, the MSQ will be used in a slightly modified form (Kirk, 1988). Anderson (1982) originally modified twenty-one items to increase the

face validity of the MSQ with school psychologists. The neutral response option was also eliminated to simplify interpretation. Internal consistency reliability of the 20 subscales of the modified MSQ range from .738 to .937 (Anderson, 1982). Cronbach's Alpha coefficients for the overall job satisfaction index on this modified MSQ have ranged from .957 to .973 (Anderson, 1982; Levinson, 1983; Solly, 1986; South, 1990). All of these studies demonstrated a significant relationship between the overall job satisfaction index on the MSQ and the level of overall job satisfaction reported by the data form used in these studies. Kirk (1988) used this modified MSQ, making only one change to allow application to school counselors. In the compensation scale, an item referring to school psychologists was changed to refer to school counselors. Kirk obtained Cronbach's Alpha Coefficients ranging from 0.76 to 0.93 with a median coefficient of 0.89. The reliability coefficient for total scores was 0.93 (Kirk, 1988).

Determinants of Job Satisfaction

Although there is no single, generally accepted theory of job satisfaction (Gruneberg, 1979), there are a number of different variables which are widely accepted as impacting job satisfaction. This section will discuss findings on job

satisfaction as related to these specific factors. However, none of these factors operates in a vacuum. They are inextricably related and cannot adequately be separated one from another (Batista-Foguet, Saris & Tort-Martorell, 1990; Fournet, Distefano & Pryer, 1969; Scarpello & Campbell, 1983). Therefore, it is impossible to speak of a single factor without acknowledging the possible effects of other factors. The division of this section into specific factors is not intended to imply otherwise.

Age. Herzberg, Mauser, Peterson, and Capwell (1957) found a significant relationship between age and job satisfaction. They proposed a U-shaped function to represent job satisfaction over the life span. Hulin and Smith (1965) found that a positive linear relationship best represented their results of job satisfaction related to age. Weaver (1980) also found age and job satisfaction to be a positive linear relationship. Older workers were found to be more satisfied with their jobs than younger workers. Saleh and Otis (1964) found a positive linear relationship between age and job satisfaction up to a terminal period where there is a significant drop in job satisfaction. Altimus and Tersine (1973) found young blue collar workers to be significantly lower in job satisfaction than their older counterparts. Glenn, Taylor, and Weaver (1977) found

a "moderate but consistent" positive correlation between age and job satisfaction.

Anderson (1982) found a positive linear relationship between age and job satisfaction for a national sample of school psychologists. However, Levinson (1983) did not find a significant relationship between age and job satisfaction for a sample of Virginia school psychologists. Brown (1992) in a replication of Anderson's study did not find a significant relationship between age and job satisfaction for a national sample of school psychologists. Kirk (1988) did not find a significant relationship between age and job satisfaction for elementary school counselors in Virginia. Spector (1985) found a positive relationship between job satisfaction and age using a sample of public human services workers to develop the Job Satisfaction Survey. Lee and Wilbur (1985) also found a positive linear relationship between age and job satisfaction with younger employees being less satisfied than older employees. Organ and Near (1985) state: "On an empirical level. . .perhaps the strongest and most positive correlate of job satisfaction is age" (p. 245).

Obviously findings are inconsistent with respect to age as a determinant of job satisfaction. However, age is particularly difficult to separate from related factors such as experience and salary levels (Schwab & Heneman, 1977;

Schwab & Wallace, 1976). Another explanation for this influence of age on job satisfaction involves developing more realistic job expectations over the years. Herzberg et al. (1957) suggest that with advancing age, workers adjust their aspirations to be more realistically in line with their abilities.

Gender. Gender has been hypothesized as a source of differences in job satisfaction (Herzberg, 1966). However, once again, results of studies have been inconclusive. Barbash (1976), in a review of the literature, concluded there was no relationship between gender and job satisfaction. Women were no more dissatisfied with their jobs than men. Similar results were found by Anderson (1982), Lee (1982), Levinson (1983), and Maynard (1986). However, Brown (1992) found gender to be a significant predictor of job satisfaction. Kauppi, Ballou, Jaques, Gualtieri and Blum (1983) also found gender to be a significant predictor of job satisfaction. Ivanovich and Donnely (1968) suggest that any differences that do exist may be due to differential treatment of men and women with identical credentials versus gender per se.

Salary. Although early studies of job satisfaction did not find salary to be pertinent to job satisfaction (Herzberg, 1966; Hoppock, 1935; Vroom, 1964), reviews of the literature reported by Barbash (1976) and Portigal (1976)

indicate a clear relationship between salary and job satisfaction. Lawler (1971) found that salary was the job characteristic most likely to cause job dissatisfaction. Solly and Hohenshil (1986) also found salary to be a significant predictor of overall job satisfaction. As salary increased, so did job satisfaction. Lee and Wilbur (1985) found that the importance of salary was affected by the worker's age; as the worker gets older the importance of salary decreases. Even though the relationship between salary and job satisfaction is anything but simple or clear, it continues to be the most frequently researched & reported determinant of job satisfaction (Evans, 1993).

Supervision. Herzberg, Mauser, Peterson, and Capwell (1957) found that although supervision was the second most studied variable relating to job satisfaction, a review of 155 studies found no significant relationship between supervision and job satisfaction. However, a later review of the literature by Kahn (1972) led to the conclusion that supervision had an important impact on job satisfaction. Phillips and Hays (1978) found that supportive, employee-centered supervision resulted in higher levels of job satisfaction. Solly and Hohenshil (1986) found that incongruence between workers' and supervisors' backgrounds often led to conflicts in role definition and professional ethics, unrealistic worker expectations, and lower levels of

satisfaction among school psychologists practicing in West Virginia. Several studies have found a positive correlation between job satisfaction and relationship oriented supervision (Bordieri, Reagle & Coker, 1988; Distefano & Pryer, 1973; Kasl, 1977; Phillips & Hays, 1978; Stout, 1984). Evans (1993) found four supervision variables (hours of supervision per week, length of time clinical supervisor has been a clinical supervisor, degree status of clinical supervisor, and clinical supervisor is also the administrative supervisor) explained a significant amount of the variance in job satisfaction among substance abuse counselors certified by Virginia.

Co-workers. Herzberg, Mauser, Peterson, and Capwell (1957) found that since 1920, social aspects of a job were consistently rated as the most influential variable in determining job satisfaction. Co-workers' roles are especially important for the equity theory of job satisfaction which states that job satisfaction is determined by an individual's comparison of his input/outcome ratio to the perceived ratios of fellow workers (Adams, 1963; Schultz, 1982).

Phillips and Hays (1978) found that for counselors in mental health settings, relationships with co-workers were significantly related to job satisfaction. Farber and Heifetz (1981) found that support among co-workers was

related positively to lower stress levels and greater job satisfaction for psychotherapists. Solly and Hohenshil (1986) found that the co-worker scale of the MSQ was a major predictor of job satisfaction for West Virginian school psychologists. A similar result was found in an earlier study by Anderson, Hohenshil and Brown (1984) which used a national sample of school psychologists. Maynard (1986) found five categories significantly influenced job satisfaction of human services workers: work satisfaction and adjustment, family support system, friendship support system, social/community support system, and professional support system. She also found that positive relationships with co-workers influenced job satisfaction to a greater extent if the worker was divorced or widowed, had been in the same job longer than six years, was not considering changing jobs within the next five years, and if the worker had three or more types of work outside their educational field of specialization.

Advancement. Herzberg, Mauser, Peterson, and Capwell (1957) found that advancement, which includes promotion, perception of opportunity, and perception of fairness of promotions, was a strong indicator of job dissatisfaction but only a minimal determinant of job satisfaction. Bordieri, Reagle, and Coker (1988) found that Advancement was negatively related to job satisfaction for

rehabilitation workers. Anderson, Hohenshil, and Brown (1984) also found that Advancement was negatively correlated to job satisfaction in their national sample of school psychologists while Solly and Hohenshil (1986) found the Advancement scale to be a major predictor of job dissatisfaction. Spector (1985) concluded opportunity for promotion is not a valid predictor of job satisfaction in his study using the Job Satisfaction Survey. In fact, he found that the lower the rank the Promotion scale received in the hierarchy, the more likely it was to be a predictor of job dissatisfaction. Kirk (1988) found that chance for advancement was ranked fourteenth out of eighteen scales as a predictor of career satisfaction change. Subjects experienced the greatest gains in satisfaction in the opportunity to use their abilities, do different things, and try their own methods.

Job Satisfaction in Educational Settings

This section discusses studies pertaining to the job satisfaction of teachers, school psychologists, and school counselors, all of whom are employed in public schools.

Teachers

Hoppock (1935) conducted the first study of job satisfaction of teachers in the public schools. He surveyed 500 teachers and compared the answers of the 100 most

satisfied teachers to the answers of the 100 least satisfied teachers. His findings include: (a) Older teachers were found to be more satisfied than younger teachers. (b) Satisfied teachers reported better supervisor and co-worker relationships than did dissatisfied teachers. (c) Satisfied teachers reported fewer complaints of fatigue and monotony than did dissatisfied teachers. (d) Salary did not discriminate between the two groups. (e) More of the satisfied teachers worked in cities with a population of 10,000 or more.

Mitchell, Ortiz and Mitchell (1987) note that salary levels have a substantial impact of recruitment of qualified young people into the teaching profession. However, salary increases do not seem to play a significant role in job efficiency or job satisfaction nor in motivating the teacher to learn a new skill.

Wiggins (1975) used Hoppock's (1935) Job Satisfaction Blank to study the job satisfaction of male teachers of the mentally retarded in Delaware. It was found that resource room teachers reported greater job satisfaction than did teachers in self-contained classes. A significant relationship was found between job satisfaction and education but no significant relationships were found between job satisfaction and teaching level, degree earned, or certification status. However, Kelsey (1979), using the

MSQ with teachers of the profoundly retarded, found negative correlations between teaching experience and all the MSQ scales, as well as negative correlations between educational level and the Activity and General Satisfaction scales.

Cole (1978) used the Job Description Index (Smith, Kendall & Hulin, 1969) to study job satisfaction of 800 randomly selected school teachers in Colorado. Results indicated that the teachers were generally satisfied with their jobs, with elementary school teachers having greater job satisfaction than middle school or high school teachers. Teachers in rural areas reported greater job satisfaction than did teachers from suburban or urban areas. Finally, elementary and middle school teachers were more satisfied with supervision than were high school teachers.

Bledsoe and Haywood (1981) studied "job satisfactoriness" of secondary school teachers in Georgia. They measured job satisfaction by the MSQ and found that the best predictor of job satisfactoriness as measured by principals' rating was job satisfaction. This lends support to the hypothesis that job satisfaction and job performance are positively related.

School Psychologists

In recent years there has been considerable research exploring job satisfaction of school psychologists both in

the United States (Anderson, Hohenshil & Brown, 1984; Levinson, 1989, 1990; Solly & Hohenshil, 1986) and abroad (Raviv, Wiesner & Raviv, 1988). Many factors have been found to affect job satisfaction, including demographic variables, supervision, professional organization affiliation, role functioning, and policies and procedures (Anderson, Hohenshil & Brown, 1984; Benson & Hughes, 1985; Brown, 1992; Levinson, 1991; Solly & Hohenshil, 1986; South, 1990).

National Studies. Anderson, Hohenshil, and Brown (1984) used the Minnesota Satisfaction Questionnaire (MSQ) to study the job satisfaction of a national sample of school psychologists. They found that 85.73% of the respondents rated themselves as either satisfied or very satisfied while only 14.29% indicated they were dissatisfied. None of the respondents indicated they were very dissatisfied. The respondents were satisfied with most aspects of their current jobs, being satisfied with 18 of the 20 subscales comprising the overall job satisfaction index.

Brown (1992), in a replication of Anderson (1982), also studied a national sample of school psychologists. Results indicated that 86% of the practicing school psychologists surveyed were either satisfied or very satisfied, while only 14% indicated they were dissatisfied with their jobs. Four demographic variables were found to be significantly related

to job satisfaction: female gender, national certification, private practice, and intention to remain in the current job for the next five years. The level of overall job satisfaction for the 1982 and 1992 groups was almost identical.

State Studies. Studies of school psychologists in various states tend to support the findings of national samples. The state studies indicate a relatively high level of job satisfaction for school psychologists. Respondents rated themselves as satisfied or very satisfied with their job in percentages ranging from 64.2% to 84.5%. Dissatisfaction was reported in percentages ranging from 16.36% to 27%, while very dissatisfied ratings were rare (Levinson, 1989; Levinson, Fetchkan & Hohenshil, 1988; Solly & Hohenshil, 1986; South, 1990). Only two studies reported any very dissatisfied ratings and these were low percentages: 8.5% in Solly and Hohenshil (1986) and .37% in Levinson, Fetchkan, and Hohenshil (1988).

State studies found that respondents were satisfied with most aspects of their current jobs. Respondents most commonly indicated they were satisfied with at least 17 of the 20 subscales comprising the overall job satisfaction index. There was a marked similarity in subscales that were identified as being sources of dissatisfaction as well

(Levinson, 1989; Levinson, Fetchkan & Hohenshil, 1988; Solly & Hohenshil, 1986; South, 1990).

School Counselors

While there has been considerable research investigating the job satisfaction of school psychologists, there has been much less research investigating the job satisfaction of school counselors. However, like the research involving school psychologists, the research exploring job satisfaction of school counselors has occurred primarily in the United States (Birashk, 1979; Cortis, 1976; Dietz, 1972; Morgan, 1987; Hansen, 1967; Kirk, 1988; Morgan, 1978; Page, 1980; Randall, 1987; Ravitz, 1989; Rivera-Negron, 1979; Wiggins, 1975) as well as abroad (Edwards, 1989; Raviv, Wiesner & Raviv, 1988; Salazar, 1981). Factors found to affect job satisfaction have included school policies and practices, role conflict, and stress and burnout.

Overall Levels of Job Satisfaction. The first study on job satisfaction to shift attention towards school counselors was conducted by Hansen (1967). Hansen studied the relationship between job activities and job satisfaction of first-year school counselors in the state of New York. Hansen examined selected job activities through use of a counselor activity inventory. Performing counseling

functions such as individual counseling and group guidance, maintaining staff relationships, and participating in professional organizations were significantly related to job satisfaction. Clerical duties such as maintaining cumulative folders and information files were negatively related to job satisfaction. Women had greater levels of job satisfaction than men in this study, and Hansen hypothesizes that this is due to women having more outside interests (e.g., home and family) while men were more personally involved in their jobs. Finally, there was a negative relationship between student/counselor ratio and job satisfaction. The more students assigned to a counselor, the lower the job satisfaction of the counselor.

Dietz (1972) studied secondary school counselors in Tennessee to determine their satisfaction with ten activities recommended by the American School Counselors Association (ASCA). He found counselors received most satisfaction from placement activities and least satisfaction from research.

Cortis (1976) studied job satisfaction as a function of perceived leadership behavior, as well as personal and environmental variables. This study's sample was elementary and secondary public school counselors in Michigan. It was found that counselor job satisfaction was significantly affected by school size, level of perceived leadership

(supervisor) behavior, leader certification, leader gender, counselor gender, counselor age, and the amount of education the counselor had.

Morgan (1978) studied secondary school counselors in Missouri. Using Herzberg's two-factor theory (1966), this study found that activities associated with the job, such as individual or group counseling, and advising students provided the greatest source of job satisfaction while contextual aspects of the jobs, such as working conditions and administrative policies, provided dissatisfaction. Factors that Herzberg's theory predicted to be important determinants of job satisfaction which were not found to be so in this study were advancement, status, efficiency of the system, personal life, and relationships with subordinates.

Page (1980) also tried to apply Herzberg's two-factor theory to secondary school counselors in Connecticut. Using interviews, he identified three significant motivators: achievement, recognition, and the work itself. Several hygiene factors appeared to be dissatisfies: administration and policy, working with parents, and perceptions of the role and function of counselors. Of the various demographic variables he studied, only suburban setting was a significant predictor of job satisfaction.

Rivera-Negron (1979) studied job satisfaction and role perception among secondary school counselors in Puerto Rico.

Using the MSQ and the Counselor Attitude Inventory, it was found that the counselors perceived they should be spending greater amounts of time consulting, doing research, scoring group intelligence tests, disciplining students, and arranging for ill students to go home than they were currently doing. Rivera-Negron noted that these last three functions were inconsistent with ASCA's guideline on counselors' roles and functions. Puerto Rican secondary school counselors expressed a higher level of job satisfaction with intrinsic aspects of their work than they did with the extrinsic aspects. Years experience in the job did not significantly affect job satisfaction in this study.

Wiggins (1984) studied the effect of personality and environmental factors on job satisfaction of school counselors. Using Holland's (1973, 1978) structured theory of person-environment interaction, he hypothesized that congruence (the fit between personality and environment) and differentiation (the difference between high and low scores on an interest measure) would be significantly correlated with job satisfaction, which was defined as "the gratifications people receive from both their work environment and their fellow workers" (p. 170). His results confirmed both hypotheses and thus supported Holland's theory of person-environment interaction. Additionally,

Wiggins' results suggest that researchers can better predict low levels of job satisfaction than high or medium levels.

Randall (1987) found that secondary school counselors were generally satisfied with their jobs despite a professional image that often reflects excessive task demands and requirements to perform non-professional duties. Randall also found that the following demographic variables had a significant effect on job satisfaction: age, sex, marital status, guidance certification, years of teaching experience, salary, caseload, staff size, public vs. private school, job title, and self-reported overall job satisfaction.

Morgan (1987) studied job satisfaction among school counselors who belonged to the American School Counselors Association (ASCA). Using the MSQ and a personal and employment data form, the study found that school counselors were moderately satisfied with their jobs. Elementary school counselors reported greater job satisfaction than did middle school or high school counselors. Job expectations, job challenge, and counselors' perception of the adequacy of their training were significant predictors of job satisfaction. Additionally, school counselors expressed concerns over role overload, ambiguity, and conflict.

Ravitz (1989) compared job satisfaction among school nurses, school counselors, and school social workers. It

was found that school nurses were significantly more satisfied with their jobs than either counselors or social workers. Age was found to be a significant predictor of job satisfaction for all three disciplines.

Two studies report job satisfaction of school counselors outside of the United States. Edwards (1989) studied counselors working in American schools in the Middle East, Southeastern Europe, and Western Asia. These counselors reported many unmet needs such as needing added communication and in-service with other professionals, orientation programs for new counselors, more professional and/or technical assistance and more administrative support for involvement in professional organizations and conferences. These unmet needs could contribute to lowered job satisfaction.

Raviv, Wiesner, and Raviv (1988) compared job satisfaction among school psychologists and school counselors in Israel. They found that school psychologists expressed a much greater general satisfaction with their profession than did school counselors. The two groups expressed similar degrees of satisfaction with intrinsic factors such as opportunities for personal development, degree of independence at work, degree of responsibility they command, and degree of interest in their work. However, school counselors were more satisfied with

extrinsic factors such as salary, status, and advancement opportunities than were school psychologists.

It should be noted that school counselors in Israel are ". . . teachers who receive university training to serve as educational generalists who work with school populations not requiring treatment-based interventions" (Raviv et al., 1988, p. 214). The authors point out that, although when initially introduced into the Israeli school system, psychologists and counselors had different professional duties and goals, over the years there has developed a considerable overlap between their roles. Therefore, generalizing results of this study to counselors or psychologists in the United States seems inappropriate.

Most recently, Gade and Houdek (1993) studied job satisfaction of counselors in split school assignments. They surveyed all certified North Dakota school counselors. They found that counselors in split school assignments were less satisfied with their jobs than counselors in single school assignments. However, even with this differential, slightly over half of the counselors in split school assignments expressed overall high job satisfaction on the Hoppock Job Satisfaction Blank. (Over three-fourths of the counselors in single school assignments expressed overall high job satisfaction.) It was also found that counselors serving split school assignments reported being busier and

spending more time on 15 of the 17 guidance activities surveyed than counselors in single school assignments while at the same time being less satisfied on 14 of these 17 activities.

There are only two studies that solely investigate elementary school counselors and job satisfaction. Birashk (1979) studied the career path of elementary school counselors trained in 1965-1967 under the National Defense Education Act at the University of Illinois. The sample consisted of 46 subjects. They were given a battery of tests which included the Career Pattern Questionnaire, the Miller Analogies Test, the Strong Vocational Interest Blank, and the Minnesota Multiphasic Personality Inventory. It was found that over time there was less mobility for elementary school counselors. Birashk suggests this was due to the development of a greater congruency between job expectation and job satisfaction. The following variables were significant factors in predicting job satisfaction: the opportunity to enter people's lives, the opportunity to help them solve problems, and the opportunity to have contact with children and their parents. Subjects who had left counseling expressed dissatisfaction with varied administrative demands, lack of understanding and support, and poor working conditions.

Kirk (1988) studied job satisfaction among elementary school counselors in Virginia. He surveyed the entire population of 324 elementary school counselors, sending them an Individual Information Form as well as a modified MSQ. Kirk found that 93.40% of the elementary school counselors were either satisfied or very satisfied with their jobs. They were satisfied on all 20 subscales of the MSQ. None of the demographic data was found to be a significant predictor of job satisfaction.

There are several studies involving disciplines other than school counseling which still may have some bearing on job satisfaction among school counselors. Historically, some of the earliest efforts to examine job satisfaction of counselors involved vocational rehabilitation counselors.

One of the earliest studies done was by Dimichael (1949). This study found that both job efficiency and job satisfaction were related to the amount of interest vocational counselors displayed in their work. Miller and Muthard (1965) examined the job satisfaction of rehabilitation counselors by using the Job Satisfaction Inventory, originally developed by Johnson (1955). It was found that rehabilitation counselors ". . .generally do not see job satisfaction in quite the same global fashion as skilled and unskilled blue- and white-collar workers" (p. 282). For female counselors greater job satisfaction with

pay and security was related to bigger case loads.

Otherwise, job satisfaction of males and females was essentially similar.

Aiken, Smits, and Lollar (1972) studied leadership behavior and job satisfaction in state rehabilitation agencies in an attempt to assess and increase the effectiveness of supervisory personnel. The most important aspect of employment in state rehabilitation agencies from the counselor's perspective was the interpersonal behavior in which the supervisor and counselor engage.

Wright and Terrian (1987) surveyed 757 rehabilitation counselors using the Rehabilitation Job Satisfaction Inventory. They reported initial data on this instrument and conclude that it provides a research-based, multidimensional profile to show levels of job satisfaction. It was found that rehabilitation counselors indicate a higher degree of intrinsic satisfaction (satisfaction with work itself) than extrinsic satisfaction which includes areas of administration, work environment, and supervision.

Schnitzius and Lester (1980) studied level of professionalism in police officers and job satisfaction. They found that police officers who were more satisfied with their work were more likely to hold professional attitudes. Finally, Spector (1985) developed a Job Satisfaction Survey (JSS) to be used to measure human service staff job

satisfaction. This is a nine-subscale measure of job satisfaction applicable specifically to human service, public, and nonprofit sector organizations. Spector found that correlation of JSS scores with criteria of employee perceptions and behaviors for multiple samples was consistent with findings from other job satisfaction scales.

School Policies and Practices. Administrative policies and practices is one of the most influential factors impinging on the work environment of school counselors. As such it also affects job satisfaction. Morgan (1978) includes such terms as school organization, management, lines of authority, and communication among personnel under this designation. Solly and Hohenshil (1986) simply define it as the way school systems carry out their policies.

School policies and practices often contribute to job dissatisfaction. Administrative policy and practices were found to be a major determinant of job dissatisfaction in studies of secondary school counselors (Morgan, 1978; Page, 1980). Similarly, Kirk (1988) found elementary school counselors ranked satisfaction with school policies 18th out of 20 subscales. This indicates a lesser degree of satisfaction which he suggests may be due to elementary school counselors not being able to fulfill the roles in which they were trained due to local school system policies which define their practice.

Savicki and Cooley (1982), in a study on burnout, suggest that administrative policies and decisions made without consultation with counselors might lead to a perceived lack of control over their work environment by school counselors. This, in turn, leads to occupational stress and job dissatisfaction.

Role Conflict. Role conflict is defined as occurring when an individual wants to function in a way that is incongruent with the expectations of service consumers or the individual's supervisor or employer. There may be any number of groups attempting to define the role and they may be doing so in conflicting ways (Pietrofesa & Vriend, 1971).

For school counselors, role conflict occurs when counselor roles or behaviors conflict with expectations of principals, teachers, and/or parents. Often the role expectations for counselors are different for each of these groups. Poppen and Thompson (1974), in fact, question whether school counselors can effectively serve both their counselees, the school system, and parents and still survive as professionals.

Studies of the congruence between role perceptions of school counselors and school principals suggest a fairly high level of congruence with respect to which roles should receive the most and least emphasis. However, disagreement about specific duties were common (Bonebrake & Borgers,

1984; Stickel, 1989). Congruence is enhanced by more effective communication between counselors and principals and greater utilization of written counseling programs to reduce role incongruence (Stickel, 1989). Valine, Higgins, and Hatcher (1982) note that since the late 1970's there has been changing attitudes toward the role of the school counselor. Currently, teachers, principals, and counselors all believe individual counseling should be given top priority (Furlong, Atkinson & Janoff, 1979; Wilgus & Shelley, 1988) and this interfaces well with the American School Counselors Association's role definition of priority counseling activities.

However, there are areas of disparity between ASCA's role definition and actual practice as well. Little time is spent on evaluation and frequently too much time is spent on academic advising, assessment, and even clerical work (Furlong, Atkinson & Janoff, 1979; Saunders, 1973). Day and Sparacio (1980) feel these impediments to role clarity can be lessened by clarifying the role and function of school counselors. This can be done by communicating the role description in understandable, operational terms to supervisors, administrators, parents, peers, and teachers. Additionally, school counselors must demonstrate effective performance of their proper role and actively support and

participate in professional organizations that strengthen the position of school counselors.

Role conflict has been found to negatively impact job satisfaction (Thompson, 1982; Thompson & Powers, 1983). However, Cole (1988) suggests a certain amount of role confusion may be inherent in the profession itself due to its being responsive to societal changes and the needs of the community. This dynamic nature of school counseling needs to be understood by school counselors who will then come to accept that role confusion may always be a part of the profession.

Stress. Stress and burnout are often cited as having a negative impact on job satisfaction (Burden, 1988; Gunnings, 1982; Huberty & Huebner, 1988; Huebner, 1992; Jupp & Shaul, 1991; Kesler, 1990; Last & Silberman, 1989; Leonard, Margolis & Keating, 1981; Manthei, 1987; Morris, 1981; Olsen & Dilley, 1988; Schnitzius & Lester, 1980). Stress is experienced by counselors due to a variety of factors.

Hassard (1981) suggests school counselors face the stress factors common to all positions where responsibilities are not clearly defined. Role conflict and ambiguity account for increased stress in several studies (Dragan, 1981; Olsen & Dilley, 1988; Pierson-Hubeny & Archambault, 1987) whereas lack of financial security, job overload, and lack of decision-making power lead to

increased stress levels in other studies (Hassard, 1981; Heiden, 1988; Mercer, 1981; Saunders, 1986).

Ways to handle stress have been suggested by several researchers. Dragan (1981) states that stress must be tackled by specific, source-directed, stress-reducing behaviors. Ardell (1981) suggests a "wellness life-style" which would channel stress into productive results. Wise use of leisure time and changing the routine or altering the work environment can also reduce some of the debilitating effects of job stress (Gartley, 1981).

Burnout. Burnout has been considered a special case of occupational stress. It is experienced within the helping professions and usually involves emotional exhaustion and depersonalization (Huberty & Huebner, 1988).

Studies of burnout among school psychologists have shown burnout to be related to age, role ambiguity, and role diversity which leads to role conflict (Huberty & Huebner, 1988; Last & Silberman, 1989). Last and Silberman (1989) point out that often school psychologists "drift away" into another field rather than burnout. They found the following factors induced drifting away: quantitative overload, qualitative overload, conceptual overload, contact overload, over exposure, psychological loneliness, role ambiguity, role conflicts, and chronic identity crisis.

Counselors, too, have to fight burnout. Studies find change is a key in preventing burnout, whether the change involves a new way of thinking, a new way of organizing the work environment, or a new way of doing counseling (Hoffer, 1981; Merino, 1981; Ponzo, 1989; Truch, 1981).

Burnout can be lessened by having school administrators use a participative leadership style rather than an authoritative style (Cummings & Nall, 1982). Support groups for counselors and being taught stress reduction techniques also lessen burnout (Keener, 1986; Savicki & Cooley, 1982). Reducing role conflict and job overload also diminish burnout (Conway, 1984).

The effects of various demographic variables are inconsistent and sometimes contradictory. While some studies concluded that demographic variables could not individually or collectively predict stress or burnout (Lynch, 1989; Nusbaum, 1982) other studies found burnout to be associated with certain demographic variables such as age, gender, marital status, and length of time in the same assignment (Burchette, 1982; Mead, 1984).

Summary

The purpose of this chapter was to summarize the salient literature on job satisfaction and school counseling. Major theories and findings in the area of

general job satisfaction were reviewed as well as findings in the area of education, school psychology, and school counseling. Studies dealing with burnout and stress were reviewed since it was felt these could be considered measures of job dissatisfaction.

This review of the literature points out that, although there are a number of studies dealing with school counselors, very few deal exclusively with elementary school counselors. Kirk (1988) studied job satisfaction of elementary school counselors in Virginia seven years ago. No further studies have been done. Since then, in Virginia, there has been a significantly increased number of elementary school counselors following the implementation of a state mandate for elementary school counseling programs in all elementary schools. Additionally, there has been the ever-increasing societal pressures to deal with "at-risk" populations, and the continued challenge to elementary school counseling from the religious right. Therefore, it is deemed appropriate to conduct a replication survey to determine the current level of job satisfaction experienced by elementary school counselors in Virginia.

CHAPTER III

Methodology

This chapter specifies the methodological strategy and procedures used for this study. The population from which the sample was selected is described and the procedures used in sampling are discussed. The methods used for distribution and collection of the survey are described. Statistical procedures used to analyze the survey data are also outlined.

Research Questions

The procedures detailed in this chapter were devised to answer the following research questions:

1. What is the level of overall job satisfaction of elementary school counselors practicing in Virginia?
2. What degree of job satisfaction do Virginia elementary school counselors express with each of the twenty sub-factors of job satisfaction as measured by the Minnesota Satisfaction Questionnaire?
3. What is the relationship between overall job satisfaction and selected demographic variables/work setting characteristics of elementary school counselors in Virginia?
4. How does the level of job satisfaction of Virginia elementary school counselors in 1995 compare with the level

of job satisfaction of Virginia elementary school counselors in 1988?

Participants

The population selected for this study was all elementary school counselors employed in the public elementary schools of Virginia who are members of the Virginia School Counselors Association (VSCA). The membership of VSCA comes from all geographical regions of Virginia and represents elementary school counselors in various salary and educational levels, district size, and practitioner variables. There were 633 elementary school counselors in this statewide organization and all were selected for this study.

Instrumentation

Each participant was asked to complete an Individual Information Form and a modified version of the Minnesota Satisfaction Questionnaire (MSQ). The response to these instruments were the basis from which the results of this study were drawn.

Individual Information Form

An Individual Information Form (Appendix A) was used to collect demographic data necessary to establish respondent characteristics and to identify demographic/work setting characteristics to be used in determining levels of overall

job satisfaction levels, satisfaction with the subfactors of job satisfaction, and the relation between selected demographic/work setting characteristics and job satisfaction. Participants were asked to provide descriptive characteristics including demographic data and professional data (see Individual Information Form). They were also asked to provide information about their job situation and future career plans. Participants were asked to indicate whether they received or provided clinical supervision. Each participant was asked to indicate an overall level of job satisfaction ranging from Very Dissatisfied through Dissatisfied to Satisfied to Very Satisfied.

Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire (MSQ) is comprised of 20 subscales, each of which samples a source of work reinforcement or job satisfaction. The twenty scales include the following:

1. Ability Utilization: The chance to make use of abilities.
2. Achievement: The feelings of accomplishment one derives from the job.
3. Activity: Being able to stay busy on the job.

4. Advancement: The chances for advancement on the job.
5. Authority: The chance to tell others what to do.
6. System Policies and Practices: The way system policies are put into practice.
7. Compensation: Feelings about pay in contrast to the amount of work completed.
8. Co-workers: How one gets along with co-workers.
9. Creativity: The chance to try one's own methods.
10. Independence: The opportunity to work alone.
11. Moral Values: The opportunity to do things that do not run counter to one's own conscience.
12. Recognition: Being recognized for doing a good job.
13. Responsibility: The freedom to use one's judgement.
14. Security: The way a job provides for steady employment.
15. Social Service: Being able to do things for others.
16. Social Status: Having the respect of the community.
17. Supervision-Human Relations: The relationship between employees and supervisors.

18. Supervision-Technical: The technical quality of supervision.
19. Variety: The opportunity to do different things.
20. Working Conditions: Physical conditions in which one works.

The modified version of the MSQ was used as developed by Anderson, Hohenshil, and Brown (1984). This modification yielded Cronbach Alpha reliability coefficients ranging from .73 to .93 for the 20 scales. Only one change was made to allow application of the modified MSQ to school counselors--namely, in the compensation scale, an item referring to school psychologists was changed to refer to school counselors. This modification was also used by Kirk (1988). It yielded Cronbach Alpha reliability coefficients ranging from .76 to .93 for the 20 scales. In this modified MSQ, each of the above scales was sampled by five items which required respondents to rate their satisfaction with that particular aspect of their job. The rating scale consisted of Very Dissatisfied, Dissatisfied, Satisfied, and Very Satisfied. Overall job satisfaction scores were derived by summing responses across the 100 items.

Data Collection

Survey materials were distributed and returned by mail. This involved a five-step data collection process: (1) pre-letter, (2) initial survey distribution, (3) postcard reminder, (4) first follow-up mailing to those who have not returned their initial surveys, and (5) second follow-up mailing (Dillman, 1978).

Pre-Letter

Three days before the initial mailing of survey materials an introductory letter was sent to all participants. The letter was endorsed by a prominent leader in the field of school counseling and described the purpose of the study, confidentiality of responses, and encouraged participation in the study.

Initial Mailing

The initial mailing included an explanatory letter, incentive gift such as a packet of coffee, and survey materials as well as a stamped, self-addressed envelope for the return of the materials. Each packet was coded to facilitate follow-up of non-respondents.

Postcard Reminder

One week after the initial survey mailing, a postcard was sent to all participants requesting their cooperation

and urging them to complete the materials. Participants who had not received a survey were asked to call the researcher collect so materials might be sent to them.

First Follow-up

Three weeks after the initial survey mailing, a second mailing was sent to all participants who had not yet responded. An accompanying letter assured participants of confidentiality and urged their response in the enclosed stamped, self-addressed envelope.

Second Follow-up

On March 24, 1995, a third full packet of materials was sent to participants who had not yet responded. A letter stressed the importance of having the widest possible representation of elementary school counselors. A self-addressed, stamped envelope was once again included.

Data Analysis

Returned surveys were coded and entered into the computer.

Data Form

Responses to the demographic variables of sex, race, intention to stay in the profession over the next five years, and having taught previously were treated as

dichotomous nominal variables. All other variables were treated as ordinal variables.

Minnesota Satisfaction Questionnaire

Each item of the modified MSQ had four possible response items. Each response item was assigned an ordinal weight; for example, Very Dissatisfied (VDS) with an ordinal weight of 1; Dissatisfied (DS) with an ordinal weight of 2; Satisfied (S) with an ordinal weight of 3; and Very Satisfied (VS) with an ordinal weight of 4. Summing the scores for each item in the subscale resulted in a subscale score that ranged from 5 to 20 with higher scores indicating greater job satisfaction.

Each response option is assumed to represent the midpoint of an interval rather than an absolute score. Therefore, five intervals or satisfaction categories resulted from multiplying the interval ranges by the number of items in each subscale: 5 - 7.5 for Very Dissatisfied, 7.51 - 12.5 for Dissatisfied, 12.51 - 17.5 for Satisfied, and 17.51 - 20.5 for Very Satisfied.

Overall job satisfaction scores were derived by summing response weights of the 100 items for each participant. This produced the following ranges of overall job satisfaction: Very Dissatisfied from 50-150; Dissatisfied

from 151-250; Satisfied from 251-350; and Very Satisfied from 351-450.

Specific statistical analyses were conducted to answer the specific research questions addressed by this study:

1. A frequency count based on the number of respondents in each overall job satisfaction category were used to describe the overall level of job satisfaction of elementary school counselors practicing in Virginia.
2. Means and 95% confidence intervals were used for each of the 20 subscales on the MSQ to construct a hierarchy of job satisfaction sub-factors for the Virginia sample of elementary school counselors.
3. A multiple regression model was constructed to describe the relationships between selected demographic/work setting variables and overall job satisfaction.
4. A series of t-tests were used to compare the level of satisfaction of Virginia elementary school counselors in the 1995 and 1988 samples with the various sub-factors of job satisfaction measured by the MSQ.
5. Levels of overall job satisfaction of both groups were compared using a chi-square test of independence.

Summary

This chapter provided a description of the research methods utilized in this study. The population was described and the sampling procedures to choose participants discussed. Instrumentation, data collection procedures, and statistical techniques used in analyzing the data were outlined.

Chapter IV

Results of the Study

This chapter presents the results of the data analysis procedures that were described in Chapter III. Response rates of the data collection procedures are reported in the first section. The second section provides the demographic description of the sample as delineated in the Individual Information Form. The statistical properties of the Minnesota Satisfaction Questionnaire are described in the third section. The fourth section presents the results of the analytical procedures in relation to the research questions. A concluding section provides a brief summary of the chapter.

Survey Response

Data were collected through a five-step process that included: (1) a pre-letter; (2) the initial survey mailing; (3) a postcard reminder; (4) the first follow-up mailing of survey materials; and (5) the second follow-up mailing of survey materials (Dillman, 1978). Initially, 633 surveys were mailed.

Return percentages for each step in the data collection process are presented in Table 1. The final response rate of 82.15% included 32 unusable surveys. Most of these were

Table 1

Survey Response Rates

Step	Number Returned	Percent of Total
Initial Mailing including postcard reminder	404	63.823
First Follow-up	69	10.900
Second Follow-up	47	7.425
Total	520	82.148

eliminated because the respondents were no longer elementary school counselors or no longer worked in Virginia. Two were undeliverable and one respondent did not wish to participate.

Demographic Data

Responses to items on the Individual Information Form were used to describe the population and to help define relationships between the various demographic variables and job satisfaction. The variables are presented in the order in which they occurred on the Individual Information Form.

Age

The number of respondents and corresponding percentage of the total for each age category is presented in Table 2 along with that of Kirk's 1988 sample. The largest percentage of respondents in the present sample (31.3%) was in the 45-49 year range. Seventy-four percent (74.02%, $n = 359$) of the respondents were between the ages of 38 and 55 years old. The median age for the elementary school counselors surveyed was 45.0 years. Three respondents failed to complete this item.

Table 2

Age Distribution

Range	1995		1988	
	Number	% Total	Number	% Total
20-25	1	0.21	5	1.86
26-31	48	9.90	23	8.55
32-36	44	9.07	57	21.19
37-43	111	22.89	91	33.83
44-49	173	35.67	45	16.73
50-55	75	15.46	31	11.52
56-61	28	5.77	13	4.83
62 and over	5	1.03	4	1.49
	485	100.00	269	100.00

Gender

Females comprised 93.9% ($\underline{n} = 458$) of the elementary school counselors in this study, while males comprised 6.1% ($\underline{n} = 30$) of this group. In Kirk's study, 84.61% ($\underline{n} = 231$) of the sample were females, while 15.39% ($\underline{n} = 42$) were males.

Race

The number of respondents and corresponding percentage of the total for each race category is presented in Table 3 along with that of Kirk's 1988 sample. The largest percentage of respondents in the present sample was European-American or Caucasian (87.9%, $\underline{n} = 429$) while African-Americans comprised 11.3% ($\underline{n} = 55$) of the sample. Hispanic-Americans, Asian-Americans, and Native Americans each comprised less than 1% of the sample.

Marital Status

The largest percentage of respondents in this study (80.9%, $\underline{n} = 395$) reported being married. Forty-one respondents (8.4%) reported being single, 40 (8.2%) reported being divorced, 8 (1.6%) were widowed, while 4 (.8%) were living with someone.

Table 3

Race Distribution

Race	1995		1988	
	Number	% Total	Number	% Total
European-American (Caucasian)	429	87.9	225	82.42
African-American	55	11.3	47	17.22
Hispanic-American	1	.2	1	.36
Asian-American	2	.4		
Other (Native American)	1	.2		
Total	488	100.0	273	100.00

Parents and Children

There were 373 parents (76.6%) in the responding sample. Those not reporting being parents totaled 114 or 23.4% of the sample. One respondent failed to complete this item.

Although 373 respondents reported being parents, only 319 indicated how many children they had. Two children was the mode for this variable ($\underline{n} = 167$). One child was the second most frequent response ($\underline{n} = 68$), although three children closely followed ($\underline{n} = 64$). The range was 1 to 5 children.

Degree Status

The percentage of respondents at each level of degree for both the current sample and Kirk's 1988 sample are shown in Table 4. By far the largest percentage of respondents in both samples hold the Master's degree (in 1995, 92.4%, $\underline{n} = 451$; in 1988, 92.65%, $\underline{n} = 252$).

Certifications Held

Ninety-nine percent of the respondents in the current sample are certified in elementary guidance. Respondents reported being certified or endorsed in 1 to 6 school areas, with 2 certifications being the most frequent (48.9%, $\underline{n} = 238$). These results are reported in Table 5.

Table 4

Degree Status

Degree	1995		1988	
	Number	% Total	Number	% Total
Bachelors	4	0.82	9	3.31
Masters	451	92.42	252	92.65
Educational Specialist/CAGS	28	5.74	6	2.20
Doctorate	5	1.02	5	1.84
Total	488	100.00	272	100.00

Note: One respondent in the 1988 sample failed to check this item.

Table 5

Number of School Certifications

Number of Certifications	Number	% Total
1	57	11.7
2	238	48.9
3	107	22.0
4	69	14.2
5	15	3.1
6	1	0.2
Total	487	100.0

Note: One respondent failed to complete this item.

Percentages of respondents reporting endorsement in 15 school certificate areas are presented in Table 6. The designation "other" includes school psychologist, driver's education, visiting teacher, gifted education, and library.

Twenty-eight respondents (5.7%) in the current sample are National Certified Counselors, while 460 respondents (94.3%) do not hold this voluntary counseling certification through the National Board for Certified Counselors, Inc.

Types of Elementary Guidance Certification

Participants were asked to indicate the type of elementary guidance certificate they currently held. The response selections were Collegiate Professional/Postgraduate Professional, Pupil Personnel Services, Not Certified, and Other. Respondents who checked "other" indicated they had a provisional certificate.

All certificates were defined according to current state regulations as set forth by the Virginia Department of Education (Virginia Department of Education, 1993). The provisional certificate is a three-year, nonrenewable certificate granted to an individual who is employed by a Virginia educational agency but still has some endorsement requirements to fulfill.

Table 6

School Certifications Held

Certificate Area	Number	% Total
Elementary School Teaching	285	58.5
Middle School Teaching	32	6.6
High School Teaching	63	13.0
Elementary School Guidance	483	99.0
Middle School Guidance	110	22.6
High School Guidance	93	19.1
Speech	8	1.6
Reading	12	2.5
Special Education	35	7.2
Administration/Supervision	20	4.1
Art	5	1.0
Music	13	2.7
Health/PE	15	3.1
Adult Education	3	.6
Other	30	6.2

The Collegiate Professional certificate is a five-year, renewable certificate granted to a candidate who has earned a baccalaureate degree from an accredited institution, has completed general and specific endorsement requirements including the professional teacher's assessment prescribed by the Board of Education, or has completed an approved teacher preparation program. If the individual has a Collegiate Professional certificate, has taught successfully at least three years, and has completed a graduate degree from an accredited institution, the certification becomes a Postgraduate Professional certificate.

The Pupil Personnel Services certificate is a five-year, renewable certificate which requires applicants to have earned an appropriate graduate degree from an accredited institution and to have completed general and specific endorsement requirements in either school counseling, school psychology, school social work, or to be a visiting teacher. However, it does not require the classroom teaching requirements necessary for a Collegiate Professional certificate.

The number of respondents and corresponding percentage of the total for each type of certificate is presented in Table 7 along with that of Kirk's 1988 sample. In both

Table 7

Type of Elementary Guidance Certification

Type of Certificate	1995		1988	
	Number	% Total	Number	% Total
Collegiate Professional/ Postgraduate Professional	380	78.029	199	87.28
Pupil Personnel Services	93	19.096	27	11.84
Provisional Certificate	5	1.027	2	.88
Not Certified	9	1.848		
	487	100.000	228	100.00

Note: Forty-five respondents failed to answer this item in Kirk's 1988 sample while one respondent failed to answer this item in the 1995 sample.

samples, the Collegiate Professional/Postgraduate Professional was the most frequent type of elementary guidance certification (in 1995, 78.029%, \underline{n} = 380; in 1988, 87.28%, \underline{n} = 199).

Elementary School Counseling Training

The dates when respondents in the present sample were originally certified as elementary school counselors ranged from 1966 to 1995. Table 8 indicates the number of respondents and corresponding percentage of the total for five-year ranges for both the present sample and Kirk's 1988 sample.

In the present sample, 81.6% (\underline{n} = 386) of the respondents received their training in elementary guidance from in-state institutions, while 18.4% (\underline{n} = 87) received their training from out-of-state institutions. At least 13 in-state institutions were named.

Respondents were asked to indicate if their training institution was CACREP approved, CACREP standing for Council for Accreditation of Counseling and Related Educational Programs. This organization reviews counselor education programs seeking accreditation by this group. It is the accrediting agency for the American Counseling Association. However, it is only one of several accrediting agencies for counselor education programs (Sweeney, 1987).

Table 8

Year of Original Certification as an Elementary School
Counselor

Range	1995		1988	
	Number	% Total	Number	% Total
Before 1970	6	1.29	16	7.17
1970-1975	36	7.78	49	21.97
1976-1980	30	6.48	55	24.67
1981-1985	37	7.99	51	22.87
1986-1990	241	52.05	52*	23.32
1991-1995	113	24.41		
Total	463	100.00	223	100.00

Note: Twenty-five respondents failed to answer this item in the 1995 study while 50 respondents failed to complete this item in the 1988 study.

* This range for Kirk's sample was less than 2 years--1986 to early 1988.

One hundred ninety-seven respondents (41.4%) indicated that their college or university was CACREP-approved in school counseling while 279 (58.6%) indicated their institution did not have this accreditation.

The dates when respondents in the present sample finished their training in elementary school counseling ranged from 1963 to 1994. Table 9 indicates the number of respondents and corresponding percentage of the total for five-year intervals for both the present sample and Kirk's 1988 sample.

Professional Licenses Held

Only 4.1% ($n = 20$) of the respondents held a professional license. Of this total, 75% ($n = 15$) held a license as a Licensed Professional Counselor, while the remaining 25% ($n = 5$) were either "licensed clinical social worker," "registered nurse," or "licensed substance abuse counselor."

Primary Job Title

Table 10 presents an analysis of the respondent's primary job title for both this sample and Kirk's 1988 sample. In the present study, although three alternatives were given, all responses fell into two categories, elementary school guidance counselor or supervisor/

Table 9

Year Finished Elementary School Counseling Training

Range	1995		1988	
	Number	Total	Number	% Total
Before 1970	11	2.45	35	12.54
1970-1975	45	10.02	58	20.79
1976-1980	42	9.35	72	25.81
1981-1985	39	8.69	62	22.22
1986-1990	217	48.33	52*	18.64
1991-1995	95	21.16		
Total	449	100.00	279	100.00

Note: Thirty-nine respondents failed to answer this item in the 1995 sample.

* This range for Kirk's sample was less than 2 years--1986 to early 1988.

Table 10

Primary Job Title

Job Title	1995		1988	
	Number	% Total	Number	% Total
Elementary School Guidance Counselor	486	99.59	201	75.00
Supervisor/Administrator of Elementary Guidance Program	2	0.41	NA	NA
Counseling Resource Teacher	NA	NA	56	20.90
Other	0	0.00	11	4.10
Total	488	100.00	268	100.00

Note: Five respondents failed to answer this item in the 1988 study.

administrator of an elementary guidance program. In Kirk's study, "other" included assistant principal, visiting teacher, secondary guidance counselor, school social worker, and middle school counselor. In the present study, 99.59% ($n = 486$) of the respondents indicated their primary job title was elementary school guidance counselor.

Years Employed as an Elementary School Counselor

The number of years respondents indicated they had been employed as an elementary school counselor ranged from .5 to 23 years. Table 11 presents this information for both the present sample and Kirk's 1988 sample. The mean number of years employed as an elementary school counselor for the current study was 9.88 years, while the mean for Kirk's study was 5.24 years.

Classroom Teaching Experience

Over eighty percent (80.94%, $n = 395$) of the respondents in the current sample have had classroom teaching experience. This experience ranges from 1 to 31 years. Ninety-three (19.057%) respondents have had no classroom teaching experience. Table 12 presents this information for both the present sample and Kirk's 1988 sample.

Table 11

Years Employed as an Elementary School Counselor

Range	1995		1988	
	Number	% Total	Number	% Total
0-3	99	20.29	150	55.56
4-6	258	52.87	37	13.70
7-10	95	19.47	35	12.97
11-15	18	3.69	38	14.07
16-20	15	3.07	9	3.33
21 or more	3	.61	1	.37
Total	488	100.00	270	100.00

Note: Three respondents failed to complete this item in the 1988 study.

Table 12

Years of Teaching Experience

Range	1995		1988	
	Number	% Total	Number	% Total
0	93	19.057	23	8.52
1-5	95	19.467	81	30.00
6-15	209	42.828	132	48.89
16-41	91	18.648	34	12.59
Total	488	100.000	270	100.00

Note: Three respondents failed to answer this item in the 1988 sample.

Respondents who had had classroom teaching experience were asked to indicate the grade levels and/or subjects they had taught. For grade level, 379 counselors responded to the item. Almost sixty percent (59.9%, $n = 227$) had taught preschool to grade 3, 55.7% ($n = 211$) had taught grades 4-6, 20.1% ($n = 76$) had taught grades 7-8, 13.2% ($n = 50$) had taught grades 9-12, while 13.7% ($n = 52$) had taught more than one level so responses are not mutually exclusive. These findings are similar to Kirk's study in which 62% of his respondents had taught in the elementary grades (1-5).

For subject taught, 94 respondents answered this item. Table 13 presents the number of respondents and corresponding percentage of the total for each subject mentioned. These subjects were taught on a middle school or high school level.

Non-school Counseling Experience

Participants were asked to list any counseling experience they had had besides school counseling. Of the 486 who answered this question, 78.2% ($n = 380$) indicated they had had only school counseling experience; they had had no non-school counseling experience. Seventy counselors (14.4%) had had 1 to 5 years non-school counseling

Table 13

Subjects Taught

Subjects	Number	% Total
Social Studies	6	6.383
Music	9	9.574
Language Arts	34	36.170
PE	12	12.766
Science	8	8.511
Vocational Education	3	3.192
Math	9	9.574
Art	6	6.383
History	4	4.255
Business	1	1.064
Home Economics	2	2.128
Total	94	100.000

experience, 29 (6%) had had 6 to 15 years experience, while 7 (1.4%) had had over 16 years experience. The range of non-school counseling experience was from 0 to 25 years.

Of the 106 school counselors who had had counseling experience outside of the school setting, 103 answered the question concerning the type of this experience. The largest percentage (73.8%, $n = 76$) had had agency counseling experience. Eleven (10.7%) had been school psychologists, 8 (7.8%) had done social work, 4 (3.9%) had done church counseling, while 4 (3.9%) had done "administrative work."

Percentage of Time Employed as an Elementary School Counselor

Participants were asked to indicate the percentage of time they were employed as an elementary school counselor. A total of 92.21% ($n = 450$) of the respondents indicated they spent 100% of their work week as elementary school counselors. Over seven percent (7.79%, $n = 38$) indicated they had additional duties such as librarian, gifted and talented teacher, middle school counselor, or classroom teacher. In Kirk's 1988 study, 92.86% ($n = 234$) of the respondents were full-time elementary school counselors, while 7.14% ($n = 18$) worked less than 100% of their work week as elementary school counselors.

Contract Length

Table 14 indicates the number of respondents and corresponding percentage of the total for various contract lengths for both the present sample and Kirk's 1988 sample. In both samples, a 10-month contract was the most common contract length.

Annual Salary

The annual salary distribution is presented in Table 15 for both the current sample and Kirk's 1988 sample. In both samples, the largest group of respondents ($\underline{n} = 254$, 52.81% in 1995; $\underline{n} = 149$, 54.98% in 1988) earned between \$25,001 and \$35,000.

Number of Schools Served in School Division

In the present study, no one reported serving more than 4 schools and only 1 respondent (.2%) served this many schools. The majority (82.6%, $\underline{n} = 403$) served only one school, while 15.6% ($\underline{n} = 76$) served two schools. Eight respondents (1.6%) served 3 schools. Table 16 compares these results with Kirk's 1988 sample which had respondents serving as many as 7 or more schools. As in the current sample, in Kirk's sample the majority of counselors served one school.

Table 14

Contract Length

Contract Length	1995		1988	
	Number	% Total	Number	% Total
9 months	80	16.39344	52	19.12
10 months	393	80.53278	194	71.32
11 months	7	1.43442	19	6.98
12 months	8	1.63934	7	2.58
Total	488	100.00000	272	100.00

Note: One respondent failed to answer this item in the 1988 sample.

Table 15

Annual Salary

Salary Range	1995		1988	
	Number	% Total	Number	% Total
\$15,000 or less	5	1.04	7	2.58
\$15,001-\$25,000	28	5.82	77	28.41
\$25,001-\$35,000	254	52.81	149	54.98
\$35,001-\$45,000	147	30.56	37	13.65
Over \$45,000	47	9.77	1	.37
Total	481	100.00	271	100.00

Note: Seven respondents failed to answer this item in the 1995 sample while 3 respondents failed to answer it in the 1988 sample.

Table 16

Number of Schools Served in School Division

Contract Length	1995		1988	
	Number	% Total	Number	% Total
1	403	82.6	190	70.37
2	76	15.6	62	22.92
3	8	1.6	12	4.44
4	1	.2	2	.74
5	0	.0	0	.00
6	0	.0	0	.00
7 or more	0	.0	4	1.49
Total	488	100.0	270	100.00

Note: Three respondents failed to answer this item in the 1988 sample.

Only Elementary School Counselor in the School

Respondents were asked if they were the only elementary school counselor in their school. In the current sample, 58% ($n = 283$) indicated they were the only counselor in their school, while 42% ($n = 205$) stated they were not the only elementary school counselor in their school. This compares to 91.95% ($n = 240$) and 8.04% ($n = 21$) respectively in Kirk's 1988 sample.

Number of Students Assigned

The information regarding the number of students with which respondents are assigned to work is presented in Table 17. In both samples, most counselors are assigned to work with 301-500 students (48.96% in 1995; 33.95% in 1988) and at least three-fourths of the counselors in both samples serve between 301 and 900 students (87.71% in 1995; 75.74% in 1988).

Number of Elementary School Counselors in the School

Division

Participants were asked to list the number of elementary school counselors in their school division. Forty-four respondents failed to answer this question, many indicating they did not know the answer. Of the 444 who did respond, 54.28% ($n = 241$) indicated there were 17 or less

Table 17

Number of Students Assigned

Range	1995		1988	
	Number	% Total	Number	% Total
0	0	0.00	11	4.11
1-100	4	0.83	9	3.36
101-300	47	9.79	13	4.85
301-500	235	48.96	91	33.95
501-700	164	34.17	69	25.75
701-900	22	4.58	43	16.04
901-1100	6	1.25	14	5.22
over 1100	2	0.42	18	6.72
Total	480	100.00	268	100.00

Note: Eight respondents failed to answer this item in the 1995 sample while 5 respondents failed to answer this item in the 1988 sample.

elementary school counselors in their school division.

Table 18 compares the 1995 data concerning the number of elementary school counselors in the school division with the data from 1988. The mean number of counselors in school divisions was 36.59 in 1995 as compared with a mean of 16.97 in 1988.

Community in Which School is Located

School settings for this category were operationally defined as follows: (1) rural--a community with a population of less than 2,500; (2) suburban--a community with a population of 2,500 to 50,000; (3) urban--a community with a population of more than 50,000. One hundred five counselors (21.6%) reported their school was in a rural setting, 243 (49.9%) reported their school was in a suburban area, and 139 (28.5%) reported their school was in an urban area. Counselors who worked in more than one school only indicated one school setting, so it appears their schools were in similar settings.

Socioeconomic Status

Respondents were asked to indicate the percentage of their students receiving reduced or free lunches. This was used as a surrogate measure of socioeconomic status (Andrews, 1986; Brasington, 1992; Foti, 1990; Lawson, 1989).

Table 18

Number of Elementary School Counselors in the School
Division

Number of Counselors	1995		1988	
	Number	% Total	Number	% Total
1-20	256	57.7	177	72.24
21-90	127	28.6	68	27.76
over 90	61	13.7	NA	NA
Total	444	100.0	245	100.00

Note: Forty-four respondents failed to answer this item in the 1995 sample while 28 respondents failed to answer this item in the 1988 sample.

The higher the percentage of students receiving reduced or free lunches, the lower the socioeconomic status of the school population.

Of the 464 participants who answered this item, 182 (39.2%) indicated that 25% or less of their student body received reduced or free lunch, 244 (52.6%) indicated that between 26% to 75% of their student body received reduced or free lunch, while 28 (8.2%) indicated that more than 76% of their student body received reduced or free lunch. The range of percentages was 0% to 100% and the mean percentage receiving reduced or free lunch was 35.26%.

Remain in Current Position

This item asked respondents whether they intended to remain in their current position for 5 or more years. Over two-thirds of the respondents (71.3%, $n = 346$) indicated that they intend to do so, while 28.7% ($n = 139$) do not intend to remain in their current position. Three respondents failed to complete this item. Several respondents indicated they hoped to move to a single-school situation, while others mentioned "relocation."

Remain in the Profession

The respondents were also asked if they intended to remain in the profession of elementary school counseling for 5 or more years. Of the 484 persons who responded to this

item, 80.4% ($\underline{n} = 389$) indicated that they intended to remain in the field, while 19.6% ($\underline{n} = 95$) intended to leave the field within the next five years. Four respondents failed to answer this item. Many of those planning to leave the profession mentioned retirement as a reason. Several mentioned wanting to start a family, while others wanted to go into private practice or another type of counseling.

Clinical Supervision

Respondents were asked if they received supervision in their position as an elementary school counselor. Of the 487 persons who answered this item, 88.9% ($\underline{n} = 433$) do not receive supervision in their position while 11.1% ($\underline{n} = 54$) do receive supervision. One respondent failed to complete this item.

Of those receiving supervision, 44 indicated from whom they received supervision. Twenty (45.5%) receive this supervision from a private practitioner, 6 (13.6%) receive peer supervision from other elementary school counselors in their division, and 18 (40.9%) receive supervision from their supervisor.

Respondents were also asked if they provided clinical supervision in their position as an elementary school counselor. Again, 487 persons responded to this item, with one person failing to answer this question. Only 11.5% ($\underline{n} =$

56) of those answering this item provide clinical supervision, while 88.5% ($n = 431$) do not provide any clinical supervision. Of those providing supervision, 51 responded to the item indicating whom they supervise. Forty-eight (94.1%) supervise practicum students placed with them for practicum or internship courses, while 3 (5.9%) provide peer supervision to other elementary school counselors in their school division.

Administrative Position

Respondents were asked if they were interested in changing to an administrative position. Of the 485 persons who answered this item, 86.8% ($n = 421$) were not interested in becoming an administrator. Of the 13.2% ($n = 64$) who were interested in changing to an administrative position, only 33 persons indicated what position they desired. Nine persons (27.27%) were interested in becoming a principal, 12 persons (36.36%) were interested in becoming an assistant principal, and 18 persons (54.54%) were interested in becoming a director of guidance services. These choices were not mutually exclusive.

Overall Job Satisfaction

Participants were asked to rate their overall level of job satisfaction in their current position. Of the 487 respondents, only .62% ($n = 3$) indicated that they were "very dissatisfied," while 4.31% ($n = 21$) indicated that they were "dissatisfied" in their present position. The majority of respondents were either "satisfied" (48.67%, $n = 237$) or "very satisfied" (46.41%, $n = 226$).

Job Satisfaction Among Elementary School Counselors

The modified Minnesota Satisfaction Questionnaire (MSQ) was used to measure job satisfaction among elementary school counselors in Virginia who are members of the Virginia School Counselors Association. The summated scores and the 20 scales that were described in Chapter III form the basis of the results discussed below.

Questionnaire Reliability

Chronbach's Alpha was used to estimate the internal consistency of the 20 scales of the modified MSQ. Reliability coefficients for the 20 scales are presented in Table 19, and range from 0.8065 to 0.9493, with a mean of 0.8917. Coefficient Alpha for the overall MSQ was 0.9733.

Table 19

Cronbach's Alpha Reliability Coefficients for the 20 Scales of the Modified MSQ

Scales	Reliability Coefficient
Ability Utilization	0.9360
Achievement	0.8371
Activity	0.8822
Advancement	0.9409
Authority	0.8065
Policies and Practices	0.9237
Compensation	0.9149
Co-Workers	0.8955
Creativity	0.9159
Independence	0.9018
Moral Values	0.8486
Recognition	0.9446
Responsibility	0.8153
Security	0.8888
Social Service	0.9152
Social Status	0.8586
Supervision-Human Relations	0.9220
Supervision-Technical	0.8906
Variety	0.8464
Working Conditions	0.9493

Concurrent Validity

Concurrent validity was tested by correlating overall job satisfaction scores from the modified MSQ with the respondents' overall rating of their job satisfaction as indicated in item 32 of the Individual Information Form. A Pearson correlation coefficient was computed and found to be 0.576 ($p < .001$), indicating that a statistically significant, though moderate, relationship existed between these two measures of job satisfaction.

Levels of Overall Job Satisfaction

Overall job satisfaction scores were obtained by summing the response weights across all 100 items of the modified MSQ. Only one summed score (.2%) fell within the "Very Dissatisfied" range, while 17 (3.5%) fell within the "Dissatisfied" range. The "Satisfied" range encompassed the largest percentage of summed scores (84.2%, $n = 411$), while 12.1% ($n = 59$) fell within the "Very Satisfied" range. Table 20 compares the levels of overall job satisfaction of the present study with that of Kirk's 1988 study.

Sources of Job Satisfaction

A hierarchy of the 20 scales of the modified MSQ was constructed to determine the sources of job satisfaction for elementary school counselors. Means, standard deviation,

Table 20

Levels of Overall Job Satisfaction

Summated Score Category	1995		1988	
	Number	% Total	Number	% Total
Very Dissatisfied	1	.2	1	.37
Dissatisfied	17	3.5	17	6.23
Satisfied	411	84.2	224	82.05
Very Satisfied	59	12.1	31	11.35
Total	488	100.0	273	100.00

and confidence intervals were obtained for each scale. This hierarchy appears in Table 21. Scales with mean scores of 12.55 or greater indicate general feelings of satisfaction. Therefore, elementary school counselors indicated that they generally feel satisfied with 19 of the 20 factors measured by the scales. One scale, compensation, fell below this range, indicating that the sample as a whole was somewhat dissatisfied with this facet of job satisfaction.

Job Satisfaction and Demographic Variables

Multiple regression was used to determine the relation between selected demographic variables and overall job satisfaction. A stepwise selection procedure was used in the regression analysis.

The following demographic variables were selected based on previous research and the current research questions: age, gender, degree status, number of elementary school counselors in the school division, number of students with which the counselor is assigned to work, number of students receiving reduced or free lunch, whether the counselor is NCC certified, whether the counselor intends to remain in the current position 5 years, whether the counselor intends to remain in the profession of elementary school counseling 5 years, whether the counselor has a Collegiate Professional/Postgraduate Professional certificate, whether

Table 21

Hierarchy of MSQ Scales

Scale	Mean	SD	95%	CI
Social Service	18.1803	2.3053	17.9758	18.3849
Moral Values	17.5320	2.2169	17.3347	17.7293
Creativity	17.5246	2.5584	17.2976	17.7516
Ability Utilization	17.3074	2.7615	17.0624	17.5524
Activity	17.2078	2.3287	17.0008	17.4148
Variety	17.1230	2.2768	16.9210	17.3250
Achievement	16.8539	2.3961	16.6410	17.0669
Responsibility	16.7885	2.1156	16.6006	16.9764
Independence	16.1322	2.5455	15.9055	16.3590
Co-Workers	15.8131	2.6605	15.5768	16.0490
Authority	15.2913	1.9757	15.1058	15.4767
Working Conditions	15.2418	3.3254	14.9468	15.5368
Supervision-Human Relations	15.2261	3.4177	14.9210	15.5312
Social Status	14.9145	2.1698	14.7180	15.1111
Supervision-Technical	14.9081	3.2709	14.6152	15.2011
Recognition	14.6454	3.2825	14.3532	14.9375
Security	14.3121	3.0714	14.0393	14.5849
Policies and Practices	13.3688	3.0538	13.0979	13.6398
Advancement	12.8533	2.9654	12.5794	13.1273
Compensation	12.4300	3.3752	12.1300	12.7301

the counselor has a Pupil Personnel Services certificate, or whether the counselor has a Provisional certificate.

Variables were dropped out of the stepwise regression in the following order: NCC, degree status, remaining in the profession, Provisional certificate, Pupil Personnel Services certificate, number of students served, percentage of reduced/free lunch, gender, age, and number of schools served. This left the number of elementary school counselors in the school division, the intention to remain in their current position 5 years, and having a Collegiate Professional/Postgraduate Professional certificate as statistically significant sources of variance in general satisfaction as measured by the modified MSQ. This model explained 6.12% of the total variance. Table 22 shows the results of this regression analysis.

Virginia Elementary School Counselors' Job Satisfaction:
Seven Years Later

The job satisfaction of the present sample of elementary school counselors employed by the Commonwealth of Virginia and belonging to the Virginia School Counselors Association was compared with the level of job satisfaction of elementary school counselors employed by the Commonwealth of Virginia in 1988 (Kirk, 1988). Comparisons were made for selected demographic variables, subfactors of job

Table 22

Multiple Regression Summary

Source	df	Sum of Sq.	Mean Sq.	F	
Regression	3	1322.53	440.8446	9.40	
Error	433	20296.90	46.87506		

Variable	b	B	SE of b	t	Prob Level
Intercept	58.26482	.0000	.9273961		
Counselors	.01499	.1030	.006793	2.21	0.0273
Position	2.546581	.1616	.7352217	3.46	0.0005
Collegiate Professional	2.720456	.1564	.8105161	3.36	0.0008

$p \leq .05$

b = simple estimate

B = standardized estimate

satisfaction as measured by the 20 scales of the modified MSQ, and overall job satisfaction scores.

Kirk's regression analysis was based on a 22 variable model that involved a "forward selection of blocks or hierarchical regression approach where blocks of predictors are forced into the equation to determine if blocks entered at later stages contribute meaningfully to the prediction of the criterion" (Kirk, 1988, p. 91). Job satisfaction was the criterion and there were three blocks of predictors: (1) counselor's background which included race, gender, and age; (2) job preparation which included current degree status, certification held, types of certification, university, primary job title, years of employment, and years of teaching; and (3) job setting which included percentage of time employed as an elementary school counselor, percentage of time in group counseling, percentage of time in group guidance, percentage of time in consultation, percentage of time in coordination, percentage of time in individual counseling, salary, contract length, number of students, number of elementary counselors in the school, and number of counselors in the school division. None of these blocks were found to significantly affect job satisfaction as measured by the modified Minnesota Satisfaction Questionnaire. However, in the current study, using stepwise regression analysis, the number of elementary

school counselors in the school division, planning to remain in the position for 5 years, and having a Collegiate Professional/Postgraduate Professional certificate were found to be statistically significant sources of variance in general satisfaction as measured by the modified MSQ.

The hierarchy of MSQ scales was very similar for both groups. While there was some variation in the order of the scales, the six areas in which both groups were most satisfied and the three areas in which both groups were least satisfied were the same. Social service, moral values, creativity, ability utilization, activity, and variety remained the areas with the most satisfaction, with social service being ranked first in both studies. Policies and practices, advancement, and compensation were the last three scales in both groups, indicating these were the least satisfying to both groups.

Comparison of the degree of job satisfaction on each job aspect measured by the modified MSQ was made by a series of t-tests. The results of these analyses are presented in Table 23. The present group of elementary school counselors are less satisfied with their chances for advancement, their pay for the amount of work they perform, the way they get along with co-workers, being recognized for doing a good

Table 23

T-Test Analysis of 1995 and 1988 Studies' Scale Scores

Scale	1995 Mean	1988 Mean	t	Prob.
Ability Utilization	17.3074	17.0423	-1.2695	0.2042
Achievement	16.8539	16.7958	-.32095	0.7482
Activity	17.2078	17.1972	-.0597	0.9524
Advancement	12.8533	13.4437	2.6731	0.0075*
Authority	15.2913	15.2958	.0304	0.9757
Policies and Practices	13.3688	13.8310	2.0679	0.0386
Compensation	12.4300	13.1972	3.0337	0.0024*
Co-Workers	15.8131	16.3944	2.8960	0.0038*
Creativity	17.5246	17.3380	-.9502	0.3420
Independence	16.1322	16.1972	.3393	0.7344
Moral Values	17.5320	17.1197	-2.4996	0.0124
Recognition	14.6454	15.7535	4.5798	0.0000*
Responsibility	16.7885	16.7254	-.3955	0.6925
Security	14.3121	15.7465	7.2171	0.0000*
Social Service	18.1803	18.2887	.6176	0.5368
Social Status	14.9145	15.0211	.7040	0.4814
Supervision-Technical	14.9081	15.5423	2.5826	0.0098*
Supervision-Human Relations	15.2261	16.0493	3.4296	0.0006*
Variety	17.1230	16.9085	-1.2315	0.2181
Working Conditions	15.2418	15.1620	-.3210	0.7482

* p = .01

job, the way the job provides for steady employment, the technical quality of supervision as well as the relationship between counselors and supervisors than was the 1988 group.

Levels of measured overall job satisfaction were compared between the sample in the present study and that of Kirk (1988). The data are presented in Table 24. A test of independence was conducted through the use of a chi-square analysis. Both the current group and the 1988 group had very similar frequencies of overall job satisfaction. However, the non-significant chi-square of 3.3016 indicates that the frequencies of overall job satisfaction of the present study are not related to frequencies of overall job satisfaction as reported by Kirk for the 1988 sample.

Summary

The results of the study were presented in this chapter. There was a total response rate of 82.15%. The overall level of job satisfaction for 96.3% of the sample was within the "Satisfied" or "Very Satisfied" range. Respondents expressed dissatisfaction with only one aspect of their job as measured by the modified MSQ; namely, compensation. Significant predictors of job satisfaction were the number of elementary school counselors in the school division, the intention to remain in the current position for 5 years, and having a Collegiate

Table 24

Chi-Square Test of Independence for 1988 and 1995 Studies

Category	1988		1995		Total
	Observed	Expected	Observed	Expected	
Very Dissatisfied	1	.7175	1	1.2825	2
Dissatisfied	17	12.1971	17	21.8029	34
Satisfied	224	227.7990	411	407.2010	635
Very Satisfied	31	32.2865	59	57.7135	90
Total	273		488		761

$X^2 = 3.3016$ (df = 3)

Critical value $p=.01$ is 11.34

Professional/Postgraduate Professional certification. In comparison to the study of Kirk (1988), the current sample is very similar in overall levels of job satisfaction. The current group is, however, less satisfied with the technical quality of their supervision, the relationship between counselors and their supervisors, the opportunities for advancement, their salary, the way they get along with other faculty and staff of their schools, their being recognized for doing a good job, and their level of job security than the 1988 group.

Chapter V

Discussion and Recommendations

An interpretation and discussion of the results of the study are presented in this chapter. Included are a review of the research questions, methodology employed, and the implications of the findings for the profession of elementary school counseling, including recommendations for future research.

Review of Research Questions and Methodology

This study was designed to investigate the job satisfaction of elementary school counselors in Virginia. The following research questions were posed.

1. What is the level of overall job satisfaction of elementary school counselors practicing in Virginia?
2. What degree of job satisfaction do Virginia elementary school counselors express with each of the 20 subfactors of job satisfaction as measured by the modified Minnesota Satisfaction Questionnaire?
3. What is the relationship between overall job satisfaction and selected demographic/work setting characteristics of elementary school counselors in Virginia?
4. How does the level of job satisfaction of Virginia elementary school counselors in 1995 compare to the

level of job satisfaction of Virginia elementary school counselors in 1988?

Participants in this study were elementary school counselors employed by the Commonwealth of Virginia who were members of the Virginia School Counselors Association. Data collection was through a mailed Individual Information Form and the modified version of the Minnesota Satisfaction Questionnaire (MSQ). Six hundred thirty-three surveys were mailed. A total of 520 surveys were returned, which included 32 unusable surveys, for an overall response rate of 82.15%.

Responses to the MSQ provided an overall job satisfaction score and scores on 20 aspects of job satisfaction, each measured by a separate scale. Overall levels of satisfaction were categorized into intervals. A hierarchy of ratings of the 20 subscales was developed by establishing means, standard deviations, and 95% confidence intervals for each subscale. By examining how each subscale ranked in level of overall job satisfaction, the major sources of job satisfaction of the current sample were determined. A multiple regression procedure was used to identify the relationship between selected demographic variables and overall job satisfaction.

The level of satisfaction of the current group of elementary school counselors was compared to that of a group

of elementary school counselors studied in 1988. A series of t-tests was used to test for differences between the groups on each of the 20 MSQ scales. A comparison of the levels of overall job satisfaction, as measured by the MSQ, between the groups was also conducted.

Summary of Results and Conclusions

The results of this study will be summarized for each of the research questions that formed the basis of the study.

1. What is the level of overall job satisfaction of elementary school counselors practicing in Virginia?

The results of this study indicate that the great majority of elementary school counselors employed by the Commonwealth of Virginia who are members of the Virginia School Counselors Association are satisfied or very satisfied with their jobs. Two measures of job satisfaction were used in this study: (1) the modified Minnesota Satisfaction Questionnaire, and (2) an item on the Individual Information Form that asked respondents to indicate how satisfied they were overall with their jobs. When measured by the MSQ, 12.1% of the elementary school counselors responding were very satisfied and 84.2% were satisfied with their jobs. Three and a half percent were

dissatisfied while .2% were very dissatisfied with their jobs. On the Individual Information Form response, 46.4% indicated they were very satisfied, 48.7% rated themselves as satisfied, 4.3% were dissatisfied, and .6% indicated they were very dissatisfied with their jobs. A Pearson correlation coefficient of 0.58 between these two measures indicates considerable overlap between the two.

2. What degree of job satisfaction do Virginia elementary school counselors express with each of the 20 subfactors of job satisfaction as measured by the modified Minnesota Satisfaction Questionnaire?

Elementary school counselors in Virginia are satisfied with all but one aspect of their jobs. The area of dissatisfaction was compensation, or how they felt their pay compared to the amount of work they performed. They indicated their greatest source of satisfaction was being able to do things for others.

3. What is the relationship between overall job satisfaction and selected demographic/work setting characteristics of elementary school counselors in Virginia?

A stepwise multiple regression was done to analyze the relation between measured overall job satisfaction and the demographic variables of age, gender, degree status, number

of elementary counselors in the school division, number of students with which the counselor is assigned to work, number of schools the counselor serves, percentage of students who receive reduced or free lunch, whether the counselor is NCC certified, whether the counselor intends to remain in the current position 5 years, whether the counselor intends to remain in the profession 5 years, whether the counselor has a Collegiate Professional/Postgraduate Professional certificate, whether the counselor has a Pupil Personnel Services certificate, or whether the counselor has a Provisional certificate. Of these, three variables--number of elementary school counselors in the school division, intention to remain in their current position 5 years, and having a Collegiate Professional/Postgraduate Professional certification--combined to explain 6.12% of the variance in overall job satisfaction. Elementary school counselors who come from school divisions with larger numbers of elementary school counselors were more satisfied with their jobs than counselors from school divisions having smaller numbers of elementary school counselors. Counselors who have the Collegiate Professional/Postgraduate Professional certification and those who plan to remain in their current position for 5 years are also more likely to be satisfied with their jobs.

4. How does the level of job satisfaction of Virginia elementary school counselors in 1995 compare with the level of job satisfaction of Virginia elementary school counselors in 1988?

The overall level of job satisfaction of elementary school counselors in Virginia as measured by the modified Minnesota Satisfaction Questionnaire is very similar in 1988 and 1995. The majority of respondents in both years were either satisfied or very satisfied with their jobs, with over 93% indicating these levels of job satisfaction. Less than 1% were very dissatisfied in either year while in 1988, 6.23% were dissatisfied and in 1995, 3.5% were dissatisfied with their jobs.

Elementary school counselors are presently satisfied with 19 of the 20 areas measured by the MSQ, while in 1988 they were satisfied with all 20 subscales. While the order varied somewhat, both groups were most satisfied with social service, moral values, creativity, ability utilization, activity, and variety. The three areas in which both groups were least satisfied were policies and practices, advancement, and compensation. These results indicate that there is a great deal of similarity in the areas of job satisfaction when considering what areas are more satisfying and less satisfying for both groups. The present groups of elementary school counselors were less satisfied with their

chances for advancement, their salaries, the way they get along with their co-workers, the amount of recognition they receive for doing a good job, the security of the job, the technical quality of supervision as well as the relationship between counselors and supervisors than were their counterparts in 1988.

Discussion

The findings of the present study will be discussed in this section. The research questions which provided the basis for this study will serve as a frame of reference for some of the discussion.

Overall Job Satisfaction

Many aspects of work activities are influenced by job satisfaction in one's career. High levels of satisfaction are correlated with high levels of productivity (Bledsoe & Haywood, 1981), low turnover (Lattanzi, 1981), and low absenteeism (Schultz, 1982). In the human services field, job satisfaction is vital to insure continuous, high quality services to children as well as to adults involved with children (Brown, 1992).

It has been estimated that 80% to 90% of American workers are satisfied with their jobs (Portigal, 1976; Quinn, Staines, & McCullough, 1974; Schultz, 1982). Studies of job satisfaction among school psychologists have resulted

in generally similar levels of satisfaction (Anderson, Hohenshil, & Brown, 1984; Brown, 1992; Levinson, 1989, 1990, 1991; Levinson, Fetchkan & Hohenshil, 1988; Levinson & Hohenshil, 1987; Solly & Hohenshil, 1986; South, 1990).

There are fewer studies of job satisfaction among school counselors. Research has most often been conducted using secondary counselors, although several studies have included middle school counselors and elementary school counselors (Cortis, 1976; Dietz, 1972; Morgan, 1987; Gade & Houdek, 1993; Hansen, 1967; Morgan, 1978; Page, 1989; Randall, 1987).

Only two studies solely investigated job satisfaction among elementary school counselors. Birashk (1979) found three variables were significant predictors of job satisfaction: the opportunity to enter people's lives, the opportunity to help them solve problems, and the opportunity to have contact with children and their parents. These results interface well with the consistent finding of social service (the opportunity to provide service to others) being the subfactor of job satisfaction providing the highest level of satisfaction as measured by the modified Minnesota Satisfaction Questionnaire. Kirk (1988) found that 93.4% of elementary school counselors in Virginia were satisfied or very satisfied with their jobs. They were satisfied with

all 20 subfactors of job satisfaction as measured by the modified MSQ.

The results of the present study indicate that 96.3% of Virginia elementary school counselors who are members of the Virginia School Counselors Association had measured levels of job satisfaction that fell within the satisfied or very satisfied range on the modified MSQ. Only 3.5% of the respondents fell within the dissatisfied range, and only .2% fell within the very dissatisfied range. However, it should be noted that membership in a professional organization may produce a positive upward bias in the data. A majority of respondents (71.3%) indicated that they were planning to remain in their current position for the next 5 years and 80.4% indicated that they planned to stay in the profession of elementary school counseling for the next 5 years.

The results of the present study suggest that elementary school counselors in Virginia are more satisfied with their jobs than American workers in general. They are generally satisfied with both their current position and the profession as a whole. Their level of overall job satisfaction is very similar to that found in the 1988 study of Kirk and is higher than that found in the studies of job satisfaction among school psychologists, middle school counselors, or high school counselors.

Factors Contributing to Job Satisfaction

A variety of factors have been found to contribute to job satisfaction. However, these factors are inextricably related and cannot adequately be separated one from another (Batista-Foguet, Saris, & Tort-Martorell, 1990; Fournet, Distefan & Pryer, 1966; Scarpello & Campbell, 1983). This relationship makes it difficult to study a single factor and contributes to the often contradictory findings concerning the effect of a single factor.

Virginia's elementary school counselors continue to indicate their satisfaction with most aspects of their jobs. Kirk (1988) found that they were satisfied with all 20 subfactors measured by the modified MSQ while the current study found they were satisfied with all but one subfactor (compensation). The opportunity to provide service to others was the most satisfying aspect of the job in both studies. This supports Muro's (1981) statement that elementary school counselors receive a great deal of satisfaction from the belief that their presence and actions make a significant, positive impact.

Compensation was the one factor with which Virginia's elementary school counselors expressed dissatisfaction. There is a slight feeling of being underpaid for the amount of work required by the job.

The three least satisfying subfactors were identical in both Kirk's study and the current study. They were policies and practices, advancement, and compensation. These three subfactors have also emerged as less satisfying aspects of the job for school psychologists (Anderson, 1982; Brown, 1992; Levinson, Fetchkan & Hohenshil, 1988) as well as school counselors in general (Morgan, 1978; Parker, 1979).

Policies and practices is the subfactor dealing with the way in which school system policies are carried out. Although still in the satisfied range, participants were relatively less satisfied with this subfactor than with most of the 20 subfactors. This is consistent with results of studies of secondary school counselors (Morgan, 1978; Page, 1980) in which administrative policy and practices were found to be a major determinant of job dissatisfaction. The discrepancy between what elementary school counselors perceive to be their ideal role and what they are actually required to do by school systems contributes to feelings of relative dissatisfaction (Brown, 1992; Kirk, 1988; Levinson, 1983; Poppen & Thompson, 1974; Stickel, 1989).

Advancement, or the opportunity for advancement on the job, continues to be relatively one of the least satisfying subfactors on the MSQ for elementary school counselors. Kirk (1988) hypothesized that the low-ranked satisfaction with this subfactor in his study might be due to the

"relative newness of the profession in Virginia" (p. 109). The present results indicate that this continues to be an area of relative dissatisfaction even as the profession matures.

Job advancement for elementary school counselors lies in two directions. One may either become a building administrator (e.g. assistant principal or principal) or a director of guidance. Many elementary school counselors do not wish to pursue an administration certificate which would require more graduate courses nor do they wish to handle administrative duties required in these positions. Moreover, elementary school counselors who have not been classroom teachers are not eligible for these educational administration positions (Anderson, 1982; Levinson, 1983). Directors of guidance are often encompassed under central office positions such as Director of Student Services in which directing school counselors is only one of many responsibilities. In both instances, few positions are ever available.

It should be noted that many respondents wrote in comments by these MSQ items indicating they believed these items did not apply to elementary school counselors. Role clarification appears to have resulted in elementary school counselors realizing the limited job advancement opportunities available within the profession.

Additionally, 71.3% of the respondents indicated they planned to remain in their current position for 5 years and 86.8% were not interested in an administrative position.

The dissatisfaction with compensation in the present study may be related to an overall dissatisfaction with teachers' salaries. Many school systems have had reductions in their budgets that have resulted in lower teacher salary increases than previously. The current dissatisfaction with salary may be more reflective of the whole teaching profession rather than being specifically related to elementary school counseling.

Job Satisfaction and Demographic Variables

Three demographic variables combined to be statistically significant predictors of job satisfaction: number of elementary school counselors in the division, planning to remain in the current position for 5 years, and having a Collegiate Professional/Postgraduate Professional certificate. The amount of variance explained was 6.12% of the total variance. Therefore, although statistically significant, the amount of variance explained is small. Several factors contribute to this. First, the overall high levels of job satisfaction expressed by the respondents yield little variance on the dependent measure of job satisfaction. Also, as mentioned previously, demographic

variables are highly interrelated and difficult to adequately separate one from another (Batista-Foguet, Saris, & Tort-Martorell, 1990; Fournet, Distefano, & Pryer, 1966; Scarpello & Campbell, 1983). Lastly, previous studies have postulated that demographic variables have little influence on job satisfaction (South, 1990).

Elementary school counselors who come from school divisions with larger numbers of elementary school counselors were more satisfied with their jobs than counselors from school divisions having small numbers of elementary school counselors. This is consistent with Randall's (1987) finding that staff size had a significant effect on job satisfaction. Furthermore, it may be that the support and case consultation available from interaction with other elementary school counselors in the school division result in lessened burnout (Keener, 1986; Savicki & Cooley, 1982) and greater role clarification and role identity (Farber & Heifetz, 1981; Phillips & Hays, 1978; Thompson, 1982).

The next demographic variable associated with job satisfaction is the intention to remain in the same position for 5 years. Obviously, a person is more likely to remain in a job that provides satisfaction. Therefore, planning to stay in the current position for 5 years indicates overall satisfaction with elementary school counseling.

Finally, those respondents who hold a Collegiate Professional/Postgraduate Professional certificate were more satisfied with their jobs as elementary school counselors than counselors having Pupil Personnel Services or Provisional certifications. Randall (1987) found that guidance certification had a significant effect on job satisfaction. Likewise, Morgan (1987) found that if counselors perceived their training was adequate for the job, there was a higher level of job satisfaction. Since classroom guidance is an integral component of a developmental guidance program and this involves classroom teaching skills, it may be that counselors who have been trained to be classroom teachers feel better prepared for this aspect of elementary school counseling. Similarly, elementary school counselors who have been classroom teachers may be more familiar and more comfortable with school policies and procedures, resulting in less dissatisfaction with this subfactor of job satisfaction.

Elementary School Counselors' Job Satisfaction: Seven Years Later

The percentage of elementary school counselors in the present study who express satisfaction with their jobs is very similar to that reported by elementary school counselors in 1988. Elementary school counselors are

currently satisfied with 19 of 20 subfactors measured by the modified MSQ, while in 1988 they were satisfied with all 20 subfactors. While the order varied slightly, both groups were most satisfied with social service, moral values, creativity, ability utilization, activity, and variety. The three areas in which both groups were least satisfied were policies and procedures, advancement, and compensation. The results indicate that there is a great deal of similarity in the areas of job satisfaction that are more satisfying and less satisfying for both groups.

The present group of elementary school counselors is less satisfied with their chances for advancement, their salaries, the way they get along with their co-workers, the amount of recognition they receive for doing a good job, the security of the job, the technical quality of supervision as well as the relationship between counselors and supervisors than were their counterparts in 1988.

The increased dissatisfaction with supervision may reflect the fact that many counselors are "supervised" by the building principal rather than a trained counselor. Also, as the issues facing elementary school counselors become more and more complex, there is an increased perception of need for clinical supervision. This aspect of peer supervision may explain in part why being from a school

division with a larger number of elementary school counselors results in greater job satisfaction.

The rest of the areas may reflect changes in educational policy or funding in general and attitudes toward elementary school counseling in particular brought about by a change in state leadership in 1992. Budget cuts have lessened money available to the schools for salaries or new positions.

Certain parents, legislators, and Board of Education members are questioning elementary school counselors' professional practices and viewpoints. In both 1993 and 1994, the Virginia General Assembly has initiated bills to restrict school counseling practices (Kaplan, 1995). Currently, the Board of Education is considering proposed regulations (Appendix D) that direct both the counselors' communication with parents and counseling practices per se.

This change in emphasis is reflected by the fact the State Department of Education no longer keeps statistics on elementary school counselors including how many elementary school counselors are employed by the Commonwealth of Virginia or who the counselors are (C. Harris personal communication, October, 1994). Comments written on the Individual Information Form or the MSQ indicate some elementary school counselors fear the profession itself is

under attack and that all elementary school counselors might be unemployed if the present political trends continue.

Implications of the Study

From this study, several implications can be drawn which may be valuable to Virginia elementary school counselors, counselor educators, school systems, and professional organizations in elementary school counseling.

1. The majority of elementary school counselors in Virginia who are members of the Virginia School Counselors Association were satisfied or very satisfied with their current jobs. They were also satisfied with all but one of the subfactors of job satisfaction measured by the modified Minnesota Satisfaction Questionnaire. The overall level of job satisfaction appears to be somewhat higher than levels reported for the general American worker, school psychologists, middle school counselors, or high school counselors and equal to levels of job satisfaction identified in previous studies of elementary school counselors. However, caution should be taken in evaluating these results for all elementary school counselors in Virginia as membership in a professional organization has been shown to be positively and significantly associated with job satisfaction (Levinson, Fetchkan, and Hohenshil, 1988). Therefore, the results of this study may

overestimate the level of job satisfaction experienced by all elementary school counselors in Virginia. Nevertheless, elementary school counseling continues to be a profession in which individuals find a satisfying career.

2. A majority of school counselors indicated that they intend to remain in their current position for the next 5 years. This suggests a commitment to their current job which may be indicative of a maturation of the profession. It also suggests elementary school counselors are not very mobile and that future job placements more likely may be to fill vacant or new positions rather than to replace currently filled positions.

3. The vast majority of elementary school counselors indicated that they intend to remain in the profession of elementary school counseling and that they don't want to change to an administrative position. At the same time, the opportunity for advancement continues to be one of the less satisfying aspects of the job. This creates the dilemma of trying to develop increased opportunities for advancement within elementary school counseling that do not involve administrative or central office roles.

4. Elementary school counselors continue to be less satisfied with the policies and practices of the school systems for which they work than with most aspects of elementary school counseling. This finding is consistent

with previous research in school psychology, middle school counseling, high school counseling, and elementary school counseling (Anderson, Hohenshil & Brown, 1984; Brown, 1992; Kirk, 1988; Levinson, Fetchkan & Hohenshil, 1988; Morgan, 1978; Parker, 1979).

In these previous studies, it is often suggested that the dissatisfaction with policies and practices results from students leaving training programs prepared to assume an "ideal" role which is different from, and even inconsistent with, the role defined by local school systems' policies and procedures. The remedy often suggested is greater experience within a school system while still a student.

CACREP accreditation standards require both a practicum and internship in school counseling, thus greatly increasing the number of hours a student spends within a school system. However, even with graduates of these programs having a better idea of what to expect in the schools, policies and practices continue to be one of the least satisfying aspects of elementary school counseling. It may be that, rather than a lack of knowledge of what to expect, it is more reflective of an inherent tension between an "ideal" counselor role and the actual role defined by local school systems.

5. Only a small percentage of elementary school counselors who participated in this study are either

National Certified Counselors or Licensed Professional Counselors. With the ever-increasing demands by certain parents, legislators, and Board of Education members for elementary school counselors to justify the use of certain counseling practices and to show qualifications for using these techniques, these additional credentials bolster elementary school counselors' positions. Counselor education programs should stress the importance for elementary school counselors, as well as agency counselors, to pursue these credentials.

6. The present study indicates that elementary school counselors are less satisfied with supervision than in 1988. This includes both the technical aspects of supervision and the relationship between counselors and their supervisors.

As the societal and clinical issues facing elementary school counselors become more and more complex, it may be that elementary school counselors perceive an increased need for clinical supervision. With more serious clinical issues, ethical considerations also arise if the school counselor has no access to adequate clinical supervision. Most elementary school counselors are "supervised" by the building principal who has not been trained as a counselor and who can offer limited advice in difficult situations. Elementary school counselors in divisions with additional elementary school counselors may receive informal peer

supervision from their colleagues but few school divisions in Virginia have formal peer supervision.

School systems should consider implementing peer supervision among the elementary school counselors in their division. Besides the opportunity for supervision, it would also create some possibilities for advancement, in that elementary school counselors who have had training in supervision might be assigned leadership roles. The peer supervision would be separate from any evaluative procedures used by the school system to monitor performance.

Professional organizations should also advocate for the provision of qualified supervision for elementary school counselors. As a profession matures, the need for qualified supervision for its members becomes of more concern to these members. Professional organizations such as the Virginia School Counselors Association can help lobby for this option.

Recommendations for the Profession

1. Elementary school counselors report being satisfied with their jobs and their profession. The consistency of this finding contradicts the informal perception by some people in the field that elementary school counselors are dissatisfied with their jobs. Although, there may be some positive upward bias in this study due to membership in a

professional organization, the high level of job satisfaction among elementary school counselors in Virginia should be used by counselor education programs and professional organizations to help in the recruitment of new professionals into the field.

2. Elementary school counselors continue to be less satisfied with the opportunities for advancement in their jobs than with most aspects of elementary school counseling. Although their comments indicate that role clarification has resulted in many counselors realizing there is little advancement possible in the position, this does not mean they are satisfied with this state of affairs. Most elementary school counselors do not wish to leave the profession nor do they want to change to administrative positions. Therefore, professional organizations, the State Board of Education, and counselor education programs need to investigate the idea of career ladders, supervisory positions, and job enrichment opportunities. This would allow an increase in satisfaction with advancement opportunities to occur without having to leave the profession of elementary school counseling.

3. Elementary school counselors need to become members of committees and groups involved in delineating school policies and procedures. By being actively involved in the process of formulating these policies and procedures, issues

directly affecting the profession can be addressed and the level of frustration that elementary school counselors currently feel with school policies and procedures can be reduced.

4. Elementary school counselors need to advocate for increased adequate supervision. Peer supervision programs should be initiated as well as mentorship programs to help new members of the profession. Professional organizations need to help make local school systems aware of the need for adequate clinical supervision while counselor education programs need to help elementary school counselors obtain training and practical experience in providing both clinical and administrative supervision to other elementary school counselors.

Recommendations for Future Research

1. There is a great deal of consistency between the present study and Kirk's 1988 study. Replication is recommended again in another seven years to provide a consistent baseline of job satisfaction for elementary school counseling. This replication would also assess the impact, if they are implemented, of the proposed changes in the elementary school counseling program as currently being set forth by Governor Allen's administration.

2. Research on job satisfaction among elementary school counselors in Virginia who are not members of the Virginia School Counselors Association should be done and compared to the current study. Research should also be conducted at a national level to determine if these trends apply nationally or are only unique to the Commonwealth of Virginia.

3. Research on the issue of professional advancement would be very useful. Because elementary school counselors are more dissatisfied with opportunities for advancement than with most other aspects of their jobs and because most do not wish to change to administrative positions, it is necessary to develop an understanding of what elementary school counselors would like to see in terms of advancement possibilities. This would help develop viable career ladders and job enrichment opportunities.

4. The research on job satisfaction among elementary school counselors has been correlational or exploratory. Future research needs to build models or be driven by specific theories of job satisfaction. Another avenue of research might employ qualitative methods of investigating job satisfaction of elementary school counselors to attempt to assess if elementary school counselors are, indeed, as satisfied as this study indicates.

Summary

This chapter has provided a discussion of the results of this study. Most elementary school counselors in Virginia who are members of the Virginia School Counselors Association are satisfied with their jobs and their profession. There is a great deal of similarity in job satisfaction between this study and Kirk's 1988 research. A number of implications were developed from the current study. Recommendations were made for elementary school counselors, professional organizations, school systems, the Virginia State Department of Education, and counselor education programs. Additional areas for research concluded this chapter.

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APPENDIX A
SURVEY LETTERS

February 10, 1995

Dear Virginia Elementary School Counselor:

I am writing to encourage your participation in a study being conducted by Mrs. Lynda B. Murray, a doctoral candidate at Virginia Tech.

Her study is designed to investigate the level of job satisfaction among elementary school counselors in Virginia and to determine what relationship exists between job satisfaction and a number of other variables. Your individual responses will be kept in strict confidence, and only group data will be used in the analysis.

I hope that you will assist Lynda by taking 15-20 minutes to complete and return the materials you will receive in a few days. Her study will generate important data which will enhance the development of elementary guidance and counseling in Virginia.

Thank you, in advance, for your good help with this important study.

Sincerely,



Thomas H. Hohenshil, Ph.D.
Professor & Dissertation Director

February 14, 1995

Dear Virginia Elementary School Counselor:

I am very interested in studying the nature of job satisfaction among elementary school counselors in our state. Additionally, I am interested in comparing the current level of job satisfaction with the level of job satisfaction in 1988 when David Kirk studied job satisfaction among elementary school counselors in Virginia.

I am aware that your present duties and supply of paperwork on your desk may be presently overwhelming, but could you take a moment to sit back, relax, enjoy the enclosed coffee, and help me with this research?

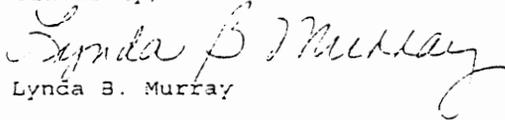
With this letter you will find enclosed an Individual Information Form and a modified Minnesota Satisfaction Questionnaire relating to your job satisfaction. Both items will require a total of 15 to 20 minutes of your time. Of course the information you provide will be considered confidential at all times. The questionnaires are numbered to assist with follow-up and tracking. I alone will have access to the master file linking numbers to schools. Only group scores will be reported.

Will you please complete and return the survey materials to me in the enclosed envelope by February 21, 1995.

Information from this study will be available to you upon request. You may contact me at the above address for a copy of the results.

Thank you for your help. It is your kind assistance which will contribute to the success of this study and the continued growth of elementary school counseling.

Sincerely,


Lynda B. Murray

Enclosures

February 24, 1995

Dear Virginia Elementary School Counselor:

Survey materials relating to my study of job satisfaction among Virginia elementary school counselors were sent to you about a week ago. If you have completed these materials and mailed them back you have my heartfelt thanks. If you have not completed those materials, please do so as soon as possible. If you have not yet received a survey packet, please call collect at 703-552-4125 after 5 PM and I will mail you another packet immediately.

This study would not be possible without your assistance. Thank you again for your timely help.

Sincerely,

Lynda B. Murray

Lynda B. Murray

ELLISTON-LAFAYETTE ELEMENTARY SCHOOL

9812 ROANOKE ROAD ELLISTON, VIRGINIA 24087
PHONE (703) 268-2291

"ELLISTON EAGLES FLY WITH PRIDE"



March 8, 1995

Dear Virginia Elementary School Counselor:

I am writing to follow-up my survey of Virginia's elementary school counselors' job satisfaction. To date more than 56% of your colleagues have returned their completed survey materials.

My records indicate that you have not yet responded to my request for information. Perhaps you misplaced the materials, or put them aside to complete at a less busy time. Won't you please take a few minutes to complete the materials? I have enclosed a duplicate set of materials in case you misplaced the first set.

Your individual response, while confidential, is essential to the success of my study. The validity and representativeness of my results depend on the largest possible response rate.

Please respond by March 21, 1995. I look forward to your response. If you have already responded to my request, please disregard this letter and accept my thanks for your help.

Sincerely,

Lynda B Murray

Lynda B. Murray

Enclosures

March 24, 1995

Dear Virginia Elementary School Counselor:

Last month, 633 Virginia elementary school counselors who belong to the Virginia School Counselors Association were asked to participate in a study being conducted by Mrs. Lynda B. Murray. The response from Virginia elementary school counselors throughout the state has been outstanding! At the present time 72% have responded by completing and returning the survey materials.

Lynda's numerical tally shows that she has not received your completed materials. Since the participation of every elementary school counselor in the sample is desirable, I will appreciate it very much if you help Lynda with her study. Your responses are essential to her findings.

The results of her study will provide important information about elementary school counselors' job satisfaction in Virginia. Your responses, of course, will be held in absolute confidence and only group data will be used.

Enclosed is a duplicate of the Individual Information Form and Modified Minnesota Satisfaction Questionnaire (along with a stamped and self-addressed envelope for your convenience). Won't you please take a few moments to complete and forward this information to Lynda?

Sincerely,



Thomas H. Hohenshil, Ph.D.
Professor & Dissertation Director

APPENDIX B

INDIVIDUAL INFORMATION FORM

Individual Information Form

No. _____

Please read each question and respond as indicated.

1. Please list your age: _____

2. Please indicate your gender:

Male
 Female

3. Please indicate your race:

European-American (Caucasian)
 African-American
 Hispanic-American
 Asian-American
 Other (specify) _____

4. Please indicate your marital status:

Single
 Married
 Divorced
 Widowed
 Other (living with someone)

5. Are you a parent?

Yes
 No
If yes, how many children? _____

6. Please indicate your current degree status.

Bachelors
 Masters
 Educational Specialist/CAGS
 Doctorate

7. Please list all certifications you presently hold:

.....
Please continue
.....

3. If you are presently certified as an elementary school counselor, please indicate the type of elementary guidance certificate you hold:

- Collegiate Professional
- Pupil Personnel Services
- Not certified
- Other (specify) _____

9. Please list the date when you were originally certified as an elementary school counselor.

10. At which institution did you receive your elementary school counseling training?

College or University _____
Year _____
CACREP approved? Yes No

11. If you are currently in a counselor education program, what year do you anticipate you will finish?

12. Please list any professional licenses you hold.

13. What is your primary job title?

- Elementary school guidance counselor
- Supervisor/administrator of elementary guidance program
- Other (please specify) _____

14. How many years have you been employed as an elementary school counselor?

15. Please list any years of classroom teaching experience you have.

Number of years _____

Grade level or subject _____

16. Please list any years of non-school counseling experience you have.

Number of years _____

Type _____

.....
Please continue
.....

17. What percentage of time are you employed as an elementary school counselor?

If less than 100%, please indicate your other assigned responsibility (e.g., teaching, middle school guidance, etc.) and the percentage of time spent each week in that activity.

<u>Activity</u>	<u>Percentage</u>
_____	_____
_____	_____
_____	_____

18. What is your current work address?

19. What is your contract length:

- 9 months
- 10 months
- 11 months
- 12 months

20. Please indicate your annual salary:

- \$15,000 or less
- \$15,001 to 25,000
- \$25,001 to \$35,000
- \$35,001 to \$45,000
- Over \$45,001

21. How many schools do you serve in your school division?

22. Are you the only elementary school counselor in your school?

- Yes
- No

23. How many students are you assigned to work with?

.....
Please continue
.....

24. How many elementary school counselors are there in your school division?

25. How would you describe the community in which your school is located?
 Rural (community with population of less than 2,500)
 Suburban (population of 2,500 to 50,000)
 Urban (population of more than 50,000)
26. What percentage of your school population receives free or reduced lunch?

27. Do you plan to remain in your current position for 5 more years?
 Yes
 No; Why _____
28. Do you plan to remain in the profession of elementary school counseling for 5 more years?
 Yes
 No; Why _____
29. Do you receive clinical supervision in your position?
 Yes
 No
 If yes, by whom? (specify) _____
30. Do you provide clinical supervision in your position?
 Yes
 No
 If yes, to whom? (specify) _____
31. Are you interested in changing to an administrative position?
 Yes
 No
 If yes, please specify. _____
32. Overall, how satisfied are you with your present position.
 Very Dissatisfied
 Dissatisfied
 Satisfied
 Very Satisfied

APPENDIX C

MODIFIED MINNESOTA SATISFACTION QUESTIONNAIRE

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Psychology
College of Liberal ArtsElliott Hall
75 East River Road
Minneapolis, MN 55455-0344
612-625-4042
Fax: 612-626-2079

Apr. 13, 1994

Lynda B. Murray
Virginia Tech.
College of Education
E. Eggleston Hall
Blacksburg, Virginia 24061-0302

Dear Lynda B. Murray:

We will be pleased to grant you permission to use the MSQ modified (1977 version) in your research. As soon as we receipt payment for royalty fees of \$.30 per copy we will send you a letter granting permission.

Please note that each photocopy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

Vocational Psychology Research is currently in the process of revising the MSQ manual and it is very important that we receive copies of your research study results in order to construct new norm tables. Therefore, we would appreciate receiving a copy of your results including 1) Demographic data of respondents, including age, education level, occupation and job tenure; and 2) response statistics including, scale means, standard deviations, reliability coefficients, and standard errors of measurement.

Your providing this information will be an important and valuable contribution to the new MSQ manual. If you have any questions concerning this request, please feel free to call us at 612-625-1367.

Sincerely,



Patricia M. Hanson
Vocational Psychology Research

RECEIVED APR 14

MODIFIED MINNESOTA SATISFACTION QUESTIONNAIRE*

Questionnaire Instructions

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of other elementary school counselors throughout Virginia, we hope to get a better understanding of the things individuals like and dislike about their jobs.

On the following pages you will find statements about your present job.

Read each statement carefully.

Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

- If you feel that your job gives you more than you expected, check the blank under "VS" (Very Satisfied);
- If you feel that your job gives you what you expected, check the blank under "S" (Satisfied);
- If you feel that your job gives less than you expected, check the blank under "DS" (Dissatisfied);
- If you feel that your job gives you much less than you expected, check the blank under "VDS" (Very Dissatisfied).

Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job. Do this for all statements. Please answer every item. Be frank and honest. Give a true picture of your feelings about your present job.

PLEASE CONTINUE

*Minnesota Satisfaction Questionnaire modified for research purposes and reproduced by permission of Vocational Psychology Research, University of Minnesota, copyright, 1977.

Ask yourself: How satisfied am I with this aspect of my job?

VS means I am very satisfied with this aspect of my job.

S means I am satisfied with this aspect of my job.

DS means I am dissatisfied with this aspect of my job.

VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about...	VDS	DS	S	VS
1. The chance to be of service to others.....	___	___	___	___
2. The chance to try out some of my own ideas.....	___	___	___	___
3. Being able to do the job without feeling it is morally wrong.....	___	___	___	___
4. The chance to work by myself.....	___	___	___	___
5. The variety in my work.....	___	___	___	___
6. The chance to have others look to me for direction.....	___	___	___	___
7. The chance to do the kind of work that I do best.....	___	___	___	___
8. The social position in the community that goes with the job.....	___	___	___	___
9. The policies and practices toward employees of this school system..	___	___	___	___
10. The way my supervisor and I understand each other.....	___	___	___	___
11. My job security.....	___	___	___	___
12. The amount of pay for the work I do.....	___	___	___	___
13. The physical working conditions (heating, lighting, etc.) in the position.....	___	___	___	___
14. The opportunities for advancement in this position.....	___	___	___	___
15. The technical "know-how" of my supervisor.....	___	___	___	___
16. The spirit of cooperation among my co-workers.....	___	___	___	___
17. The chance to be responsible for planning my work.....	___	___	___	___
18. The way I am noticed when I do a good job.....	___	___	___	___
19. Being able to see the results of the work I do.....	___	___	___	___
20. The chance to be active much of the time.....	___	___	___	___
21. The chance to be of service to people.....	___	___	___	___
22. The chance to do new and original things on my own.....	___	___	___	___
23. Being able to do things that don't go against my religious beliefs....	___	___	___	___
24. The chance to work alone on the job.....	___	___	___	___
25. The chance to do different things from time to time.....	___	___	___	___
26. The chance to tell other staff members how to do things.....	___	___	___	___

** PLEASE CONTINUE ON BACK **

Ask yourself: How satisfied am I with this aspect of my job?

VS means I am very satisfied with this aspect of my job.

S means I am satisfied with this aspect of my job.

DS means I am dissatisfied with this aspect of my job.

VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about...	VDS	DS	S	VS
27. The chance to do work that is well-suited to my abilities.....	___	___	___	___
28. The chance to be "somebody" in the community.....	___	___	___	___
29. School system policies and the way in which they are administered.....	___	___	___	___
30. The way my supervisor handles employees.....	___	___	___	___
31. The way my job provides for a secure future.....	___	___	___	___
32. The chance to make as much money as my friends.....	___	___	___	___
33. The physical surroundings where I work.....	___	___	___	___
34. The chance for getting ahead in this position.....	___	___	___	___
35. The competence of my supervisor in making decisions.....	___	___	___	___
36. The chance to develop close friendships with my co-workers.....	___	___	___	___
37. The chance to make decisions on my own.....	___	___	___	___
38. The way I get full credit for the work I do.....	___	___	___	___
39. Being able to take pride in a job well done.....	___	___	___	___
40. Being able to do something much of the time.....	___	___	___	___
41. The chance to help others.....	___	___	___	___
42. The chance to try something different.....	___	___	___	___
43. Being able to do things that don't go against my conscience.....	___	___	___	___
44. The chance to be alone on the job.....	___	___	___	___
45. The routine in my work.....	___	___	___	___
46. The chance to supervise other people.....	___	___	___	___
47. The chance to make use of my best abilities.....	___	___	___	___
48. The chance to "rub elbows" with important people.....	___	___	___	___
49. The way employees are informed about school system policies.....	___	___	___	___
50. The way my supervisor backs employees up with the administration.....	___	___	___	___

** PLEASE CONTINUE ON BACK **

Ask yourself: How satisfied am I with this aspect of my job?

VS means I am very satisfied with this aspect of my job.

S means I am satisfied with this aspect of my job.

DS means I am dissatisfied with this aspect of my job.

VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about...	VDS	DS	S	VS
51. The way my job provides for steady employment.....	___	___	___	___
52. How my pay compares with that for similar positions in other school systems.....	___	___	___	___
53. The pleasantness of the working conditions.....	___	___	___	___
54. The way promotions are given out in this position.....	___	___	___	___
55. The way my supervisor delegates work to staff member.....	___	___	___	___
56. The friendliness of my co-workers.....	___	___	___	___
57. The chance to be responsible for the work of others.....	___	___	___	___
58. The recognition I get for the work I do.....	___	___	___	___
59. Being able to do something worthwhile.....	___	___	___	___
60. Being able to stay busy.....	___	___	___	___
61. The chance to do things for other people.....	___	___	___	___
62. The chance to develop new and better ways to do the job.....	___	___	___	___
63. The chance to do things that don't harm other people.....	___	___	___	___
64. The chance to work independently of others.....	___	___	___	___
65. The chance to do something different every day.....	___	___	___	___
66. The chance to tell people what to do.....	___	___	___	___
67. The chance to do something that makes use of my abilities.....	___	___	___	___
68. The chance to be important in the eyes of others.....	___	___	___	___
69. The way school system policies are put into practice.....	___	___	___	___
70. The way my supervisor takes care of complaints brought up by employees.....	___	___	___	___
71. How steady my job is.....	___	___	___	___
72. My pay and the amount of work I do.....	___	___	___	___
73. The physical working conditions of the job.....	___	___	___	___
74. The chances for advancement in this position.....	___	___	___	___

** PLEASE CONTINUE ON BACK **

Ask yourself: How satisfied am I with this aspect of my job?

VS means I am very satisfied with this aspect of my job.

S means I am satisfied with this aspect of my job.

DS means I am dissatisfied with this aspect of my job.

VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about...	VDS	DS	S	VS
75. The way my supervisor provides help on hard problems.....	___	___	___	___
76. The way my co-workers are easy to make friends with.....	___	___	___	___
77. The freedom to use my own judgement.....	___	___	___	___
78. The way they usually tell me when I do my job well.....	___	___	___	___
79. The chance to do my best at all times.....	___	___	___	___
80. The chance to be "on the go" all the time.....	___	___	___	___
81. The chance to be of some small service to other people.....	___	___	___	___
82. The chance to try my own methods of doing the job.....	___	___	___	___
83. The chance to do the job without feeling I am cheating anyone.....	___	___	___	___
84. The chance to do work away from others.....	___	___	___	___
85. The chance to do many different things on the job.....	___	___	___	___
86. The chance to tell others what to do.....	___	___	___	___
87. The chance to make use of my abilities and skills.....	___	___	___	___
88. The chance to have a definite place in the community.....	___	___	___	___
89. The way the school system treats its employees.....	___	___	___	___
90. The personal relationship between my supervisor and his/her employees.....	___	___	___	___
91. The way layoffs and transfers are avoided in my job.....	___	___	___	___
92. How my pay compares with that of other school counselors.....	___	___	___	___
93. The working conditions.....	___	___	___	___
94. My chances for advancement.....	___	___	___	___
95. The way my supervisor trains employees.....	___	___	___	___
96. The way my co-workers get along with each other.....	___	___	___	___
97. The responsibility of my job.....	___	___	___	___
98. The praise I get for doing a good job.....	___	___	___	___
99. The feeling of accomplishment I get from the job.....	___	___	___	___
100. Being able to keep busy all the time.....	___	___	___	___

APPENDIX D

PROPOSED REGULATIONS GOVERNING SCHOOL GUIDANCE AND
COUNSELING PROGRAMS IN THE PUBLIC SCHOOLS OF VIRGINIA

PROPOSED REGULATIONS GOVERNING SCHOOL GUIDANCE
and COUNSELING PROGRAMS in
the PUBLIC SCHOOL of VIRGINIA

PART I
PARENTAL NOTIFICATION AND INVOLVEMENT

- 1.1 Each local school division shall ensure that notification is provided annually to parents about the guidance and counseling program. Notification shall include the following:
- A. purpose and general description of the school guidance and counseling program, including a description of the classroom guidance program and of individual and group counseling services as well as academic/educational or career counseling;
 - B. qualifications of school counselors, and if applicable, school psychologists, social workers and visiting teachers involved in the delivery of counseling services;
 - C. a general description of the guidance lessons for each grade level and a description of the instructional materials and supplemental media to be used;
 - D. a general description of the group counseling opportunities planned for the year and a description of the materials to be used;
 - E. a general description of the academic/educational or career counseling program and activities planned for the year and a description of the materials to be used;
 - F. a full description of the counseling techniques used in each of the various guidance and counseling programs;
 - G. information regarding ways parents or guardians can review materials to be used in each of the various programs at individual schools;
 - H. information about the procedure for opting a child out of the classroom guidance program and information about the procedure for giving informed parental consent for individual or group counseling; and
 - I. information explaining that academic/educational or career guidance is not optional, but an integral part of the curriculum.
- 1.2 Each local school division shall include parents in determining the specific guidance and counseling needs of each school.
- 1.3 Each local school division shall include parents in the review and selection guidance and counseling materials.

PART II
CLASSROOM GUIDANCE

- 2.1 No counseling techniques shall be used in the classroom guidance program that are not described in the annual notification provided to parents.
- 2.2 No counseling techniques shall be used in the classroom guidance program that require children to disclose sensitive or personal information.

PART III
INDIVIDUAL COUNSELING

- 3.1 Each local school division shall require informed written parental consent before a structured course of individual counseling involving personal, emotional, and sensitive issues is initiated. Notification shall include the following:
 - A. purpose and goals of the individual counseling;
 - B. expected frequency of sessions and duration; and
 - C. a description of the counseling techniques to be used.
- 3.2 Without written parental consent, counselors are able to meet with students to discuss incidental or normal developmental concerns; for follow-up, and to assess a situation for possible referral to counseling. If, however, a counselor determines that a structured course of individual counseling is indicated, the counselor will obtain informed written parental consent before proceeding with personal, social, or sensitive issue counseling.
- 3.3 It is understood that counselors should respond to crisis situations by immediately dealing with the student and by providing a follow-up contact if necessary. Parental consent must be obtained for any additional counseling.
- 3.4 Once informed written parental consent for individual counseling is received, an expectation of privacy will apply wherein information obtained during counseling sessions shall be kept confidential between the student and the counselor except in cases of child abuse or neglect, cases where the health and/or safety of the child or others is involved, and as otherwise prescribed by law.
- 3.5 A parent may withdraw consent for individual counseling at any time in writing.

PART IV
GROUP COUNSELING

- 4.1 Each local school division shall require informed written parental consent prior to a student participating in group counseling activities. Notification shall include the following:
- A. purpose and goals of the group counseling;
 - B. expected frequency of sessions and duration;
 - C. a statement that all materials and supplemental media used in whole or part shall be available for review by parents; and
 - D. a description of the counseling techniques to be used.

PART V
GENERAL PROVISIONS

- 5.1 Counseling notes, if maintained by a counselor or other school professional rendering counseling services, shall not be part of the student's education record and should be kept separate and confidential by the counselor. Such records are not to be shared with others unless prior written parental consent is obtained, or as otherwise prescribed by law.
- 5.2 As used in these regulations, "parents" mean the person(s) having legal custody of the student, such as either one of the parents if both have such custody, or the legal guardian of the student, if not a parent.
- 5.3 No counseling technique shall be used for which the counselor is not trained.
- 5.4 Terms used in these regulations such as "school guidance and counseling program," "academic/educational or career guidance" "normal developmental concerns" shall be interpreted based on common professional education usage. Where appropriate, local school divisions can offer further clarification in their notification to parents.
- 5.5 A copy of these regulations shall be available for review during regular school hours in each school office.
- 5.6 Exception to informed written parental consent - Each local school division may authorize, as a local school division option, that a child may be included in individual or group counseling without parental consent where the guidance counselor and the principal of the school each certify in writing:
- 1. that a good faith effort has been made to contact the child's parents and that no response has been received; and
 - 2. that, in the judgment of the principal and guidance counselor, the best interest of the child would be served by including that child in an individual or group counseling program.

Bosher's 9/28
Secretary of Public Instruction

Proposed Regulations Governing Guidance
and Counseling Programs in
the Public Schools of Virginia

PREAMBLE

Article VIII, Section 1 of the Virginia Constitution delineates the General Assembly's responsibility for education as follows:

The General Assembly shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained.

The Code of Virginia, § 22.1-8 states that the general supervision of the public school system shall be invested in the Board of Education. Further, the Code of Virginia, in § 22.1-16, authorizes the Board of Education to "...promulgate such regulations as may be necessary to carry out its powers and duties..."

The requirements which follow set forth procedures for the operation of school guidance and counseling programs in the public schools of Virginia. These regulations are based upon two guiding principles:

Parents have the right to direct the care, education, and development of their children.

School guidance and counseling are support services designed to promote the academic mission of public education and exist primarily to aid students' academic achievement in elementary and secondary education.

PART I
DEFINITIONS

The following words or terms, when used in these regulations, shall have the following meaning unless stated otherwise:

"Academic/educational guidance and counseling services" are those services that involve assisting students and their parents to acquire knowledge of the curricular choices available to students in the school, plan a program of studies, arrange and interpret academic testing, and seek post-secondary academic opportunities.

"Career guidance and counseling" is a program to help students acquire information about work, jobs, apprenticeships, and other post-secondary career opportunities.

"Dissociative mental state" means another way of describing a hypnotic state. It refers to the separation or isolation of mental processes in such a way that they become split off from the main personality or lose their normal thought-affect relationship. In such a state the boundary between the real and fantasy or illusion becomes blurred.

"Guided imagery" can be described with various terms or labels, such as visualization, visual imagery, guided imagery, or guided fantasy. Guided imagery is used as an induction or deepening technique of hypnosis/meditation. It involves the communication or suggestion, describing a scene in which the student/subject is encouraged to experientially participate, normally following a progressive relaxation technique.

Note: Guided imagery, a common induction technique of hypnosis, should not be confused with the normal use of the imagination.

"Hypnosis" means a dissociative or altered state of consciousness usually artificially induced, characterized by a heightened responsiveness to suggestions and commands, suspension of disbelief with lowering of critical judgment, the potential of alteration of perceptions. A common induction technique is that of progressive relaxation. This involves the serial or sequential use, in some combination, of the following: turning off the lights, reclining, closing the eyes, counted measured deep breathing exercises, counting backwards, alternate tensing and relaxing of muscle groups, repeating a single word or phrase.

Note: This is distinctly different from, and should not be confused with, simple resting, nap taking, or simple relaxation.

"Meditation" means a altered or dissociative state of consciousness often synonymous with hypnosis associated with or derived from the mystical traditions of the East, sometimes called transcendental meditation, normally induced by progressive relaxation, focusing on deep breaths, and a mantra (repeated word or phrase).

Note: This is not to be confused with secular meditation which involves alert, reflective, and cognitive contemplation.

"Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or charge of a child.

"Personal, emotional, and sensitive counseling" are those services that involve assisting a student through the counseling relationship, to develop an understanding of self and personal problems, to define personal goals, and to plan action reflecting his or her interests, abilities, aptitudes, and needs as they relate to personal concerns.

"Psychotherapeutic techniques" are those techniques which are employed in medical or clinical settings, not schools, and focus on mental illness and psychopathology.

"Yoga" means a Hindu philosophy and method of religious training in which eastern

meditation and contemplation are joined with physical exercises, allegedly to facilitate the development of body-mind-spirit.

PART I II
PARENTAL NOTIFICATION AND INVOLVEMENT

- § 4 2.1 Each local school division shall ensure that notification is provided annually to parents about the guidance and counseling program. Notification shall include the following:
- A. purpose and general description of the school guidance and counseling program;
 - B. qualifications of school counselors, and if applicable, school psychologists, social workers and visiting teachers involved in the delivery of counseling services methods of access to school personnel who are providing counseling services;
 - C. a general description of the personal, emotional, and sensitive guidance and counseling services planned lessons for each grade level and a description of the instructional materials and supplemental media to be available for used;
 - D. a general description of the group counseling opportunities academic/educational and career guidance and counseling activities planned for the year and a description of the materials to be available for used;
 - ~~E. a general description of the academic/educational or career counseling program and activities planned for the year and a description of the materials to be used;~~
 - ~~FE~~ a full description of the counseling techniques used in each of the various guidance and counseling programs and;
 - ~~GE~~ information regarding ways parents or guardians can review all materials, including instructor's guides to be available for used in each of the various programs at individual schools and at a location and time conveniently accessible to the public (e.g., a public library);
 - ~~H. information about the procedure for opting a child out of the classroom guidance program and information about the procedure for giving informed parental consent for individual or group counseling; and~~
 - ~~I. information explaining that academic/educational or career guidance is not optional, but an integral part of the curriculum.~~

- § ~~2.2~~ Each local school division shall include parents in determining the specific guidance and counseling needs of each school.
- § ~~2.3~~ Each local school division shall include parents in the review and selection of guidance and counseling materials programs, and services to be offered.
- § ~~2.4~~ No guidance and counseling services shall be designated as mandatory or shall be incorporated into any curriculum or program of instruction, but shall remain optional support services, separate and apart from the academic instructional program.

PART ~~II~~ III
CLASSROOM ACADEMIC/EDUCATIONAL AND CAREER GUIDANCE AND COUNSELING SERVICES

- § ~~3.1~~ Each local school division shall develop procedures to notify parents as to how they may request that their children not participate in academic/educational or career guidance services.
- § ~~23.42~~ No counseling techniques shall be used in the classroom guidance program that are not described in the annual notification provided to parents.
- § ~~23.23~~ No ~~counseling~~ techniques or information-gathering tools (such as surveys, opinionnaires, questionnaires, evaluations, etc.) shall be used in the classroom guidance program that require children to disclose sensitive or personal information shall be used in the academic/educational and career guidance program.

PART ~~III~~ IV
INDIVIDUAL PERSONAL, EMOTIONAL, AND SENSITIVE COUNSELING

- § ~~4.1~~ Each local school division shall require informed written parental consent prior to students in elementary and middle schools participating in personal, emotional, and sensitive guidance and counseling services. For students in high schools, each local school division shall develop procedures whereby parents are informed they may request that their children not participate in personal, emotional, or sensitive guidance and counseling services.

§ 34.12 Each local school division shall require informed written parental consent before an ~~structured~~ on-going course of individual counseling involving personal, emotional, and sensitive issues is initiated in elementary and middle schools. Notification shall include the following:

- A. purpose and goals of the individual counseling;
- B. expected frequency of sessions and duration; and
- C. a description of the counseling techniques to be used.
- D. a statement that all materials and supplemental media used in whole or part shall be available for review by parents; and

§ 34.23 ~~Without written parental consent, counselors are able to meet with students to discuss incidental or normal developmental concerns, for follow up, and to assess a situation for possible referral to counseling. If, in the course of academic/educational or career counseling in elementary and middle schools, a student raises an incidental concern about a personal, emotional, or sensitive matter, counselors may respond to the student's expressed concerns without parental consent. If, however, should a counselor determine that either an structured on-going course of individual counseling, follow up sessions, or referral to a mental or medical health care deliverer is indicated, the counselor will obtain informed written parental consent before proceeding with personal, social, or sensitive issue counseling.~~

§ 34.34 ~~It is understood that~~ Counselors should may respond to crisis situations (i.e., where there exists an immediate threat to the health and safety of the student or others) and by immediately dealing with the student and, if necessary, by providing a follow-up contact ~~if necessary~~. Parental consent must be obtained for ~~any~~ if, in the judgment of the counselor, additional counseling is needed for children in elementary and middle schools.

§ 3.4 ~~Once informed written parental consent for individual counseling is received, an expectation of privacy will apply wherein information obtained during counseling sessions shall be kept confidential between the student and the counselor except in cases of child abuse or neglect, cases where the health and/or safety of the child or others is involved, and as otherwise prescribed by law.~~

§ 34.5 A parent may withdraw consent for individual counseling at any time in writing.

PART V GENERAL PROVISIONS

- § 5.1 Guidance and counseling services shall be organized to support academic instructional and student achievement, and such services shall not infringe upon the student's scheduled instructional time in the disciplines of English, mathematics, science, and/or history.
- § 5.2 Counseling notes, if maintained by a counselor or other school professional rendering counseling services, shall not be part of the student's education record and should be kept separate and confidential by the counselor. Such records are not to be shared with others unless prior written parental consent is obtained, or as otherwise prescribed by law.
- ~~§ 5.2 As used in these regulations, "parents" mean the person(s) having legal custody of the student, such as either one of the parents if both have such custody, or the legal guardian of the student, if not a parent.~~
- § 5.3 No counseling technique shall be used for which the counselor is not trained. Psychotherapeutic techniques, including the induction techniques of progressive relaxation and guided imagery, subliminal manipulations, auto-suggestions, hypnosis, transcendental meditation, and yoga, or any other methods which can lead to an altered state of consciousness, or techniques which could induce dissociative mental states shall not be used.
- § 5.4 Parents shall have access to information obtained during counseling sessions except in cases of suspected child abuse or neglect, or as otherwise prescribed by law.
- ~~§ 5.4 Terms used in these regulations such as "school guidance and counseling program," "academic/educational or career guidance" "normal developmental concerns" shall be interpreted based on common professional education usage. Where appropriate, local school divisions can offer further clarification in their notification to parents.~~
- § 5.5 A copy of these regulations shall be available for review during regular school hours in each school office.
- § 5.6 Exception to informed written parental consent - Each local school division may authorize, as a local school division option, that a child may be included in individual or group counseling without parental consent where the guidance counselor and the principal of the school each certify in writing:
- A. that a good faith effort, including at least one telephone call and one letter mailed to the parents, has been made to contact the child's parents and that no response has been received; and
 - B. that, in the judgment of the principal and guidance counselor, the best interest of the child would be served by including that child in an individual or group counseling program.

VITA

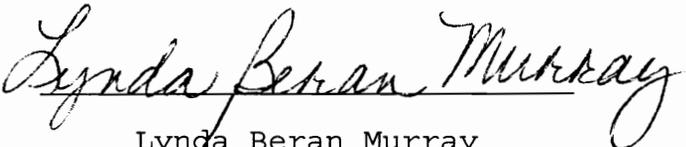
Lynda Beran Murray was born in Richmond, Virginia, on February 29, 1944. She attended public schools in Bon Air, Virginia, and high school at the Lodge Professional School in New York City, New York. She was a professional ballet dancer for 2 years with the Radio City Music Hall Corps de Ballet and New York City Ballet Company.

The author received a B.A. degree in psychology from Westhampton College, The University of Richmond in 1965. She completed a M.A. degree in clinical psychology as well as all requirements for a Ph.D. in clinical psychology except the dissertation from the University of Kentucky in 1968. In 1988 she completed a M.Ed. in school counseling from Lynchburg College. She received a C.A.G.S. degree in school counseling from Virginia Tech in 1993.

Mrs. Murray worked 20 years as a contractual school psychologist for Lynchburg City Schools, Amherst County Public Schools, and Campbell County Public Schools. She taught Abnormal Psychology and Personality Theory for 2 years at Randolph-Macon Woman's College. From 1985 to 1990 she was an Emergency Mental Health Consultant with Lynchburg General Hospital in Lynchburg, Virginia. In 1989 she became an elementary school counselor with Lynchburg City Schools and remained in this position until entering the doctoral program in school counseling at Virginia Tech in 1991.

While a graduate assistant, she supervised Master's level practicum students in school counseling for 2 years. She served as an Emergency Services Clinician for the Raft Community Crisis Center from 1993 to 1994. She received the Doctor of Philosophy degree with a specialization in school counseling in 1995.

Mrs. Murray is currently an elementary school counselor at Elliston-Lafayette Elementary School in Elliston, Virginia. She is certified by the Commonwealth of Virginia as an elementary and secondary counselor, and is also a National Certified Counselor. She is a member of the American Counselors Association, the Virginia Counselors Association, and the New River Valley Counselors Association, where she is President-elect. Mrs. Murray was the founding president of the Tau Eta Kappa chapter of Chi Sigma Iota and is also a member of Phi Kappa Phi, Kappa Delta Pi, and Psi Chi.


Lynda Beran Murray