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The Relationship Between School Counselor's Perception of a Supportive School Climate and Reported Level of Job Satisfaction

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**THE RELATIONSHIP BETWEEN SCHOOL COUNSELOR'S
PERCEPTION OF A SUPPORTIVE SCHOOL CLIMATE
AND REPORTED LEVEL OF JOB SATISFACTION**

Kimberly A. Nelson, B.A.

**An Abstract Presented to the Faculty of the Graduate School
of Lindenwood University in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts**

1999

Abstract

The purpose of this study is to determine the relationship between a school counselor's perception of a supportive school climate and reported level of job satisfaction. School climate was determined using the School Climate Scale, while job satisfaction was determined using the Minnesota Satisfaction Questionnaire. Participants in this study were randomly selected from a list of all counselors employed in a school counseling position as of January 1998, obtained from the Missouri Department of Elementary and Secondary Education. Analysis of the data was completed using the Pearson r to assess the correlation between school climate and job satisfaction.

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1999

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Chapter 1

Introduction

Educational issues and the educational system itself have been the focus of many research studies throughout the years. These studies have centered around the facilities, educational environment, student success and achievement, innovative school programs, teachers, and administrators. Of the studies related to teachers in particular, there appeared to be a focus on teacher commitment, job satisfaction, intent to stay in teaching, and the effects of the administrator on teacher performance and satisfaction (Coladarci, 1986; Billingsly & Cross, 1992; Littrell, Billingsly & Cross, 1994; and Hutchison, 1997).

Various studies during the 1980s and 1990s focused on comparing general and special educators on variables related to school climate, such as leadership, stress, role-conflict, self-efficacy, and attrition. For example, Billingsly and Cross (1992) stated that work-related variables such as increased administrative support and work involvement, coupled with lower levels of stress and role-conflict, increased job satisfaction among regular and special educators. It has also been found that principals who encourage participation in decision making (Knoop, 1981; and Sutton & Fall, 1995) and stress the importance of interpersonal relationships in the educational environment (Sparks, 1979) have more satisfied educators. It could be reasoned that the school climate could

impact the job satisfaction of teachers. Teachers, however, are not the only employees vital to the educational system. School counselors are also important educational employees; however, literature focusing on school counselors is limited.

Early educational research studies did little to focus on the role expectations, influence, stressors, and job satisfaction of counselors in the educational setting. As a result of an educational reform movement in our country in the late 1980s, school counseling programs became increasingly important, while the roles and responsibilities of counselors evolved (Murray, 1995). A systems approach to education increased in visibility and the counselor became an integral part of the system of parent, teachers, administrators, and community agencies working together to meet students' needs (Carns & Carns, 1997; and Keys & Bemak, 1997).

Statement of Purpose

Along with the integration into the systems approach, where focus shifted from individual student well-being to working collaboratively with groups, parents, teachers, administrators, and community leaders, new dilemmas appeared. Counselors' roles changed and demands continued to increase into the 1990s when several studies (Harrison, 1991; Baker, 1996; O'Dell, Rak, Chermonte, Hamlin & Waina, 1996) cite continued role confusion, lack of visibility in buildings, a career focus to counseling,

convoluted job descriptions, and the lack of consistency and standardization among programs as areas that impact the job satisfaction and school climate encountered by school counselors. If a counselor is dissatisfied with the job or faces a negative school climate, this could have a negative effect on the counselor's performance, programs, services and relationships. This study shifts concentration away from facilities, the educational environment, innovative programs, teachers and administrators to the relationship between school climate and counselor job satisfaction.

Hypothesis

It is hypothesized that there is a direct correlation between a supportive school climate and the counselor's reported level of job satisfaction. School climate is measured using the School Climate Scale (SCS), while job satisfaction is measured using the Minnesota Satisfaction Questionnaire (MSQ).

Chapter 2

Literature Review

Background

When reading educational research regarding those employed in educational occupations, most early studies were aimed at various factors impacting general and special educators. Studies focused on teacher commitment, job satisfaction, intent to stay in teaching, the effects of the administrator on teacher performance and satisfaction (Coladarci, 1986; Billingsly & Cross, 1992; Littrell, Billingsly & Cross, 1994; Hutchison, 1997; Gade & Houdek, 1993; Pounder, Ogawa & Adams, 1995; and Sparks, 1979).

These previous studies left out a vital link in the educational process, the school counselor. School guidance counseling began in 1889 when a high school principal, Jesse Davis, initiated a guidance program in Detroit (Peterson & Nisenholz, 1995). Guidance focused on career planning and was prominent in high schools only, until the middle 1960s. School counseling became more prevalent in the elementary schools following the revision of the National Defense Education Act (NDEA) of 1958, which resulted in additional government-funded workshops and training sessions for teachers and school counselors to assist in identifying talented students to guide into vital careers that had veteran members (Baker, 1996; Peterson & Nisenholz, 1995). The early school counseling

programs focused on "problem prevention and the development of human potential" (Peterson & Nisenholz, p.326). Societal changes and trends since the 1960s have led to continued discussion and debate as to the relevance and appropriate areas of concentration in school counseling programs (Paisley, 1995; and Baker, 1996). Between 1983 and 1990, there was an educational reform movement in the United States that focused on various educational employees. This led to the establishment of the importance of school counseling programs. Additionally, the roles, responsibilities, and accountability of the various educational employees came into focus (Murray, 1995).

Current Counseling Demands

While redefining roles, the view of the systems approach to education, which includes parents, teachers, administrators, school counselors and community agencies, became increasingly important. Presently, counselor education textbooks and recent studies have begun to focus on developmental school counseling programs that shift from an individualized problem orientation to one that is systematic and small group oriented. School counselors are being trained, and in several states are required, to use multifaceted, sequential, and developmentally appropriate lessons to teach students in the classroom and small group setting, while still being required to conduct individual sessions; consult with teachers, parents, administrators, and community agencies; plan and

evaluate services and assist with crisis (Gysbers, et al, 1998; Harrison, 1991; Paisley & Peace, 1995; Paisley, 1995; and Peterson & Nisenholz, 1995).

Role Confusion

As history has shown, the importance and role of the school counselor has evolved and transformed often. Role confusion typically results from numerous role modifications, which leads to decreased job satisfaction. Harrison (1993), when writing about the "multiplicity of skills" (p. 198) of a school counselor, stated that school counselors do so much work that is unseen that this type of counseling is considered an "invisible" profession. O'Dell, Rak, Chermonte, Hamlin and Waina (1996) quote several studies relating to role confusion of the school counselor. They cited Drury (1984) as saying school counselors have allowed administrators and school boards to define their roles, while Patterson, in a Poidevant (1991) interview, related that the progress of the school counseling profession has been encumbered by insufficient acknowledgment of the professional nature of counselors. Additionally, Isrealashvili (1998) quoted Rye and Sparks (1991) who stated that the role of the counselor should be determined by each student accessing services who "as the person served, is in the best position to determine the nature of their own needs" (p. 2). In contrast, some parents' rights groups want to discontinue the practice of school counseling as it undermines academics and invades

family privacy (Kaplan, 1997).

School counselors' jobs are as varied as the schools in which they are employed. They require skills related to consulting, counseling, appraisal, crisis intervention, program coordination (Harrison, 1993), being a student case manager, school climate and community services coordinator, administrator, and performing various others tasks as needed (O'Dell, et al, 1996). They must, according to Gerler (1992), assist students with the development of appropriate decision-making strategies, classroom behavior, attendance, and school attitude, and provide the climate, services, and programs for social, academic and personal growth (Kaplan, 1997). In 1992, Billingsly and Cross found that the amount of role conflict was seen as a predictor of job satisfaction. Therefore, role conflict can cause stress along with decreased job satisfaction and effectiveness of programs, as focus and direction are often convoluted.

Changes in Approaches

Just as changes in counselors' roles have occurred, so have changes in the types of approaches used in counseling. Initially school counseling was totally guidance or career focused, then the focus shifted to self-improvement and problem prevention (Baker, 1996; and Peterson & Nisenholz, 1995). Recently, school counseling has taken on a "systems" approach and developmental focus.

The systems approach is an approach to education involving students,

parents, teachers, administrators, school counselors and community agencies. Carns and Carns (1997) discussed "functional systems" as those systems that "remain flexible and fluid and allow for open communication between the individuals and subsystems. If communication is poor, and a great deal of power is present in the system, these subgroups become polarized and isolated from one another" (p. 219). Keys and Bemak (1997) discussed the increased need of many students to have access to various mental health services; services that are often overburdened and inaccessible, thus putting the burden elsewhere and often fragmenting services. They relate what Dryfoos (1994) and Lerner (1995) suggested: a multiple care approach in which no single institution is isolated, therefore, increasing quality of care and services. In the collaborative system involving the life of a child, school counselors and other personnel are vital members of the system in that schools are aware of challenges faced by students and families, along with being in an optimal position to deliver most services.

While the systems approach is comprehensive, it requires extensive collaboration between parents, teachers, administrators, school counselors and community agencies. This collaboration, although positive, can increase a counselor's stress level due to additional duties, and thus could have a negative impact on their job satisfaction.

In addition to the systems approach, developmental counseling has

increased in acceptance, and is a viable approach used in school counseling today. Developmental counseling is preventative and proactive, and assists students in obtaining the skills, attitudes, knowledge and self-awareness needed to successfully move from one developmental level to another. Along with developmental guidance ideals, curricula have been written and adopted by school districts. One such curriculum is the Missouri Comprehensive Guidance System which is widely used in the state of Missouri. This system classifies counseling activities into responsive services or system support services. Responsive services are those services that are direct and person centered. One responsive service is consultation with students, teachers, administrators, and parents. Another is personal counseling, which addresses issues of a personal nature. A third responsive service is crisis counseling and referral to alternative agencies as needed. System support services are those services that add to the quality of the overall school system. One support service is fair-share responsibilities (bus duty, after school events, etc.). Gysbers, et al (1998) include professional development, and research and development as important system support activities. Program management is considered system support in that it is necessary to set up and maintain effective programs. Advisory councils are beneficial as a supportive service in that they allow individuals opportunities to provide input. Staff and community relations

are necessary in the acquisition and maintenance of support for counseling programs.

Although these types of curricula attempt to refine the counselor's role and responsibilities, requirements may be broadened in districts in which counselors are also required to be certified psychological examiners. Some school districts require their school counselors to also be certified psychological examiners. Psychological examiners administer, score and interpret various educational and psychological instruments, typically to identify learning difficulties. Along with the administration, scoring and interpretation of these instruments is the need to share the information with parents, teachers and administrators. This is usually done through an additional staffing or meeting. Once again, counselors are being required to perform loosely related or completely nonrelated counseling duties that detract from direct services. Continual changes in approaches, adoption of new curricula, and requirements for some to obtain additional certification for psychological testing could lead to increased job dissatisfaction.

Dilemmas and Demands

Two studies (Kaplan, 1995; and Parr, 1991) mention dilemmas faced by school counselors. These include the need for confidentiality, demands by others to divulge confidential information, being asked to act as a substitute teacher when a substitute is not available, being strongly

encouraged by staff or administrators to work consultatively with teachers, parents, and community groups instead of focusing on student well-being, completing duties unrelated to counseling, and being asked to advocate for a whole group while possibly alienating a single student. Such dilemmas may cause problems that could negatively counselor job satisfaction.

Davis and Garrett (1998) mention some barriers faced by school counselors that may cause their service delivery to be less than successful. One barrier is the misperception by other educational employees that counselors have only administrative, career counseling and testing duties. Another is the perception that students miss valuable instructional time talking with the counselor. A third is the common misperception that counselors prop their feet on the desk, drink coffee, read the paper, or talk on the phone until something happens. Misperceptions among staff members could negatively effect job satisfaction and school climate.

Parr (1991) notes that demands on the school counselor are made by principals, teachers, and parents. These demands, that sometimes seem counterproductive to student well-being, could be seen as having a negative effect on a school counselor's job satisfaction. Several studies (Harrison, 1991; Baker, 1996; and O'Dell, et al, 1996) cite continued role confusion, lack of visibility in buildings, career focus, convoluted job

descriptions, and the lack of consistency and standardization among programs as areas of difficulty faced by school counselors. Demands and dilemmas are inescapable in any work environment, and are typically stressful. These demands and dilemmas can influence the satisfaction a counselor feels, along with effecting the school climate around them.

Job Satisfaction of Educational Employees

Job satisfaction can be defined as the feelings an individual has toward work. Job commitment and satisfaction are said to be shaped by the leadership of schools, and that directly relates to school effectiveness. Therefore, it can be inferred that effective leaders have a positive influence on school effectiveness and the job satisfaction of teachers (Pounder, et al, 1995). Billingsly and Cross (1992) quoted studies by Abdel-Halim (1981) and Haynes (1979) that stated role conflict and ambiguity, along with administrative leadership (Chapman & Hutcheson, 1982), can be seen as predictors of job satisfaction. They also quote Bateman and Strasser (1984) and Haynes (1979) stating that dissatisfaction with ones job has been linked to stress. Gade and Houdek (1993) quoted a study by Olson and Dilley (1988) that found stress may lead to marginal quality of counseling services or early attrition from counseling, unless outside interests or support were developed. It follows that if one could decrease job related stress, job satisfaction should improve. It has also been found that role overload and conflict led

to decreased job satisfaction among educators (Gade & Houdek, 1993). According to Weiss, Dawis, England and Lofquist (1967), job satisfaction comes from internal, or intrinsic, and external, or extrinsic, factors. Some intrinsic factors noted by Weiss, et al, (1967) include: "ability utilization, achievement, activity, advancement, compensation, relationship with co-workers, creativity, independence, moral values, social service, social status, and working conditions" (p. 1-2). Extrinsic factors that affect job satisfaction include: "worker authority, company policies, recognition, responsibility, security, and variety" (p. 1-2). Ellis (1984) quoted Herzberg (1964) who differentiated extrinsic job-related rewards to be salary, benefits, and job security. Intrinsic rewards, on the other hand, were reported as self-respect, accomplishment, and a sense of personal growth. Herzberg (1964) found that intrinsic rewards were more satisfying and rewarding. Human relations and technical supervision are also said to contribute significantly to the job satisfaction of employees in various occupations, including school counselors (Weiss, et al, 1967).

Further studies have focused on the motivation and job satisfaction of teachers. Ellis (1984) describes one such study conducted by Pastor and Erlandson (1982) in which teachers were surveyed to determine if they were more intrinsically or extrinsically motivated. The authors concluded that motivation, job satisfaction and quality performance of teachers depended on the meaningfulness of their experience, feelings of

responsibility for student outcomes, and knowledge of student outcomes. When teachers think they are recognized for the job they do, and feel a sense of achievement in affecting students, they reported a higher level of job satisfaction (Ellis, 1984).

A study conducted by Pounder, et al, (1995) suggested that all school members play a role in shaping the school, thus contributing to the level of satisfaction. They found that social integration is an important factor relating to job satisfaction as well. In addition, Billingsly and Cross (1992) report finding a consistent relationship between the job satisfaction and commitment of teachers. Since much commitment and job satisfaction focus has been on teachers and organizational systems in general, it is inferred that the information is also true of school counselors.

School Climate

Variables seen relating to school climate, such as leadership, stress, role confusion, and self-efficacy have been addressed relating to teachers, while little literature has been devoted specifically to school counselors or school counseling programs.

Sutton and Fall (1995) quoted a study by Hauch (1979) and one by McLaughlin and Marsh (1978), which suggested that shared decision-making can lead to an increased sense of ownership and productivity among employees, including teachers. Littrell, Billingsly and Cross (1994) relate that administrators who provide information and emotional

support, such as showing appreciation, taking interest and considering teacher ideas, are more likely to have a positive effect on school climate through decreased stress and increased motivation of teachers.

Kaplan (1995), and Sutton and Fall (1995) discussed the effect of school climate on the counselor, with school climate being a description of how educational employees feel about being employed at a particular school. It is known people function best in an environment that is perceived as safe, respectful, trusting and collegial. A positive school climate is as multifaceted as the job the counselor is employed to perform. This climate can be affected by building administrators, staff members, and other building and district counselors (Coladarci, 1986).

Building administrators can positively affect school climate by providing the counselor resources, program feedback, and improvement plans if needed. By bringing issues to the counselor and requesting ideas and suggestions, an administrator contributes to the counselor's feelings of belonging and importance to the total school system. Ellis (1984), Kaplan (1995) Littrell, et al (1994) and Billingsly and Cross (1992) agreed that providing sufficient counselor support, being responsive to the needs of students, and including counselors in the school's decision-making process were beneficial to a positive school climate. They stated that providing inservice education, recognition and approval, and strong clear leadership were beneficial as well.

In a supportive school climate, staff members provide a sufficient support system. They are seen as caring, respectful and cooperative. The staff members also appear to be understanding of views that may conflict with their own.

According to Sutton and Fall (1995) positive school climate can also be influenced by the counselors themselves, counselors in the same district, and within the same school. Building and district wide counselors should support and cooperate with each other in order to have a positive effect on school climate. They can also effect climate positively by helping to make decisions regarding counseling programs and coordinating services among grades. Participation in shared decision-making and professional development activities could lead to increased cohesiveness of counseling staff. Counselors can support one another by observing colleagues and showing pride in the counseling profession. While communicating concerns to administrators and treating students with fairness and respect, school counselors contribute to a positive school climate.

A positive school climate is said to benefit students and teachers, so could the assumption be made that this is true of school counselors as well? Studies conducted up to this point (Parr, 1991; Kaplan, 1995; Murray, 1995; and Sutton & Fall, 1995) suggest this is the case. However, it is also suggested that the generalizability of the finding of

these studies (and the validity of the self-efficacy scale used in one study) to a larger group of school counselors from a variety of regional settings should be done with caution because of the use of a small group of counselors in a predominately rural state (Sutton & Fall, 1995), leading to the need for more studies to be conducted in this area.

Rationale

Studying the relationship between school climate and the job satisfaction of counselors employed in the educational setting could lead to advances in the field through increased awareness of the factors influencing the effectiveness of counselors and their programs. It may also change the philosophy toward current counseling curriculums. The focus will be shifted, in this study, to school climate and counselor job satisfaction. The study of climate and job satisfaction are important given the important nature of retaining school counselors and building a strong counseling contingent in order to be of significant benefit to students, parents, teachers, administrators, and the school they serve.

School counselors provide numerous direct and indirect services that effect students, parents, teachers, and administrators. Consulting (Harrison, 1991; Paisley & Peace, 1995; and Harrison, 1993) and advocating change in programs (Pailsey & Peace, 1995) are just two of the services being carried out by counselors. According to Harrison (1993), outreach programs are being accessed to benefit students,

parents, teachers and administrators. Often program clarification and problem-solving sessions (Kaplan, 1997) are conducted. Counselors are also coordinating services and conducting various support groups (Gerler, 1992). According to Paisley and Peace (1995), Harrison (1991), and Paisley (1995) counselors teach students anger management, assertiveness training, and friendship and conflict resolution skills to assist with interpersonal relations. Stress management and self-esteem building activities are taught to assist students build and maintain a positive self concept. Conducting dilemma discussions and teaching decision making skills increase student reasoning abilities. Overall knowledge and skill development is often improved through the use of these activities. If a counselor is dissatisfied with the job or faces a negative school climate, this could have a negative affect on the counselor's performance, counseling programs, student learning and wellness, along with potential damage to relationships with students, parents, teachers and administrators. This study intends to shift the focus from facilities, innovative programs, teachers, and administrators to the relationship between school climate and school counselor job satisfaction, specifically those certified and employed in the state of Missouri as of January 1998.

Statement of Purpose

The purpose of this study is to determine the relationship between

supportive school climate and reported level of counselor job satisfaction. It is hypothesized that there is a direct correlation between a supportive school climate and the counselor's level of job satisfaction. School climate is determined using the School Climate Scale (SCS), while job satisfaction is determined using the Minnesota Satisfaction Questionnaire (MSQ).

Chapter 3

Method

Participants

Participants for this study were randomly selected from a list of all counselors employed in a counseling position as of January 1998, from the Missouri Department of Elementary and Secondary Education (DESE). Out of the 100 participants selected and sent a packet of research materials, a total of 69 packets (69%) were returned. Respondents were 20% male (n=14) and 78 % female (n=54) with one respondent not indicating gender. 90% (n=62) of the respondents were Caucasian, 4% (n=3) were African American, 1% (n=1) was Asian American, and 4% (n=3) did not indicate race. All were certified counselors with an average of 9.6 years experience, and all but one had attended graduate school. Of the 69 respondents, 49% (n=34) were elementary counselors (K-5), 44% (n=31) were secondary counselors, 2% (n=2) had K-12 responsibilities, and 2% (n=2) did not indicate level. 40% (n=28) of the respondents indicated they are employed in an urban setting, with 50% (n=35) indicating they are employed in a rural setting, while 8% (n=6) did not indicate a setting. Possible sources of bias from the sample may be the limitation of sample size, having predominantly Caucasian respondents, and only sampling counselors employed in schools in the state of Missouri.

Instruments

Minnesota Satisfaction Questionnaire. The Minnesota Satisfaction Questionnaire (MSQ) is a self-administering, paper-pencil inventory that comes in a long form (100 items) and a short form (20 items) (Weiss, et al, 1967). For the purposes of this study, the short form was chosen for use and is described here. The short form measures job satisfaction on 3 scales, and takes about 5 minutes to complete. The 3 scales are: Intrinsic Satisfaction, Extrinsic Satisfaction, and General Satisfaction. The Intrinsic Satisfaction scale is composed of 12 questions with a subscale total of 60 points. The Extrinsic Satisfaction scale is composed of 6 questions with a subscale total of 30 points. The General Satisfaction scale is composed of the 12 Intrinsic and 6 Extrinsic questions along with 2 additional questions with a General Satisfaction total of 100 points.

The MSQ uses the following responses and their numerical equivalents: Very Satisfied (5), Satisfied (4), neither Satisfied or Dissatisfied (3), Dissatisfied (2), and Very Dissatisfied (1). This instrument has been found appropriate for a wide range of subjects employed in different fields.

According to Weiss, et al (1967), the MSQ is based on the Theory of Work Adjustment, which purports that for work adjustment outcomes, such as satisfaction and tenure, the main factor is a correspondence between

work personality and the work environment. The theory further states that work adjustment hinges on worker abilities corresponding to requirements of the job, and how personal needs correspond to available job reinforcers.

The purpose of the MSQ is to measure job satisfaction with selected aspects of work and the work environment. This instrument also enables interpretation of the varied reasons behind the job satisfaction of various occupations.

The MSQ was normed and standardized on 27 occupational groups. Normative data is extensive, and the administration manual should be consulted for tables corresponding to the desired occupation.

Training for the administration and scoring of the MSQ is not required, however, the publisher requires written verification of the qualifications of the administrator prior to releasing the forms themselves. Scoring is straightforward and requires the conversion of raw scores to percentile ranks based on the appropriate norm table for the occupation chosen. If the occupational group is not listed, and a similar occupation is not identified in the normative information, the administrator is instructed to use the norms for the Employed Disabled and Employed Non-disabled to obtain percentile ranks (Weiss, et al, 1967). Due to a lack of normative information on school counselors, and the desire to correlate the MSQ to the School Climate Scale (SCS), respondents MSQ raw scores were

not converted to percentiles as the publisher recommends. For the purposes of this study, correlational statistics were completed using MSQ and SCS raw scores.

Weiss, et al (1967) state internal consistency estimates range from .91 for Intrinsic Satisfaction to .77 for Extrinsic Satisfaction. Adequate internal consistency is suggested, although some variance is noted across groups. Test-retest reliability was computed from one-week and one-year intervals. For the one-week interval, the median coefficient was found to be .83, while for the one-year interval, the median coefficient was found to be .61. Neither median coefficient included the General Satisfaction scale, which was found to be .89 at the one-week interval and .70 at the one-year interval.

Concurrent validity studies seem to indicate variability of job satisfaction based on occupational differences. On the MSQ scales, statistically significant group differences were found among means and variances of the scales at the .001 level. This appears to indicate that the MSQ can differentiate among various occupational groups (Weiss, et al, 1967).

The MSQ appears to have numerous strengths and weaknesses. Strengths can be seen in the MSQ's ability to provide information regarding reinforcers in various occupations, comparisons can be made to specific occupations, and the instrument is easy to administer and

score. Weaknesses, with respect to this study, should also be noted. The intended use of the instrument is for vocational rehabilitation. A second weakness is the limitation of not including secondary teachers or school counselors in the norm group, and this omission has resulted in a specific limitation to this research study. Caution, then, will need to be used in the interpretation of the results of this study, so as not to misinterpret or misrepresent the MSQ scores.

School Climate Scale. The School Climate Scale (SCS) is a self-administering, paper-pencil inventory that purports to measure staff and administrative influences on school climate. The scale was developed in 1986 by T. Coladarci and slightly revised by J. Sutton, Jr. and M. Fall (1995) to focus on school counselors. Two independent factors are examined: administrative support and staff support. Administrative support consists of 11 items with an administrative subtest score of 66 points. Staff support consists of 16 items with a subtest score of 96 points. A Global score can be obtained by combining the subtest scores.

The SCS is somewhat related to the theoretical framework of teacher self-efficacy that Bandura created. Bandura believed that human behavior is influenced by one's belief that their own behavior can produce a certain outcome, and that one can perform whatever behavior is necessary to produce that outcome. Smylie stated, as reported by Coladarci (1986), that self-efficacy tends to be influenced by the

organizational environment in which an individual is employed, so the SCS was developed to measure that organizational environment in the educational setting.

The SCS consists of 27 items that are rated, using a Likert Scale, from 1 (Strongly Disagree) to 6 (Strongly Agree). Internal consistency estimate was determined to be .90 for staff support and .91 for administrative support.

Procedure

This research study is correlational in nature as it purports to determine a relationship between a supportive school climate and a school counselor's reported level of job satisfaction. Data collection procedures involved obtaining a list of all school counselors, from the Missouri Department of Elementary and Secondary Education (DESE), employed in the state of Missouri as of January, 1998. From the list of 2,674 names, 100 were randomly selected and mailed a letter of introduction, demographic data sheet, the MSQ and SCS. A follow-up mailing was completed 2 weeks after the initial mailing, with an overall response rate of 69% (n=69). Upon receipt of the completed documents, Pearson r correlation coefficients were obtained and the results analyzed.

Chapter 4

Results

Descriptive Statistics

The means and standard deviations for the Minnesota Satisfaction Questionnaire are listed in Table 1. Information is provided regarding the General Satisfaction, Intrinsic Satisfaction and Extrinsic Satisfaction. With respect to General Satisfaction, the highest score attainable is 100; for Intrinsic Satisfaction, the highest score attainable is 60; and for Extrinsic Satisfaction, the highest score attainable is 30. All means reported are relatively high (General Satisfaction $M = 83.17$, $SD = 7.85$; Intrinsic Satisfaction $M = 53.14$, $SD = 4.13$; and Extrinsic Satisfaction $M = 21.94$, $SD = 3.85$) which appears to indicate that the majority of respondents report a high level of job satisfaction.

Table 1. Means and Standard Deviations of the Minnesota Satisfaction Questionnaire (MSQ)

MSQ	n	Mean	Standard Deviation
General Satisfaction	69	83.17	7.85
Intrinsic Satisfaction	69	53.14	4.13
Extrinsic Satisfaction	69	21.94	3.85

The means and standard deviations for the School Climate Scale are listed in Table 2. Information is provided regarding Total School Climate, Administrative Support and Staff Support. With respect to Total School

Climate, the highest score attainable is 162; for Administrative Support, the highest score attainable is 66; and for Staff Support, the highest score attainable is 96. All means reported are relatively high (Total School Climate $M = 132.58$, $SD = 16.87$; Administrative Support $M = 53.13$, $SD = 10.73$; and Staff Support $M = 79.87$, $SD = 10.85$) which appears to indicate that a majority of respondents report a relatively supportive school climate.

Table 2. Means and Standard Deviations of the School Climate Scale (SCS)

SCS	n	Mean	Standard Deviation
Total Climate	69	132.58	16.87
Administrative Support	69	53.13	10.73
Staff Support	69	79.87	10.85

When examining all respondents, this study also compared general job satisfaction and overall school climate of those 69 respondents. The information in Table 3 indicates there is a correlation ($r = .634$) among job satisfaction and school climate that is significant at the $p < .01$ level. This seems to indicate that the more supportive the school climate, the more satisfied school counselors are with the jobs they hold.

Intercorrelations

The intercorrelations of the MSQ and SCS total and subscale scores are listed in Table 4. While all correlations are significant at the $p < .01$

level, those more highly correlated are: overall job satisfaction and climate ($r = .634$); job satisfaction and administrative support ($r = .554$); extrinsic satisfaction and school climate ($r = .634$); and extrinsic satisfaction and administrative support ($r = .605$).

Table 3. Correlation of General Job Satisfaction and School Climate Among All Respondents

	Pearson Correlation	Significance (2-tailed)
Respondents (n=69)	.634**	.000

** Correlation is significant at the 0.01 level (2-tailed)

Table 4. Intercorrelations of Job Satisfaction and School Climate Variables

	SCS Total Score	SCS Administrative Support	SCS Staff Support
MSQ General Satisfaction	.634**	.554**	.465**
MSQ Intrinsic Satisfaction	.475**	.352**	.421**
MSQ Extrinsic Satisfaction	.634**	.605**	.402**

** Correlation is significant at the 0.01 level (2-tailed).

Elementary and Secondary Comparisons

Various Pearson Correlations were completed separately for elementary and secondary counselors. Table 5 illustrates the correlation of General Satisfaction and Administrative Support among elementary and secondary counselors. According to the statistics obtained,

administrative support appears to have more effect on the job satisfaction of secondary counselors ($r = .643$) than on elementary counselors ($r = .447$), although both are significant at the $p < .01$ level.

Table 5. Correlation of General Satisfaction and Administrative Support Between Elementary and Secondary Counselors

	Pearson Correlation	Significance (2-tailed)
Elementary (n=34)	.447**	.008
Secondary (n=31)	.643**	.000

**Correlation is significant at the 0.01 level (2-tailed).

When comparing elementary and secondary school counselors' General Satisfaction and Staff Support variables in Table 6, elementary counselors report Staff Support as an area that contributes significantly ($p < .01$) to overall job satisfaction ($r = .562$), while secondary counselors indicated that staff support is, to a lower degree, vital to their job satisfaction ($r = .388$; $p < .05$) although both groups yielded significant results.

For the purposes of further analysis, only total or general scores are used. When comparing elementary to secondary counselors on overall job satisfaction and school climate (Table 7), elementary counselors correlated higher ($r = .705$) than did secondary counselors ($r = .590$), although both correlations are statistically significant at the $p < .01$ level.

Table 6. Correlation of General Satisfaction and Staff Support Between Elementary and Secondary Counselors

	Pearson Correlation	Significance (2-tailed)
Elementary (n=34)	.562**	.001
Secondary (n=31)	.388*	.031

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 7. Correlation of General Job Satisfaction and School Climate Between Elementary and Secondary Counselors

	Pearson Correlation	Significance (2-tailed)
Elementary (n=34)	.705**	.000
Secondary (n=31)	.590**	.000

** Correlation is significant at the 0.01 level (2-tailed)

When comparing general job satisfaction and school climate between counselors in the urban and rural settings, job satisfaction and school climate showed a high correlation for both settings (urban $r = .630$; rural $r = .602$). Both correlations are significant at the $p < .01$ level, as reported in Table 8, indicating that school climate and job satisfaction are closely linked for both urban and rural counselors.

The relationship between years in the school counseling profession and general job satisfaction was examined (Table 9) for all respondents. When comparing years in the counseling field with general job

satisfaction, no relationship appears to exist, indicating that the amount of time one is a school counselor appears to have no effect on the counselor's job satisfaction.

Table 8. Correlation of General Job Satisfaction and School Climate Between Urban and Rural Counselors

	Pearson Correlation	Significance (2-tailed)
Urban (n=28)	.630**	.000
Rural (n=35)	.602**	.000

** Correlation is significant at the 0.01 level (2-tailed)

Table 9. Correlation of General Job Satisfaction and Years in Counseling

	Pearson Correlation	Significance (2-tailed)
Respondents (n=68)	.018	.882

Summary of Results

Significant relationships appear to exist among elementary counselors with respect to general job satisfaction and administrative support; general job satisfaction and staff support; and general job satisfaction and overall school climate. Significant relationships appear to exist among secondary counselors with respect to general job satisfaction and administrative support, however, to a higher degree than elementary counselors. In addition, general job satisfaction and staff support were

significantly correlated but to a lower degree. Finally, general job satisfaction and overall school climate correlated significantly, but to a lower degree.

When comparing all respondents with respect to general job satisfaction and overall school climate, respondents reported a significant relationship. When separating all respondents into urban and rural categories, both groups reported a significant relationship among general job satisfaction and overall school climate. When examining the relationship between the number of years in counseling and general job satisfaction, no relationship appears to exist.

Chapter 5

Discussion

The results of this study suggest that there is a direct positive correlation between a supportive school climate and the counselor's level of job satisfaction. Similar to previous research relating school climate as having an effect on the job satisfaction of teachers and the students they serve (Parr, 1991; Kaplan, 1995; Murray, 1995; and Sutton & Fall, 1995), this study focused on job satisfaction and school climate for school counselors in particular. In addition, differences between elementary and secondary counselors were also examined.

For both elementary and secondary counselors, significant positive relationships appear to exist with respect to general job satisfaction and administrative support; general job satisfaction and staff support; and general job satisfaction and overall school climate.

The relationship of overall job satisfaction and school climate among all respondents ($n = 69$) was examined first. Results suggest a significant positive relationship ($r = .634$) among those variables, which appear to support the findings of previous studies by Parr (1991), Weiss, et al (1967), Kaplan (1995), Sutton and Fall (1995), Coladarci (1986), and Murray (1995).

When comparisons are made between elementary and secondary counselors, administrative support appears to be more highly correlated to the job satisfaction of secondary counselors ($r = .643$) than elementary counselors ($r = .447$). This seems to elude to the fact that secondary counselors think they

have more administrative feedback, program resources, support, decision-making responsibilities, recognition and leadership from their administrators. Although there has been little literature related to the differences between elementary and secondary school counselors, results of this study allude to those differences. The role of a secondary school counselor has often been confused with that of an administrator. According to comments made on the demographic sheets from this study, secondary counselors often reported they are requested to perform more system support activities rather than responsive service activities. Secondary counselors are often seen as an assistant to the principal, completing clerical, supervisory and administrative functions. Previous studies appear to echo the administration-like duties. O'Dell, et al (1996), state some districts have changed the role of the school counselor to school climate and community services coordinator, clerk, and computer technician, while Harrison (1991) noted that some schools assign counselors administrative duties and assign them to an office in the administrative section of the building.

Conversely, elementary counselors' job satisfaction ($r = .562$) appears to be more influenced by staff support than secondary counselors ($r = .388$), which seems to elude to the fact that elementary counselors are more actively involved with other staff and experience less isolation in their daily work. According to comments made on the demographic sheets from this study, elementary counselors indicate they schedule and conduct daily classroom developmental

guidance activities and small group guidance activities, and must schedule these times cooperatively with classroom teachers. The correlation with staff support indicates elementary counselors believe, to a higher degree, that staff members are cooperative, respectful, supportive, and work as a team. These qualities were stated as staff support qualities in studies conducted by Sutton and Fall (1995).

When attempting to look at other aspects of job satisfaction and school climate, this study correlated the total scores of both variables, for respondents in urban and rural districts. Although both showed a direct positive correlation (urban $r = .630$; rural $r = .602$) the relationship was not more significant for one group or the other. This suggests that the district's setting does not appear to be a factor that influences the relationship between job satisfaction or school climate. Of the previous studies examined, none were found that separated setting as a demographic variable of interest; therefore, generalizability of the setting results is uncertain, and should be done with caution.

A final comparison was made among respondents to determine if there is a relationship between the number of years in the school counseling profession and overall job satisfaction. The results ($r = .018$) suggest that no relationship appears to exist; which indicates the amount of time one is a school counselor has no significant effect on that counselor's overall job satisfaction. The findings

of this study are contrary to previous studies alluding to the relationship between years in teaching and job satisfaction. Billingsly and Cross (1992) stated that commitment and job satisfaction have been positively related to age and experience in studies conducted by Angle and Perry (1981), Dornstein and Matalon (1989), Hrebiniak (1974), and Mowday, Porter and Steers (1982). The "Journal of Experimental Education," (vol. 63, 1995) quotes a study by Srivastava (1982) that also indicates years of experience are influential on teachers' reported job satisfaction. It should be noted that years in school counseling and its link to job satisfaction has not been widely studied with respect to the counseling or educational professions; therefore, generalizability of the results should be done with caution.

Limitations

A number of limitations of this study need to be mentioned, and caution should be used when attempting to generalize the findings of this study. Sampling limitations include: using a sample population only from the state of Missouri, a limited sample size, and primarily Caucasian respondents. The racial composition of all school counselors in the state of Missouri was not obtained prior to this study, therefore it can not be stated with certainty that the sample is not racially representative. When collecting demographic data, district settings were classified as urban or rural, leaving out the choice of a suburban setting which may effect the generalizability of data based on district setting. A limitation with regards to instrumentation may be the change in the scoring of the

MSQ for purposes of comparison with the SCS. Since the SCS relied on raw score data, the MSQ was only scored as far as raw score data rather than converting those scores to percentile ranks and using the norming tables included in the manual. This change in scoring the MSQ could effect the results obtained.

Implications

The implications of these findings for school counseling are that the development and enhancement of administrative and staff support systems may be necessary to increase job satisfaction among elementary school counselors. Particularly, school counselors need supportive relationships with administrators and school staff to perform the demanding duties of school counseling.

Using the systems approach to school counseling may assist in fostering those relationships, due to the fact the system is comprised of counselors, teachers, administrators, parents and community leaders. This approach involves collaborative problem definition and solving, evaluation of programs and services, and needs assessments of those involved. All members are seen as a vital part of that system and through regular interactions, those involved in the system receive support. Shared decision-making is often used, fostering feelings of ownership and productivity. Often feedback and acknowledgment are given, which assists with satisfaction. Administrators, teachers and counselors are able to see one another in new roles, which may possibly help foster understanding and encourage changes in role perceptions. Any opportunity for

increased communication among administrators, staff and counselors can help build supportive relationships that have a positive effect on overall school climate and the job satisfaction of those involved.

Recommendations

The previous literature and current data suggest that a variety of options are available in an attempt to improve the job satisfaction of school counselors, along with increasing a positive school climate. When looking at the administrative support aspect of school climate and job satisfaction, shared decision-making training would be valuable to all involved in the school setting due to the fact that it could assist in increasing a sense of ownership and productivity among employees. Administrators should be encouraged to show appreciation to counselors and other educational employees through the use of feedback, acknowledgment, encouragement, and involving staff members in problem solving. Further, administrators should be given access to opportunities that develop competencies with interpersonal relationships in order to assist in fostering positive relationships among members of the educational system.

When looking at the staff support aspect of school climate and job satisfaction, staff support could be enhanced through professional development activities that foster exchanges of ideas, information and resources. Staff members should be encouraged to make suggestions as to how the counselor can best support them and the students they serve.

Counselors can be their own agents of change with respect to increasing

their job satisfaction and promoting a positive school climate through the use of various strategies. Counselors should be encouraged to initiate monthly counselor-administrator team meetings. During these meetings, insight and information could be exchanged, strategic building and personal plans could be established, roles clarified, and a relationship fostered. Meetings could also be conducted with groups of teachers and staff members with one focus being on problem identification, prioritization, and solution. Another focus could be a needs assessment. Additionally, staff members could share their input as to their perception of the counselor's role in the school. In order to foster complete system support, counselors should be encouraged to contact parent and community groups to assist in establishing school-community partnerships, and increase external support systems outside of the school setting.

Role confusion could be decreased through the adoption of specific job descriptions for school counselors, written collaboratively with input from counselors, teachers, and building and district administrators. Additionally, adoption of a specific counseling curriculum, such as the Missouri Model Guidance curriculum (Gysbers, et al, 1998) could assist in unifying district programs and services.

This study is in no way considered to be a comprehensive study of job satisfaction as it relates to school climate. It has been an attempt to focus on school counselors as valuable educational employees, and increase awareness as to factors that have an impact on the welfare of counselors. Continued

studies need to be conducted to advance the field of school counseling.

Appendix A

DEMOGRAPHIC INFORMATION

The following information is for statistical purposes only, and will not be used for identification purposes.

Race _____

I am currently employed in a: ___ public school setting
 ___ private school setting

I work primarily at the: ___ elementary level
 ___ secondary level

The school district is considered to be: ___ urban
 ___ rural

I would like a copy of the thesis results: ___ Yes
 ___ No

(If yes, you must provide your name and address below.)

Thank you! Please proceed to the surveys.

Appendix B

minnesota satisfaction questionnaire

(short-form)

SAMPLE



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

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minnesota satisfaction questionnaire

43

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 people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the next page 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 box under **"Very Sat."** (Very Satisfied);

—if you feel that your job gives you **what you expected**, check the box under **"Sat."** (Satisfied);

—if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

—if you feel that your job gives you **less than you expected**, check the box under **"Dissat."** (Dissatisfied);

—if you feel that your job gives you **much less than you expected**, check the box under **"Very Dissat."** (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?

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

Sat. 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.

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

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

On my present job, this is how I feel about . . .

	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to do different things from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to be "somebody" in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his/her workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to do things that don't go against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The way my job provides for steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The chance to do things for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The chance to tell people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The chance to do something that makes use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The way company policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My pay and the amount of work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The chances for advancement on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The freedom to use my own judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way my co-workers get along with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

Name _____ Today's Date _____ 45

Please Print

1. Check one: Male Female

2. When were you born? _____ 19____

3. Circle the number of years of schooling you completed:

4 5 6 7 8

Grade School

9 10 11 12

High School

13 14 15 16

College

17 18 19 20

Graduate or
Professional School

4. What is your present job called? _____

5. What do you do on your present job? _____

6. How long have you been on your present job? _____ years _____ months

7. What would you call your **occupation**, your usual line of work? _____

8. How long have you been in this line of work? _____ years _____ months

SCS

Name: _____

Directions: Please circle your response to the following statements, and do not leave any items blank.

		Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
1.	The principal at my school is very active in securing resources which facilitate the counseling program.	1	2	3	4	5	6
2.	The counselor(s), teachers and other staff at my school are cooperative and supportive of each other.	1	2	3	4	5	6
3.	The counselor(s) regularly receive feedback from the principal concerning their counseling program.	1	2	3	4	5	6
4.	I have influence on the decisions within the school that directly affect the guidance program.	1	2	3	4	5	6
5.	People at my school try to understand each other's views, even though they may not agree.	1	2	3	4	5	6
6.	I think people in this school care about me as a person; they are concerned about more than just how well I perform my role at school.	1	2	3	4	5	6
7.	The principal regularly brings counseling issues to the counseling staff for discussion.	1	2	3	4	5	6
8.	The counselor(s) in this school system treat students fairly and respectfully.	1	2	3	4	5	6
9.	After an assessment of the counseling program by my principal, a plan for improvement frequently results.	1	2	3	4	5	6
10.	The principal seeks ideas and suggestions from the rest of the staff.	1	2	3	4	5	6
11.	There is an adequate support system provided for counselor(s) by this school system.	1	2	3	4	5	6

	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
12. There is teamwork among the staff at this school.	1	2	3	4	5	6
13. The counselor(s) in this school system are proud of their identity as a guidance counselor(s).	1	2	3	4	5	6
14. The principal at my school is responsive to student problems.	1	2	3	4	5	6
15. Important decisions are made at this school with representation from students, faculty, counselors and administration.	1	2	3	4	5	6
16. The school system provides opportunities for professional development.	1	2	3	4	5	6
17. The counselor(s) in this school system feel accountable for student psycho-educational development.	1	2	3	4	5	6
18. When we have staff conflicts at this school, the result is constructive, not destructive.	1	2	3	4	5	6
19. The counselor(s) in this school system are free to observe other counselors.	1	2	3	4	5	6
20. The counselor(s) like to work in this school system.	1	2	3	4	5	6
21. The principal talks with the counselor(s) frankly and openly.	1	2	3	4	5	6
22. Everyone respects everyone else, regardless of area, grade level or position, and responsibility on the entire school staff.	1	2	3	4	5	6
23. There is clear and strong leadership from the principal in this school.	1	2	3	4	5	6
24. The counselor(s) in this school turn to the principal with concerns or problems.	1	2	3	4	5	6

	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
25. Counselors in this system work together to effectively coordinate the counseling program within and between grades.	1	2	3	4	5	6
26. The principal visits my department for formal observations at least twice each year.	1	2	3	4	5	6
27. When all is said and done, I feel that I count in this school.	1	2	3	4	5	6

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