

JOB SATISFACTION AMONG ELEMENTARY SCHOOL  
COUNSELORS IN VIRGINIA

by

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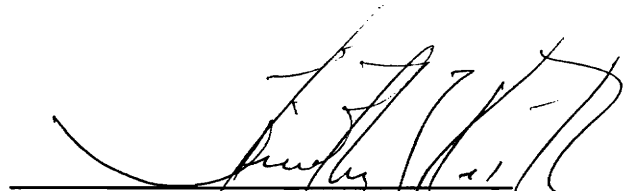
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(ABSTRACT)

The job satisfaction of elementary school counselors in Virginia was examined in this study. The entire population of 324 elementary school counselors was surveyed with a modified Minnesota Satisfaction Questionnaire. The following research questions were addressed:

1.) What are the levels of overall job satisfaction in elementary school counselors in Virginia?

2.) What degree of satisfaction do Virginia elementary school counselors express with subfactors of job satisfaction?

3.) For elementary school counselors in Virginia, what is the relation between overall job satisfaction and selected demographic variables/work characteristics?

Data were also collected through use of an individual information form. Survey materials were mailed to 324 elementary school counselors with a response rate of 88.89% obtained. Of this total, 273 of the surveys were usable for data analysis.

Frequency counts of modified MSQ responses revealed that 93.40% of the elementary school counselors were either satisfied or very

satisfied with their jobs. Subscale means and 95% confidence intervals on the modified MSQ indicated that Virginia elementary school counselors were satisfied with all 20 subfactors of job satisfaction measured. The subfactor scales of advancement, school system policies/practices, and compensation had the lowest satisfaction ratings. Background, job preparation, and job setting variables were entered hierarchically in blocks. None of the blocks of variables, however, explained a significant proportion of the variance in job satisfaction.

The recommendations for elementary school counselors, elementary counselor educators, and employers of elementary school counselors included differentiation in preservice training of ideal and actual job roles for elementary school counselors, provision for counselor input on school system policies/practices, and adequate staffing and resources for comprehensive elementary school guidance programs. Suggestions for additional research included longitudinal studies of job satisfaction among Virginia elementary school counselors and examination of the effect of variables such as marital status, and central office supervision versus building principal supervision. Studies to investigate the nature and extent of advancement opportunities available to elementary school counselors and the effect of specific school system policies and practices upon elementary school counselor roles were also recommended research areas.

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TABLE OF CONTENTS

	<u>PAGE</u>
ABSTRACT . . . . .	ii
ACKNOWLEDGMENTS . . . . .	iii
TABLE OF CONTENTS . . . . .	iv
LIST OF TABLES . . . . .	viii
LIST OF FIGURES . . . . .	ix
 CHAPTER	
I INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	5
Purpose of the Study . . . . .	6
Research Questions . . . . .	6
Significance of the Study . . . . .	7
Limitations . . . . .	9
Definition of Terms . . . . .	10
Organization of the Study . . . . .	10
II REVIEW OF THE LITERATURE . . . . .	12
Job Satisfaction . . . . .	13
Definition of Job Satisfaction . . . . .	14
Methodological Approaches to Measuring Job Satisfaction . . . . .	15
Job Satisfaction in School Counselors . . . . .	24
Job Satisfaction Dimensions in School Counselors . . . . .	30
Administrative Policies and Practices . . . . .	30
Role Conflict . . . . .	32
Opportunity for Advancement . . . . .	34
Elementary School Counselors in Virginia . . . . .	35
Summary . . . . .	39
III METHODOLOGY . . . . .	42
Rationale . . . . .	42
Research Questions . . . . .	42
Participants . . . . .	43
Instrumentation . . . . .	43
Individual Information Form . . . . .	44
Modified Minnesota Satisfaction Questionnaire . . . . .	45
Data Collection . . . . .	48
Pre-letters . . . . .	48
First Mailing . . . . .	49
Postcard Reminder . . . . .	49
First Follow-up . . . . .	50
Second Follow-up . . . . .	50
Data Analysis . . . . .	50

TABLE OF CONTENTS (continued)

Individual Information Form . . . . .	50
Modified Minnesota Satisfaction Questionnaire. . .	52
Statistical Analyses . . . . .	53
Summary . . . . .	56
<b>IV RESULTS OF THE STUDY . . . . .</b>	<b>57</b>
Survey Response . . . . .	57
Demographic Data. . . . .	59
Age. . . . .	59
Gender . . . . .	59
Race . . . . .	59
Current Degree Status. . . . .	61
Certifications Held. . . . .	61
Type of Elementary Guidance Certificate. . . . .	61
Date When Originally Certified as an Elementary School Counselor . . . . .	64
Elementary Guidance Training: College/University . .	65
Elementary Guidance Training: Year Obtained. . . . .	65
Anticipated Completion Year in a Counselor Education Program. . . . .	67
Professional Licenses Held . . . . .	67
Primary Job Title. . . . .	67
Years Employed as an Elementary School Counselor . .	69
Years of Teaching Experience . . . . .	69
Grades Taught. . . . .	69
Subjects Taught. . . . .	72
Presently Employed as an Elementary School Counselor. . . . .	72
Percentage Time Employed as an Elementary School Counselor. . . . .	72
Percentage Time Spent in Counselor Function Areas. .	75
Other Assigned Responsibilities. . . . .	75
Percentage Time Spent Per Week in Other Assigned Responsibilities . . . . .	75
Contract Length. . . . .	78
Annual Salary. . . . .	78
Number of School Served in School Division . . . . .	78
Only Elementary School Counselor in the School . . .	81
Number of Students Assigned. . . . .	81
Number of Elementary School Counselors in the School Division. . . . .	81
Position Funded by Chapter I . . . . .	81
Job Satisfaction Among Elementary School Counselors . .	83
Questionnaire Reliability. . . . .	83
Levels of Overall Job Satisfaction . . . . .	83
Sources of Job Satisfaction. . . . .	85

TABLE OF CONTENTS (continued)

Relationship Between Overall Job Satisfaction Scores and Selected Demographic Variables. . . . .	85
Variables. . . . .	87
Race. . . . .	87
Gender. . . . .	87
Age . . . . .	88
Current Degree Status . . . . .	88
Certifications Held . . . . .	88
Type of Certification . . . . .	88
University. . . . .	88
Primary Job Title . . . . .	88
Years of Employment as an Elementary School Counselor . . . . .	88
Years of Teaching Experience. . . . .	89
Salary. . . . .	89
Contract Length . . . . .	89
Number of Students Assigned . . . . .	89
Number of Counselors in School Division . . . . .	89
Percentage Time Employed as an Elementary School Counselor. . . . .	90
Percentage Time Spent in Individual Counseling. . . . .	90
Percentage Time Spent in Group Counseling . . . . .	90
Percentage Time Spent in Group Guidance . . . . .	90
Percentage Time Spent in Consultation . . . . .	90
Percentage Time Spent in Coordination . . . . .	90
Job Satisfaction. . . . .	90
Structure of the Model . . . . .	91
Analyses . . . . .	91
Results. . . . .	93
Summary . . . . .	102
 V DISCUSSION AND RECOMMENDATIONS . . . . .	 103
Review of the Research Questions and Methodology. . . . .	103
Summary of Results and Conclusions. . . . .	104
Discussion. . . . .	107
Levels of Overall Job Satisfaction . . . . .	107
Components of Overall Job Satisfaction . . . . .	107
Overall Job Satisfaction and Demographic Variables. . . . .	109
Implications. . . . .	111
Recommendations . . . . .	112
Recommendations for the Profession. . . . .	112
Recommendations for Additional Research . . . . .	113
Summary . . . . .	113

TABLE OF CONTENTS (Continued)

REFERENCES. . . . .	115
APPENDICES. . . . .	123
A Survey Letters . . . . .	124
B Individual Information Form. . . . .	135
C Modified Minnesota Satisfaction Questionnaire. . . . .	138
D Minnesota Satisfaction Questionnaire . . . . .	144
VITA. . . . .	150

LIST OF TABLES

Table	<u>Page</u>
4.1	Survey Response Rates . . . . . 58
4.2	Age Distribution. . . . . 60
4.3	Degree Status . . . . . 62
4.4	Seven Most Frequent Certifications Held . . . . . 63
4.5	Elementary Guidance Training: Colleges/Universities . 66
4.6	Primary Job Title . . . . . 68
4.7	Years Employed as an Elementary School Counselor. . . 70
4.8	Years of Teaching Experience. . . . . 71
4.9	Grades Taught . . . . . 73
4.10	Subjects Taught . . . . . 74
4.11	Percentage Time Spent Per Week in Individual Counseling, Group Counseling, Group Guidance, Consultation, and Coordination. . . . . 76
4.12	Other Assigned Responsibilities . . . . . 77
4.13	Percentage Time Spent Per Week on Other Assigned Responsibilities . . . . . 79
4.14	Annual Salary . . . . . 80
4.15	Number of Students Assigned . . . . . 82
4.16	Chronbach's Alpha Reliability Coefficients for the 20 Scales of the Modified MSQ . . . . . 84
4.17	Hierarchy of Modified MSQ Scales. . . . . 86
4.18	Correlation Matrix for Variables in Model . . . . . 94
4.19	Variable Means and Standard Deviations. . . . . 100
4.20	Multiple Regression Analysis: Overall Job Satisfaction Score Explained by Background, Job Preparation, and Job Setting Variables. . . . . 101

LIST OF FIGURES

Figure		<u>Page</u>
4.1	Model of Elementary School Counselor Job Satisfaction . . . . .	92

## CHAPTER I

### INTRODUCTION

Pupil personnel services, or pupil services as they have often been termed, were developed in response to a continually changing system of education in a democratic society. Since the implementation of compulsory school attendance laws in 1929, pupil services have been oriented toward the benefit of all students and the promotion of the maximum educational, personal, social and career development of each individual (Hohenshil & Miles, 1979: Hummel & Humes, 1984). Presently, specialists in pupil services perform in several major service areas such as school psychological services, school social work, school guidance, and school health services.

With the expansion of pupil services, staff morale has emerged as a major concern among professionals in the field of pupil services. Hummel and Humes (1984) cautioned that pupil services administrators should remain sensitive to their staff needs and place a high priority upon meeting those needs.

...It is not uncommon for an administrator to find that certain of the specialities are unhappy...despite the fact that they have good salaries, fine working conditions, and so forth. Pupil services administrators can profit from research that has been conducted in American industry at different occupational levels. (p.51)

Hummel and Humes (1984) were referring to research involving the concept of job satisfaction. Job satisfaction has been defined in a number of ways, but Locke's (1969) description of job satisfaction as an emotional state resulting from the feeling that one's job promotes

achievement of one's values is widely accepted by researchers.

While the majority of job satisfaction research has been carried out in industrial settings, job satisfaction constitutes a relatively new area of interest of educators. The earliest job satisfaction studies were designed to examine the effect of working conditions upon worker performance (Mayo, 1933: Taylor, 1911). Over the years, the number of studies related to job satisfaction has continued to increase. A comprehensive computer search of Psychological Abstracts between 1967 and mid-1981 yielded 2324 citations on job satisfaction (Anderson, Hohenshil, & Brown, 1984). Job satisfaction studies with teachers and principals have signaled an increased interest in this field by educators (Bledsoe & Haywood, 1981: Cole, 1978: Duke, 1988: Kelsey, 1979: Wiggins, 1975).

Job satisfaction research has also intensified among one type of pupil services worker, the school counselor. School counselors with a variety of demographic characteristics have been found to be dissatisfied with few opportunities for advancement, role conflict, excessive job demands, and administrative policies (Dietz, 1972: Hansen, 1967: Morgan, 1978: Page, 1981). While these investigations into the job satisfaction of school counselors have provided important information related to the job satisfaction of secondary school counselors, similar information pertaining to elementary school counselors has been virtually non-existent.

Elementary school counselors have experienced major developments in their field since the 1960's, but they represent a relatively new

and small segment of the total school counselor population (Brown & Cook, 1980: Myrick & Moni, 1976). As a result, most of the professional literature pertaining to elementary school counselors has dealt primarily with the establishment and clarification of their roles. The role of the elementary school counselor, for instance, has been clearly distinguished from that of the secondary school counselor (APGA, 1970: Bonebrake & Borgers, 1984: Furlong, Atkinson & Janoff, 1979: Muro, 1981: Schmidt & Osborne, 1982: Van Hoose, 1968: Van Hoose, Pietrofesa & Carlson, 1973: Wilson, 1986). Elementary school counselors have been described as more likely than secondary school counselors to manipulate the child's environment when counseling children and to provide direct assistance due to the elementary school pupil's relative inability to verbalize feelings, make decisions, and engage in self-study (Van Hoose, 1968: Van Hoose, Pietrofesa & Carlson, 1973). It is these qualities of small numbers and direct assistance to parents, pupils, and teachers, however, which may make elementary school counselors particularly sensitive to a number of important issues such as credibility and accountability which, in turn, introduce the possibility of reduced job satisfaction (Berger, 1983: Gerler, 1982: Gladding & Hageman, 1984: Muro & Miller, 1985: Nivens, 1989: Olson & Dilley, 1988: Partin, 1984: Pate, 1986: Robinson, Rotter, & Wilson, 1982: Wilgus & Shelley, 1988: Wilson, 1986).

In Virginia, elementary school counselors were included in at least one study. Burchette (1983) confirmed that "burnout", a condition frequently associated with job dissatisfaction among individuals in people-oriented professions, existed as reality among elementary school counselors. Burnout was significantly related to certain demographic variables such as counselor age, marital status, ethnic background, and gender. Although useful in identifying factors relating to job stress among public school counselors in Virginia, this study failed to address the larger issue of job satisfaction among Virginia's elementary school counselors.

With the implementation of mandatory guidance programs for all of Virginia's elementary schools and focus upon elementary school counselor preparation and staffing, the need to retain and attract quality personnel becomes very clear (Pate, 1986: Virginia Association of Elementary School Principals, 1987). Since job satisfaction has among school counselors, and workers in general, been linked to job performance, professional attitudes, absenteeism, and turnover (Bledsoe & Haywood, 1981: Hansen, 1967: Leonard, Margolis & Keating, 1981: Schnitzius & Lester, 1980), a current and comprehensive study of the job satisfaction of elementary school counselors in Virginia would provide timely and important information during this period of change.

Such information could provide a baseline for longitudinal studies of job satisfaction among Virginia's elementary school counselors as the overall guidance program for the state expands.

For counselor educators, counselor education students, pupil services administrators, and elementary school counselors in the field knowledge from this study could also be put to use immediately. Counselor educators could use such information to expand or develop courses for potential and practicing counselors in areas such as stress management, career goal development, and orientation to school system policies and practices. Counseling students in training programs could also derive from such job satisfaction research a unique perspective of the counselor "in the field". Pupil services administrators might also gain better insight into the appropriateness of modifying supervisory practices, work environments, and organizational structures as they seek to enhance the job satisfaction of their elementary counselors. Individual elementary school counselors could also use this information about job satisfaction to generate self-inquiry, to discuss professional issues among peers, and to identify major sources of job satisfaction.

#### Statement of the Problem

The potentially damaging effects of low job satisfaction upon job performance have been widely documented (Bledsoe & Haywood, 1981; Leonard, Margolis & Keating, 1981; Schnitzius & Lester, 1980). In the area of elementary school guidance services, low job satisfaction as a result of mounting job pressures is quite plausible. In addition, burnout, a manifestation of emotional

exhaustion that is often associated with reduced job satisfaction and which occurs among individuals engaged in human service occupations, has been associated with a population of elementary school counselors (Burchette, 1983). With little relevant research available, however, the nature of job satisfaction among elementary school counselors is essentially unknown.

#### Purpose of the Study

This study was designed to examine and describe job satisfaction in Virginia's elementary school counselors. With few exceptions, the research literature relating to the job satisfaction of elementary school counselors has been limited to concern with a specific aspect of their job, such as burnout, and not job satisfaction.

#### Research Questions

This study posed the following research questions:

1. What are the levels of overall job satisfaction of elementary school counselors practicing in Virginia?
2. What degree of satisfaction do Virginia elementary school counselors express with subfactors of job satisfaction?
3. For elementary school counselors in Virginia, what is the relation between overall job satisfaction and selected demographic variables/work characteristics?

### Significance of the Study

Elementary school counselors are called upon to assist young people in the important process of social-psychological development, personal adjustment and self-actualization. Indeed, the rationale for the existence of counselors in a school system has often been related to one or more of the above considerations as well as the counselor's ability to bring these roles to fruition. The available literature, however, suggests that elementary school counselors, as helping professionals, may be under increasing pressure to justify their existence with a concomitant increase in the probability of being "at risk" in a number of areas associated with job satisfaction. Since reduced job satisfaction has been frequently associated with burnout, lowered professional morale, inefficiency, and lowered overall performance, the study of job satisfaction among elementary school counselors is necessary if quality guidance services are to be assured (Bledsoe & Haywood, 1981: Leonard, Margolis & Keating, 1981: Schnitzius & Lester, 1980).

For at least one state, Virginia, job satisfaction research among elementary school counselors appears to be especially appropriate. Based upon results obtained from their Joint Subcommittee Studying the Feasibility of Requiring Guidance Counselors in the Public Elementary Schools, the Virginia Board of Education passed a resolution to implement elementary guidance and

counseling programs in Virginia's public elementary schools over the next 4 years beginning with the 1986-1987 school year (Virginia Department of Education, 1986). In addition, it was also resolved by the Virginia Board of Education that school accreditation standards would be modified to ensure the existence of elementary guidance and counseling programs in Virginia's school divisions. With these resolutions and later state-wide establishment of elementary guidance programs, Virginia has taken a major step toward the goal of efficient elementary school guidance and counseling programs; however, as has been noted, it is also important that staff morale be considered in program implementation, particularly in light of such issues as credibility and accountability (Fairchild, 1986: Gerler, 1982: Gladding & Hageman, 1984: Hummel & Humes, 1984: Muro & Miller, 1985: Partin, 1984: Pate, 1986: Virginia Association of Elementary School Principals, 1987: Wilgus & Shelley, 1988: Wilson, 1986).

Accordingly, the results of this study will be useful to educators in Virginia programs for elementary school counselors, public school administrators in Virginia, the Virginia State Department of Education, to practicing elementary school counselors in Virginia and to individuals interested in pursuing a career in elementary school guidance. Educators at the university level, for instance, could use findings from this study to prepare elementary school counselors for actual practice. Information from this study

could also be used to identify barriers to job satisfaction among elementary school counselors.

Upon identifying these barriers and factors, effective strategies for retaining and attracting competent, experienced, and qualified personnel could be developed by administrative personnel at state and local levels. Supervisory personnel in the Virginia State Department of Education, monitoring school guidance services in the schools, might find this study's results helpful in formulating educational policies and standards state-wide. Lastly, practicing elementary school counselors might use information from this study to review their own feelings about their respective roles and functions while generating joint discussion, inquiry, and strategies to promote job satisfaction.

#### Limitations

The sample for the present study consisted of elementary school counselors who were employed full time in the public schools of Virginia. Study results cannot be generalizable to non-school counselors, part-time counselors, or to school counselors within the state who are employed in settings other than public schools. Since the purpose of this study was to examine the job satisfaction of full-time elementary school counselors in the public schools of Virginia, the findings of this study may not be applicable outside of Virginia.

### Definition of Terms

The research questions contained in this study will be based upon the following operational definitions:

1. Elementary school counselors are those individuals serving students primarily in grades K-5 and who are employed full-time as counselors in the public elementary schools of Virginia.
2. Job satisfaction is the 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).

### Organization of the Study

This study was designed to provide information about the job satisfaction of elementary school counselors in Virginia. A description of the problems to be studied, the purpose of this study, and its implications for school guidance educators/students, elementary school counselors, and pupil services administrators in Virginia have been given in Chapter I. In addition, limitations of the study and relevant terms with their operational definitions have been stated. Chapter II provides a review of research related to job satisfaction and job satisfaction variables among school counselors. Chapter III presents a description of the methodology used in the

study and includes research questions, sampling procedures, instrumentation, information collection techniques and strategies for analysis of the data. Chapter IV includes an analysis of the data collected and provides the results of these analyses. Chapter V provides an interpretation and discussion of the results, describes conclusions which may be derived from the study, and presents recommendations for future research.

## CHAPTER II

### REVIEW OF THE LITERATURE

Although job satisfaction exists as a potential issue for school counselors to deal with, the topic of job satisfaction among counselors has only been minimally addressed by researchers. The basis for studying job satisfaction among school counselors was provided by investigations with groups of rehabilitation counselors as subjects (Dimichael, 1949: Eddy, 1960: Miller & Muthard, 1965). Subsequent efforts were heralded by Hansen's (1967) work with first-year school counselors in New York and by later studies that included secondary school counselors (Morgan, 1978: Page, 1981).

While such research has suggested that intensive role demands, conflicting roles, administrative policies and practices, and lack of advancement opportunity are sizeable barriers to job satisfaction, the need for further investigative efforts has clearly been established. In many instances, the levels, sources, and correlates of job satisfaction among counselors, particularly school counselors, have not been adequately addressed.

In this chapter, literature relevant to an investigation of job satisfaction in school counselors at all levels has been reviewed. The concept of job satisfaction, its theoretical basis, and its measurement are considered. Finally, instrumentation to be used in this study is discussed and a perspective of school guidance services in Virginia is provided.

### Job Satisfaction

Of the first individuals to recognize formally job satisfaction as an area of research worthy in its own right, Kornhauser (1930) maintained that the relationship between an individual and the social effects of work should be investigated. This emphasis upon factors other than the physical aspects of work represented a major milestone in the study of job satisfaction. Prior to the 1930's, work and environmental factors, as they affected worker productivity, were examined at the Bethlehem Steelworks (Taylor, 1911). In the 1920's social factors and worker expectations were associated with job satisfaction in the Hawthorne plant of Western Electric (Roethlisberger & Dickson, 1939). Hoppock (1935) acknowledged that there was indeed a multiplicity of factors involved in job satisfaction and these included worker personality, co-workers, supervisors, and type of work.

Since the 1930's, job satisfaction has received increased attention as a research area and this has been due, in part, to the evolving nature of our society. Postwar prosperity, a larger pool of workers with education and worker demands for participation in management have helped to produce what Schultz (1982) describes as "a new breed of worker...demanding challenging jobs - work that satisfies deeper motivations...." (p. 270). Job satisfaction studies now include workers in all types of occupations and are typically found in journals representing education, psychology, government,

business, and labor.

#### Definition of Job Satisfaction

Although job satisfaction has existed as a valid subject for investigation, there have been substantial problems in distinguishing a sound way to measure job satisfaction. Wanous and Lawler (1972) identified no less than 9 different operational definitions of job satisfaction. Katz and Van Maanen (1977) stated that "there is perhaps no area in social science fraught with more ambiguity, conflicting opinion, or methodological nuance than that of work satisfaction" (p. 469). Terms such as morale, burnout, job attitudes, and work alienation have been used interchangeably with job satisfaction by many researchers. The majority of job satisfaction definitions, however, have included a central theme: job satisfaction is an affective reaction resulting from an interplay of individuals and their work environment. Schultz (1982) defined job satisfaction as "the psychological disposition of people toward their jobs - how they feel about their work - and this involves a collection of numerous attitudes or feelings" (p. 287).

Typically, most definitions of job satisfaction have assumed a bipolar model with job satisfaction and job dissatisfaction at opposite ends of the continuum. Locke (1969) asserted that job satisfaction resulted when individuals achieved their job values while job dissatisfaction stemmed from a frustrating or blocking of

job value attainment. Herzberg (1966) used Maslow's (1954) needs hierarchy formulation and developed, among other concepts, the premise that failure to fulfill the extrinsic factors of physiological and safety needs led to job dissatisfaction. Job satisfaction, he maintained, was not generated from fulfillment of these lower level needs, but from attainment of higher order or intrinsic needs such as affection, esteem, and self-actualization.

These definitions of job satisfaction reflected its tendency to be conceptualized as an end product influenced by many different factors. In fact, most models of job satisfaction have ascribed to Locke's (1969) statement that "job satisfaction is the sum of the evaluations of the discriminable elements of which the job is composed" (p. 330). The underlying assumption here has been that individuals can identify certain aspects of their work and can consistently realize a judgment about their satisfaction with each.

#### Methodological Approaches to Measuring Job Satisfaction

Methods of measuring the phenomenon of job satisfaction are as varied as the attempts to define it. Several of the most common approaches to measuring job satisfaction include interviews, rank order studies, sentence completion tests, critical-incident inquiries, and questionnaires. Interviewing is often used in conjunction with a questionnaire or to evaluate the reliability of questionnaire data. The interview technique, however, is considered

to be time-consuming, expensive, and of questionable reliability and validity (Fournet, Distefano, & Pryer, 1966: Schultz, 1982). Rank-order studies where characteristics of the job are hierarchically listed in relation to their importance to job satisfaction have been criticized for their failure to identify important job satisfaction factors. Likert (1970) stated that researchers should remember that the importance of a job satisfaction item can only be measured by the extent to which it correlates with total job satisfaction. One of the more current methods of measuring job satisfaction is the sentence completion test where individuals are asked to "free associate" and complete phrases related to their jobs. The sentence completion method is essentially projective and allows investigators to gather job satisfaction data which may be withheld in other situations (Fournet, Distefano & Pryer, 1966: Schultz, 1982). Another approach to job satisfaction assessment includes use of the critical-incidents technique where the individuals under study are requested in a personal interview to relate any occasions where they felt unusually good or bad about their jobs. The critical-incidents technique, however, can introduce bias in that it is easier for the subject to recall incidents involving promotion rather than the incidents which follow no apparent achievement (Ewen, 1967). There is also the possibility that individuals will see causes for satisfaction in themselves while attributing dissatisfaction to their work environment instead of

personal inadequacies (Vroom & Maier, 1961).

The most-favored technique in the measurement of job satisfaction is the questionnaire or so-called interview schedule. Questionnaires have been more commonly associated with self-administered instruments that have closed or fixed-alternative types of items (Fournet, Distefano, & Pryer, 1966; Schultz, 1982). Advantages of the questionnaire format are uniformity of stimulus, reliability, economy, ease of administration to large numbers of individuals, and frankness of response if anonymity is assured (Beck, 1983; Kerlinger, 1973; Schultz, 1982). Some potential disadvantages include low percentage of returns and items having different meanings for different people.

An example of a job satisfaction questionnaire is the 1977 revision of the Minnesota Satisfaction Questionnaire (MSQ) (Appendix D) derived from the Minnesota studies in vocational rehabilitation, better known as the Work Adjustment Project (Weiss, Dawis, England & Lofquist, 1967). A major objective of the project had been to assess work adjustment as the authors had conceptualized the theory for research purposes. According to their theory of work adjustment, when an individual's needs correspond to work requirements and when the individual's needs correspond to reinforcers available in the work environment, work adjustment outcomes such as satisfaction occur.

Original measures of job satisfaction used in the Minnesota project included the Hoppock Job Satisfaction Blank (Hoppock, 1935),

an employee attitude scale, and 22 experimental items for a total pool of 80 items. Problems with this latter attempt to develop a multiscale satisfaction measure included cumbersome scoring and over-emphasis on extrinsic reinforcement such as supervision, working conditions, and co-workers. Intrinsic reinforcement factors such as achievement and recognition were almost totally ignored (Carlson, Dawis, England, & Lofquist, 1962).

Subsequently, a new instrument named the Minnesota Satisfaction Questionnaire (MSQ) was developed on the basis of these original measures. The MSQ utilized a 20-scale Likert-type format and sampled both intrinsic and extrinsic reinforcement dimensions with a total of 100 items. A short form with 20 items was developed by taking representative items from each of the 20 scales. Each items also correlated highly with the respective scale from which it was taken. In its construction, the MSQ was given simplified instructions, homogeneous scale content, and improved readability (grade 5).

In actual application, the MSQ is self-administering with directions for the respondent appearing on the first page of the questionnaire. Instructions for item rating are located at the top of each page. Although there is no time limit, completion of the MSQ is typically accomplished by a respondent in 15 to 20 minutes. Response choice for each item consists of 5 response alternatives ranging from "very dissatisfied" (assigned a scoring weight of "1") to "very satisfied" (assigned a scoring weight of "5"). The items

appear in blocks of 20, with items that comprise a scale appearing in 20-item intervals.

The MSQ scales, which represent reinforcement sources are as follows: working conditions, variety, supervision-human relations, supervision-technical, social status, social service, security, responsibility, recognition, moral values, independence, creativity, compensation, co-workers, policies and practices, advancement, activity, authority, achievement, and ability utilization. By summing the scoring weights for the 5 items representing each scale, a subscale score can be produced. A measure of general satisfaction is obtained by totalling the scoring weights for a subset of questionnaire items which the authors had found to have strong intra-scale correlations within their respective scales. Sub-scale raw scores may be converted to percentiles which are available for 25 occupational groups, including one education-related group, elementary school teachers. If an individual takes the MSQ and no appropriate norm group is available, MSQ raw scores can be converted to percentile scores using the Employed Disabled or Employed Non-Disabled norms, depending upon whether or not the individual is disabled.

Reliability coefficients were computed by the authors for 25 occupational groups (Weiss, Dawis, England, & Lofquist, 1967). These groups included: laborers, nursing assistants, toy assemblers, food service workers in hospitals, accountants, book-keepers, engineers,

teachers, buyers in business, field representatives, managers, licensed practical nurses, full or part-time nurses, business machine operators, office clerks, stenographers, typists, secretaries, and housekeeping aides. Of the 567 subscale reliability coefficients reported in the MSQ manual, 83 percent were .80 or higher and only 2.5 percent were lower than .70. The authors noted that, in general, the MSQ scales appeared to possess adequate internal consistency (Weiss, Dawis, England, & Lofquist, 1967). To determine score stability on the 21 subscales of the MSQ (20 subscales and 1 general satisfaction subscale), data from college students and employed individuals were obtained at 1-week and 1-year retest intervals, respectively. For the 1-week interval, stability coefficients ranged from .66 for Co-workers to .91 for Working Conditions. Test-retest correlations for a 1-year interval ranged from .35 for Independence to .71 for Ability Utilization. For General Satisfaction 1-week and 1-year intervals the stability coefficient was .89 and .70, respectively.

The authors also examined how well the MSQ met theoretical expectations and, thereby, provided evidence of its construct validity. Much of the evidence supporting the construct validity for the MSQ was derived from its use in construct validation studies of the Minnesota Importance Questionnaire (MIQ) (Weiss, Dawis, England, & Lofquist, 1964). The design of the validity studies required: (1) MIQ and MSQ scores of groups of workers in well-defined, specific

jobs; (2) the identification of reinforcement levels for the different jobs, on each reinforcement dimension. MSQ and MIQ data were obtained for a total sample of 1,743 employees in 19 job groups. Determination of reinforcement levels for these jobs was accomplished with a ranking procedure. For each reinforcement dimension, 5 judges consisting of the authors and a work adjustment staff member, chose alternately from the list of 19 jobs, the job which offered the most reinforcement, and the job which offered the least reinforcement. Managers, for example, received a median rank of 1 on 9 reinforcement dimensions.

The authors sought to validate each need scale or reinforcement dimension (indirectly for the MSQ) by posing 3 hypotheses: (1) the variability of satisfaction scores for a group of high need individuals will be greater than the variability of satisfaction scores for the low need group; (2) the high-need-high-reinforcement group should have the highest satisfaction scores, and the high-need-low-reinforcement group should have the lowest satisfaction scores; and (3) if reinforcement is held constant, variation in need level should be related to variation in satisfaction (Weiss, Dawis, England, & Lofquist, 1964). Scores from the MIQ were used to determine high and low-need groups while the high-reinforcement group was defined as those job groups receiving a median rank of 1 through 5. The low-reinforcement group consisted of those groups receiving median ranks of 15 through 19. In calculating the means and

variances of satisfaction scores for each scale, by need and reinforcement groups, the authors found that 3 scales (Ability Utilization, Advancement, and Variety) supported their hypotheses while 4 other scales (Authority, Achievement, Creativity, and Responsibility) only partially supported their hypotheses. Thus, there was some indication that scores on 7 of 16 scales of the MIQ (scales identical to those of the MSQ) were related to need-reinforcement correspondence. It was concluded that the MSQ measured job satisfaction in accordance with expectations from the authors' work adjustment theory (Weiss, Dawis, England, & Lofquist, 1965).

Evidence for concurrent validity of the MSQ was gathered from an examination of occupational group differences in satisfaction. Analysis of the data for 25 occupational groups ( $N=2,955$ ) revealed that group differences were statistically significant at the .001 level for both means and variances on all scales of the MSQ. In assessing the meaningfulness of this differentiation, the authors examined the means and variances for each of the MSQ scales and found support for a frequent theme in the research literature on job satisfaction: professional groups are the most satisfied and unskilled groups the least satisfied (Weiss, Dawis, England, & Lofquist, 1964).

Factor analytic studies were conducted to investigate construct validity of the MSQ. Intercorrelations of the 21 scales were

computed for 14 norm groups (100 individuals per group). Intercorrelation matrices for these groups were factor analyzed. The analyses showed that about half of the common MSQ scale score variance can be represented by an extrinsic satisfaction factor composed of the following scales: supervision-technical, supervision-human relations, company policies and practices, working conditions, advancement, compensation, and security. The remaining scales represented 1 or more intrinsic satisfaction factors and accounted for the other half of the common variance (Weiss, Dawis, England, & Lofquist, 1967).

Reviews of the MSQ have described it as promising, adequate, and recommended for surveying work satisfaction (Albright, 1972; Foley, 1972; Guion, 1978). Criticisms have included such points as a lack of varied content. The MSQ, reviewers have concluded, does appear to have satisfactory reliability, readability, and validity. The MSQ is also easily applied to large groups of individuals.

In summary, there appear to be a variety of approaches in the measurement of job satisfaction. These differences may be due to the interrelationship between operational definitions of job satisfaction and its measurement. The way job satisfaction is characterized often dictates the format for assessment. After reviewing data on a number of operational definitions of job satisfaction, however, Wanous and Lawler (1972) concluded that job satisfaction could be measured in a valid way. It also was their contention that there was no "best" way

to measure the construct of job satisfaction.

#### Job Satisfaction of School Counselors

Some of the earliest efforts to examine job satisfaction for counselors were limited to studies of vocational rehabilitation counselors. Dimichael (1949) discovered that job satisfaction, as well as job efficiency, were related to the extent of interest that vocational counselors displayed in their work. He also found that counselors derived much satisfaction from interviewing clients, contacting employees and trying guidance techniques. While seeking to identify the main causes of job dissatisfaction among employment service counselors, Downs (1969) included a group of school counselors in his study. Questionnaire responses from 84 employment counselors and 43 school counselors revealed that there was significantly less cause for job dissatisfaction in school counselor settings. The author discussed these findings in terms of educational differences between the 2 groups, the type of client seen by each group, and the inclination of employment counselors to give negative responses as a whole.

In a study by Hansen (1967), the relationship between job activities and job satisfaction in first-year counselors in the state of New York reflected a shift in investigative interest toward populations of primarily school counselors. Hansen (1967) felt that knowledge about job satisfaction could assist school counselors in

evaluation of themselves and a specific position prior to accepting that position. Administrators could also maximize job content and job context to improve program functions and avoid turnovers by knowing more about job satisfaction in their counseling staff. Hansen (1967) chose to examine selected job activities through use of a counselor activity inventory. Maintaining staff relationships, providing guidance services to students, implementing group guidance services to students, implementing group guidance/counseling with students, participating in professional organizations, and maintaining community agency contacts were significantly related to job satisfaction. On the other hand, making entries in cumulative records, maintaining information files and promoting the general school program were not seen as personally satisfying by counselors. In examining the demographic aspects of his study group such as age, gender, and teaching experience, Hansen (1967) also noted that women counselors may have more outside interests in home and family and are satisfied with their ability and status as a counselor while their male counterparts tend to be more personally involved with their jobs and dissatisfied with their status. He also found a significant negative correlation between the number of students assigned to the counselors and the amount of time spent in activities associated with high job satisfaction such as working with individual students and teachers.

Dietz (1972) polled 246 secondary school counselors in Tennessee

to determine their satisfaction with selected job activities. Unlike the study by Hansen (1967), Dietz (1972) insured that his counselors responded to a single measure of satisfaction on 10 activities recommended by the American School Counselors Association or ASCA. He found that counselor job satisfaction rankings reflected greatest satisfaction being derived from placement activities and least from research. Deitz (1972) theorized that counselors gain job satisfaction from successful placements, especially when good progress is made by students successfully scheduled in academic or vocational settings.

Cortis (1976) found that counselor job satisfaction was a function of perceived leadership behavior as well as personal and environmental variables. Using a study population consisting of all Michigan elementary and secondary public school counselors, the author noted that counselor job satisfaction differed significantly by school size, level of perceived leadership (supervisor) behavior, leader certification and gender, counselor gender, age, and amount of education. Four variables, counselor certification, counseling experience, student-to-counselor ratio, and undergraduate major appeared to have relatively little influence on job satisfaction.

A more intensive effort to examine school counselor job satisfaction and to gain knowledge which could aid in maximizing counselor effectiveness was made by Morgan (1978) using the motivator-hygiene theory developed earlier by Herzberg (1966) and a

sample of 160 certified secondary counselors in Missouri. The greatest source of job satisfaction in his study came from "motivators" or activities associated with the job such as advising, advocacy for students, and individual or group counseling. Job factors which motivated secondary school counselors the most were achievement and the work itself. Sources of counselor job dissatisfaction were found in hygiene or contextual aspects of their jobs such as working conditions and administrative policies. Some job factors, however, failed to follow the motivator-hygiene categorization and were not found to be important determinants of job satisfaction or job dissatisfaction for school counselors. These factors were advancement, status, efficiency of the system, personal life, and relationship with subordinates. Morgan (1978) recommended that school systems take a closer look at the job satisfaction and job dissatisfaction of their counselors as a means of enhancing job satisfaction conditions in general.

Parker (1980), in her study of the relationship between stress, illness, and job satisfaction in Michigan school counselors, included the demographic variables relating to age, marital status, size of the school system, job experience, gender, ethnic background, income, level of education, and size of family. Her study revealed that family size and marital status significantly affected job satisfaction.

In an attempt to determine the relevancy of a motivator-hygiene

theory applied to school counselors, Page (1981) interviewed 45 secondary school counselors. Using semi-structured interviews, he identified 3 significant motivators: achievement, recognition and work itself. Among hygiene factors, raw factor data suggested that administration and policy, working with parents and perceptions of the role and function of counselors were dissatisfiers. Page (1981) also examined the relationship between school counselor job satisfaction and the variables of age, experience, education and setting. Only the suburban setting appeared to be substantially related to job satisfaction.

Cummings and Nall (1982) examined the relation between leadership style of school administrators and counselor "burnout" or state of emotional fatigue frequently associated with job dissatisfaction among individuals in people-oriented professions. Participants in the study were 31 school counselors in Iowa who completed two research instruments. One instrument consisted of a 20-item multiple-choice inventory of school leadership developed by the study's authors and required respondents to rate their respective administrators on a continuum from authoritative to participative: (a) Authoritative-Exploitative, (b) Authoritative-Benevolent, (c) Consultative, and (d) Participative leadership. The other instrument, a measure of burnout, asked participants to rate their level of functioning on a scale of 1 to 9 with 1 meaning peak capacity and 9 meaning severely burned out. The authors found that

counselors who perceived leadership as authoritarian reported significantly higher levels of burnout than counselors with perceptions of participative leadership. In addition, the longer a counselor had been in the same position, the lower the degree of reported burnout and the more participative the leadership style was perceived to be. The authors concluded that recognition of organizational leadership structure can assist school counselors in establishing realistic methods of serving students, in influencing the school organization meaningfully, and in reducing personal frustration which might lead to burnout.

Burchette's (1983) study confirmed that burnout exists as a reality among elementary and secondary school counselors in Virginia. Burnout was significantly related to certain demographic variables such as counselor age, marital status, ethnic background, and gender. School counselors under the age of 50 experienced more frequent feelings of depersonalization (a subscale of the burnout inventory employed in the study and which pertained to callousness or emotional hardening toward others) than did public school counselors who were age 50 or above. Counselors who were separated from their spouses reported more frequent feelings of depersonalization than did counselors who were single. Caucasian counselors reported more frequent and intense feelings of emotional exhaustion and depersonalization than Black counselors. Female counselors experienced more frequent and intense feelings of personal

accomplishment than male counselors. Elementary school counselors reported less frequent and intense feelings of depersonalization than secondary school counselors.

#### Job Satisfaction Dimensions Among School Counselors

When school counselors have been represented in the job satisfaction literature, several types of job satisfaction dimensions have been prevalent. Job satisfaction dimensions such as administrative policies, role conflict, and opportunities for advancement have had a substantial impact upon school counselors.

#### Administrative Policies and Practices

One of the more prevalent influences upon the environment in which school counselors must function is that of administrative policies and practices within the school system. Solly and Hohenshil (1986) defined administrative policies and practices as simply the way school systems carry out policies while Morgan (1978) used such terminology as school organization, management, and lines of authority and communication among personnel.

A number of studies have linked administrative policies and practices with job satisfaction and job dissatisfaction among school counselors. Morgan (1978) reported that 160 secondary school counselors in Missouri felt that the most important factors in determining job satisfaction were achievement and the work itself

while the primary determinant in job dissatisfaction was administrative policy and practices. Page (1981) utilized semi-structured interviews with school counselors in Connecticut in an attempt to identify job satisfaction and job dissatisfaction factors among 45 secondary school counselors. Raters in this study identified 6 topics as raw factor data: counselees, administration and policy, understanding the role and function of counselors, feelings of accomplishment, teachers and parents. Differences in the percentage of incidence were found to be statistically significant for 4 topics. These topics were counselees as a satisfier while administration and policy, understanding the role and function of the counselor and parents proved to be dissatisfiers. Savicki and Cooley (1982) suggested that occupational stress that leads eventually to job dissatisfaction could be the result of a perceived lack of control in counselor work environments. One example of this lack of control could be seen in instances when administrative policies and decisions about job activities were made without consultation with counselors.

For school counselors, administrative policies and practices within the school system have generated feelings of job dissatisfaction. A closer inspection of the mechanism by which this occurs suggests that school counselors, as a result of administrative policies and practices, engage in conflicting role functions within their domain.

### Role Conflict

Role conflict, in fact, has been one of the most pervasive themes in job satisfaction research with school counselors. Role conflict occurs when an individual wants to function in a way that is incongruent with the expectations of service consumers or the individual's supervisor. For school counselors this means that their role philosophies and behaviors are in conflict with the expectations of principals, parents and teachers. Principals and counselor educators in a study by Hart and Prince (1970) possessed disagreement on basic issues such as clerical responsibilities, confidentiality, total adjustment counseling and related counseling functions. Mason, Arnold and Hyman (1975) surveyed junior and senior high students and their parents in a suburban school district in New Jersey and found that school counselors were perceived by this group as more like administrators than counselors. Parents and students rated counselor functioning in areas of discipline, attendance and program scheduling as more important than personal and academic counseling. In an 8-year study by Valine, Higgins and Hatcher (1982), 26 percent of the secondary school teachers in 2 communities in the southeastern United States in 1980 felt that school counselors were ineffective. In contrast, 13 percent of a similar group in 1972 had reported such perceptions according to this study. The authors theorized that this trend relates to the possibility that teachers do not understand the role of the school counselor well enough to evaluate the counselor's

effectiveness in that role. While discussing impediments to the role and function of school counselors, Day and Sparacio (1980) identified regulatory, employment, and counselor factors. They pointed out that there is no comprehensive regulation of the legal definition of school counseling, that counselors are often employed to do noncounseling assignments and that counselors themselves may lack a sense of purpose or strong, cohesive professional identity.

In studies of school counselor functions, the impact of role conflict upon job satisfaction has been frequently discussed. Dietz (1972) surveyed 246 secondary school counselors in Tennessee to determine their satisfaction with selected job activities. He found that counselor job satisfaction rankings for 10 activities recommended by the American School Counselors Association (ASCA) suggested that the greatest satisfaction was derived from placement activities and least from research. Saunders (1973) surveyed secondary school counselors in Florida and noted that although personal counseling functions were rated by his subjects as most enjoyable, it was rated low in frequency in contrast to such functions as clerical work, assessment, consultation and academic counseling. Page (1981) taped personal interviews with 45 secondary school counselors in Connecticut and identified role conflict as a factor which contributed to job dissatisfaction. He found that the topic of counselees represented the only satisfier for his subjects while administration and policy, understanding the role and function

of the counselor and working with parents proved to be dissatisfiers.

Thompson and Powers (1983) defined role conflict as "the simultaneous occurrence of two or more role pressures so that compliance with one would make it more difficult to comply with the other" (p. 232). In questionnaires gathered from 402 secondary school counselors in Arizona, these authors discovered role conflict was correlated with role ambiguity which they in turn defined as a condition where there is insufficient information to carry out a role ( $r = .51, p < .05$ ). On job satisfaction and role conflict indices, role conflict was negatively correlated with job satisfaction ( $r = -.37, p < .05$ ). Role conflict was also found to affect measures of job-related tension and propensity to leave the job ( $r = .59, p < .05$  and  $r = .35, p < .05$ , respectively). From these studies it would appear that job satisfaction is more likely to be reported when school counselors are not restricted by clerical or otherwise non-counseling roles and are free instead to pursue the counseling and consultation functions for which they were trained.

#### Opportunity for Advancement

Opportunity for advancement represents still another dimension of job satisfaction in school counseling. Herzberg (1966) discussed opportunity for advancement in terms of change in status or position with increased opportunities for responsible work. In the last two decades, opportunity for advancement has been identified as an

important aspect of job functioning in school counselors.

The part that opportunities for advancement play in job satisfaction among school counselors, however, is not clear. In a random sample of 160 secondary school counselors in the state of Missouri, Morgan (1978) found evidence supporting the contention that opportunities for advancement were not an important dimension of job satisfaction or dissatisfaction. Only 4 percent of his sample associated advancement opportunity with good or bad critical incidents. Page (1981) reported similar findings for Connecticut secondary school counselors with counselors in urban settings tending to show actual satisfaction with their opportunities for advancement. Exploring the relationship between stress, illness, and job satisfaction in school counselors in Michigan, Parker (1980) found that her group of 427 counselors was most satisfied with the supervision they received on the job and least satisfied with their chances of experiencing advancement.

#### Elementary School Counselors in Virginia

The state of Virginia has provided guidance services which as one phase of pupil services have represented a vital part of a total school program. In 1936, the first full-time counselor was employed in the state's public schools and at the end of that decade the Richmond Consultation Service, with various branches across the state, was established in cooperation with the State Board of

Education, National Youth Administration and Virginia Employment Service. The primary purpose of this agency was to advise out-of-school youth and adults. This agency was later renamed in 1947 as the State Consultation Service and came under the supervision of the Division of Secondary Education with the State Department of Education. The following year, the State Consultation Service was discontinued and the State Department of Education guidance staff assumed responsibility for guidance services in the schools. One of the staff's early recommendations included guidance services in grades 1 through 12. In 1958, the National Defense Act, under Title V, allowed appropriations for the improvement of counselor education and guidance services at state and local levels to be authorized. Qualifications for counselors were made effective by the State Board of Education in 1961 and in 1964, the National Defense Education Act was amended to include funds for guidance in the elementary schools.

Even with their state's strong commitment to guidance services for youth, Virginia's elementary school counselors are being called upon to respond to a number of developments which threaten to compromise their basic principles of guidance services and introduce the possibility of reduced job satisfaction. These developments include such matters as current shortages of certified personnel in guidance, critical demands upon staff time, and challenges from fundamentalist parent groups.

Available statistics show fewer numbers of personnel being

employed as school counselors in recent years. From 1981 through 1984, there were 67 percent fewer counselors employed as new staff additions (Virginia Department of Education, 1984). This trend may have been a manifestation of a national tendency for fewer numbers of individuals to be conferred degrees in the area of student personnel. From 1971 to 1981, for instance, there was an 8.5 percent drop in the number of degrees conferred in the area of student personnel nationally (U.S. Department of Education, 1983). A recent study reports that traditionally few elementary counselors have been hired in Virginia with the result being most counseling students went to secondary or clinical training programs (Virginia Association of Elementary School Principals, 1987). With recent legislative changes in Virginia, this trend is expected to reverse itself in at least the field of elementary school guidance to some degree, but not possibly until the early 1990's (Virginia Department of Education, 1986).

Meanwhile, Virginia elementary school counselors are also struggling to provide optimum counseling services to students. In 1988, Virginia accreditation standards for guidance programs, which already required that 60 percent of the guidance staff's time be devoted to counseling of students, were amended to include each member of the guidance staff, including part-time counselors and directors of guidance (Virginia Department of Education, 1988). In the recent development of guidelines for this amended 60 percent standard (Standard E, Item 11-f), it is acknowledged that counselors

have often had to assume a large number of non-counseling duties such as chairing child study or eligibility committees, enforcing punishment for student misbehavior, and constructing master schedules (Virginia Department of Education, 1989). Such demands, as well as an extended instructional day in some schools, are good examples of potential stressors which could reduce overall program effectiveness and job satisfaction.

Elementary school counselors in Virginia must also be cognizant of the fundamentalist parent groups who originally objected to to the implementation of guidance counseling program in all elementary schools. Specific objections from these groups included opposition to classroom developmental guidance and/or group counseling for all students in all schools, pre-emption of classroom time, use of group counseling techniques designed for the mentally ill, counseling without parental permission, and excessive program costs (Barbee, 1987: Jenkinson, 1979: Jenkinson, 1987).

Burchette's (1983) study, discussed earlier, hinted that reduced job satisfaction may be a reality among Virginia's elementary school counselors. It remains clear, however, that no significant effort has been made to address directly the actual levels, determinants and correlates of job satisfaction in Virginia elementary school counselors. Previous and related studies of school counselors have concentrated upon mostly secondary level counselors, examined only counselor characteristics, and ignored use of a comprehensive measure

of job satisfaction.

#### Summary

Historically, pupil services were developed as part of an effort to promote maximum levels of educational, personal, social and career development in each student. An important component of organizational development and coordination of pupil services has been staff morale. Indications are that pupil services administrators must be prepared to deal with those occasions when their staff members register little satisfaction with their jobs despite apparently favorable working conditions.

In their discussion of the organization and coordination of pupil services, Hummel and Humes (1984) stated that pupil services administrators dealing with problems in staff morale could profit from research conducted in American industry at different occupational levels. The research that these authors made reference to was that which has sprung from job satisfaction studies in the 1920's in industrial plants and has remained prominent in the literature today.

Only in recent years has job satisfaction research been conducted in educational settings and with a particular emphasis upon pupil services workers such as school counselors. A number of these studies have focused upon secondary school counselors and have examined such areas as administrative policies and practices, opportunities for advancement, and role conflict. Job satisfaction

among elementary school counselors, as well as the relation between their job satisfaction and selected demographic variables/work characteristics, have not been explored. This state of affairs must be altered due to the high potential for elementary school counselors to be "at risk" from such job-related issues as accountability and personnel shortages.

In at least one state, Virginia, elementary school counselors have been subjects of an investigation into job-related stress or professional burnout which is frequently associated with reduced job satisfaction. The results of this study suggested that job-related stress is associated with variables such as counselor age, gender, marital status, and years of experience on the job (Burchette, 1983).

With the establishment of new elementary guidance programs for Virginia's public elementary schools, a current and comprehensive examination of job satisfaction in Virginia's elementary school counselors could produce important information useful to counselors, counselor educators, state supervisory personnel, and pupil services administrators. As the elementary guidance programs expand in that state, such information might provide a baseline for longitudinal studies of job satisfaction and assist counselor educators in improving or developing courses in such areas as stress management, career goal development, and orientation to school system policies and practices. Counseling students in training programs could obtain an important perspective of the job satisfaction of the elementary

school counselor "in the field". Individual elementary school counselors could also use this information about job satisfaction to promote self-inquiry, discussion of professional issues, and identification of factors impeding job satisfaction. Pupil services administrators might also gain better insight into any need to modify supervisory practices, working conditions, and organizational structures in an effort to enhance job satisfaction among their elementary counseling staff.

## CHAPTER III

### METHODOLOGY

In this chapter, the methodological approach used is presented. The rationale for the selected approach, the particular population identified for this study, and the procedures used in sampling are discussed. In addition, the distribution and collection of survey materials are described.

#### Rationale

The primary goal of this study was to investigate job satisfaction in Virginia elementary school counselors. It is apparent from research findings that a number of background, preparation, and job characteristics variables have been linked to job satisfaction among elementary school counselors (Burchette, 1983; Hansen, 1967; Morgan, 1978). To assist in the development of methods to improve counselor quality, reduce attrition, and foster recruitment, it is necessary to understand how these factors might influence counselor satisfaction.

#### Research Questions

The procedure to be detailed in this chapter was based upon the following research questions:

1. What are the levels of overall job satisfaction in elementary school counselors in Virginia?

2. What degree of satisfaction do Virginia elementary school counselors express with subfactors of job satisfaction?
  
3. For elementary school counselors in Virginia, what is the relation between overall job satisfaction and selected demographic variables/work characteristics?

#### Participants

The population selected for this study was composed of all the individuals who were employed as elementary school counselors in the public elementary schools of Virginia. Participants included those individuals listed by the Virginia Department of Education as elementary school counselors (Virginia Department of Education, 1988). At the time of the study, there were 324 of these individuals. Seventy-two of these individuals in this listing were also identified as counseling resource teachers by their school division.

#### Instrumentation

Each elementary school counselor selected to participate in this study was asked to complete and return an Individual Information Form and a modified version of the Minnesota Satisfaction Questionnaire (MSQ). Participant responses on the Individual Data Form and the modified MSQ formed the basis for results of this study.

Individual Information Form

An Individual Information Form (Appendix B) was used to gather information about respondent characteristics and to assist in determining levels of overall job satisfaction, satisfaction with subfactors of job satisfaction, and the relation between selected demographic variables/work characteristics and job satisfaction. Selection of the items for the Individual Information Form was based primarily on salient variables in the job satisfaction literature dealing with school counselors and encompassing the areas of school counselor background, job preparation, and job setting.

In addition to basic background information such as age, gender, and race, respondents were also asked to list information about their preparation and training. In this preparation and training portion of the Individual Information Form, respondents were asked to indicate their current degree status (bachelors, masters, educational specialist, or doctorate), certifications held (elementary guidance, adult education, etc.), the date they were originally certified as elementary school counselors, and the university which provided their training. Participants having elementary guidance certificates were asked to specify the type of elementary guidance certificate they had (pupil personnel services or collegiate professional). If the respondent was currently in a counselor education program, the anticipated date of their program completion was requested. Respondents were also asked to list any professional licenses they

held and their primary job title (elementary guidance counselor, supervisor/administrator of elementary guidance, or counseling resource teacher). If the respondents had teaching experience, they were asked to indicate the number of years they had taught, including the subject and grade.

Lastly, the Individual Information Form was used to gather information relating to the respondents' job setting. Respondents were asked if they were currently employed as an elementary school counselor and they were asked to give their estimate of the percentage time spent per week as an elementary school counselor, in counselor functions (individual/group counseling, group guidance, consultation, coordination), and other assigned duties (bus duty, substitute teacher, etc.). Respondents were asked to list their contract length, annual salary, caseload (number of schools and students served), the number of elementary school counselors in their school and division, and whether or not their position was funded by Chapter I.

#### The Modified Minnesota Satisfaction Questionnaire

The MSQ was first used with a pupil services population when Anderson, Hohenshil, and Brown (1984) used a modified form of it in their study of a national sample of school psychologists. It was recognized that alterations in the original version of the MSQ would change the statistical properties of the questionnaire. For the

modified MSQ, the wording was changed in 7 scales: working conditions (5 items), supervision-technical (3 of 5 items), supervision-human relations (4 of 5 items), compensation (2 of 5 items) and advancement (4 of 5 items). The neutral response option was deleted for a total of 4 response options: very satisfied (VS), satisfied (S), dissatisfied (DS), and very dissatisfied (VDS). All of these modifications were made to enhance the MSQ's face validity and to allow school psychologists to interpret MSQ scale items when completing the questionnaire. For this modified MSQ, Chronbach Alpha reliability coefficients ranged from .73 to .93 for the 20 scales.

For the present study, the modified version of the MSQ used by Anderson, Hohenshil, and Brown (1984) was employed. Only one change was instituted to allow application of the modified MSQ to school counselors. In the compensation scale, an item referring to school psychologists was changed to refer to school counselors. This altered form of the modified MSQ, as well as the earlier 1977 version, are presented in Appendices C and D, respectively.

The MSQ modified for use with school counselors retained the 20 subscales of the original MSQ. A brief description of these scales follows:

1. Ability utilization - The chance to make use of abilities.
2. Achievement - The feeling of accomplishment one derives from a job.
3. Activity - Being able to stay busy.

4. Advancement - The opportunities for advancement on the job.
5. Authority - The opportunity to tell others their duties.
6. Company policies and practices (reworded as school system policies and practices) - The way school system policies are implemented.
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 opportunity 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 a job well-done.
13. Responsibility - The freedom to implement one's judgement.
14. Security - The way a job provides for steady employment.
15. Social service - Being able to do things in service to others.
16. Social status - Having respect of the community
17. Supervision-human relations - The relationship between supervisors and employees.
18. Supervision-technical - The technical quality of supervision.
19. Variety - The opportunity to do different things.

20. Working conditions - Physical aspects of one's work.

Data Collection

The survey materials used in collecting data were sent and returned by mail. Mail surveys have been associated with economy, efficiency, avoidance of interview error, and improved responsiveness from respondents (Moser & Kalton, 1971; Sudman, 1967). The primary problem with mail surveys has been that of obtaining adequate rate of response. To promote an optimum response rate, a 5-step data collection procedure was employed with the following: a pre-letter, initial survey mailing, a postcard reminder, and 2 follow-up mailings for non-respondents (Moser & Kalton, 1971).

Pre-letters

Sponsorship in a survey has been found to produce small, but appreciable gain in response rates (Moser & Kalton, 1971). Therefore, letters (Appendix A) from the dissertation director and the state supervisor for elementary school guidance were sent to all survey participants one week before the first mailing of survey materials (Appendix A). These letters described the study's purpose, the confidentiality of survey responses, and the importance of participation in this study.

### First Mailing

To reduce possible respondent sentiment against surveys and to take the place of the interview opening, a covering letter (Appendix A) was sent out with the survey materials (Appendices B and C). Moser and Kalton (1971) noted higher survey response rates occurred when survey materials included stamped, self-addressed envelopes, and an incentive gift. Each set of survey materials in the study included an addressed and stamped return envelope as well as a small coffee packet. The Individual Information Form, instructions, and modified MSQ were printed on pastel-colored paper (Individual Information Form - Yellow: Instructions - Pink: Modified MSQ - Green).

### Postcard Reminder

The use of timely follow-ups has been described as an important method of promoting survey response rates (Moser & Kalton, 1971). Such follow-ups have usually included a reminder letter or postcard sent to all participants a week after the initial mailing of survey materials. A postcard (Appendix A) was sent out a week after the first survey material mailing and reminded all participants of the survey, requested their cooperation again and provided a collect phone number to call if they had not received a packet of survey materials. Individuals who had already completed and returned the survey by this time were thanked.

### First Follow-up

Two weeks after the initial mailing of the survey, a second packet of materials was sent to all non-respondents. Each packet contained a brief letter from the dissertation director (Appendix A) urging immediate response and confirming confidentiality, the original letter, another Individual Information Form and questionnaire, a coffee packet, and a self-addressed and stamped return envelope.

### Second Follow-up

Six weeks after the initial survey mailing, a third packet of survey materials was sent to all non-respondents. Packet materials were similar to the first follow-up materials sent out and included another brief letter (Appendix A) from the dissertation director.

### Data Analysis

Data from the returned surveys were entered on the mainframe computer at Virginia Tech. The statistical procedures incorporated in this study were chosen to answer the specific research questions previously listed, and are described below.

### Individual Information Form

On the Individual Information Form the responses to questions were treated as categorical or continuous variables. Categorical

variables included gender and race. The type of elementary guidance certificate (collegiate professional or pupil personnel services) was also considered to be categorical in nature. Other categorical variables relating to each respondent included the date of elementary guidance certification, the name of the university which provided the respondent's training in elementary guidance, and the year such training was completed. If the respondent was currently in a counselor education program, the anticipated completion year was requested. Professional licenses held and primary job title (elementary guidance counselor, supervisor/administrator of elementary guidance, or counseling resource teacher) were also treated as categorical variables. Responses to questions about teaching experience (grade and subject taught), employment as an elementary guidance counselor (presently employed as an elementary guidance counselor or not), the presence of other elementary school counselors serving in the respondent's school (yes or no), and funding by Chapter I were treated as categorical variables.

Age, as well as the current degree status of each respondent (the higher the degree, the more training implied), and number of years employed as an elementary school counselor were treated as continuous variables. In addition, years of teaching experience, percentage time per week employed as an elementary school counselor, percentage time per week spent in counselor functions (individual counseling, group counseling, group guidance, consultation, and

coordination), and percentage time spent per week in other assigned duties (bus duty, substitute teacher, etc.) were treated as continuous variables. Other continuous variables on the Individual Information Form included contract length, salary, number of schools served, number of students assigned, and number of counselors in the school division.

#### Minnesota Satisfaction Questionnaire (MSQ)-Modified

For each modified MSQ subscale there were 5 job statements with 4 response options each. These response options were Very Dissatisfied (VDS), Dissatisfied (DS), Satisfied (S) and Very Satisfied (VS). Response options VDS, DS, S and VS were assigned ordinal weights 1, 2, 3 and 4, respectively. The sum of the response weights for each group of 5 job statements produced a subscale score. These scores could range from 5 to 20 with higher scores indicating higher levels of job satisfaction in that subscale. To obtain an overall satisfaction score for individuals responding to at least 80 percent of items, the response weights were averaged and then multiplied by 100. Total scores for each respondent could range from 100 to 400.

Although in actuality no subscale scores could fall below 5 or exceed 20 and no total scores could fall below 100 or exceed 400, it was possible to develop, for analytical purposes, satisfaction categories or intervals for modified MSQ subscale and overall

scores. For subscale scores, these categories were derived from original MSQ procedures where a response option is considered the midpoint of an interval. A response of VS, for example, was weighted 4 and assumed to be the midpoint of an interval from 3.5 to 4.5. Satisfaction categories or intervals then were derived from multiplying these response option interval values by the number of items in each subscale (5). The resultant satisfaction intervals were: 2.50 to 7.50 for Very Dissatisfied, 7.51 to 12.50 for Dissatisfied, 12.51 to 17.50 for Satisfied, and 17.51 to 22.50 for Very Satisfied. For overall satisfaction scores, response options again served as the basis for overall satisfaction categories. These categories were obtained by multiplying each original response option interval by 100. These categories were thus: Very Dissatisfied, 50 to 150; Dissatisfied, 151 to 250; Satisfied, 251 to 350; and Very Satisfied, 351 to 450.

### Statistical Analyses

The following statistical analyses designed to answer the specific research questions presented earlier were performed:

1. To obtain a perspective of the overall level of job satisfaction in Virginia elementary school counselors, the modified MSQ score totals of all participants were averaged. In addition, a frequency count based upon the number of

respondents in each overall job satisfaction category was used to describe the levels of overall job satisfaction among Virginia elementary school counselors.

2. A hierarchy of job satisfaction sub-factors for Virginia elementary school counselors was constructed by averaging subscale scores across respondents. The resultant means were used to develop 95 percent confidence intervals for each of the 20 scales on the modified MSQ.
3. In order to determine the relation between the overall job satisfaction of elementary school counselors in Virginia and selected variables, several techniques were employed. Twenty-one of 32 variables were chosen from the data supplied by the Individual Information Form. Selection of these variables was based primarily on the influential nature of these variables in previous studies of job satisfaction in counselor populations (Burchette, 1983: Hansen, 1967: Page, 1981: Parker, 1980). The selected variables were examined in this study through the use of crosstabulation, scatterplot, and correlational analyses to check for curvilinear relation and multicollinearity. To examine the relation between these selected variables and job satisfaction a series of hierarchical multiple regression analyses were performed. As the first step in the analysis, a block of background variables (race, gender, and

age) was entered into the equation; job preparation variables such as the respondent's current degree (treated as a continuous variable representing level of training), university where the respondent's elementary school counselor training was received (treated as a categorical variable with the most frequent university coded 1 and all others 0), type of certification held (elementary guidance and counseling or other), type of elementary guidance certificate (collegiate professional or pupil personnel), primary job title (treated as a categorical variable with elementary school guidance counselor coded 1 and all other job titles 0), number of years employed as an elementary school counselor, and years of teaching experience were next forced into the equation as a block. In the last step of the analysis, job setting variables (percentage time employed as an elementary school counselor, percentage time spent in individual counseling, percentage time spent in group counseling, percentage time spent in group guidance, percentage time spent in consultation, percentage time spent in coordination, number of elementary school counselors in the school, contract length, number of students assigned to work with, salary, and the number of elementary school counselors in the division) were forced into the equation. Analyses of the selected variables and correlational matrices were performed with the

Virginia Tech mainframe computer and the Statistical Package for Social Science, Release X: 2.2 (Norusis, 1983).

#### Summary

This chapter provided a description of the research methods and the underlying rationale for their use in this study. Participants, instrumentation, data collection procedures, data manipulation, and statistical analyses were also outlined.

## CHAPTER IV

### RESULTS OF THE STUDY

The results of the analysis of data for the study are presented in this chapter. Response rates for each data collection step and for the entire study are examined. Demographic data collected from responses to the Individual Information Form are presented and the population described. Information related to job satisfaction and a discussion of questionnaire reliability are included. Finally, the results of analytical procedures relating to each research question are presented. A concluding section will provide a concise summary of the chapter.

#### Survey Response

There were five steps in the data collection process and these included the following: (1) a pre-letter, (2) the initial survey mailing to all participants, (3) a postcard reminder, (4) the first follow-up mailing, and (5) the second follow-up mailing. Initially 324 packets were mailed out.

The percentages of return for each step of the data collection are presented in Table 4.1. The final response rate of 88.89% (n=288) included 15 non-usable returns. These 15 non-usable returns were comprised of 8 packets which were not completed by the individual and 7 packets which were from individuals who had been erroneously listed as elementary school counselors on the computer print-out provided by the Virginia State Department of Education for the 1987-1988 session.

Table 4.1  
Survey Response Rates

<u>Step</u>	<u>Number returned</u>	<u>Percent of total</u>
Initial mailing including postcard reminder	252	77.77
First follow-up mailing	19	5.86
Second follow-up mailing	<u>17</u>	<u>5.25</u>
TOTAL	288	88.88

NOTE: There were 324 possible participants

### Demographic Data

Elementary school counselor responses to the Individual Information Form items were used to describe the population and to identify relationships between demographic variables and overall satisfaction scores. The results below are based upon information from the Individual Information Form completed by each survey participant.

#### Age

The number of respondents in each age category is presented in Table 4.2. Seventy-two percent (71.75%;  $n=193$ ) of the respondents were between 32 and 49 years of age. The median age for the counselors surveyed was 41.00 years. Four respondents failed to check this item.

#### Gender

Females comprised 84.61% ( $n=231$ ) of the elementary school counselors in this study, while males comprised 15.39% ( $n=42$ ) of this group.

#### Race

Whites comprised 82.42% ( $n=225$ ), and blacks comprised 17.22% ( $n=47$ ) of the elementary school counselors responding. One respondent (.36%) checked the category "other" and listed "Hispanic".

Table 4.2  
Age Distribution

<u>Age range</u>	<u>Number</u>	<u>Percent of total</u>
20 - 25	5	1.86
26 - 31	23	8.55
32 - 37	57	21.19
38 - 43	91	33.83
44 - 49	45	16.73
50 - 55	31	11.52
56 - 61	13	4.83
62 and over	<u>4</u>	<u>1.49</u>
TOTAL	269	100.00

NOTE: Four respondents failed to check this item.

### Current Degree Status

Percentages of respondents holding each degree are presented in Table 4.3.

### Certifications Held

Percentages of respondents reporting endorsement in 7 of the most frequent certificate areas checked are presented in Table 4.4. Nearly 60 percent of the respondents were endorsed in elementary guidance and counseling.

### Type of Elementary Guidance Certificate

Participants were asked to indicate the type of elementary guidance certificate they held if they were presently certified. The response selections for the type of elementary guidance certificate included the collegiate professional certificate and pupil personnel services certificate. Respondents in this study also listed two other types of certificate: the provisional certificate and the postgraduate professional certificate.

In this study, all certificates were defined according to regulations set forth by the state of Virginia (Virginia Department of Education, 1986). The provisional certificate is a two-year non-renewable certificate granted to an individual who has passed the National Teachers Examination (NTE) and is employed. The collegiate professional certificate is a five-year renewable certificate granted

Table 4.3  
Degree Status

<u>Degree</u>	<u>Number</u>	<u>Percent of total</u>
Bachelors	9	3.31
Masters	252	92.65
Educational Specialist	6	2.20
Doctorate	<u>5</u>	<u>1.84</u>
TOTAL	272	100.00

NOTE: One respondent failed to check this item.

Table 4.4

## Seven Most Frequent Certifications Held

<u>Certificate area</u>	<u>Number</u>	<u>Percent of total</u>
Elementary Guid. & Counseling	131	58.48
Elementary Education	94	41.96
Sec. Guid. & Counseling	57	25.45
Biology	49	21.87
English 8	26	11.61
Middle Sch. Guid. & Counseling	16	7.14
Reading	14	6.25

NOTE: Forty-nine respondents failed to check this item.

to a candidate who has earned a baccalaureate degree from an accredited institution and has completed general and specific endorsement requirements or has completed an approved teacher preparation program. The pupil personnel services certificate is a five-year renewable certificate which is applicable to the areas of counselor education, school psychology, school social work, and visiting teachers. It is granted to applicants who have earned an appropriate graduate degree from an accredited institution and have completed general and specific endorsement requirements. The postgraduate professional certificate is a five-year renewable certificate that is granted to an applicant who has qualified for the collegiate professional certificate, has taught successfully for a least three years in an elementary, middle, or secondary school, and holds an appropriate graduate degree from an accredited institution. Of the 228 respondents to this item, 76.32% ( $n=174$ ) indicated that they held the collegiate professional certificate. Respondents holding the pupil personnel certificate comprised 11.84% ( $n=27$ ) of the total. Eleven percent (10.96%;  $n=25$ ) held post-graduate professional certificates and 0.88% ( $n=2$ ) held provisional certificates.

#### Date When Originally Certified as an Elementary School Counselor

The dates when respondents were originally certified as elementary school counselors ranged from 1960 to 1988. A total of

7.17% ( $n=16$ ) of the respondents indicated that they had received their certification before 1970. A total of 21.97% ( $n=49$ ) received their certification between 1970 and 1975, while 24.67% ( $n=55$ ) received their certification between 1976 and 1980, and 22.87% ( $n=51$ ) received their certification between 1981 and 1985. In less than 2 years, from 1986 to early 1988, 23.32% ( $n=52$ ) were certified as elementary school counselors. Fifty respondents failed to complete this item.

#### Elementary Guidance Training: College or University

Information regarding the college or university from which participants received their training in elementary guidance is presented in Table 4.5. A total of 38.89% ( $n=105$ ) of the respondents indicated that they had received their training in one of 3 universities in Virginia: Virginia Commonwealth University, University of Virginia, or Virginia Tech.

#### Elementary Guidance Training: Year Obtained

The years when respondents received their college or university training in elementary guidance ranged from 1958 to 1988. A total of 12.54% ( $n=35$ ) of the respondents received their training in elementary guidance prior to 1970. A total of 20.79% ( $n=58$ ) received their training in this area between 1971 and 1975, while 25.81% ( $n=72$ ) received their college training between 1976 and 1980, and

Table 4.5  
Elementary Guidance Training:  
Colleges/Universities

College/university	Number	Percent of total
VA Commonwealth University	41	15.19
University of Virginia	36	13.33
VA Tech	28	10.37
James Madison University	24	8.89
George Mason University	17	6.30
Radford University	15	5.55
Old Dominion University	13	4.81
William & Mary College	7	2.60
Longwood College	5	1.85
Other colleges/universities	<u>87</u>	<u>32.22</u>
<b>TOTAL</b>	<b>270</b>	<b>100.00</b>

NOTE: Three respondents failed to check this item.

22.22% ( $n=62$ ) obtained their college or university-level training in elementary guidance between 1981 and 1985. In less than 2 years, from 1986 to early 1988, 18.64% ( $n=52$ ) received their college or university-level training.

#### Anticipated Completion Year in a Counselor Education Program

This item asked respondents who were in a counselor education program to list the year they anticipated that they would finish their programs. Of the 9 respondents to this item, 77.78% ( $n=7$ ) indicated that they would complete their programs by 1988.

#### Professional Licenses Held

Only a total of 8.79% ( $n=24$ ) of the respondents held a professional license. Of this total of 66.67% ( $n=16$ ) held a license as a professional counselor while 20.03% ( $n=5$ ) indicated that they were licensed as a social worker. Twelve percent (12.50%;  $n=3$ ) listed their professional license as "other". Listed under other were "mediation certification" and real estate.

#### Primary Job Title

Table 4.6 presents an analysis of respondent's primary job title. Two hundred and one respondents listed their primary job title as an elementary school guidance counselor. This group comprised 75.00% of all respondents. A total of 20.90% ( $n=56$ ) of the

Table 4.6  
Primary Job Title

Category	Number	Percent of total
Elementary School Guidance Counselor	201	75.00
Counseling Resource Teacher	56	20.90
Other	<u>11</u>	<u>4.10</u>
TOTAL	268	100.00

NOTE: Five respondents failed to check this item.

respondents checked their primary job title as counseling resource teacher while 4.10% ( $n=11$ ) indicated that their primary job title as "other". These other primary job titles included assistant principal, visiting teacher, secondary guidance counselor, school social worker, and middle school counselor.

#### Years Employed as an Elementary School Counselor

The number of years employed as an elementary school counselor ranged from 0 to 22 years. Sixty-nine percent (69.26%;  $n=187$ ) of the respondents had been employed as elementary school counselors from 0 to 6 years. The median number of years employed was 3.00 years. These data are presented in Table 4.7.

#### Years of Teaching Experience

Participants were asked to list their years of teaching experience. The years of teaching experience ranged from 0 to 41. Seventy-nine percent (79.03%;  $n=213$ ) of the respondents had 1 to 15 years of teaching experience; the median number of years of teaching experience was 7.00. These data are presented in Table 4.8.

#### Grades Taught

Respondents were allowed to list up to 2 grades they had taught. The grades taught ranged from none to post-graduate level courses. Elementary grades were the grades most frequently listed

Table 4.7

## Years Employed as an Elementary School Counselor

Range	Number	Percent of total
0 - 3	150	55.56
4 - 6	37	13.70
7 - 10	35	12.97
11 - 15	38	14.07
16 - 20	9	3.33
21 or more	<u>1</u>	<u>.37</u>
TOTAL	270	100.00

NOTE: Three respondents failed to check this item.

Table 4.8  
Years of Teaching Experience

<u>Range</u>	<u>Number</u>	<u>Percent of total</u>
0	23	8.52
1 - 5	81	30.00
6 - 15	132	48.89
16 -41	<u>34</u>	<u>12.59</u>
TOTAL	270	100.00

NOTE: Three respondents failed to check this item.

(62.00%) while graduate level courses were listed the least number of times (0.47%). These data are presented in Table 4.9.

#### Subjects Taught

For this item, participants were asked to list the subjects they had taught. These data are presented in Table 4.10.

#### Presently Employed as an Elementary School Counselor

The response rate of 88.89% ( $n=288$ ) included 15 non-usable returns. These 15 non-usable returns were comprised of 8 packets which were not completed by the individual and 7 packets which were from individuals who had been erroneously listed as elementary school counselors on the computer print-out provided by the Virginia State Department of Education for the 1987-1988 session. Of the remaining 273 usable returns, 100% of the individuals indicated that they were presently employed as elementary school counselors.

#### Percentage Time Employed as an Elementary School Counselor

Participants were asked to indicate whether or not they were employed as an elementary school counselor 100% of their work week. A total of 92.86% ( $n=234$ ) of the respondents indicated that they spent 100% of their work week as elementary school counselors. Seven percent (7.14%;  $n=18$ ) of the respondents indicated employment less than 100% of their work week as elementary school counselors.

Table 4.9  
Grades Taught

Grade	Number	Percent of total
None	78	28.78
Preschool	1	.37
Kindergarten	9	3.32
Elem. (1-5)	131	48.34
Middle (6-8)	30	11.07
Sec. (9-12)	16	5.90
Undergrad.	3	1.11
Graduate	1	.37
Post-Grad.	<u>2</u>	<u>.74</u>
TOTAL	271	100.00

NOTE: Two respondents failed to check this item.

Table 4.10  
Subjects Taught

<u>Subject</u>	<u>Number</u>	<u>Percent of total</u>
Math	12	4.43
Reading	10	3.69
English	9	3.32
Social Studies	9	3.32
Band	6	2.21
Other subjects	<u>225</u>	<u>83.03</u>
Total	271	100.00

NOTE: Two respondents failed to check this item.

Twenty-one respondents failed to answer this item.

#### Percentage Time Spent in Counselor Function Areas

Counselor function areas were delineated as individual counseling, group counseling, group guidance, consultation, and coordination on the Individual Information Form. Table 4.11 provides information about the percentage time spent per week in each of these 5 counselor function areas. The counselor function area with the highest median percentage time spent was individual counseling while the lowest median percentage areas were consultation and coordination.

#### Other Assigned Responsibilities

Respondents who were not employed 100% of their work week as elementary school counselors were asked to list their other assigned responsibilities. These areas of responsibility listed by respondents are listed in Table 4.12. Teaching was the most frequent assignment for 25% ( $n=8$ ) of the 32 respondents to this item.

#### Percentage Time Spent Per Week on Other Assigned Responsibilities

A total of 27 individuals responded to this item. Thirty-seven percent (37.04%;  $n=10$ ) spent more than 50% of their time per week in the variety of assigned responsibilities listed earlier in Table

Table 4.11

Percentage Time Spent Per Week in Individual Counseling,  
Group Counseling, Group Guidance, Consultation,  
and Coordination

Counselor Function Area	Mean	Median	Mode	Range
Individual Counseling	36.92	30.00	30.00	79.00
Group Counseling	18.61	20.00	10.00	59.00
Group Guidance	21.43	20.00	20.00	74.00
Consultation	12.97	10.00	10.00	49.00
Coordination	11.12	10.00	10.00	49.00

Table 4.12

## Other Assigned Responsibilities

<u>Area of responsibility</u>	<u>Number</u>	<u>Percent of total</u>
Curriculum Development	1	3.12
Lunchroom Supervision	1	3.12
Middle Sch. Guidance	4	12.50
Psychol. Assessment	1	3.12
Record Keeping-Student	2	6.25
Social Work	6	18.75
Teaching	8	25.00
General Supervision & Research	1	3.12
Planning	3	9.37
Transfers & Registration	1	3.12
Testing	3	9.37
Advisor	1	3.12

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NOTE: There were 32 respondents to this item.

4.12. Table 4.13 lists the percentage time spent per week on these assigned responsibilities.

#### Contract Length

A total of 19.12% ( $n=52$ ) of the respondents indicated that their contract length was for 9 months while 71.32% ( $n=194$ ) reported a contract length of 10 months. Eleven month contracts were checked by 6.98% ( $n=19$ ) of the respondents and 2.58% ( $n=7$ ) of the respondents indicated that they held 12 month contracts. One respondent failed to check this item.

#### Annual Salary

Annual salary of respondents ranged from less than \$15,000 to more than \$45,000. Specific figures are given in Table 4.14.

#### Number of Schools Served in School Division

Of the 270 respondents to this item, 70.37% ( $n=190$ ) indicated that they served only 1 school while 22.96% ( $n=62$ ) noted that they served 2 schools. Four percent (4.44%;  $n=12$ ) of the respondents indicated that they served 3 schools and 0.74% ( $n=2$ ) listed the number of schools served as 4. Respondents serving 7 schools or more comprised 1.49% ( $n=4$ ) of the counselors checking this item.

Table 4.13

Percentage Time Spent Per Week on Other  
Assigned Responsibilities

Percentage Time Spent/Week	Number	Percent of Total
1 to 15%	6	22.22
16 to 25%	8	29.63
26 to 50%	3	11.11
51% or more	10	37.04

NOTE: There were 27 respondents to this item.

Table 4.14  
Annual Salary

<u>Salary range</u>	<u>Number</u>	<u>Percent of total</u>
\$15,000 or less	7	2.58
\$15,001 to \$25,000	77	28.41
\$25,001 to \$35,000	149	54.98
\$35,000 to \$45,000	37	13.65
Over \$45,000	<u>1</u>	<u>.37</u>
TOTAL	271	100.00

NOTE: 2 respondents failed to check this item.

#### Only Elementary School Counselor in the School

This item asked respondents if they were the only elementary school counselor in their school. Of the 261 respondents to this item, 91.95% ( $n=240$ ) stated that were the only elementary school counselor in their school, while 8.04% ( $n=21$ ) indicated that they were not the only elementary school counselor in their school.

#### Number of Students Assigned

Information regarding the number of students that respondents were assigned to work with is presented in Table 4.15. A total of 75.74% ( $n=203$ ) of the respondents stated that they were assigned 300 to 900 students.

#### Number of Elementary School Counselors in the School Division

Participants were asked to list the number of elementary school counselors in their school division. A total of 72.24% ( $n=177$ ) of the respondents indicated that they worked in school divisions with 1 to 20 counselors. Twenty-seven percent (27.76%;  $n=68$ ) of the respondents stated that their school division employed 21 to 90 counselors. The mean number of counselors in school divisions reporting was 16.97. There were 245 respondents for this item.

#### Position Funded by Chapter I

Of the 259 respondents to this item, 3.47% ( $n=9$ ) stated that

Table 4.15  
Number of Students Assigned

<u>Range</u>	<u>Number</u>	<u>Percent of Total</u>
0	11	4.11
1- 100	9	3.36
101 - 300	13	4.85
301 - 500	91	33.95
501 - 700	69	25.75
701 - 900	43	16.04
901 -1100	14	5.22
Over 1100	<u>18</u>	<u>6.72</u>
TOTAL	268	100.00

NOTE: 5 respondents failed to check this item.

their position was funded through Chapter I. Ninety-six percent (96.53%;  $n=250$ ) indicated that their position was not funded through Chapter I.

#### Job Satisfaction Among Elementary School Counselors

A modified Minnesota Satisfaction Questionnaire (MSQ) was used to gather information regarding the job satisfaction of Virginia elementary school counselors. Results below are based upon the scales of the modified MSQ described in Chapter III.

#### Questionnaire Reliability

Chronbach's Alpha was used to determine the internal consistency of the 20 scales and total scores on the modified MSQ. Reliability coefficients for the 20 scales are presented in Table 4.16 and ranged from 0.76 to 0.93 with a median of 0.89. The reliability coefficient for total scores on the modified MSQ was .93.

#### Levels of Overall Job Satisfaction

By averaging the response weights and multiplying by 100, an overall job satisfaction score for each respondent was computed and then categorized into job satisfaction levels. The mean and standard deviation for this overall satisfaction variable was 317.76 and 34.61, respectively. A frequency count revealed that 0.37% ( $n=1$ ) of

Table 4.16

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

Scale	Reliability Coefficient
Ability utilization	0.9090
Achievement	0.8249
Activity	0.8826
Advancement	0.9278
Authority	0.7607
Policies and practice	0.8964
Compensation	0.8982
Co-workers	0.8742
Creativity	0.9102
Independence	0.8966
Moral values	0.8139
Recognition	0.9382
Responsibility	0.7786
Security	0.8221
Social service	0.9123
Social status	0.8432
Supervision-human relations	0.9049
Supervision-technical	0.9207
Variety	0.8341
Working conditions	0.9293

the respondents had overall scores falling within the "Very Dissatisfied" range while 6.23% ( $n=17$ ) of the respondents' scores were in the "Dissatisfied" range. Eighty-two percent (82.05%;  $n=224$ ) of the responding counselors scored in the "Satisfied" range and 11.35% ( $n=31$ ) had overall scores in the "Very Satisfied" range.

#### Sources of Job Satisfaction

A hierarchy of the 20 modified MSQ scales was constructed as a means of examining the sources of job satisfaction for elementary school counselors. Means and 95% confidence intervals were obtained for each scale. This hierarchy appears in Table 4.17. Using ranges developed from original response options for the modified MSQ, it is apparent that elementary school counselors generally feel satisfied with all of the 20 factors comprising overall job satisfaction (i.e. scores between 12.51 and 17.50). Two scales, Compensation and Advancement, had means and confidence intervals in the lower limits of the "Satisfied" range.

#### Relationship Between Overall Job Satisfaction Scores and Selected Demographic Variables

The extant literature includes several studies which suggest that job satisfaction among elementary school counselors is affected by a number of factors (Burchette, 1983: Dietz, 1972: Hansen, 1967: Morgan, 1978: Page, 1981). In order to devise strategies

Table 4.17  
Hierarchy of Modified MSQ Scales

Scale	Mean	Standard deviation	95% confidence interval
Social Service	18.2887	2.3507	17.9022-18.6752
Creativity	17.3380	2.6681	16.8994-17.7766
Activity	17.1972	2.3970	16.8030-17.5913
Moral Values	17.1197	2.1120	16.7724-17.4669
Ability Utilization	17.0423	2.7647	16.5877-17.4968
Variety	16.9085	2.3517	16.5220-17.2949
Achievement	16.7958	2.3897	16.4028-17.1887
Responsibility	16.7254	2.1008	16.3799-17.0708
Co-workers	16.3944	2.6443	15.9596-16.8292
Independence	16.1972	2.5017	15.7858-16.6085
Supervision-Human Relations	16.0493	3.0184	15.5529-16.5456
Recognition	15.7535	3.0415	15.2533-16.2536
Security	15.7465	2.3443	15.3610-16.1319
Supervision-technical	15.5423	3.1793	15.0195-16.0650
Authority	15.2958	1.8404	14.9931-15.5984
Working Conditions	15.1620	3.2237	14.8915-15.4324
Social Status	15.0211	1.8735	14.7130-15.3291
Policies and Practices	13.8310	2.7752	13.3746-14.2873
Advancement	13.4437	2.7302	12.9947-13.8926
Compensation	13.1972	3.2860	12.6568-13.7375

aimed at maximizing job satisfaction among elementary school counselors, the influence of these various factors upon job satisfaction must be understood.

To explain the relation between overall job satisfaction scores and selected variables among Virginia elementary school counselors, a model was developed with 21 variables potentially contributing to job satisfaction: race, gender, age, current degree status, certifications held, type of elementary guidance certificate, training university, primary job title, percent time employed as an elementary guidance counselor, number of years employed as an elementary school counselor, years of teaching experience, salary, contract length, number of students, number of counselors in the school and school division, and percentage time spent in the respective areas of individual counseling, group counseling, group guidance, consultation, and coordination. The sample included all elementary guidance counselors in the data set ( $N=273$ ).

#### Variables

Race: coded 2 for white and 1 for black and other. The 1 Hispanic respondent was included under other. The black percentage in this sample was 17.22% (with 82.42% white).

Gender: coded 2 for female and 1 for male. The percentage male was 15.39% and the percentage female was 84.61%.

Age: the variable age was treated as a continuous variable. Respondent ages ranged from 23 to 67 years.

Current Degree Status: coded 4, 3, 2, and 1 for doctorate, educational specialist, masters, and bachelors degrees, respectively.

Certifications Held: elementary guidance and counseling was coded 1 and all other certification areas were coded 0.

Type of Certification: collegiate professional was coded 1 and all other types of certification were coded 0.

University: coded 1 for Virginia Commonwealth University and all other colleges or universities were coded 0. Virginia Commonwealth University was selected to represent this variable due its relatively high (15.70%) frequency among the 73 colleges and universities reported.

Primary Job Title: elementary school guidance counselor was coded 1 and all other job titles were coded 0.

Years of Employment as an Elementary School Counselor: the number of years of employment was treated as a continuous variable. Respondents' years of employment ranged from 1 year to 22 years.

Years of Teaching Experience: respondents were allowed to make 2 entries for the number of years of teaching experience. The values listed for these 2 entries were combined. A formula was used to account accurately for the number of years of teaching experience. When the respondent's 2 entries were combined exceeded his or her age minus 20, only the first response for number of years of teaching experience entry was counted. When the respondent's 2 entries were less than his or her age minus 20, both entries for the number of years of teaching experiences were counted. Years of teaching experience were then treated as a continuous variable. The number of years of teaching experience ranged from 0 to 41 years.

Salary: coded 5 for over \$45,000, 4 for \$35,001 to \$45,000, 3 for \$25,001 to \$35,000, 2 for \$15,000 to \$25,000, and 1 for \$15,000 or less.

Contract Length: this variable was coded 4 for 12 months, 3 for 11 months, 2 for 10 months, and 1 for 9 months since the respondents were asked to check 1 of these 4 contract length periods.

Number of Students Assigned: entered as a continuous variable ranging from 0 to 1800 students.

Number of Counselors in the School Division: entered as a

continuous variable ranging from 1 to 90 counselors.

Percentage Time Employed as an Elementary School Counselor:  
entered as a continuous variable ranging from 20 to 100 percent.

Percentage Time Spent in Individual Counseling: entered as a  
continuous variable ranging from 1 to 80 percent.

Percentage Time Spent in Group Counseling: entered as a  
continuous variable ranging from 1 to 60 percent.

Percentage Time Spent in Group Guidance: entered as a  
continuous variable ranging from 1 to 75 percent.

Percentage Time Spent in Consultation: entered as a continuous  
variable ranging from 1 to 50 percent.

Percentage Time Spent in Coordination: entered as a continuous  
variable ranging from 1 to 50 percent.

Job Satisfaction: entered as a continuous variable ranging from  
116.00 to 394.00.

### Structure of the Model

Figure 4.1 depicts the model conceptualized for this study. It is a 22-variable model based upon 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 (Pedhazur, 1982). The criterion in this model is job satisfaction which is defined as the response weights (averaged and multiplied by 100) for each respondent answering 80 percent of the 100 items on a modified Minnesota Satisfaction Questionnaire.

### Analyses

Twenty-two variables were selected on the basis of their importance in earlier job satisfaction studies and were assigned to one of three blocks of predictors. The first block of predictor variables consisted of measures of elementary school counselor background such as race, gender, and age. Job preparation variables such as the respondents' current degree, certification area, type of elementary guidance certificate, primary job title, current employment as an elementary school counselor, years of employment, teaching experience, and the university where the respondent received elementary counselor training were added to the equation in block number two. The last block of predictors forced into the equation were job setting variables consisting of the percentage time employed

Variables

Background	Job Preparation	Job Setting	Criterion
Race	Current Degree Status	Percentage Time Employed	
Gender	Certification Held	Percentage Time in Group Counseling	
Age	Type of Certification	Percentage Time in Group Guidance	
	University	Percentage Time in Consultation	Job Satisfaction
	Primary Job Title	Percentage Time in Coordination	
	Years of Employment	Percentage Time in Individual Counseling	
	Years of Teaching	Salary	
		Contract Length	
		Number of Students	
		Number of Counselors	
		Number of Counselors in School Division	

Figure 4.1  
Model of Elementary School Counselor Job Satisfaction

as a counselor, the percentage time spent by respondents as elementary school counselors in job function areas such as individual counseling, group counseling, group guidance, consultation, and coordination. Also included in this final group of job setting variables were respondents' salary, contract length, number of students assigned to work with, and the number of elementary school counselors in each respondent's school and school division. The correlations, means, and standard deviations for these variables are given in Table 4.18, and Table 4.19.

### Results

The results of the multiple regression analysis explaining overall job satisfaction from the modified Minnesota Satisfaction Questionnaire as a product of background, job preparation, and job setting are shown in Table 4.20. For the analysis reported in Table 4.20, a block of background variables and a block of job preparation variables were entered in the regression equation prior the measures of job setting. None of these blocks, however, produced a significant increase in the variance explained. These results suggest that background, job preparation, and job setting variables do not significantly affect the job satisfaction of elementary school counselors as measured by the modified Minnesota Satisfaction Questionnaire.

Table 4.18  
Correlation Matrix for Variables in Model

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Race	1.000														
2. Gender	.104	1.000													
3. Age	.027	-.057	1.000												
4. Current Degree- Status	-.022	-.026	-.055	1.000											
5. Certifications Held	.031	-.017	-.022	.063	1.000										
6. Type of Certification	.034	.135	-.010	-.052	.089	1.000									
7. University	-.143	-.027	.021	-.032	.097	.154	1.000								
8. Primary Job Title	-.033	-.078	.035	.097	.477	-.028	.168	1.000							
9. Years Employ- ment	-.091	-.176	.338	-.031	.105	-.069	.108	.170	1.000						
10. Years Teaching	-.062	-.003	.389	-.013	-.201	.006	.036	-.135	-.131	1.000					

Table 4.18 (Cont'd)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11. Salary	-.050	-.015	.285	.034	-.366	-.009	.031	-.494	.087	.314	1.000				
12. Contract Length	-.002	-.101	-.004	.128	.216	-.056	.143	.244	.087	-.070	-.170	1.000			
13. Number of Students	.177	.110	-.070	.073	-.012	.045	-.015	.072	-.201	-.029	-.027	.041	1.000		
14. Number of Counselors	-.083	-.197	.022	-.061	.025	.008	.034	.110	.112	-.063	-.060	.145	-.048	1.000	
15. Number of Counselors in Division	-.158	.092	-.009	-.022	-.325	.024	.138	.621	.001	.115	.474	-.223	-.060	-.086	1.000
16. Percent Time in Individual Counseling	.034	.070	-.105	.117	.033	.025	-.058	-.017	-.266	.031	-.016	.080	.279	-.028	-.122
17. Percent Time Employed as Counselor	-.051	.105	.066	.049	.044	-.040	.081	.068	.012	-.021	.205	-.082	.175	.075	.038
18. Percent Time in Group Counseling	-.078	.070	.088	-.001	.012	-.062	-.031	.054	.142	-.004	.149	-.087	-.063	-.016	.140

Table 4.18 (Cont'd)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
19. Percent Time in Group Guidance	-.006	-.023	-.110	-.073	-.159	-.047	-.126	-.073	-.069	.012	-.061	-.112	-.237	.055	-.011
20. Percent Time in Consul- tation	.076	.097	.055	.055	.042	.109	.071	-.068	.137	-.061	.075	-.001	.080	-.086	.180
21. Percent Time in Coordi- nation	-.197	-.023	.073	-.098	.038	.129	.303	.132	.199	.009	-.006	.003	-.078	.075	.150
22. Job Satis- faction	-.030	.098	.026	-.001	.008	.064	-.045	-.064	.020	-.043	.095	-.102	.076	-.078	.049

Table 4.18 (Cont'd)

Variables	16	17	18	19	20	21	22
1. Race	.034	-.051	-.078	-.066	.067	-.197	-.030
2. Gender	.070	.105	.070	-.023	.097	-.023	.098
3. Age	-.105	.066	.088	-.110	.055	.073	.026
4. Current Degree Status	.117	.049	-.001	-.073	.055	-.098	-.001
5. Certifications Held	.033	.044	.012	-.159	.042	.038	.008
6. Type of Certification	.025	-.040	-.062	-.047	.109	.129	.064
7. University	-.058	.081	-.031	-.126	.071	.303	-.045
8. Primary Job Title	-.017	.068	.054	-.073	-.068	.132	-.064
9. Years Employment	-.266	.012	.142	-.069	.137	.199	.020
10. Years Teaching	.031	-.021	-.004	.012	-.061	.009	.043

Table 4.18 (Cont'd)

Variables	16	17	18	19	20	21	22
11. Salary	-.016	.205	.149	-.061	.075	-.006	.095
12. Contract Length	.080	-.082	-.087	-.112	-.001	.003	-.102
13. Number of Students	.279	.175	-.063	-.237	.080	-.078	.076
14. Number of Counselors	-.028	.075	-.016	.055	-.086	-.075	-.078
15. Number of Counselors in Division	-.122	.038	.140	-.011	.180	.150	.049
16. Percent Time in Individual Counseling	1.000	-.023	-.337	-.413	-.146	-.350	.071
17. Percent Time Employed as Counselor	-.023	1.000	.076	-.011	.038	-.123	-.013

Table 4.18 (Cont'd)

Variables	16	17	18	19	20	21	22
18. Percent Time in Group Counseling	-.337	.096	1.000	-.086	-.126	-.070	.097
19. Percent Time in Group Guidance	-.413	-.011	.086	1.000	-.215	-.163	-.102
20. Percent Time in Consul- tation	-.146	.038	-.126	-.215	1.000	.346	.153
21. Percent Time in Coordi- nation	-.350	-.123	-.070	-.163	.346	1.000	-.029
22. Job Satis- faction	.071	-.013	.097	-.102	.153	-.029	1.000

Table 4.19

## Variable Means and Standard Deviations

<u>Variable</u>	<u>Mean</u>	<u>Standard Deviation</u>
Race	1.832	0.385
Gender	1.846	0.361
Age	41.587	8.406
Current Degree Status	2.026	0.358
Certifications Held	0.533	0.500
Type of Certification	0.763	0.426
University	0.149	0.357
Primary Job Title	0.750	0.434
Years Employment	5.241	4.870
Years Teaching	8.408	6.934
Salary	2.807	0.710
Contract Length	1.930	.600
Number of Students	580.828	314.771
Number of Counselors	1.088	.297
Number of Counselors in Division	16.971	20.085
Percent Time in Individual Counseling	36.918	17.446
Percent Time Employed as Counselor	96.845	12.266
Percent Time in Group Counseling	18.614	11.367
Percent Time in Group Guidance	21.433	13.865
Percent Time in Consultation	12.968	6.606
Percent Time in Coordination	11.120	7.418
Job Satisfaction	317.758	34.605

Table 4.20

Multiple Regression Analysis:  
Overall Job Satisfaction Score Explained by  
Background, Job Preparation, and Job Setting Variables

Variables	Change in R	df	Probability
Block 1:	.012	3, 189	.501
Age			
Race			
Gender			
Block 2:	.015	10, 182	.872
Current Degree Status			
Certification Held			
Type of Certification			
University Received Training			
Primary Job Title			
Years of Employment			
Years of Teaching			
Block 3:	.070	21, 171	.623
Percent Time Employed			
Percent Time in Group Counseling			
Percent Time in Group Guidance			
Percent Time in Consultation			
Percent Time in Coordination			
Percent time in Individual Counseling			
Salary			
Contract Length			
Number of Students			
Number of Counselors			
Number of Counselors in School Division			

### Summary

Results of the study have been presented in this chapter. An overall response rate of 88.89% was obtained. A total of 93.40% of the respondents indicated that they were either satisfied or very satisfied with their jobs. As a group, the participants in the study exhibited no dissatisfaction with any source of satisfaction (subscales of the modified MSQ). While social service (being able to do things in service to others) and creativity (the opportunity to try one's own methods) were sources of much satisfaction among the counselors, advancement (the chances for advancement on the job) and compensation (feelings about pay versus the amount of work performed) were ranked as less satisfying. Of the selected demographic variables studied, none had a significant effect on job satisfaction.

## 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 posed and the methodology used. Implications of the findings along with recommendations for the profession and additional research related to elementary school guidance in Virginia are also presented.

#### Review of the Research Questions and Methodology

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

1. What are the levels of overall job satisfaction of elementary school counselors practicing in Virginia?
2. What degree of satisfaction do Virginia elementary school counselors express with subfactors of job satisfaction?
3. For elementary school counselors in Virginia, what is the relation between overall job satisfaction and selected demographic variables?

Study participants were identified from a computer listing of assigned elementary school counselors in Virginia's school systems for the 1987-1988 school year (Virginia Department of Education, 1988). Data collection was implemented by mail and involved 5 steps: (1) a pre-letter mailing, (2) initial mailing of survey packets to all participants, (3) a postcard reminder sent to each

participant, (4) the first follow-up mailing of a second duplicate packet of survey materials, and (5) a second follow-up mailing of a third duplicate packet of survey materials. In the initial survey packet mailing, 324 packets, including the modified Minnesota Satisfaction Questionnaire and an individual information form were sent out. A total of 288 participants returned completed survey materials for a response rate of 88.89%. The statistical analyses of participant responses were carried out through use of computer facilities at Virginia Tech.

The scores on 20 job satisfaction subscales and an overall index of job satisfaction were taken from participant responses to the modified Minnesota Satisfaction Questionnaire. A hierarchy of job satisfaction subscales was developed by establishing means and 95% confidence intervals for each subscale and then examining how each subscale ranked in level of overall job satisfaction. Sources of job satisfaction and dissatisfaction for elementary school counselors in Virginia were then described in terms of this hierarchy. In addition, hierarchical multiple regression procedures were used to determine if selected demographic variables contributed meaningfully to the prediction of overall job satisfaction among elementary school counselors.

#### Summary of Results and Conclusions

The research questions, which served as a basis for this study,

were also used a foundation for summarizing results and conclusions.

1. What are the levels of overall job satisfaction of elementary school counselors in Virginia?

The results of this study indicated that 82.04% ( $n=224$ ) of Virginia elementary school counselors were satisfied with their jobs while 11.35% ( $n=31$ ) were very satisfied. Six percent (6.23%;  $n=17$ ) and 0.37% ( $n=1$ ) of the respondents rated themselves as dissatisfied and very dissatisfied, respectively. It is apparent that the majority of the elementary school counselors in Virginia are satisfied with their jobs.

2. What degree of satisfaction do Virginia elementary school counselors express with subfactors of job satisfaction?

The hierarchy of modified MSQ subscales showed that Virginia elementary school counselors are satisfied with all 20 of the subfactors measured. Respondents indicated satisfaction primarily with the social service and creativity aspects of their job. Social service referred to being able to do things for others and creativity was defined as the opportunity to try one's own methods. At the lower end of the hierarchy were school system policies and practices, advancement, and compensation. Advancement referred to the chance for advancement on the job while compensation pertained to feelings about pay versus the amount of work performed.

3. For elementary school counselors in Virginia, what is the relation between overall job satisfaction and selected

demographic variables?

A 22-variable model based upon a hierarchical multiple regression approach was constructed. Job satisfaction served as the criterion and remaining 21 variables in the model were assigned to one of three blocks of predictors. The first block of predictor variables included measures of elementary school counselor background such as race, gender, and age. Variables relating to job preparation and which included the respondents' current degree, certification held, type of elementary guidance certificate, training university, primary job title, years of employment, and years of teaching experience were added to the multiple regression equation in block number two. The last block of predictor variables forced into the equation were job setting variables consisting of the percentage time employed as a counselor and the percentage time spent by respondents in job function areas such as individual counseling, group counseling, group guidance, consultation, and coordination. This group of job setting variables also included the respondents' salary, contract length, number of students assigned to work with, and the number of elementary school counselors in each respondent's school and school division. In this study, none of these blocks of variables explained a significant portion of the variance in job satisfaction. This model explained 9.7% of the total variance in overall job satisfaction.

### Discussion

Three research questions provided the basis for the present study. Discussions related to each question are presented below.

#### Levels of Overall Job Satisfaction

It has been estimated that 80% to 90% of workers in the United States are satisfied with their jobs (Portigal, 1976; Quinn, Staines & McCullough, 1974). The results of this study indicate that 93.40% of Virginia elementary school counselors were satisfied or very satisfied with their jobs. It appears that despite the presence of job-related issues such as accountability demands and personnel shortages, elementary school counselors in Virginia are more satisfied with their jobs than American workers in general.

#### Components of Overall Job Satisfaction

The results of the present study revealed that Virginia elementary school counselors are, on average, satisfied with all 20 of the job satisfaction subfactors measured. The mean score and confidence interval for the subfactor scale of social service (i.e. being able to do things for others) fell in the very satisfied range. This finding supports the contention by Muro (1981) that elementary school counselors receive a great deal of satisfaction in the belief that their actions and presence make a significant and positive impact.

On the other hand, subfactor scales which were ranked lower (although still in the satisfied range) in job satisfaction were school system policies (i.e. the way school system policies are carried out), advancement (i.e. opportunities for advancement on the job), and compensation (i.e. feelings about pay in contrast to the amount of work completed). These results are comparable to findings relating to school system policies and opportunities for advancement among school counselors (Morgan, 1978; Parker, 1980), but are inconsistent with Burchette's (1983) contention that salary is not significantly related to feelings associated with job satisfaction.

A variety of factors may be responsible for Virginia elementary school counselors' relatively smaller degree of satisfaction with school system policies and practices. Despite their many capabilities, elementary school counselors may not be able to fulfill the roles they were trained for due to the local school system policies which define their practice. In some instances, for example, local school divisions seeking to comply with federal or state regulations with limited staff might incur unreasonable caseloads or restrictions upon the types of services available. This conflict between ideal role and actual role among counselors has been associated with reduced job satisfaction and may be reflective of the small influence that Virginia school personnel, at the school level, have over education procedures in general (Boyer, 1988; Thompson & Powers, 1983).

Low-ranked satisfaction with advancement among elementary school counselors in this present study may be a function of how these counselors perceive their roles and the relative newness of the profession in Virginia. As noted previously, the vast majority of Virginia elementary school counselors seem satisfied with the opportunity to do things for others or more specifically, students. Within school systems, many advancement opportunities for elementary school counselors as well as other personnel generally lie in the administrative domain where the service emphasis may differ. In other instances, elementary school counselors seeking advancement may find a need to obtain more training or other preparation for what may be a limited number of established administrative or supervisory positions with a counseling orientation.

Lastly, the relatively low satisfaction rating for compensation in this present study may be related to the system policies/practices and role conflict issues mentioned earlier. Without input in school system policies and practices, concerns by Virginia elementary school counselors about salary may go unheeded. Contributing to this situation may be a need for role clarity and a high-profile professional identity as the elementary school guidance programs in Virginia develop further.

#### Overall Job Satisfaction and Demographic Variables

Of the 33 demographic variables available from the Individual

Information Form, 21 were selected to investigate their relation with job satisfaction. The variables were selected on the basis of their importance in related studies of job satisfaction among counselors (Burchette, 1983: Page, 1981: Parker, 1980). These variables were classified as background variables (race, gender, and age), job preparation variables (current degree status, certifications held, type of elementary guidance certificate, training university, primary job title, number of years employed as an elementary guidance counselor, and number of years teaching experience), and job setting variables (percentage time employed as a counselor, salary, contract length, number of students assigned to counselor, number of counselors in the division or school, and percentage of time spent in individual counseling, group counseling, group guidance, consultation, or coordination).

These variables were included in a hierarchical multiple regression model where the relation between predictor variables such as background variables, job preparation variables, and job setting variables could be examined against the criterion of job satisfaction. None of these predictor variables, however, were found to explain a significant portion of the variance in job satisfaction. An explanation for this finding is that counselors show little variance on the dependent measure: job satisfaction. This is apparent in the subsale analysis where the confidence intervals for all 20 modified MSQ scales fell within the satisfied range.

### Implications

From this study, several implications can be drawn which may have value to Virginia elementary school counselors, counselor educators, and employers of Virginia elementary school counselors.

1. On the basis of responses to the modified form of the Minnesota Satisfaction Questionnaire, it appears that most Virginia elementary school counselors are satisfied with their current jobs in general, and with all measured job satisfaction subfactors. Virginia elementary school counselors appear to be slightly more satisfied with their jobs than are other American workers.
2. For Virginia elementary school counselors, the greatest source of job satisfaction comes from the social service aspect of their job. Social service refers to being able to do things for others.
3. Three aspects of Virginia elementary school counselor jobs are in need of examination: school system policies and practices, advancement opportunities, and compensation. Elementary school counselors may be leaving counselor training programs prepared to assume an "ideal" counselor role which is inconsistent with the role defined by local school system policies and practices. Once established in their positions, elementary school counselors may find opportunities for advancement are few in number or have more of an administrative emphasis than student

services emphasis. Lastly, Virginia elementary school counselors already expressing some concern about compensation for their services may experience even more concern if local school divisions adjust their budgets to do "more with less" in expanding or developing comprehensive elementary school guidance programs.

4. Of the demographic variables studied in the areas of counselor background, job preparation, and job setting, none appear to be contributing significantly to the job satisfaction of Virginia elementary school counselors.

#### Recommendations

The results and implications of this study form the basis for recommendations for elementary school counselors, elementary school trainers, and the Virginia State Department of Education.

#### Recommendations for the Profession

1. The Virginia State Department of Education and local school divisions should make every effort to provide adequate staffing, resources, and compensation for the operation of comprehensive elementary school guidance programs.
2. Elementary school counselor training programs in Virginia should convey to trainees the importance of differentiating between

ideal and actual job roles as defined by school system policies and practices.

3. Elementary school counselor training programs should encourage graduates to become involved in the process of developing school system policies and practices so that role conflict or role restriction does not occur.

#### Recommendations for Additional Research

1. Additional studies of the job satisfaction of elementary school counselors in Virginia should examine the effect of variables such as marital status and central office supervision versus building principal supervision.
2. To examine trends in job satisfaction among Virginia elementary school counselors longitudinal studies should be conducted.
3. Studies should be carried out which investigate the effect that specific school system policies and practices have upon elementary school counselor roles.
4. Studies should be conducted to examine the nature and extent of advancement opportunities presently available to elementary school counselors.

#### Summary

This chapter has provided an opportunity for examination and interpretation of the results of the study. Several implications

have been drawn and recommendations pertaining to Virginia elementary school counselors, elementary school counselor educators in Virginia, employers of Virginia elementary school counselors, and the Virginia State Department of Education have been made. Recommendations for future research concluded this chapter.

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## APPENDICES

**Appendix A**  
**Survey Letters**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Psychology  
Elliott Hall  
75 East River Road  
Minneapolis, Minnesota 55455

February 25, 1987

David Kirk, Ed. S.  
Chief School Psychologist  
Henry County Public Schools  
Box 2958  
Collinsville, Virginia 24078-2958

Dear Mr. Kirk:

We are pleased to grant you permission to modify the Minnesota Satisfaction Questionnaire (Long Form), and we also grant permission for you to photoduplicate this revision for use in your dissertation research. We request that the citation in your thesis read as follows: "Minnesota Satisfaction Questionnaire modified for research purposes and reproduced by permission of Vocational psychology Research, University of Minnesota, copyright [1967 or 1977--you did not specify which version of the instrument you were modifying]."

We charge \$0.18 per photoduplicated copy of the MSQ for royalty fees. We request that you provide us with a receipt which clearly states the number of copies of the instrument that you had duplicated with your payment in order to corroborate the amount of your check. We must inform you that without payment of the royalty fees you would stand in violation of the copyright laws. Thank you for your prompt attention to this matter.

We would appreciate receiving the relevant demographic and MSQ data collected for our validation purposes. In addition, we would appreciate receiving a copy of your dissertation or of any publications that result from your use of the MSQ. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments, and we would value your contribution to our collection.

Good luck with your research. If you have any questions, or if we can be of additional assistance, please do not hesitate to contact us.

Sincerely,

A handwritten signature in cursive script that reads "Allan M. Due (mcs)".

Allan M. Due  
Assistant Director  
Vocational Psychology Research

AMD:mcs



# COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION  
P.O. BOX 60  
RICHMOND 23216-2060

February 1, 1988

Mr. David Kirk  
Henry County Public Schools  
Box 2958  
Collinsville, Virginia 24078

Dear David:

I am delighted that your doctoral study will focus on examining the level of job satisfaction of elementary school counselors in Virginia and what relationship there may be between job satisfaction and selected demographic variables. To my knowledge, this kind of study has not been done in Virginia. The information you intend to gather will be invaluable in our efforts to phase in quality elementary guidance programs statewide by the 1989-90 school year.

Thanks so much for sharing with me a copy of your proposal and the instruments you will use. I am looking forward to reading the results of your study. Good luck with it.

Sincerely,

A handwritten signature in cursive script that reads "Libby".

Libby R. Hoffman, Ed.D.  
Supervisor for Elementary  
School Guidance

IRH:cle



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

February 7, 1988

Dear Virginia Elementary School Counselor,

I am writing to encourage your participation in a study being conducted by Mr. David Kirk, a doctoral candidate at Virginia Tech.

His 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 David by taking 15-20 minutes to complete and return the materials you will receive in a few days. His 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.

A handwritten signature in cursive script that reads "T. Hohenshil".

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

COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Date February 14, 1988Respond to:P.O. Box 2958  
Collinsville, VA 24078

Dear Virginia Elementary School Counselor:

I am very interested in studying the nature of job satisfaction variables that exist among elementary school counselors in our state.

I am aware that your present 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 consider my request?

With this letter you will find enclosed an Individual Information Form and a 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.

Will you please complete and return the Individual Information Form and the questionnaire to me in the enclosed envelope by February 19th?

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.

Sincerely,

David Kirk

Date: \_\_\_\_\_

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 you have by heartfelt thanks. If you have not completed those materials, please do so as soon as possible. Call me collect at 1-703-638-5321 (O) during the day or call me collect at 1-703-638-1317 (H) after 5:30 p.m. if you have not yet received a survey packet and I will send you one.

Thank you again for your timely help.

Sincerely,

David Kirk



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

March 4, 1988

Dear Virginia Elementary School Counselor:

Last month, 322 Virginia elementary school counselors in Virginia were asked to participate in a study conducted by David Kirk. The response from Virginia elementary school counselors throughout the state has been outstanding! At the present time, 76% have responded by completing and returning the survey materials.

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

The results of his 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 David?

Sincerely,

A handwritten signature in cursive script that reads "T. Hohenshil".

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



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Date March 17, 1988Respond to:P.O. Box 2958  
Collinsville, VA 24078

Dear Virginia Elementary School Counselor:

I am very interested in studying the nature of job satisfaction variables that exist among elementary school counselors in our state.

I am aware that your present 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 consider my request?

With this letter you will find enclosed an Individual Information Form and a 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.

Will you please complete and return the Individual Information Form and the questionnaire to me in the enclosed envelope by March 23, 1988?

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.

Sincerely,

A handwritten signature in cursive script that reads "David Kirk".

David Kirk



FAIRFAX COUNTY  
PUBLIC SCHOOLS

Department of Student Services and Special Education

Devonshire Administrative Center  
2831 Graham Road  
Falls Church, Virginia 22042

July 19, 1988

Mr. David Kirk  
Chief School Psychologist  
Henry County Public Schools  
Box 2958  
Collinsville, Virginia 24078

Dear Mr. Kirk:

Your letter of May 19 to Mrs. Herbert was referred to me. Thank you for your interest in the Fairfax County Public Schools (FCPS) Elementary Guidance and Counseling Program. A description of the position of counseling resource teacher (CRT) is enclosed. In Fairfax County the counseling resource teachers fulfill the responsibilities of the elementary school counselors.

In 1981 the School Board of FCPS established the position of "Crisis Resource Teachers" and hired eight CRTs to respond to crises in elementary schools. Having professionals in this position was helpful as they worked with students, parents, and teachers. More CRTs were added, the role included developmental counseling, congratulations coordination, and classroom guidance, and the name was changed in 1986 to "Counseling Resource Teachers." More CRTs have been added and in 1987-88 there were seventy-four such positions. The next school year, 1988-89, forty-nine more CRTs are being hired so each elementary school will have one CRT. The following school year, 1989-90, there will be a ratio of one CRT for 500 elementary students.

I hope this information is helpful to you as you write your dissertation. If you have any questions, you may call me at (703) 876-5252.

Sincerely,

A handwritten signature in cursive script that reads "Dorothy J. Blum".

Dorothy J. Blum, Coordinator  
Elementary Guidance

/dwp

COUNSELING RESOURCE TEACHERDescription of Position

Counseling resource teachers (CRTs) provide direct services to students by assisting students with academic and/or behavior problems, counseling students individually or in groups, teaching students time management and study skills, working with classes of students on self-concept, and counseling students who are experiencing stressful home situations such as moves, separations, illnesses, and death. Duties related to direct services to students include: counsels students; provides classroom guidance activities which facilitates developmental growth; provides crisis intervention with high-risk students; monitors behavior problems; provides activities which foster understanding, communication skills, aptitude awareness, and decision-making skills.

CRTs also provide services to the principal, teachers, and resource staff by developing strategies to facilitate students' academic and social/emotional growth. Duties related to indirect services to students include: consults with teachers, administrators, resource personnel, and parents; conducts teacher discussion groups; provides liaison between home and school; conducts parent counseling groups to promote effective child-rearing practices.

In addition, CRTs provide services to parents by conferencing, parent effectiveness training workshops, information on child development and parent support groups.

Desirable Qualifications

- o Demonstrated professional skills in counseling and advising elementary-age children experiencing academic, behavioral, or personal difficulties, and in providing classroom guidance activities to foster developmental growth, understanding, and communication skills.
- o Certified as a counselor, school social worker, visiting teacher, or psychologist with at least three years of experience, or certified as a classroom teacher with a least three years of experience, or certified as a classroom teacher with at least three years' experience and appropriate additional preparation.
- o Ability to work as a vital member of a team.

Examples of Duties and Responsibilities

- o Provides crisis intervention assistance to students in immediate need within a school setting.
- o Counsels students individually or in groups regarding peer/parent relationships, personal problem-solving, communications skills, and appropriate social behavior.
- o Provides supportive counseling for students at high risk to develop adjustment problems, i.e., families in crisis, families undergoing separation or divorce, single-parent families, etc.
- o Instructs students on the management of time within a school setting, study skills, and problem-solving techniques.
- o Provides direction, consultation and training services for teachers, both on an individual and group basis, involving classroom/student management; student, student-teacher and teacher-parent relationships; and the social/emotional development of children
- o Cooperates with classroom teachers to facilitate student social/emotional growth through activities in the classroom which foster understanding of self and others, development of friendships and interpersonal relationships, decision-making skills.
- o Provides parents/families with information, consultation, and management techniques to help provide healthy emotional growth and appropriate relationships.
- o Conducts parent discussion and/or counseling groups to promote effective child-rearing practices
- o Maintains and coordinates services provided by community resources which can assist and support students and their families.
- o Provides orientations for new students and students making the transition to intermediate school.

**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:  
 Female  
 Male
3. Please indicate your race:  
 Black  
 Caucasian  
 Other (Specify \_\_\_\_\_)
4. What is your current degree status?  
 Bachelors  
 Masters  
 Educational Specialist  
 Doctorate
5. Please list all certifications you presently hold:  


---



---
6. 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
7. Please list the date when you were originally certified as an elementary school counselor: \_\_\_\_\_
8. At which college/university and when did you receive your elementary school counselor training?  

<u>College/University</u>	<u>Year</u>
_____	_____
_____	_____
9. If you are in a counselor education program, what year do you anticipate you will finish? \_\_\_\_\_
10. Please list any professional licenses you hold:  


---
11. What is your primary job title?  
 Elementary school guidance counselor  
 Supervisor/administrator of elementary guidance programs  
 Counseling Resource Teacher  
 Other (Please specify \_\_\_\_\_)
12. How many years have you been employed as an elementary school counselor? \_\_\_\_\_

---

**\*\*PLEASE CONTINUE ON BACK\*\***

13. Please list any years of teaching experience you have by grade and subject:

<u>Number of Years</u>	<u>Grades/Subjects Taught</u>
_____	_____ / _____
_____	_____ / _____

14. Are you presently employed as an elementary school counselor?  
 Yes  
 No

15. What percentage of time are you employed as an elementary school counselor? \_\_\_\_\_ If less than 100%, please list your other assigned counselor responsibilities (such as planning, teaching, middle school or secondary guidance, etc.) and the percentage time spent each week in that activity:

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

16. Please indicate the percentage time you spend each week in the job function areas listed below:

<u>Area</u>	<u>Percentage</u>
Individual counseling.....	_____
Group counseling.....	_____
Group guidance.....	_____
Consultation.....	_____
Coordination.....	_____

17. What is your contract length?  
 9 months  
 10 months  
 11 months  
 12 months

18. Please check your annual salary:  
 \$15,000 or less  
 \$15,001 to \$25,000  
 \$25,001 to \$35,000  
 \$35,001 to \$45,000  
 over \$45,000

19. How many schools do you serve in your school division? \_\_\_\_\_

20. Are you the only elementary school counselor in your school?  
 Yes  
 No

21. How many students are you assigned to work with? \_\_\_\_\_

22. How many elementary school counselors are there in your school division? \_\_\_\_\_

23. Is your position funded by Chapter I?  
 Yes  
 No

\*\*PLEASE CONTINUE\*\*

**Appendix C**

**Modified Minnesota Satisfaction Questionnaire**

## 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.

	VDS	DS	S	VS
On my present job, this is how I feel about...				
1. The chance to be of service to others.....				
2. The chance to try out some 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.....				

\*\*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.

	VDS	DS	S	VS
On my present job, this is how I feel about...				
26. The chance to tell other staff members how to do things.....				
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.....				

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.

	VDS	DS	S	VS
On my present job, this is how I feel about...				
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.....				
75. The way my supervisor provides help on hard problems.....				

\*\*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.

	VDS	DS	S	VS
On my present job, this is how I feel about...				
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.....				

\*\*THANK YOU!\*\*

**Appendix D**

**Minnesota Satisfaction Questionnaire**

## MINNESOTA SATISFACTION QUESTIONNAIRE

David J. Weiss, Rene V. Dawis  
George W. England, and Lloyd H. Lofquist  
University of Minnesota

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 you answers and those of thousands of other individuals throughout the nation, 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 cannot make up your mind whether or not the job gives you what you expected, check the blank under "N" (Neither Satisfied nor Dissatisfied);
- if you feel that your job gives you 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.

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.

N means I can't decide whether I am satisfied or not 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.

	VDS	DS	N	S	VS
On my present job, this is how I feel about . . .					
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 other workers 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 company.....					
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 working conditions (heating, lighting, ventilation, etc.) on this job.....					
14. The opportunities for advancement on this job.....					
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.....					

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.  
 N means I can't decide whether I am satisfied or not 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.

	VDS	DS	N	S	VS
On my present job, this is how I feel about . . .					
26. The chance to tell other workers how to do things.....					
27. The chance to do work that is well suited to my abilities.....					
28. The chance to be "somebody" in the community.....					
29. Company policies and the way in which they are administered.....					
30. The way my boss handles his men.....					
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 chances of getting ahead on this job.....					
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 people.....					
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 company policies.....					
50. The way my boss backs his men up (with top management).....					

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

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

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N means I can't decide whether I am satisfied or not with this aspect of my job.

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

	VDS	DS	N	S	VS
On my present job, this is how I feel about . . .	—	—	—	—	—
51. The way my job provides for steady employment.....	—	—	—	—	—
52. How my pay compares with that for similar jobs in other companies.....	—	—	—	—	—
53. The pleasantness of the working conditions.....	—	—	—	—	—
54. The way promotions are given out on this job.....	—	—	—	—	—
55. The way my boss delegates work to others.....	—	—	—	—	—
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 worth while.....	—	—	—	—	—
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 company policies are put into practice.....	—	—	—	—	—
70. The way my boss takes care of complaints brought to him by his men.....	—	—	—	—	—
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 on this job.....	—	—	—	—	—
75. The way my boss provides help on hard problems.....	—	—	—	—	—

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.

N means I can't decide whether I am satisfied or not with this aspect of my job.

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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 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 company treats its employees.....					
90. The personal relationship between my boss and his men.....					
91. The way layoffs and transfers are avoided in my job.....					
92. How my pay compares with that of other workers.....					
93. The working conditions.....					
94. My chances for advancement.....					
95. The way my boss trains his men.....					
96. The way by 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.....					

#### VITA

David Kirk was born in Tokyo, Japan, on November 7, 1950. He attended schools in Landstuhl, Germany, as well as schools in Georgia, Maryland, and North Carolina. In 1972, he received a Bachelor of Science Degree in Psychology from Western Carolina University at Cullowhee, North Carolina and became a member of Psi Chi. The author earned his Master of Arts Degree in school psychology from Western Carolina University in 1974.

The author was employed as a certified school psychologist with the Henry County Public Schools, in Collinsville, Virginia, in 1974. In 1983, an article by the author, entitled "Vocational Assessment of Visually-Impaired Secondary Students" was published in Conference Proceedings - Secondary School Psychological Services: Focus On Vocational Assessment Procedures For Handicapped Students (T.H. Hohenshil, W.T. Anderson, & J.F. Salwan, Eds.). In 1989, he received his national certification in school psychology.

The author is a former president of the Bassett Area Jaycees, a former chairman of the board for a local sheltered workshop, and former president of the Martinsville chapter of Toastmasters International. He is presently a member of the Virginia Academy of School Psychologists, co-chairman of the Roanoke Valley Regional Psychologists' Group, and employed as chief school psychologist in Henry County Public Schools.

  
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David Kirk