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Does Adherence to the ASCA National Model Predict Job Satisfaction Among School Counselors?

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Abstract

The purpose of this quantitative study was to examine the relationship between the services regularly offered by school counselors and their level of job satisfaction. The School Activity Rating Scale, the Job in General Scale, and a demographic questionnaire were implemented. Descriptive statistics described participant's demographic data and determine how school counselors rate their level of job satisfaction. Results indicated that school counselors reported an overall high level of career satisfaction. Inferential statistics determined whether adherence to the ASCA National Model predicts job satisfaction. Results showed a statistically significant difference existed between school counseling activities and job satisfaction.

Professional school counselors experience issues surrounding stress, role confusion, and job satisfaction, all of which are current topics of debate within the field of school counseling (Shimoni & Greenberger, 2014). Specifically, implementing specific school counseling services and its impact on job satisfaction has prompted this particular research study. The term job satisfaction denotes an "individual's emotional response to his or her current job condition," while motivation is "the driving force to pursue and satisfy one's needs" (Alshallah, 2004, p. 48). Therefore, the goal of this research is to highlight the relationship of the implementation of an inclusive program as specified and influence by the American School Counselor Association (ASCA) and state departments of education and the potential correlational factors of how school counselors think and feel about their roles (Pyne, 2011).

School counselors continue to face challenges of demonstrating the effectiveness of their counseling programs and the direct impact on student growth and academic improvement. While there is a growing concern over "planning and evaluation" and school counselors being satisfied with their role, there are reported discrepancies between duties or services counselors should provide as compared to those they usually perform and are evaluated on by school administration (Pyne, 2011).

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Further, Bardhoshi and Duncan (2009) claim that over time, the school counseling field has experienced issues with specific role identification and responsibilities for practicing counselors. The issue of evaluating school counselors on their role without additional support may cause potential distress among practicing counselors (Bryant-Young, Bell, & Davis, 2014). Bryant-Young, Bell, and Davis (2014) also pointed out that inadequate supervisory guidance generates anxiety, adverse emotions, and leads to the inefficiency, burnout, and dissatisfaction among school counselors.

Historically, the school counselor's identity has evolved to address dynamic student's concerns. DeKruyf, Auger, and Trice-Black (2013) proclaimed transformations in the school counseling profession have been evident by occasional changes, and usually there is a disagreement among school leaders and supporters regarding specific duties school counselors should perform for students. Failure to provide clarity regarding roles or duties school counselors should perform causes concerns that have affected the overall professional identity of counselors. School counselors are facing the dilemma of balancing their time between providing various categories of services while trying to feel a sense of job satisfaction. Prior studies support the perspective that professional school counselors experience issues surrounding the maintenance of their identity (Shimoni & Greenberger, 2014) and levels of job satisfaction (DeKruyf, Auger, & Trice-Black, 2013).

Various studies have focused on job satisfaction among practicing school counselors (Bryant & Constantine, 2006; Demato & Curcio, 2004; Gambrell, Rehffuss, Suarez, & Meyer, 2011; Jones, Hohenshil, & Burge, 2009; Yesilyaprak & Boysan, 2015). However, few research studies evaluated whether a connection exists between the delivery of a comprehensive counseling program and job satisfaction (Pyne, 2011; Scarborough & Culbreth, 2008).

Purpose of the Study

The relationship between the services regularly offered by school counselors and their job satisfaction level was explored. Results of this study determined the extent to which providing direct and indirect counseling services influence a school counselor's satisfaction with their job. The study was most directly followed by Pyne's (2011) research that examined the implementation of comprehensive school counseling services, national ASCA standards, and job satisfaction. This study builds on previous research suggesting a positive connection between categories of services and school counselor's level of job satisfaction (Pyne, 2011). Additionally, this study explored whether school counselors who frequently implement services according to ASCA National Model are more satisfied with their career than counselors who infrequently implemented them.

The following research questions were examined:

1. How do school counselors rate their level of job satisfaction?
2. Does adherence to the ASCA National Model predict job satisfaction?

Method

Sample

Participants included a sample of professional school counselors who held an educational degree of a master's or higher and practiced at least part-time in a K-12 setting. The sample consisted of school counselors who worked at every school level. School counselors affiliated with the state counseling association, as well as with the state department of education, and one public university's counselor education department listservs obtained an invitational email.

Instruments

Regarding services regularly offered by school counselors and assessment of their levels of job satisfaction, the instruments selected for this study are reliable and valid. The need is paramount for school leaders, principals, teachers, and stakeholders to understand the role counselors play to support and promote student success (ASCA, 2012). Counselors face the responsibility of protecting their identity by adhering to the roles specified by ASCA, the state department of education, and their state counseling association. Research reveals

categories of services and support or lack of support from school leaders and other stakeholders affect job satisfaction among school counselors (Clemens, Milsom, & Cashwell, 2009; Nelson, Robles-Pina, & Nichter, 2008; Pyne, 2011). To understand which category of service impacts job satisfaction, further assessment of these variables will be measured quantitatively.

A demographic questionnaire, JIG, and SCARS instrument were utilized to measure the research questions guiding this study. The demographic questionnaire, developed by the researcher, collected specific characteristics about school counselors. The SCARS, developed by Janna Scarborough, focuses on gathering process data regarding school counselor's *preferred* and *actual* work activities (Scarborough, 2005). The JIG developed by Bowling Green State University measured school counselor's levels of job satisfaction.

School Counselor Activity Rating Scale

The first instrument was the *SCARS*, designed initially by Janna Scarborough in 2005 to collect meaningful data from school counselors on counseling tasks. The *SCARS* collects information on how counselors "actually" practice as opposed to "preferring" to perform work associated duties or services (Scarborough, 2005). The five scales on the *SCARS* consists of 48 items or activities related to *Counseling*, *Consultation*, *Curriculum*, *Coordination*, and *Other*. The original *SCARS* instrument showed content validity results, construct validity coefficients, and reliability

coefficients on the five scales varying .75 to .93.

The SCARS compiled data regarding practicing school counselor's *preferred* versus *actual* activities, as mandated by the National School Counselor Association and endorsed by the state counseling association. A listing of tasks that could be provided by practicing counselors appeared in columns. First, in column one, counselors selected the frequency that they *ACTUALLY* provided each activity. Ratings include the following: "(1) I never do this;" "(2) I rarely do this;" "(3) I occasionally do this;" "(4) I frequently do this;" and "(5) I routinely do this" (Scarborough, 2005, p. 276). Next, in column two, counselors selected the frequency that they *PREFER* to provide each function. Ratings include the following: "(1) I would prefer to never do this;" "(2) I would prefer to rarely do this;" "(3) I would prefer to occasionally do this;" "(4) I would prefer to frequently do this;" and "(5) I would prefer to routinely do this" (Scarborough, 2005, p. 276).

Job in General Scale

The *JIG* instrument was also used to gather research data. It is an 18-question survey designed by Bowling Green State University that measures global satisfaction with the job of an individual. Scales for the *JIG* were initially developed and validated by Ironson et al. (1989). The response scaling consists of three-response choices. These choices include (a) an individual agrees or yes, (b) an individual is not sure, or (c) an individual does not agree. Rating for the *JIG* showed "0.91 for internal

consistency reliability and 0.76 for convergent validity" (Ironson et al., 1989). Also, a demographic section collected specific data about the sample. It asked questions related to the participant's gender, race, educational degree, school level, and years of experience.

Design

The researcher utilized a self-reporting survey, which included three sections for data collection. The SCARS and *JIG* self-reporting sections were utilized to collect data from participants regarding the services they regularly provide and how these services affect their levels of job satisfaction. The researcher also used a demographic survey to collect data regarding participants' gender, race, years of experience, school level, and highest educational degree. Finally, arrays of statistical procedures were applied to analyze survey data. Descriptive and inferential statistics were utilized to determine whether statistical significance and a statistically significant difference exist between the various categories of school counseling services and job satisfaction among different categories of school counseling services.

The independent variable was the categories of services regularly offered by school counselors. The dependent variable was job satisfaction. The Statistical Package for Social Science (SPSS) 25.0 analyzed the survey data. The researcher computed descriptive statistics based on the participant's responses from self-reported demographics, SCARS, and *JIG* data. In a

series of steps, inferential statistics (paired samples t-test, regression, and ANOVA) analyses determine statistical significance based on SCARS subscale scores and JIG overall scores.

Data Collection Procedure

The researcher gained approval to collect data from the university Institutional Research Review Board (IRB). The state counseling association, the state department of education, and the university counselor education program all received a letter of consent and link to the research instrument. These entities forwarded the solicitation email to school counselors throughout the state. Potential participants received two email requests to participate in this research study.

The email invitation to the target sample included the following criteria: a) a school counselor with a master's degree; b) state certification; and c) practicing counselor in a public or private elementary, middle/junior high, or high school setting. Also, school counselors who completed the whole survey had an opportunity to register for a random drawing for one of eight \$25 Amazon gift cards. Winners of the gift card received an email, and gift cards were mailed directly to them.

Results

Demographic Characteristics

The sample included school counselors who practice in a public or private elementary, middle/junior high, or

high school. A total of one hundred and nineteen counselors started the survey. Due to missing or incomplete survey data, the final sample consisted of eighty-seven school counselors. Demographic information was compiled to describe the participant's race, gender, school level, years of experience, and educational level. Completing the survey were 59 Caucasians, 27 African Americans, and one Native American. The sample included 83 females and four males.

Analysis for Research Questions

Research Question 1. How do school counselors rate their level of job satisfaction?

The first research question explored in this study examined how school counselors rate their overall level of job satisfaction. It is also relevant to know whether statistical significance exists between the counseling activities counselors regularly provide or would like to provide and job satisfaction. The researcher hypothesized that school counselors from the region would report low levels of job satisfaction. Participant's overall JIG scores determined job satisfaction. The highest possible JIG score was 54, and the lowest possible JIG score was 0. The JIG national norming table, copyrighted by Bowling Green State University (2009), was utilized to compare participant's overall scores and national norms.

Descriptive statistics for the JIG showed a mean of 42.15, a median of 47.00,

and a mode of 51.00. Figure 1 shows a histogram of the frequencies of JIG scores.

The participants revealed a higher level of satisfaction than the national JIG norms. Table 1 displays participant's frequency scores, cumulative and national percentiles. According to the national norms, a score of a 37 is at the 31st percentile, a score of a 47 is at the 61st percentile, and a score of a 51 is at the 78th percentile (Gillespie et al., 2016). Based on the study's JIG frequencies statistics, the score of a 37 was at the 25th percentile, a score of 47 is at the 54th percentile, and a score of a 51 is at the 100th percentile. This result supports the claim that school counselors in this study reported high levels of job satisfaction.

A subsequent analysis, a Univariate Analysis of Variance (ANOVA) was computed to compare the effect between the demographic variables and job satisfaction. The ANOVA showed that the effect of race and years of experience on job satisfaction was significant ($F(3, 44) = 3.12, p = .035, \eta^2 = .18$). A Bonferroni post hoc analysis indicated a significant mean difference between elementary and middle/junior high school counselor's level of job satisfaction, $p = .02$. The Bonferroni analysis also showed a significant mean difference between degree type (master and specialist) and job satisfaction, $p = .001$.

Research Question 2. Does adherence to the ASCA National Model predict job satisfaction?

The second research question explored whether adherence to the ASCA National Model predicts job satisfaction. The research hypothesis was that adherence to the national model is not associated with higher levels of job satisfaction. A regression analysis was computed to determine whether adherence to the ASCA model, as measured by the SCARS predicts school counselor's job satisfaction, as measured by the JIG. The main effect of the linear regression indicated there was a significant collective effect between the *actual* SCARS measure and job satisfaction, $F(2, 84) = 2.96, p < .017$, with an $R^2 = .066$. The results indicated the model was a significant predictor of job satisfaction. The 7% variance in the scores explain adherence to the ASCA model by providing *actual* counseling activities contributes significantly to predicting a school counselor's job satisfaction.

A paired samples t-test analysis explored if there was statistical evidence that the mean difference between *actual* and *preferred* counseling activities using SCARS scores predicts job satisfaction. As shown in Table 2, the paired samples t-test analysis using SCARS scores provided evidence of a significant mean score difference between the SCARS and JIG scores in every pair except for the *other* counseling activities category. Results are statistically significant for every SCARS pair; therefore, the null hypothesis was rejected that school counselors would report lower levels of job satisfaction. Actual counseling activities contribute significantly to the school counselor's job satisfaction.

Summary of Procedure and Analysis

The surveys used for this research were the SCARS and JIG Scale. The SCARS contains 48 activities that counselors regularly perform versus counseling activities that counselors prefer to provide. The SCARS contains two columns for participants to select the frequency they actually provide specific counseling tasks, and then the frequency they prefer to provide specific counseling tasks. The JIG, an 18-question survey, compiles information about the participant's overall satisfaction with their job. Participants assessed their overall work experience by indicating a *yes*, *no*, or a *question mark* beside a series of words describing their work setting. SurveyMonkey, an online password-protected software, was utilized to collect participants' survey data. Utilizing SPSS 25.0 at a significance level of .05, the researcher compiled descriptive and inferential statistics.

Descriptive Statistics. The independent variable was the five categories (counseling, coordination, curriculum, consultation, and other services) of activities or services regularly offered by school counselors. The SCARS measure contains questions related to activities in each of the five categories. *Actual* counseling services are direct and indirect activities counselors provide to students to meet their academic and personal development. *Preferred* counseling services are direct and indirect activities counselors *like* to provide to promote student's academic and personal

development. The highest possible score on the SCARS (*actual* and *preferred*) was 235, and the lowest possible SCARS score was 47. Table 3 shows the descriptive statistics for the SCARS's *actual* and *preferred* measures.

This study aimed to examine whether different categories of school counseling services, as measured by the SCARS, impact job satisfaction among school counselors, as measured by the JIG scale. The sample consisted of 87 practicing school counselors. JIG scores were utilized to determine how school counselors rate their level of job satisfaction. SCARS and JIG scores determined whether adherence to the ASCA National Model predicts job satisfaction. A series of test statistics were performed to test the null hypothesis.

Results indicated there was a positive relationship between providing various categories of school counseling services and job satisfaction. In essence, high JIG scores showed greater job satisfaction among school counselors. For the first question, the null hypothesis was that school counselors would not rate high job satisfaction levels. Findings from a series of statistical analyses provided evidence to reject the null hypothesis that school counselors in would report low levels of job satisfaction and accept the claim that school counselors reported high levels of job satisfaction. For the second question, the research hypothesis was that adherence to the ASCA National Model does not predict job satisfaction. Evidence from a series of test analyses provided support to reject the

null hypothesis and accept the claim that adherence to the national model predicts school counselor's satisfaction with their career.

Discussion

Since the implementation of the assessment rubric for school counselor job completion at the state level, there have been no studies to examine counselor's perceptions towards performing the standards evaluated by the state assessment rubric and job satisfaction. Professional school counselors can gain meaningful insight regarding how their colleagues feel about school counseling practice. School counselors can utilize findings from this study as substantial support to advocate for the utilization of a comprehensive counseling program. School leaders and state-level counseling directors can use findings to strategically coordinate continuing education opportunities on the application of counseling activities outlined in the ASCA model. Researchers in the field of education may use results to identify additional gaps in the literature regarding effective school counseling practice.

School counselors are obligated to promote and advocate the effectiveness of their counseling program as it related to student growth, achievement, and success. The state assessment rubric, an evaluation tool utilized to assess the practice of school counseling, is based on an ASCA-specified comprehensive counseling model. Delivery and implementation of a comprehensive counseling program as specified by ASCA

and recommended the state department of education may influence how school counselors feel about their roles. Past research conducted by Pyne (2011) found that a positive relationship exists between providing services according to the national counseling model and job satisfaction. Pyne (2011) also found that the provision of comprehensive counseling services was associated with increasing levels of job satisfaction.

The first research question examined how school counselors rate their overall job satisfaction level. Utilizing JIG total scores, school counselors reported high levels of job satisfaction. school counselor's overall JIG score was compared to the national norms reported by Gillespie et al., (2016). Findings from the analysis of JIG scores and national norms provided the evidence to reject the null hypothesis that school counselors would report lower levels of job satisfaction and accept the claim that school counselors reported high levels of job satisfaction.

The results of this study indicate that overall, school counselors are as satisfied as the national norming sample. The results of this study coincide with past research conducted by Pyne (2011), which reported that school counselors in Arizona reported satisfaction with their career. Also supporting the results of this research is an earlier study conducted by Baggerly and Osborn (2006), which showed high levels of job satisfaction reported by Florida school counselors. The counselors in both studies implemented a comprehensive school

counseling program (Baggerly & Osborn, 2006; Pyne, 2011).

A paired samples t-test analysis explored if there was statistical evidence that the mean difference between *actual* and *preferred* counseling activities using SCARS scores predicts job satisfaction. The paired samples t-test analysis utilizing SCARS scores provided evidence of a significant mean score difference between the SCARS and JIG scores in each pair (coordination, counseling, consultation, and curriculum) except for the *other* counseling activities category. These findings are supported by Kolodinsky, Draves, Lindsey, and Zlatev's (2009) research that found counselors in one particular state reported less satisfying features of their job focused on spending excessive time in non-guidance activities. However, job satisfaction increased when they provided direct interaction and contact with students. Findings from the paired samples analysis indicate that counselors experience higher levels of job satisfaction when they provide direct contact with students and the implementation of services to support their personal, social, and academic development and less time on *other* non-counseling related tasks

Implications for Practice

The SCARS is based on the ASCA framework to guide school counselor practice. This study's results indicate that school counselors need to be intentional in their efforts to follow the ASCA framework for effective practice. Meaningful discussions regarding practical approaches

to follow the national school counseling framework should occur at the district and statewide counselor meetings and training. To ensure effective educational practice, school counselors must coordinate counseling services to coincide with the national model's delivery component.

Counselors need to be cognizant of federal and state legislation. For example, in the state where this research study was conducted Senate Bill 2423 outlines the roles and responsibilities of school counselors. Collaboration with other colleagues regarding specific counseling duties can be useful. School counseling educators should also promote legislation, such as Senate Bill 2423, to ensure new counselors are cognizant of how to implement a counseling program at every school level. Counseling interns should train in a school environment where an ASCA recommended, structured program exists, and guided by a monthly counseling calendar and program evaluation.

Principals and district administrators should listen to the voices of school counselors. It would be worthwhile to a designated lead counselor or director of counseling services at the school and district level to act as a counselor liaison. Building level principals especially new principals should refrain from expecting counselors to engage in tasks like disciplining students, testing, hall duty, and processing student's records. Principals evaluate counselors' effectiveness utilizing the state assessment rubric; therefore, they should allow counselors to provide *actual* counseling

services that coincide with the national model.

Future Research Recommendations

The current study consists of a sample of eighty-seven practicing professional counselors who practice in elementary, middle/junior high, and high school settings. More high school level counselors participated in the current study. Future research endeavors should focus on larger sample and a more balanced sample of counselors from each school level to increase the applicability of the results. In addition to the equivalent sample size, a mixed-method research design would allow counselors to quantify their experiences and voice their concerns by giving meaningful feedback.

This study did not explore school counselor's level of utilization of a comprehensive counseling program. Pyne's (2011) study employed the Comprehensive School Counseling Implementation Measure (CSCIM) to assess the use of a comprehensive counseling program and job satisfaction. Educational researchers could use the CSCIM, SCARS, and the JIG Scale to determine the counselor's level of implementation of a comprehensive, structured counseling program, level of implementation of school counseling activities, and job satisfaction. Perhaps the results could provide support for self-advocacy to promote effective practice.

School principals are key educational leaders who ultimately determine the roles

and responsibilities of school counselors. Future research could explore administrator's knowledge of the ASCA National Model. It would be relevant to follow-up on Leuwerke, Walker, and Qi's (2009) study that found that 51.3 % of all principals in their study reported a lack of exposure to the national counseling frameworks. Exploring a sample of principal's knowledge about the ASCA model may identify an additional barrier that prevents counselors from providing ASCA recommended counseling services and activities.

Limitations

Even though the research conducted in this study was thorough, limitations were still present. First, the sample was taken from one state in the southeastern region of the United States and it can only be generalized to the counties in which the study was conducted. The study included more counselors practicing in a high school setting; therefore, results may not be generalized to all counselors who work in elementary, middle or junior high, or vocational settings. There is a chance that all school counselors did not receive the solicitation email invitation to participate in the study. Some certified school counselors may lack affiliation with the state counseling association, the state department of education, or the university counselor education program. Next, due to human error, the researcher failed to include one question in the other category of the SCARS survey. The omitted question assessed whether counselors *actually* or *preferred* to schedule students for classes. Finally, this

study was correlational; therefore, it was not possible to establish causality.

Conclusion

Professional school counselors demonstrate strong leadership skills when addressing student's demands (Wingfield, Reese, & West-Olatunji, 2010). School counselors have received the education and training needed to provide services that promote academic success among students who experience an array of academic, emotional, social, and behavioral issues. Additionally, school counselors are highly supported by their national and state counseling associations to provide services based on an exclusive curriculum of school counseling. School counselors are encouraged to adhere to the national school counseling model including standards that were developed by ASCA and also endorsed by state counseling association.

Issues regarding stress, role confusion, and job satisfaction have been topics of debate for school counselors (Rayle, 2006; Shimoni & Greenberger, 2014). Specifically, implementing a comprehensive counseling model and its impact on job satisfaction has prompted researchers to study this issue. Implementing a comprehensive school counseling curriculum encompasses the provision of various categories of services that could determine how school counselors feel about their duties. Scarborough and Culbreth (2008) cited that school counselors favored implementing services guided by a school counseling curriculum. Furthermore, issues of stress, role confusion, and job satisfaction

issues impact the roles of school counselors and the ways they provide services.

As state departments of education begin to implement job performance assessment rubrics to evaluate the school counselor's effectiveness on school improvement and student achievement, it is crucial to highlight the results of this research study. Furthermore, while the state assessment rubric is an evaluative and reflective tool, there is an increasing concern among school counselors regarding delivering services according to the ASCA National Model and maintaining job satisfaction. This concern is supported by previous research that revealed a failure to provide clarity about the duties of school counselors causes discrepancies to exist in the field (Bardhoshi & Duncan, 2009).

Continued advocacy for the field of school counseling is paramount. School counselors should pinpoint methods to make their school counseling programs and service delivery more effective. Counselors can learn how to engage in self-advocacy with the support of their regional and state counseling organizations. Counselors who have 21 or more years of experience should promote the field of counseling throughout the year to encourage effective practice. Counselors should strategically plan events like "Day at the capitol" and National School Counseling Week to educating stakeholders such as lawmakers, school leaders, teachers, and parents regarding the ASCA National Model including appropriate school counseling services. Counselors can develop an advisory

committee as outlined in the ASCA National Model to gain additional support to promote their program goals.

Counselor education training programs could utilize the results to improve the counselor preparation program. Counselor educators should be intentional in their efforts to assign counselor trainees in internships, where counselor supervisors focus on using a structural-developmental curriculum that fosters student's needs. The training of school counseling trainees in the school environment needs careful monitoring. Trainees' exposure to the state assessment rubric before internship placement is paramount. The current national model, which focuses on the components of "define, manage, deliver and access" provides practical for school counselor practice (Sparks, 2019).

School counselors are instrumental in providing the necessary assistance students need to obtain academic success. These school leaders have the potential to positively impact student success in terms of being sensitive to their overall well-being, which includes psychological, physiological, and emotional dimensions of adolescent development. These dimensions are the driving forces behind successful, comprehensive school counseling programs. Therefore, it is paramount to highlight factors that correlate with overall good job satisfaction within the school counseling profession.

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Table 1

JIG Scores, Frequencies, Cumulative Percentile, and National Norm Percentiles

JIG Score	Frequency	Cumulative Percent	JIG National Norms
6	1	1	3
9	1	2	5
16	1	3	7
18	1	5	9
21	1	6	11
23	1	7	12
27	2	9	16
28	2	12	17
29	1	13	17
30	2	15	20
31	1	16	20
33	2	18	25
34	1	20	25
36	4	24	30
37	1	25	31
39	7	33	37
40	3	37	38
42	4	41	46
43	3	49	47
45	3	48	58
46	1	49	60
47	4	54	61
48	8	63	69
49	6	70	70
51	26	100	78

Note. Table 1 presents participant's JIG frequencies, cumulative percent, and JIG national norms.

Table 2

Paired Samples Test with Paired Differences

SCARS Pairs	Mean	Std. Dev.	Std. Error Mean	<i>t</i>	df	Sig.
Pair 1 Actual Counseling	-6.22	7.51	.81	-7.47	86	.000
Preferred Counseling						
Pair 2 Actual Curriculum	-8.92	9.16	.98	-9.09	86	.000
Preferred Curriculum						
Pair 3 Actual Coordination	-10.32	10.88	1.17	-8.85	86	.000
Preferred Coordination						
Pair 4 Actual Consultation	-2.53	5.34	.57	-4.41	86	.000
Preferred Coordination						
Pair 5 Actual Other	4.94	5.86	.63	7.87	86	.000
Preferred Other						

Note. Table 2 displays paired samples statistical differences *actual* and *preferred* subscale scores.

Table 3

Descriptive Statistics for SCARS Actual and Preferred Measures

Activities	Actual SCARS		Preferred SCARS	
	Mean	SD	Mean	SD
Coordination	35.92	9.79	46.24	8.87
Counseling	30.13	6.31	36.15	5.93
Consultation	21.76	5.39	24.29	4.58
Curriculum	20.00	8.94	28.92	6.79
Other	26.32	6.11	21.38	6.55
Overall	134.13	27.22	156.98	24.73

Note. Table 3 presents participant's descriptive statistics for SCARS measures

Figure 1

Participant's JIG Scores Frequencies Statistics

