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I, Vickie Jellison, hereby submit this original work as part of the requirements for the degree of Doctor of Education in Counselor Education.

It is entitled:
High School Counselors' Perceived Self-Efficacy and Relationships With Actual and Preferred Job Activities

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High School Counselors’ Perceived Self-Efficacy and Relationships

With Actual and Preferred Job Activities

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ABSTRACT

The purpose of this research was to explore the relationship between School Counselor self-efficacy, role definition and actual and preferred school counseling activities in a sample drawn from a population of school counselors. To measure these variables, the School Counselor Self-Efficacy Scale (SCSE) and the School Counselor Activity Rating Scale (SCARS) were used. A demographic survey was used to investigate the characteristics of the participants. In addition, relationships between the demographic data and the variables were explored.

The sample was retrieved from a public website listing 1514 high school counselors working in the state of Ohio in public high schools (grades nine through twelve). A random sample of 216 counselors was drawn. The final sample consisted of 81 persons who responded to an online survey.

Data analyses indicated that in general, the high school counselors report high self-efficacy in most activities, especially counseling-related activities. They reported high job satisfaction but also reported a significant amount of stress in their jobs. Counselors reported administering testing and performing “Other” Activities frequently. There was a high correlation between those counselors who rated as having the highest self-efficacy and not performing non-counseling activities.

There were no significant demographic correlations found in this study. Several suggestions for practitioners, educators and Counseling Education programs are explored. The significance of this study is that a voice of Ohio high school counselors surfaced
when 81 persons chose to participate. By examining the results of this study, students of Counseling Education programs may get to know what the duties of school counselors entail. Counseling Educations programs can educate administrators on how best to manage and employ school counselors. Limitations of this study are also addressed and suggestions for future research are given.
Dedication

This dissertation is dedicated to my husband, Mark Garrey Jellison. Without his financial and emotional support I would have never had the strength or courage to finish such an awesome task.

I want to thank my three adult children, Joel, Luke and Jill for listening to me when I was tired and for rejoicing with me now. My daughter, Jill repeatedly cheered me on with words of “mother, this is supposed to be hard.”

My parents are my inspiration as well. I love them for the way they sacrificed so that I could have an education. And lastly, I want to thank my Granny, Laveda H. Loveless, who has literally watched me study and work so very diligently these past four years. She has cared for me since I was a child and now we are the best of friends.
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Two individuals contributed to the technical aspects of writing this dissertation. Spyridon Kodellas was important in helping me to design and carry out my survey and in organizing my survey results. Dr. Shuyan Sun became not only a valuable consultant for statistics, but a friend as well.

Finally I want to thank all of my friends and family who have given me the space to study and who have understood the focus required to accomplish a doctoral goal. Rest assured, I will soon be calling you to hang out and perhaps I will even cook for you once again.
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Chapter 1

Introduction

Professional school counselors often have more personal interaction with students than any other personnel in our country’s high schools. The abilities and confidence of our country’s school counselors to meet the academic, personal and mental health needs of students are critical to the quality of education we give students as they are growing through a challenging period of life. School counselors are responsible for being expert in complex technology, and responding to a variety of physical, academic and mental health needs of their students. Thus, school counselors’ skills must be diverse, well-developed, and must fit the needs of the students they serve. A school counselor’s day is often spent vacillating between roles that require personal interaction and technology-based duties, all implicated with high ethical standards. These responsibilities can be stressful and overwhelming.

As part of the many skills needed in their work, school counselors are more and more required to address social issues in the schools. These added expectations of school counselors have been found to result in job stress and perceptions of being overwhelmed with their work load (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005). In addition, professional school counselors have been increasingly assigned duties inconsistent with best practices and outside the domain of counseling. Such ambiguity in role expectations has been found to increase job stress and impair career satisfaction in school counselors (Baker, 2000).

The concept of self-efficacy is critical not only to one’s personal life, but to one’s role as a motivator, whether it is in the helping professions, parenting or even coaching sports.
Self-efficacy is important in understanding people’s ability to initiate and perform complex behaviors. Research has indicated that self-efficacy affects behavior in a variety of areas including job performance and career satisfaction (Lent, Brown, & Hackett, 1994; Scarborough & Culbreth, 2008). Therefore self-efficacy may be crucial in understanding the role of school counselors and in supporting the profession. The result could be that school counselors become more fulfilled in their work, bringing a sense of pride, dignity and satisfaction to their jobs.

Statement of the Problem

The purpose of this study was to explore the relationships between the nature of high school counselors’ actual and preferred job activities and their perceived school counseling self-efficacy. Another function of the study will be to look at possible relationships between demographic variables, self-efficacy, and role activities. The study surveyed practicing school counselors in the state of Ohio.

Researching perceived self-efficacy has been helpful in determining how occupations can be more fulfilling and healthy to individuals. Perceived self-efficacy is what people believe they can do with the skills they possess. These perceptions operate independently of personal ability. Bandura (1982) proposed that self-efficacy was acquired through successful performance, support and encouragement and by reducing emotional arousal.

Counseling efficacy refers to one’s belief about his or her performance in the role as a counselor. If a researcher can determine the anxiety-provoking parts of the counselor’s role, and identify causes for increased negative emotion or role stress, it is likely that research can lead to remedies for stress in counselors’ roles. Research shared with appropriate persons, educators, and governing officials has the potential for becoming a
catalyst for positive change. With all that counselors are faced with, helping them is invaluable in our educational system. Research that allows a population of practicing school professionals to describe what they face on a day-to-day basis in public high schools and to express how they would prefer to be delegating their professional duties can give involved administrators insight as to the strengths and weaknesses in the public school high school structure.

Significance of the Study

Bandura (1997) proposed that agency, people’s beliefs in their ability to gain and exercise control of their lives, was uniquely and profoundly human. His work in behavioral change and social cognitive theory has had significant impact on research and practice in career counseling (Hackett & Betz, 1981; Lent, Brown, & Hackett, 1994). Social cognitive theory served as the foundation for this research.

The relationship between role definition and self-efficacy has been of special interest to researchers surveying diverse groups ranging from university students to members of professional organizations. What is lacking in the literature is empirical research targeting employed high school counselors. By focusing on a population of practicing school counselors in a specific state, precise patterns of results pertinent to a particular group may be discovered.

The population studied was public high school counselors practicing in the state of Ohio at the time of the survey. It is not expected that the results from the research can be generalized to other populations (e.g., states in the United States), but that the results could be informative to administrators in schools in the state of Ohio and perhaps at the county and state levels of administration. This study may be replicated by researchers
using other populations of counselors (e.g., other states, private schools). This may result in valuable information that can guide administration and state-level officials to capture and respond to the needs of the school counselors practicing in their state. Findings may help inform school districts, university counseling programs and professional organizations with professional theory and practice.

Research Questions

The following research questions guided this study.

1. How do high school counselors describe their perceived self-efficacy and their actual and preferred job activities?

2. What is the relationship between school counselors’ actual and preferred job activities?

3. What is the relationship between the perceptions of self-efficacy reported by high school counselors and their actual and preferred job activities?

Organization of the Study

This study surveyed practicing school counselors in the state of Ohio to learn what they are experiencing in their job, and how they perceive their ability to address these issues. Chapter one introduces the issue of counselor self-efficacy, and provides a rationale and significance of the study, along with the research questions of this study. Chapter two will present a literature review concerning school counseling, the constructs of school counseling self-efficacy and social cognitive theory, and the surveys that will be used to gather information for the study. Chapter three will present the methodology of the study, and data analysis techniques. Chapter four provides results of the study. A fifth chapter discusses, analyzes and presents conclusions and suggestions for future research.
Chapter 2

Literature Review

In Chapter two I present a literature review to inform the reader on the topics of school counseling, social cognitive theory and self-efficacy. This literature review will begin with a brief history of the school counseling profession, followed by a discussion of the duties and current activities of school counselors in their career. Next, a discussion of the development of social cognitive theory (social learning theory) and the construct of self-efficacy will create the foundation for the study. The applicability of these concepts to school counselors will then be further described with emphasis on career self-efficacy and school counselor self-efficacy. In particular, the usefulness of social cognitive theory and self-efficacy in discussing job, occupational and career stress will be considered. The School Counselor Self-Efficacy Scale and the School Counselor Activity Rating Scale will be explained and discussed in the final section of the literature review.

History of School Counseling

School counseling has a rich history in the United States of America, and must be understood within the context of that nation’s establishment of its educational system. Education in the United States began in private sector environments and formal education was often a privilege only for males, and or those who were financially stable. Eventually, public education has become not only a privilege, but mandatory for children in the United States.

The population of the United States grew as immigrants, mostly of European descent, developed farmland in the original thirteen colonies. According to a 1790 Census report, Americans were reported as 5.1% urban and 94.9% rural with a population of 3,172,000
white and 757,000 black individuals. By 1910, 45.6% were reported as urban, 54.4% rural, with a population of 81,732,000 white, 9,828,000 black and 413,000 other people. And in the 2009 Census report, data showed 80 % urban, 20 % rural, with population of 244,298,000 white, 39,641,000 black, and 23,067,000 other people (Time Almanac, 2011). As indicated by these statistics, the United States began as an agricultural country, with populations eventually moving to urban locations. This migration brought with it different needs of society and the workforce.

The state of Ohio has a history of individuals with both industrial and agricultural expertise, beginning with a strong Native American Indian population who left behind mounds that still stand in Central Ohio. Amish communities continue to practice cultural traditions in North-Central Ohio by farming their land and raising animals that support their families economically. The Wright brothers and Neil Armstrong were major contributors to technological advances in Ohio. This history has contributed to the richness and diversity of the population of Ohio and the people who continue to reside in Ohio.

Prior to formation of available public education to children in the United States, parents attempted to educate their children in the home. In these early years young people relied on a variety of individuals for guidance and counseling, perhaps their ministers, physicians, or family members and friends. In the last part of the 19th century in the United States, the Industrial Revolution produced a need for larger quantities of manual labor and left a danger of exploitation of young people, if left unchecked. Large immigrant populations were also vulnerable to abuses, especially of young people (Erford, 2011; Gysbers, 2001). Several forces were thought to have added to the need for
counseling and guidance in the schools of the United States. Some of these were the division of labor, the growth of technology, the spread of modern forms of democracy, and the extension of vocational education (Brewer, 1942). Others reasoned that humanitarianism, and the philosophy that students were seen as individuals gave substance to the emergence of formal school counseling (Erford, 2011).

Early pioneers in the field of school guidance and counseling took seriously concepts of individual freedom of choice, dignity, and improvement of the quality of educational processes. The literature reflects that the beginnings of school counseling were embedded in vocational guidance (Bauman, Siegel, Falco, Szymanski, Davis, & Seabolt, 2003; Paisley & Borders, 1995). With a rise in industrialization and urbanization, one school principal, Jesse B. Davis, in Detroit, Michigan, began a guidance program within English classes and is the first recorded person to set up systematic guidance programs in the public schools (Aubrey, 1977; Coy, 1999). Other educational professionals followed, establishing similar programs.

Then in 1908, Frank Parsons, recognized as the founder of the vocational guidance movement, worked to develop the Boston Vocational Bureau (Erford, 2011). This bureau formalized vocational guidance in the Boston public schools, which then influenced other parts of the United States and other countries (Ginn, 1924). Frank Parsons went on to establish the Bureau of Vocational Guidance in 1908 to help young people transition from school to work (Erford, 2011). Parsons left behind a legacy of trait-and factor theory which matches an individual with a job that fits that person’s talents (Gladding, 1997). This influential theory continued to be used in the years following Parson’s death.
The initial position of the school counselor was that of a teacher who took on the position of counselor along with his or her teaching duties, with little or no motivation of financial gain (Gysbers & Henderson, 2001). By the 1930’s, the technique of counseling was thought to be a valuable tool in assisting guidance programs (Bauman et al., 2003). In New York in 1926, certification for guidance workers became required and in 1929 New York became the first state in the U.S. to have full-time personnel in the State Department of Education (Erford, 2011). From the 1930’s until the 1960’s, the duties of the school counselor consisted of promoting character development, teaching socially appropriate behaviors, and assisting in vocational planning (Paisley & Borders, 1995).

The job description of the school counselor was that of a model where the focus was on orientation, assessment, information, counseling, placement and follow-up. Settings other than secondary schools were underserved and the school counselor’s role, time management and job description were less than concrete (Gysbers, 2001). Other roles and duties of school counselors in the early twentieth century centered around meeting with students in the sixth grade and up to determine which students were failing and why, finding a remedy for failure in school, urging students to remain in school, checking the records of students in advising, helping teachers make their teaching conducive to occupational work following graduation from school, and stressing the importance of a diploma or work card upon leaving school (Paisley & Borders, 1995).

The 1950’s and 1960’s brought a new era to schools and the country at large when in 1958 the National Defense Education Act was made policy in response to the space satellite Sputnik being launched by Russia in 1957. The number of full-time counselors increased from 6,780 to over 30,000 between 1951 and 1965 (Bauman et al., 2003).
hundred counseling institutes were funded by the federal government, training over
13,000 counselors. Local school expenditures increased from $5.6 million in 1958 to
$127 million in 1963 as a result of the government actions. Consequently, the role of the
school counselor was redefined. During this time, the school counselor became a full-
time job position, replacing the teacher-counselor position which previously dominated.
The role of the school counselor transitioned into one of a model where counseling,
coordinating and consulting were performed by the school counselor (Gysbers &
Henderson, 2001).

In the 1970’s and 1980’s, there was a push for accountability in guidance and school
counseling, resulting in the American School Counselor Association (ASCA) publication
of National Standards for school counseling in 1997. One act that was a precursor to the
National Standards was The Elementary Counseling Demonstration Act of 1995, which
expanded school counseling programs, lowered the student to counselor ratio to a
maximum of 250:1, and increased the amount of direct time to students by limiting
administrative tasks to 15% of the school counselor’s time (Baker, 2000; Erford, 2011).
One major purpose of the National Standards was to clarify appropriate and inappropriate
duties, or aspects of the counselor role. It was argued that school counselors should not
perform administrative tasks and that school counselors should be attending to student
needs in developmental areas of academics, career, social and personal growth (Erford,
2011). These tasks were the areas of training that made the education and professional
practice of school counselors unique.

Since the establishment of the ASCA standards in 1997, the counseling profession,
training institutions, and the Council for the Accreditation of Counseling and Related
Educational Programs (CACREP) have worked to clarify models of professionalism and standards for the school counseling profession (Campbell & Dahir, 1997). In 1981, CACREP accreditation of counseling programs began. This accreditation was crucial to the development of school counseling as a profession. CACREP proposes thirty standards of high importance for a professional school counselor (Holcomb-McCoy, Bryan & Rahill, 2002). Accreditation guidelines, competency standards, licensure and certification have continued to be crucial standards for school counseling in most states in the U.S. (VanZandt, 1990). It has also been suggested that professional school counselors practice an awareness of the history and pressing issues of counseling and guidance, while maintaining membership in professional organizations at the local, state and national levels (Erford, 2000).

Two national governmental and professional acts have been implemented which have emphasized meeting the needs of minority groups, and enhancing equality of access to all students. Those are the No Child Left Behind (NCLB) Act by the U.S. Department of Education in 2001, and the American School Counselor Association’s (ASCA) National Model (2003) (Bauman et al., 2003). Both NCLB and the 2003 ASCA National Model function with the assumption that the government, schools and school personnel are the primary influences in the successful academic performance of students, and both acts required checks, balances, measures of accountability, and funding.

Training requirements today for the credentialing of professional school counselors vary from state to state. Professional school counselors are certified and/or licensed according to their state’s standards. Forty-five states (including Ohio) require completion of a minimum of a master’s degree in school counseling. School counselors may be
employed in elementary, middle or high schools, in district supervisory positions, and in counselor education positions (Stone & Dahir, 2006). In Ohio, school counselors must meet state certification and licensure standards and abide by the laws of the state of Ohio. Ohio school counselors must uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and should promote the development of school counseling programs of the ASCA National Model. In Ohio, in addition to a gaining a graduate degree, certification is awarded by either undergoing a one-year induction under the supervision of a licensed school counselor, having two years of teaching experience with a valid teaching license, or having completed three years of school counseling experience in another state (Stone & Dahir, 2006).

There have been many external pressures defining school counseling. The knowledge and skills necessary for successful school counseling have led researchers to examine the identity, role and responsibilities of professional school counselors (Menacker, 1976; Moles, 1991). Professional identity, the degree to which one defines, owns and internalizes one’s profession, has been the primary target of research about school counselors in the past decade. Having examined the history of school counseling in public schools, this literature review will now focus on the current activities, role and identity development of the professional school counselor.

Current Activities of School Counselors

A discussion of the school counselor’s training requirements, role and identity is important in order to understand current challenges that face the school counselor in his or her career. Attention to stressors and challenges that may be unique to the school
counseling professional in the present provides meaningful groundwork in preparation for
a discussion on school counselor self efficacy and job activities.

The term *role* refers to an occupied job in an organization with a set of expectations.
The intersection between role definition and school counselor’s identity continues to be a
topic of study in the counseling literature with professional associations and accreditation
bodies having a great influence on the standards, duties and best practices of the school
counselor (Culbreth, Scarborough, Banks-Johnson & Solomon, 2005; Holcomb-McCoy,
Bryan & Rahill, 2002). A well-defined role and clear identity in a career promotes self-
esteeem and self-efficacy in a person’s occupation (Crandall & Perrewe, 1995). The
occupation of a professional school counselor is an example of a career where this
principle applies.

The expanded role of the present-day school counselor consists of tasks and goals that
reflect the standards expected in states where the counselor is employed (Baker, 2000;
Erford, 2011). A school counselor’s role is defined by a set of job expectations
formulated by the school of employment in part, and designed by state standards. These
state standards have evolved from the National Standards for school counselors published
by the ASCA in 1997 (Erford, 2011).

The duties that school counselors are educated and trained to perform include
knowledge of human growth and development and theoretical frameworks for family,
multicultural and assessment training. Expertise in counseling adolescents is a primary
category of competency expected of secondary school counselors. Specific counseling
activities that are daily and regular responsibilities of school counselors include
counseling activities (behavior issues, group counseling), consultation activities
(community agency involvement, working with the administration), curriculum activities (classroom lessons on career and social issues) and coordination activities (organizing events and programs, test preparation). A more extensive list of counseling activities can be found in the Appendices B and C. These tasks are part of the ASCA standards for school counselors. Other reasonable tasks for school counselors would include career development, group work, developing guidance programs, and consulting with community and families.

Although these tasks fall under the umbrella of ASCA standards, and are expected in high schools, research shows that the actual functions of school counselors do not reflect the theoretical best practices proposed for the school counseling profession (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005). Part of this discrepancy may be because some school systems require school counselors to report to individuals with a non-counseling background, individuals who may not understand the professional scope of practice for school counselors and the unique challenges school counselors face day to day (Brott & Myers, 1999; Culbreth, Scarborough, Banks-Johnson & Solomon, 2005).

Requests to deal with social problems such as gangs, dropouts, teen pregnancy, substance use, bullying, school violence and terrorism have fallen on the desks of the high school counselor. Since these categories of responsibility have complex and sometimes legal implications, school counselors may find themselves ill-equipped to respond with confidence. It has been found that student confidentiality and dual relationships poses the biggest and most challenging ethical dilemmas in public school (Bodenhorn, 2006). When the duties of the school counselor become overwhelming
and/or outside the area of their job description, school counselors may begin to feel overwhelmed by the expectations of their daily job activities.

**Occupational Stress in the School Counselors’ Role**

Occupational stress arises when the worker’s perceived task demands exceed perceived efficacy (what the worker believes they are able to accomplish), or when people find themselves in jobs below their capabilities. Occupational stress also occurs when people find themselves without the opportunity to advance and make full use of their skills (Bandura, 2002; Brouwers, Evers, & Tomic, 2001).

An unclear job description, excessive role expectations, or role confusion can lead to occupational stress. Stress occurs when there is a discrepancy between a worker’s job expectations or skills and the actual workplace demands. For example, discrepancies can occur in the domains of compensation, nature of tasks described upon hiring, and additional duties (e.g., an employer’s expectation about working overtime). Research has repeatedly indicated that counselors report significant dissonance between the reality of the work environment and school counseling preparation. Considerable role stress in the counselors’ jobs can originate from conflicting or inconsistent messages from supervisors and parents of schoolchildren. Decisions made in this context will reflect on one’s self-concept as a professional and one’s professional identity (Brott & Meyers, 1999; Crandall & Perrewe, 1995).

A major source of occupational and role stress in school counselors’ jobs originates from conflicting or inconsistent messages from superiors and parents. Three related constructs contribute to role stress: role conflict, role ambiguity, and role incongruence (Culbreth, Scarborough, Banks-Johnson & Solomon, 2005). Role conflict occurs when
two or more sources demand different role expectations. Role ambiguity happens when terms and expectations are not clearly communicated. Role incongruence exists when too many roles are required or expected, and support from groups served is not sufficient. These stressors may contribute to both occupational and personal stress among school counselors, which in turn may lead to burnout (Crandall & Perrewe’, 1995).

School counselors have reported that role conflict and role ambiguity contribute to stress in the job of school counseling. Role conflict is more specifically reported as not having enough time to see students, having too much paperwork, having too large a caseload and being assigned too many non-counseling duties (Sears & Granello, 2002). The number of students for whom the school counselor is responsible can be a source of stress, especially if it exceeds the recommended quota (250 students for 1 school counselor) (Stone & Dahir, 2006).

Experiencing occupational stress for prolonged periods of time can affect the actions of workers in ways that have negative consequences for the individual as well as for the organization. Reactions may be psychological in nature and burnout may be a final result (Crandall & Perrewe’, 1995). Research with the general public has used the Job Stress Survey. A study of both men and women revealed that “inadequate salary” and “lack of opportunity for advancement” ranked highest in severity. Two other non-gender specific items ranked high as well: “fellow workers not doing their jobs” and “inadequate support by supervisor” (Crandall & Perrewe’, 1995). Stressful areas reported on the job in the school counseling profession and the general public share the attributes of workers having a desire to be appreciated, compensated fairly and treated fairly.
Confusion of roles also lends itself to an increase in the activities assigned to school counselors. School counselors report role stress when they are supervised by individuals who have never taught or been school counselors themselves (Sears & Granello, 2002). All of the factors that cloud the clarity of clear role identity are valid points of study to contribute not only to accountability, but to favorable role and job satisfaction for school counselors.

Thus far, this literature review has examined the history and role of the school counselor in the United States. The skills needed of school counselors, and factors that may contribute to a healthy and functional role of school counselors have been explored. Discussing the topics of occupational role stress and job satisfaction is congruent with emphasizing the importance of the formation of a positive professional identity for the school counselor. The tools chosen for this study, the School Counselor Self-Efficacy Scale (SCSE) and the School Counseling Activity Rating Scale (SCARS), were designed in part to help clarify role expectations and current job activities and perceptions about school counselors’ abilities. Positive perceptions about one’s occupation and confidence in one’s abilities contribute to sound formation of school counselor identity. In the following sections, a discussion of social learning theory, social cognitive theory and self-efficacy will serve to present a foundation for understanding how and why self-efficacy is important in human beings at work and especially in the profession of school counseling.

Social Learning Theory

The research of N.E. Miller and J. Dollard (1941) explored the hypothesis that a person who is motivated to learn a particular behavior would do so through clear
observations. By imitating the observed action, solidification of the learned action could be positively reinforced. In this process, an outsider doing the observing or creating the experiment would be able to enhance and reinforce learning in a positive manner. This reasoning became the basis for social learning theory, and as I will describe later, a precursor to social cognitive theory. Miller and Dollard stressed that imitation of skills, behavior and motivation were at the core of learning. Furthermore, the learner must be motivated or driven to make the response, and the learner must be rewarded for having responded. The learner also observes what others will and will not do. Miller and Dollard concluded that the environment, others’ behavior, and culture of the learners played a critical role in their motivation, response and subsequent development (Bandura, 2001; Miller & Dollard, 1941).

Bandura (2001) was not content with a simple approach to learning theory, that of mere imitation with no forethought. Specifically, Bandura responded with dissatisfaction to principles of behaviorism and psychoanalysis by contending that the role of cognition and motivation were ignored in both (Bandura, 2002, 1997, 1982). In his Social Learning Theory, he expanded on the original views of learning, by stressing the cognitive, environmental and emotional features (Weiten & Lloyd, 2006). Multidimensional attributes of learning such as decision-making and thoughtfulness enrich Social Learning Theory. In Bandura’s later body of work, more cognitive dimensions were emphasized, consistent with the work, observations and conclusions of previous learning theorists such as Piaget (Singer, 1978; Wadsworth, 1989).
Social Cognitive Theory and the Construct of Self-Efficacy

Social Learning Theory has contributed to research on behavior in the workplace, schools and a variety of other settings. Albert Bandura became the founder of the construct of self-efficacy, a measurement of one’s belief in their ability to perform a given task. Albert Bandura’s Social Cognitive Theory emphasizes how the factors of environment, cognition, behavior and personal factors determine behavior and motivation (Crothers, Hughes, & Morine, 2008).

Bandura enriched earlier learning theory by focusing on cognition (Bandura, 1982, 1986, 1991). Social Learning Theory focused on the mere action of imitation and was narrow in its definition. Social Cognitive Theory required an additional cognitive component consistent with learning via observation. Performance accomplishments, vicarious learning and modeling are aspects of Bandura’s research (Bandura, 1991; Betz, 2000; Simmons, 1996). Bandura postulated that four types of learning experiences precede efficacy expectations. Those experiences are previous personal performance, vicarious learning, social persuasion and physiological and emotional states (Bandura, 1977; Gainor, 2006).

As a part of Social Cognitive Theory, Albert Bandura developed the influential construct of self-efficacy, representing one’s belief in his or her ability to perform a given task. Self-efficacy is a mediating factor of behavior. Self-efficacy is defined as what a person believes he or she can do with skills he or she possesses, but can operate independently of that individual’s abilities (Bandura, 1977). With social learning theory as a foundation, Bandura expanded on the concepts of social cognitive theory and applied
its principles to create the construct of self-efficacy. Bandura expanded this line of research since 1962 (Bandura, 1986, 1997).

Lent and associates applied social cognitive theory to career self-efficacy (Lent, Brown, & Hackett, 1994; Scarborough & Culbreth, 2008). In doing so, these scholars have created a path for studying school counseling self-efficacy, understanding it in light of the research done in career self-efficacy. Betz (2007) and Lent et al. (1994) have realized the important bridge Social Cognitive Theory creates for research in career self-efficacy.

Bandura (1982) posed the idea that human activity is a function of behavior, environment and person variables. Bandura contended that social learning theory revolves around the process of acquiring knowledge and that learning is directly correlated to the observation of models (Bandura, 1986). In addition, however, Bandura enhanced the idea of social cognitive theory by adding additional components. Bandura claimed that chance encounters and events will often shape one’s behavior. He stressed the importance of cognitive factors in learning, and believed that reinforcement is mediated by cognition. These additional dimensions which Bandura added to his concept of social cognitive theory also complemented his construct of self-efficacy. Self-efficacy is described as beliefs about one’s own ability to perform a given task successfully. Another definition of self-efficacy is people’s judgments about their capacity to perform particular tasks. Confidence is defined as self-assuredness or boldness. Bandura believed confidence or self-efficacy is achieved through identification with models and observed behaviors (Bandura, 1989, 1995).
Vicarious learning, the process of learning from other people’s behavior, is a central idea of social cognitive theory and self-efficacy. There are four techniques used to increase self-efficacy that involve positive reinforcement, observation and imitation. Social modeling refers to observing, then receiving instruction and guidance on how to complete a behavior. Secondly, mastery experience is a process where a teacher facilitates success by making incremental goals, after which more complex tasks are introduced. This is a step by step mastering of an objective. A third facet of vicarious learning is improving physical and emotional states. This process involves ensuring a person is rested and relaxed before attempting a new behavior, which can enhance success in learning. Lastly, verbal persuasion provides positive encouragement for a person to complete a task or desired behavior. These four areas of instruction have and continue to contribute to vicarious learning (Bandura, 1977; Miller & Dollard, 1941).

According to Bandura, human motivation and behaviors are regulated by forethought. This forethought component was consistent with Bandura’s explanation of perceived self-efficacy. Perceived self-efficacy is the belief that you are capable to perform a specific action resulting in a desired outcome (Bandura, 1989, 1995, 1997). Situation-specific self-efficacy could be used for considering novel tasks and generalized self-efficacy for broad areas of performance (Bandura, 1986, 1997). These ideas are useful in understanding career behaviors of school counselors.

The Construct of Career Self-Efficacy

Contributing scholars considered how cognitive and person variables might direct the way people determine their career choice or development (Hackett & Lent, 1992; Lent, Brown & Hackett, 2000; Lent Brown, & Hackett, 2002; Swanson & Gore, 2000). Career
choice and motivation may come from factors in the environment urging one to choose and/or excel in professions needed by society. The interests of women to enter the field of math and science in the 1950’s and 1960’s inspired research on gender-specific career self-efficacy. The observation that females were underrepresented in careers such as math, science and engineering, and efforts to understand and correct this discrepancy were put forth (Hackett & Betz, 1981).

Lent et. al. (1994) developed Social Cognitive Career Theory (SCCT) to address a broad range of social cognitive mechanisms in career behaviors. SCCT is composed of three interrelated models which attempt to explain the process by which people develop basic academic and career interests; revise and make educational and vocational plans; and achieve levels of quality performance in their chosen career and academic goals (Lent, Brown, Schmidt, Brenner, Lyons & Treistman, 2003).

Social Cognitive Career Theory (SCCT) suggests that academic and occupational interests develop directly from self-efficacy beliefs and outcome expectations (Brown & Lent, 1996). SCCT contends that perceived barriers moderate and interfere with how career interests are reflected in occupational choice. An additional value of SCCT, according to Brown and Lent, is to address the client’s need for a counselor to serve in the role of reinforcer of performance or accomplishment.

Exploring social cognitive career theory (SCCT), has led to discovering that many people base their career decisions on factors other than just interests. Social, financial, physical and educational factors are often major contributors to career choice (Lent & Hackett, 1987; Lent, Hackett & Brown, 1999).
The presence or absence of environmental supports also influences career choice. Self-efficacy is seen as a partial determining factor in outcomes expectations for persons entering the educational field or workplace (Lent & Brown, 2008). It is believed that personal goal-setting enhances meaning and that this commitment to determining an outcome will likely lead to job and life satisfaction. In terms of self-efficacy, people will likely chose goals which they perceive themselves to have the ability to achieve. In doing so, they nurture confidence in themselves to reach those chosen goals.

Theories and research on career development over the past decades have influenced how counselors help students and clients in career-making decisions. Some theories and counseling strategies promote self-efficacy theory, and others focus on traits and interests. Bandura’s description of self-efficacy as dynamic and his commitment to social cognitive theory as being involved in learning has helped make efficacy tools valuable for career development counseling. Therefore Bandura’s work has through the years become consistent with tenets of social cognitive theory and has made important contributions to career theory (Lent, Brown & Hackett, 1994).

Career self-efficacy is related to decision-making self-efficacy and also influences job performance (Bullock-Yowell, Andrews, McConnell & Campbell, 2012). In the process of making career decisions, identification with role models has been found to be a primary factor. Role models can influence aspirations, indecision, attitudes towards non-traditional careers and career choice (Quimby & DeSantus, 2006; Gibson, 2004). Individuals often seek role models based on gender, race or religion. However, the importance of self-efficacy has been found to be a major influence on women’s career development. Studies have been inconclusive as to whether the influence of role models
or the influence of self-efficacy is a more powerful factor in women’s career choices (Bandura, 1986; Quimby & DeSantus, 2006).

Measures of Self-Efficacy

Self-efficacy scales have been used in individual counseling and career settings since the early 1990’s. For example, the Counseling Self-Estimate Inventory provided a means to help clients understand themselves and report symptoms (Larson, Suzuki, Gillespie, Potenza, Bechtel, & Toulouse, 1992). The Career Counseling Self-Efficacy Scale has also been incorporated in business and by career counselors to help clients determine interest in various occupations and their potential for success and fulfillment in a chosen career (O’Brien, Heppner, Flores & Bikos, 1997).

The School Counselor Self-Efficacy Scale (SCSE) was developed independently of other scales to insure the tool measured appropriate dimensions appropriate for school counselors (Bodenhorn & Skaggs, 2005). More information concerning the steps involved in creating the SCSE will be discussed in the methodology section of this study.

Assessing Job Activities of School Counselors:
The School Counselor Activity Rating Scale

The School Counselor Activity Rating Scale (SCARS) was developed to answer questions concerning what school counselors do at their job, prefer to do, and contrasts between actual activities performed and activities which the school counselor would prefer to do (Scarborough, 2005). Using this type of data-collecting can provide information for program evaluation, evaluating school counselor effectiveness, and allowing school counselors to advocate for themselves in the area of role stress. The SCARS also classifies some activities as intervention and others as non-guidance related
activities. Non-guidance related activities involve activities such as monitoring study hall, bus and cafeteria duty and scheduling students for class (Scarsborough & Culbreth, 2008). The use of SCARS in this manner can help determine if school counselors are carrying out their jobs within the guidelines of best practice and if school counselors are satisfied with performing non-guidance activities, or if they would prefer to not have these activities assigned to them (Scarsborough, 2005; Scarborough & Culbreth, 2008). The results of this measure (the difference in each individual’s response to actual and preferred activities) will be reported in the results section of this study. Implications will be discussed as they relate to job satisfaction.

The research questions of this study are designed to investigate high school counselors in two ways: 1) Finding out the identity and descriptive characteristics of high school counselors in the state of Ohio, and 2) Measuring the variables of self-efficacy and job activities to recognize and better understand the degree of confidence and satisfaction high school counselors report at their jobs.

Summary

The profession of school counseling in the United States has developed through periods of considerable social change, responding to the needs of a newly industrial society in the early 1900s, to the fear of the 1950’s and 1960’s over competition to keep up with the technology of other countries, and to the challenge of being educationally effective with the oppressed and minorities in the present. At the same time, school counselors have been asked to take on more responsibilities, many times outside of their expertise or job description. Self-efficacy is built through encouragement, modeling, mastery experiences and positive belief in self. For a school counselor to be efficacious,
he or she must be able to master and use many skills and apply theory accurately and wisely.

The purpose of this study is to look at and explore relationships between variables of job activities and self-efficacy of high school counselors. There has been no study located within the body of literature that directly surveys school counselors in a specific state concerning self-efficacy and job activities. There have been studies designed and carried out to develop and revise standards, evaluate counselors and improve schools so that school districts might gain monetary assistance. This study was designed to gather information on the careers of the chosen population and sample (Ohio high school counselors). The design of this research is focused, meaningful and addresses a gap in the literature regarding a very specific population, high school counselors presently employed in the state of Ohio. As a consequence of studying these variables, awareness and advocacy on behalf of counselors and their demanding yet crucial jobs may result.
Chapter 3

Research Methodology

In Chapter three I present the methodological strategies used to gather and analyze information from the participants and describe the statistical tools used to analyze the data.

Purpose and Research Questions

The purpose of this study was to discover how public high school counselors working in the state of Ohio describe their perceived self-efficacy and their current and preferred job activities. In addition, this study examined the relationships between perceived self-efficacy and current and preferred job activities of these same high school counselors. Demographic information was provided by the participants to describe them as a group. The research design of this study was quantitative and descriptive.

Participants

A population of 1514 practicing high school counselors in the state of Ohio was identified through a public website for this study. The sample for this study was 216 practicing high school counselors in the state of Ohio, who were randomly selected by choosing every seventh counselor from the list of 1514 high school counselors. Data for this study were gathered from 69 returned surveys from the 216 invited counselors. In order to qualify for the study, the participant had to be presently employed as a public high school counselor in the state of Ohio. Candidates who attempted to take the survey for the study were screened with two qualifying questions to insure that they met the criteria for the study.
Instruments

Three instruments were utilized for this study: a demographic questionnaire (see Appendix A), the School Counselor Self-Efficacy Scale (SCSE; Bodenhorn & Skaggs, 2005) (see Appendix B), and the School Counseling Activity Rating Scale (SCARS; Scarborough, 2005) (see Appendix C).

Demographic Questionnaire

A demographic questionnaire asked each school counselor 14 questions concerning information such as school counselor’s assigned number of students, level and type of school and other questions reporting age, race, gender, training, years of experience and education of the counselor.

The School Counselor Self-Efficacy Scale

The School Counselor Self-Efficacy Scale (SCSE; Bodenhorn & Skaggs, 2005) is an instrument measuring school counseling self-efficacy and is comprised of 43 items. The development of the SCSE included the goal of it being suitable to use across settings such as school level and geographic region. The SCSE is a revision of an earlier version to reflect National Standards for School Counseling, CACREP accreditation standards and other already developed counseling self-efficacy scales (Campbell & Dahir, 1997; Bodenhorn & Skaggs, 2005).

The development of the SCSE involved a series of four studies. Study 1 was concerned with developing items that centered on the training and practice of school counselors. Later, study 2 involved a revised study (from study 1) to be administered to attendees at an American School Counselor Association national conference. For Study 3, a group of master’s level counseling students across the country participated in a
survey. The purpose of studies 3 and 4 was to confirm validity and reliability of the test items from Study 1. Then Study 4 involved a factor analysis of combined participant responses.

There are five subscales in the SCSE: Personal and Social Development (12 items), Leadership and Assessment (9 items), Career and Academic Development (7 items), Collaboration (11 items), and Cultural Acceptance (4 items). The scale utilizes a 5-point Likert response format, requesting self-ratings according to the following scale: (1) not confident, (2) slightly confident, (3) moderately confident, (4) generally confident, and (5) highly confident. All subscales correlated positively with each other ranging from .27 to .43 with the exception of one subscale. Career and Academic Development correlated negatively with the four other subscales, ranging from -.28 to -.41 (Bodenhorn & Skaggs, 2005).

Internal consistency reliability coefficients for the five subscales were calculated. Coefficient alphas were .91 for Personal and Social Development, .90 for Leadership and Assessment, .85 for Career and Academic Development, .87 for Collaboration and Consultation, and .72 for Cultural Acceptance (Bodenhorn & Skaggs, 2005).

An analysis of internal consistency using Cronbach’s Alpha generated the following coefficient values: .912 for Personal and Social Development, .919 for Leadership and Assessment, .878 for Career and Academic Development, .896 for Collaboration and Consultation, and .877 for Cultural Acceptance. These Cronbach Alpha values represent good reliability for the data gathered in this study.

In validity studies comparing the SCSE to other scales, Bodenhorn and Skaggs noted that the number of participants was only sufficient to evaluate for a large effect size
(Cohen, 1992). Construct validity was explored by correlating the SCSE and the Counseling Self-Estimate Inventory (correlation= .41; n=28), the Social Desirability Scale (correlation = .30; n=38) and the Tennessee Self-Concept Scale, second edition (no significant correlation; n=28) (Bodenhorn & Skaggs, 2005). There were no statistically significant differences according to school geographic setting, and an increase of SCSE scores with experience and national standards training. The SCES appears to be an appropriate scale for further school counseling research.

The School Counselor Activity Rating Scale

A second survey, the School Counseling Activity Rating Scale (SCARS; Scarborough, 2005) was used to determine specific ways school counselors spend their time doing their job. The SCARS was developed to account for school counselors’ time in order to help evaluate and make changes in school programs and to let parents and administrators know what it is that school counselors do in their job. The intent was to find discrepancies between actual and prescribed practice so that school counselors could make adjustments leading to greater effectiveness (Scarborough, 2005). The SCARS was created to help researchers in the gathering of data on how school counselors actually spend their time and what job activities they would prefer to spend their time doing (Scarborough, 2005). Studies using the SCARS have helped create and revise comprehensive counseling programs. Another purpose for using the scale has been to help school counselors discover and then share knowledge about their role, the impact of their job and to explain to others how discrepancy in actual and preferred job activities may be a detriment for their careers, schools and profession.
The School Counseling Activity Rating Scale (SCARS) has five subscales: Counseling Activities (10 items); Consultation Activities (7 items); Curriculum Activities (8 items); Coordinate Activities (13 items) and “Other” Activities (10 items). The ten items classified as “other” job activities are related to each other, but do not fall under the tasks of the professional school counselor (those which facilitate the academic, career, or personal/social development of students). By examining the responses under this category of “other” activities, the results of the SCARS may describe the amount of time school counselors are spending away from their direct professional interventions with students and away from their professional role.

The SCARS assesses performance of both actual and preferred job activities in which school counselors are involved. The SCARS consists of 48 items describing activities in five areas: individual and group counseling, consultation, curriculum, coordinating activities and “other” which includes clerical, substitute teaching, bus and cafeteria duty and duties outside of the counselor’s job description. Counselors are asked to report what job activities actually are a part of their schedule, and also which of the same 48 activities are their preferred job activities. On a 5-point scale, each of the 48 activities are rated as (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. In a similar fashion, issues of activity preference are rated on the SCARS to ascertain which job activities are personally enjoyable for counselors: (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. In addition to the five subscales, the SCARS differentiates the measured activities into two general areas: (1) intervention activities (counseling,
consultation, curriculum, and coordination), and (2) non-guidance-related activities (“other” activities- hall, bus and cafeteria duty, recording-keeping, scheduling students).

The four primary subscales on the SCARS (consultation, coordination, counseling and curriculum interventions) were based on recommendations made by ASCA’s National Model (Scarborough, 2005). To develop and test the SCARS, the surveys of 361 school counselors were examined (117 elementary counselors, 120 middle school counselors and 124 high school counselors). The Cronbach’s Alpha reliability coefficients results were: Curriculum subscale, .93 for Actual and .90 for Preferred; Coordination subscale, .84 for Actual and .85 for Preferred; Counseling subscale, .85 for Actual and .83 for Preferred; Consultation subscale, .75 for Actual and .77 for Preferred; Clerical Subscale, .84 for Actual and .80 for Preferred. “Other” school counseling activities were divided into two subgroups, Clerical (3 items, .84 for Actual and .80 for Preferred), the Fair Share subscale (5 items, .53 for Actual and .58 for Prefer and an Administrative subscale (.43 for Actual and .52 for Prefer) (Scarborough, 2005).

In this study, Cronbach’s Alpha reliability coefficients results were calculated as follows: Curriculum subscale, .843 for Actual and .853 for Preferred; Coordination subscale .740 for Actual and .796 for Preferred; Counseling subscale .817 for Actual and .853 for Preferred; Consultation subscale .764 for Actual and .736 for Preferred; and “Other” subscale .455 for Actual and .558 for Preferred. These Cronbach Alpha values represent good reliability for this study.

Convergent construct validity was tested by examining group differences among grade levels of employment where a similarity would be expected within but not between groups due to a difference in grade level and job emphasis. A Bonferroni corrected alpha
analysis showed a significantly statistical effect of grade level on all seven SCARS subscales. Discriminant construct validity was established when correlations between SCARS subscales were examined with demographic variables for which no association was expected.

The results of a separate analysis on the 10 items categorized as “other” activities showed that significant relationships with the other subscales were not found. These tasks are believed to reflect tasks that must be done within schools and fill a purpose in the SCARS survey in order to determine importance and placement in the role of school counselors.

**Procedure**

A personal letter of invitation to participate in this study was mailed to the 216 high school counselors at their high school addresses (see Appendix D). Along with this letter, the school counselors received an information letter about the details of the study and Internal Review Board information from the University of Cincinnati (see Appendix E). Counselors were informed that there were no direct benefits for participation in this study, but that participation in the study may help school counselors be more appreciated in their jobs. The school counselors were directed to an email address where they could either choose to participate and proceed, or click on a link and tell why they are choosing not to participate. Survey monkey was used to distribute the survey online. Three instruments were utilized for this study: a demographic questionnaire (see Appendix A), the School Counselor Self-Efficacy Scale (SCSE; Bodenhorn & Skaggs, 2005) (see Appendix B) and the School Counseling Activity Rating Scale (SCARS; Scarborough, 2005) (see Appendix C). After two weeks, a second letter of invitation and information
sheet was mailed to high school counselors (see Appendix F). After another two weeks a third invitation was sent to participants. The final mailing was done in the form of a postcard (see Appendix G).
Chapter 4

Results of the Study

In this chapter the results of the data collection and analyses are described. First, demographic information and statistics are discussed. Next, the research questions that guide this study are restated and examined in light of the construct of self-efficacy and actual and preferred job activities. The data are considered as reported by the group of high school counselors and also as reported as individual counselors.

Data Collection

The 216 surveys were mailed to Ohio high school counselors over a six week data gathering period yielded 81 responses. Three additional letters were returned by the postal service for reason unknown. The 81 returns represented a response rate of 38.0%. Three counselors responded by email or letter that they were no longer in a high school counseling job position. One counselor attempted to do the survey, but was disqualified due to being in the position of middle school counselor and not high school counselor. Eight school counselors responded, but did not follow through with doing the survey because it was “too long” or for some reason they did not state. Therefore, completed surveys of 69 high school counselors were considered in the final data analysis. These 69 completed surveys represented 32.4% of the 213 invited participants. The final data analysis consists of the responses of these 69 individuals.

Respondents

The 69 individuals considered in the final analysis of data were high school counselors and currently employed in the state of Ohio. This group was comprised of 73.9% women
(n=51) and 26.1% men (n=18). Participants ranged in age from 27 to 65 years with a mean age of 49.4 years (SD=10.34). The ethnicity of the sample was reported as African American 6.2% (n=4), Hispanic 0%, Native American 0%, Caucasian 89.2% (n= 58), Asian or Pacific Islander 1.5% (n=1), Biracial 1.5% (n=1) and Other 1.5% (n=1). On average the participating school counselors report having been in their counseling position 15.18 years (SD= 9.87). The range of length of time in their counselor position is 1-39 years. Location of the high schools of the counselors is reported as 23.1% urban, 40.0% suburban and 36.9% rural. The educational level of school counselors was reported as 95.4% Master’s degree (62 out of 65), 1.5% Specialist (1 out of 65), and 3.1% Doctoral degree (2 out of 65). It was reported by school counselors that 44 out of 58 (75.9%) graduated from a CACREP accredited Counseling Program. Counselors reported having a range of 0-25 years of teaching experience prior to becoming a school counselor with an average of 7.99 years of teaching experience (SD=6.55). The number of students attending the counselors’ schools range from 35-2800, with an average of 1024.8 (SD=579.86). Counselors reported the number of students who are assigned to them range from 35-560 with an average of 352.2 (SD=92.59).

When asked whether or not they find their job stressful, 75.4% answered “yes” (49 out of 65), and 24.6 % responding “no” (16 out of 65). School counselors were asked how satisfied they were with their school counseling job. Responses were “very satisfied”, representing 50% (32 out of 64), “somewhat satisfied”, 40.6% (26 out of 64), and “not very satisfied” 9.4% (6 out of 64).
The research questions put forth in the study are the following:

1. How do high school counselors describe their perceived self-efficacy and their actual and preferred job activities in their jobs?
2. What is the relationship between school counselors’ actual and preferred job activities?
3. What is the relationship between perceptions of self-efficacy reported by high school counselors and their current and preferred job activities?

Results Relevant to Research Question 1 (Part 1)

1. How do high school counselors describe their perceived self-efficacy and their actual and preferred job activities in their jobs?

The School Counselor Self-efficacy Scale (SCSE) has five subscales: Cultural Acceptance (4 items), Collaboration (11 items), Career and Academic Development (7 items), Leadership and Assessment (9 items), and Personal and Social Development (12 items). A total of 43 questions are asked of each school counselor. For each item, counselors were asked to rate “how confident are you in your current ability to perform each activity?” related to school counseling. The possible responses range from 1-5, from not confident, slightly confident, moderately confident, generally confident to highly confident, respectively.

These 68 School Counselors completing the SCSE received a mean self-efficacy score across all items of 4.11 with a minimum of 1.74 and a maximum of 4.98 (SD = .57). This mean value of 4.11 for confidence or self-efficacy of school counselors is positively skewed. Table 1 reports the questions on the SCSE which were ranked as having the highest self-efficacy among school counselors. The questions (or counseling activities)
which counselors rated as a 4 or 5, the two highest SE scores, are reported along with the subscale which they represent. A cutoff of combined percentage of >94% was chosen to represent a high SE activity. Qualifying responses in this manner controls for participants who may have arbitrarily checked all or mostly high SE responses. At least 94% of the counselors reported being generally to highly confident about performing nine of the activities on the SCSE. Table 2 reports descriptive statistics for each SCSE subscale in terms of self-efficacy ratings. These descriptive statistics are congruent with the information from Table 1, with Collaboration, Cultural Acceptance and Personal and Social Development subscales reflecting the highest overall ratings for self-efficacy.

In a similar manner, activities for which school counselors report having less than average confidence or self-efficacy were also explored. Five items received ratings of 1 (not confident) or 2 (slightly confident) by 10% of the sample. The low SE subscales that surfaced were Leadership and Assessment, and Personal and Social Development (Table 3). As evidenced by Table 3, Leadership and Assessment was the lowest self-efficacy rated subscale and is represented as 4 out of five of the lowest subscale activities. The activities in Table 3 are representative of activities that rated predominantly as 1- “not confident” or 2- “slightly confident”.

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Table 1 *Survey Response Rates on SCSE Activities (highest self-efficacy ratings)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult and collaborate with teachers, staff, administrators and parents to promote student success- (Collaboration Subscale)</td>
<td>97.1%</td>
</tr>
<tr>
<td>Follow ethical and legal obligations designed for school counselors- (Personal and Social Development Subscale)</td>
<td>97.1%</td>
</tr>
<tr>
<td>Effectively deliver suitable parts of the school counseling program through large group meetings such as classrooms- (Collaboration Subscale)</td>
<td>97.0%</td>
</tr>
<tr>
<td>Establish rapport with a student for individual counseling (Collaboration Subscale)</td>
<td>96.1%</td>
</tr>
<tr>
<td>Recognize situations that impact (both negatively and positively,) student learning and achievement- (Collaboration Subscale)</td>
<td>96.0%</td>
</tr>
<tr>
<td>Adjust my communication style appropriately to the age and development levels of various students- (Personal and Social Development Subscale)</td>
<td>95.5%</td>
</tr>
<tr>
<td>Speak in front of large groups such as faculty or parent meetings- (Collaboration Subscale)</td>
<td>94.2%</td>
</tr>
<tr>
<td>Communicate in writing with staff, parents, and the external community- (Collaboration Subscale)</td>
<td>94.2%</td>
</tr>
<tr>
<td>Counsel effectively with students and families from different social/economic statuses (Cultural Acceptance Subscale)</td>
<td>94.2%</td>
</tr>
</tbody>
</table>

*The sum of “4” and “5” responses on the activity needed to be > 94% to qualify for Table 1. The rationale for a >94% cutoff criteria was chosen due to an abrupt drop in the response distribution data at that point.
Table 2 Descriptive Statistics for the Subscales of SCSE

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Social Development</td>
<td>1.50</td>
<td>5.00</td>
<td>4.20</td>
<td>0.62</td>
</tr>
<tr>
<td>Leadership and Assessment</td>
<td>1.56</td>
<td>5.00</td>
<td>3.66</td>
<td>0.71</td>
</tr>
<tr>
<td>Career and Academic Development</td>
<td>2.14</td>
<td>5.00</td>
<td>3.98</td>
<td>0.67</td>
</tr>
<tr>
<td>Collaboration</td>
<td>1.45</td>
<td>5.00</td>
<td>4.44</td>
<td>0.53</td>
</tr>
<tr>
<td>Cultural Acceptance</td>
<td>1.25</td>
<td>5.00</td>
<td>4.30</td>
<td>0.72</td>
</tr>
</tbody>
</table>
Table 3 *Survey Response Rates on SCSE Activities (lowest self-efficacy ratings)*

23.6%  Develop measurable outcomes for a school counseling program which would demonstrate accountability- (Leadership and Assessment Subscale)

15.9%   Develop school improvement plans based on interpreting school-wide assessment results- (Leadership and Assessment Subscale)

14.1%   Lead school-wide initiatives which focus on ensuring a positive learning environment- (Leadership and Assessment Subscale)

13%    Evaluate commercially prepared material designed for school counseling to establish their relevance to my school population- (Personal and Social Development Subscale)

10.8%   Implement a preventive approach to student problems. (Leadership and Assessment Subscale)

*Criteria for Table 2 is that the activity must have a combined % of 10 % or greater on responses of 1 and 2 (reporting “slightly confident” or “not confident”). A visible cutoff in the data appeared at the > 10% criteria.*
1. How do high school counselors describe their perceived self-efficacy and their actual and preferred job activities in their jobs?

The School Counseling Activity Rating Scale (SCARS) has five subscales: Counseling Activities (10 items); Consultation Activities (7 items); Curriculum Activities (8 items); Coordinate Activities (13 items) and “Other” Activities (10 items). The ten items classified as “other” job activities are related to each other, but do not fall under the tasks of the professional school counselor (those which facilitate the academic, career, or personal/social development of students). By examining the responses under this category of “other” activities, the results of the SCARS may describe the amount of time school counselors are spending away from their direct professional interventions with students and away from their professional role.

Table 4 reports actual and preferred job activities as reported by school counselors. Table 5 lists the specific activities high school counselors report performing most frequently on their job, and Table 6 similarly reports the specific activities from the SCARS that school counselors report doing least frequently. Tables 5 and 6 also report the subscale categories associated with the activities. The information in Tables 5 and 6 answer the question of “What are school counselors doing on their jobs, and how frequently?”
<table>
<thead>
<tr>
<th>Activity</th>
<th>Actual</th>
<th>Preferred</th>
<th>Diff.=A-P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsel with students regarding personal/family concerns.</td>
<td>71.2%</td>
<td>82.5%</td>
<td>-11.3%*</td>
</tr>
<tr>
<td>Counsel with students regarding school behavior.</td>
<td>65.1%</td>
<td>62.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Counsel students regarding crises/emergency issues.</td>
<td>32.3%</td>
<td>37.5%</td>
<td>-5.8%</td>
</tr>
<tr>
<td>Counsel with students regarding relationships (e.g., family, friends,</td>
<td>66.1%</td>
<td>71.9%</td>
<td>-5.8%</td>
</tr>
<tr>
<td>romantic).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide small group counseling addressing relationship/social skills.</td>
<td>10.8%</td>
<td>35.4%</td>
<td>-24.6%*</td>
</tr>
<tr>
<td>Provide small group counseling for academic issues.</td>
<td>12.3%</td>
<td>41.6%</td>
<td>-29.3%*</td>
</tr>
<tr>
<td>Conduct small groups regarding family/personal issues (e.g., divorce,</td>
<td>4.6%</td>
<td>29.2%</td>
<td>-24.6%*</td>
</tr>
<tr>
<td>death).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct small groups counseling for students regarding substance</td>
<td>3.1%</td>
<td>16.9%</td>
<td>-13.8%*</td>
</tr>
<tr>
<td>abuse issues (own use or family/friend use).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up on individual and group counseling participants.</td>
<td>55.4%</td>
<td>75.0%</td>
<td>-19.6%*</td>
</tr>
<tr>
<td>Consult with school staff concerning student behavior.</td>
<td>75.4%</td>
<td>75.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Consult with community and school agencies concerning individual</td>
<td>38.5%</td>
<td>53.1%</td>
<td>-14.6%*</td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult with parents regarding child/adolescent development issues.</td>
<td>44.7%</td>
<td>54.7%</td>
<td>-10.0%*</td>
</tr>
<tr>
<td>Coordinate referrals for students and/or families to community or</td>
<td>27.7%</td>
<td>30.2%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>education professionals (e.g., mental health, speech pathology,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>medical assessment).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist in identifying exceptional children (special education).</td>
<td>27.7%</td>
<td>18.8%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Provide consultation for administrators (regarding school policy,</td>
<td>50.8%</td>
<td>51.6%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>programs, staff and/or students).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in team / grade level / subject team meetings.</td>
<td>30.8%</td>
<td>31.2%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Conduct classroom activities to introduce yourself and explain the</td>
<td>43.8%</td>
<td>53.1%</td>
<td>-9.3%</td>
</tr>
<tr>
<td>counseling program to all students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct classroom lessons addressing career development and the world</td>
<td>23.1%</td>
<td>52.3%</td>
<td>-29.2%*</td>
</tr>
<tr>
<td>of work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct classroom lessons on various personal and/or social traits</td>
<td>1.5%</td>
<td>20.0%</td>
<td>-18.5%*</td>
</tr>
<tr>
<td>(e.g., responsibility, respect, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct classroom lessons on relating to others (family, friends).</td>
<td>0.0%</td>
<td>16.9%</td>
<td>-16.9%*</td>
</tr>
<tr>
<td>Conduct classroom lessons on personal growth and development issues.</td>
<td>0.0%</td>
<td>15.3%</td>
<td>-15.3%*</td>
</tr>
<tr>
<td>Conduct classroom lessons on conflict resolution.</td>
<td>4.6%</td>
<td>23.1%</td>
<td>-18.5%*</td>
</tr>
<tr>
<td>Conduct classroom lessons regarding substance abuse.</td>
<td>0.0%</td>
<td>10.8%</td>
<td>-10.8%*</td>
</tr>
<tr>
<td>Conduct classroom lessons on personal safety issues.</td>
<td>1.5%</td>
<td>7.7%</td>
<td>-6.2%</td>
</tr>
<tr>
<td>Activity</td>
<td>Actual</td>
<td>Preferred</td>
<td>Diff. = A - P</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep).</td>
<td>39.1%</td>
<td>45.3%</td>
<td>-6.2%</td>
</tr>
<tr>
<td>Coordinate and maintain a comprehensive school counseling program.</td>
<td>48.5%</td>
<td>69.9%</td>
<td>-21.4%*</td>
</tr>
<tr>
<td>Inform parents about role, training, program, and interventions of a school counselor within the context of your school.</td>
<td>14.1%</td>
<td>41.3%</td>
<td>-27.2%*</td>
</tr>
<tr>
<td>Conduct or coordinate parent education classes or workshops.</td>
<td>20.4%</td>
<td>28.5%</td>
<td>-8.1%</td>
</tr>
<tr>
<td>Coordinate school-wide response for crisis management and intervention.</td>
<td>8.0%</td>
<td>17.2%</td>
<td>-9.2%</td>
</tr>
<tr>
<td>Inform teachers / administrators about the role, training, program, and interventions of a school counselor with the context of you school.</td>
<td>17.2%</td>
<td>20.6%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>Conduct or coordinate teacher in-service programs.</td>
<td>0.0%</td>
<td>7.9%</td>
<td>-7.9%</td>
</tr>
<tr>
<td>Keep track of how time is being spent on the functions that you perform.</td>
<td>26.6%</td>
<td>34.9%</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Attend professional development activities (e.g., state conferences, local in-services).</td>
<td>28.1%</td>
<td>53.9%</td>
<td>-25.8%*</td>
</tr>
<tr>
<td>Coordinate with an advisory team to analyze and respond to school counseling program needs.</td>
<td>9.4%</td>
<td>23.8%</td>
<td>-14.4%*</td>
</tr>
<tr>
<td>Formally evaluate student progress as a result of participation in individual/group counseling with student, teacher and/or parent perspectives.</td>
<td>21.9%</td>
<td>30.2%</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Coordinate orientation process / activities for students.</td>
<td>45.3%</td>
<td>49.2%</td>
<td>-3.9%</td>
</tr>
<tr>
<td>Participate on committees with the school.</td>
<td>50.0%</td>
<td>41.3%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Coordinate the standardized testing program.</td>
<td>62.5%</td>
<td>19.0%</td>
<td>43.5%*</td>
</tr>
<tr>
<td>Organize outreach to low income families (e.g., Thanksgiving dinners, Holiday families).</td>
<td>9.4%</td>
<td>17.8%</td>
<td>-8.4%</td>
</tr>
<tr>
<td>Respond to health issues (e.g., check for lice, eye screening, 504 coordination).</td>
<td>18.8%</td>
<td>6.4%</td>
<td>12.4%*</td>
</tr>
<tr>
<td>Perform hall, bus, cafeteria duty.</td>
<td>18.8%</td>
<td>4.8%</td>
<td>14.0%*</td>
</tr>
<tr>
<td>Schedule students for classes.</td>
<td>95.3%</td>
<td>67.7%</td>
<td>27.6%*</td>
</tr>
<tr>
<td>Enroll students in and/or withdraw students from school.</td>
<td>53.1%</td>
<td>30.7%</td>
<td>22.4%*</td>
</tr>
<tr>
<td>Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports).</td>
<td>54.7%</td>
<td>23.8%</td>
<td>30.9%*</td>
</tr>
<tr>
<td>Handle discipline of students</td>
<td>3.1%</td>
<td>1.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Substitute teach and/or cover classes for teachers at your school.</td>
<td>3.2%</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

*Note: Items which showed a 10% difference or more are in a bold face and marked by *. Difference = Actual – Preferred Job Activities
Table 5 *Survey Response Rates on SCARS Activities (highest frequency ratings)*:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule students for classes</td>
<td>95.3%</td>
</tr>
<tr>
<td>Consult with school staff concerning student behavior</td>
<td>75.4%</td>
</tr>
<tr>
<td>Counsel with students regarding personal/family concerns</td>
<td>71.2%</td>
</tr>
<tr>
<td>Counsel with students regarding relationships (e.g., family, friends, romantic)</td>
<td>66.1%</td>
</tr>
<tr>
<td>Counsel with students regarding school behavior</td>
<td>65.1%</td>
</tr>
<tr>
<td>Coordinate the standardized testing program</td>
<td>62.5%</td>
</tr>
<tr>
<td>Follow-up on individual and group counseling participants</td>
<td>55.4%</td>
</tr>
<tr>
<td>Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, dropout reports)</td>
<td>54.7%</td>
</tr>
<tr>
<td>Enroll students in and/or withdraw students from school</td>
<td>53.1%</td>
</tr>
<tr>
<td>Provide consultation for administrators</td>
<td>50.8%</td>
</tr>
<tr>
<td>Participate on committee with the school</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Criterion for inclusion on Table 5 is 50% or more of the sample reporting either "I frequently do this" or "I routinely do this".
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Activity Description</th>
<th>Activity Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Conduct Classroom lessons on relating to others (family, friends)</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>0%</td>
<td>Conduct classroom lessons on personal growth and development issues</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>0%</td>
<td>Conduct classroom lessons regarding substance abuse</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>0%</td>
<td>Conduct or coordinate teacher in-service programs</td>
<td>Coordinate Activities</td>
</tr>
<tr>
<td>1.5%</td>
<td>Conduct classroom lessons on various personal and/or social traits (e.g., responsibility, respect)</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>1.5%</td>
<td>Conduct classroom lessons on personal safety issues</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>3.1%</td>
<td>Conduct small group counseling for students regarding substance abuse issues (own use or family/friend use)</td>
<td>Counseling Activities</td>
</tr>
<tr>
<td>3.1%</td>
<td>Handle discipline of students</td>
<td>“Other” Activities</td>
</tr>
<tr>
<td>3.2%</td>
<td>Substitute teach and/or cover classes for teachers at your school</td>
<td>“Others”</td>
</tr>
<tr>
<td>4.6%</td>
<td>Conduct small groups regarding family/personal issues (e.g., divorce, death)</td>
<td>Counseling Activities</td>
</tr>
<tr>
<td>4.6%</td>
<td>Conduct classroom lessons on conflict resolution</td>
<td>Curriculum Activities</td>
</tr>
</tbody>
</table>

*Criterion for inclusion on Table 6 was 5% or less of the sample reporting either “I never do this” or “I rarely do this”.*
Results Relevant to Research Question 2

2) What is the relationship between school counselors’ actual and preferred job activities?

Returning to Table 4, the third column provides differences in group-wise percentages for actual and preferred job activities. This difference score is calculated as: Difference score = Actual minus Preferred activity rating. A negative difference score indicates that counselors would prefer to be doing more of that activity; a positive value indicates a desire to do less of that activity. Values close to zero indicate counselors are doing close to a satisfactory amount of that job activity. Table 7 shows the top ten activities that school counselors would like to be doing more frequently, along with the subscale of each activity. Table 8 shows the top ten activities that school counselors report preferring to do less frequently. Table 9 is illustrates the same data by presenting the minimum, maximum and mean of each job activity on SCARS. In general, counselors reported a desire to do more of the following: conducting small groups regarding family and personal issues and conducting classroom lessons on conflict resolution. Highest preference for doing less was reported as: assisting in identifying exceptional children (special education) and coordinating the standardized testing program.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide small group counseling for academic issues</td>
<td>Counseling Activities</td>
</tr>
<tr>
<td>2</td>
<td>Conduct Classroom lessons addressing career development and the world of work</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>3</td>
<td>Inform parents about role, training, program, and interventions of a school counselor within the context of your school</td>
<td>Coordinate Activities</td>
</tr>
<tr>
<td>4</td>
<td>Attend professional development activities (e.g., state conferences, local inservices)</td>
<td>Coordinate Activities</td>
</tr>
<tr>
<td>5</td>
<td>Conduct small groups regarding family/personal issues (e.g., divorce, death)</td>
<td>Counseling Activities</td>
</tr>
<tr>
<td>6</td>
<td>Provide small group counseling addressing relationship/social skills</td>
<td>Counseling Activities</td>
</tr>
<tr>
<td>7</td>
<td>Coordinate and maintain a comprehensive school counseling program</td>
<td>Coordinate Activities</td>
</tr>
<tr>
<td>8</td>
<td>Follow-up on individual and group counseling participants</td>
<td>Counseling Activities</td>
</tr>
<tr>
<td>9</td>
<td>Conduct classroom lessons on conflict resolution</td>
<td>Curriculum Activities</td>
</tr>
<tr>
<td>10</td>
<td>Conduct Classroom lessons on various personal and/or social traits (e.g. responsibility, respect, etc.)</td>
<td>Curriculum Activities</td>
</tr>
</tbody>
</table>
Table 8 *Highest Ranking Activities on SCARS which School Counselors Report Preferring to Do Less Frequently*

1) Coordinate the standardized testing program ("Other" Activities)

2) Maintain/Complete educational records/reports (cumulative files, tests scores, attendance reports, dropout reports) ("Other" Activities)

3) Schedule students for classes ("Other" Activities)

4) Enroll students in and/or withdrawal students from school ("Other" Activities)

5) Perform hall, bus, cafeteria duty ("Other" Activities)

6) Respond to health issues (e.g., check for lice eye screening, 504 coordination) ("Other" Activities)

7) Assist in identifying exceptional children (special education) (Consultation Activities)

8) Participate on committees with the school ("Other" Activities)
Table 9 Differences between Actual and Preferred Activities for the items of SCARS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsel with students regarding personal/family concerns.</td>
<td>-2.00</td>
<td>2.00</td>
<td>-0.19</td>
<td>0.76</td>
</tr>
<tr>
<td>Counsel with students regarding school behavior.</td>
<td>-2.00</td>
<td>2.00</td>
<td>0.03</td>
<td>0.86</td>
</tr>
<tr>
<td>Counsel with students regarding crises/emergency issues.</td>
<td>-2.00</td>
<td>2.00</td>
<td>-0.02</td>
<td>0.73</td>
</tr>
<tr>
<td>Counsel with students regarding relationships (e.g., family, friends, romantic).</td>
<td>1.00</td>
<td>-0.08</td>
<td>0.77</td>
<td></td>
</tr>
<tr>
<td>Provide small group counseling addressing relationship/social skills.</td>
<td>-4.00</td>
<td>1.00</td>
<td>-0.89</td>
<td>0.96</td>
</tr>
<tr>
<td>Provide small group counseling for academic issues.</td>
<td>-4.00</td>
<td>1.00</td>
<td>-0.89</td>
<td>1.06</td>
</tr>
<tr>
<td>Conduct small groups regarding family/personal issues (e.g., divorce, death).</td>
<td>-4.00</td>
<td>1.00</td>
<td>-1.13*</td>
<td>1.13</td>
</tr>
<tr>
<td>Conduct small groups counseling for students regarding substance abuse issues (own use or family/friend use).</td>
<td>-4.00</td>
<td>1.00</td>
<td>-1.00</td>
<td>1.10</td>
</tr>
<tr>
<td>Follow-up on individual and group counseling participants.</td>
<td>-4.00</td>
<td>1.00</td>
<td>-0.51</td>
<td>0.91</td>
</tr>
<tr>
<td>Consult with school staff concerning student behavior.</td>
<td>-1.00</td>
<td>2.00</td>
<td>-0.03</td>
<td>0.54</td>
</tr>
<tr>
<td>Consult with community and school agencies concerning individual students.</td>
<td>-2.00</td>
<td>2.00</td>
<td>0.63</td>
<td>0.89</td>
</tr>
<tr>
<td>Consult with parents regarding child/adolescent development issues.</td>
<td>-2.00</td>
<td>3.00</td>
<td>0.63</td>
<td>1.05</td>
</tr>
<tr>
<td>Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, speech pathology, medical assessment).</td>
<td>-2.00</td>
<td>3.00</td>
<td>1.08</td>
<td>1.18</td>
</tr>
<tr>
<td>Assist in identifying exceptional children (special education).</td>
<td>-2.00</td>
<td>4.00</td>
<td>1.56</td>
<td>1.20</td>
</tr>
<tr>
<td>Provide consultation for administrators (regarding school policy, programs, staff and/or students).</td>
<td>-1.00</td>
<td>3.00</td>
<td>0.73</td>
<td>1.03</td>
</tr>
<tr>
<td>Participate in team / grade level / subject team meetings.</td>
<td>-1.00</td>
<td>4.00</td>
<td>1.14</td>
<td>1.16</td>
</tr>
<tr>
<td>Conduct classroom activities to introduce yourself and explain the counseling program to all students.</td>
<td>-3.00</td>
<td>1.00</td>
<td>-0.32</td>
<td>0.80</td>
</tr>
<tr>
<td>Conduct classroom lessons addressing career development and the world of work.</td>
<td>-4.00</td>
<td>2.00</td>
<td>-0.89</td>
<td>1.10</td>
</tr>
<tr>
<td>Conduct classroom lessons on various personal and/or social traits (e.g., responsibility, respect, etc.)</td>
<td>-4.00</td>
<td>1.00</td>
<td>-0.95</td>
<td>1.00</td>
</tr>
<tr>
<td>Conduct classroom lessons on relating to others (family, friends).</td>
<td>-4.00</td>
<td>0.00</td>
<td>-1.00</td>
<td>1.01</td>
</tr>
<tr>
<td>Conduct classroom lessons on personal growth and development issues.</td>
<td>-4.00</td>
<td>1.00</td>
<td>-0.94</td>
<td>1.02</td>
</tr>
<tr>
<td>Conduct classroom lessons on conflict resolution.</td>
<td>-4.00</td>
<td>1.00</td>
<td>-1.06</td>
<td>1.08</td>
</tr>
<tr>
<td>Conduct classroom lessons regarding substance abuse.</td>
<td>-3.00</td>
<td>1.00</td>
<td>-0.92</td>
<td>0.98</td>
</tr>
<tr>
<td>Activity</td>
<td>Min.</td>
<td>Max.</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Conduct classroom lessons on personal safety issues.</td>
<td>-3.00</td>
<td>1.00</td>
<td>-0.88</td>
<td>0.95</td>
</tr>
<tr>
<td>Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep).</td>
<td>-3.00</td>
<td>2.00</td>
<td>-0.24</td>
<td>0.82</td>
</tr>
<tr>
<td>Coordinate and maintain a comprehensive school counseling program.</td>
<td>-4.00</td>
<td>2.00</td>
<td>-0.58</td>
<td>1.17</td>
</tr>
<tr>
<td>Inform parents about role, training, program, and interventions of a school counselor within the context of your school.</td>
<td>-3.00</td>
<td>1.00</td>
<td>-0.71</td>
<td>0.93</td>
</tr>
<tr>
<td>Conduct or coordinate parent education classes or workshops.</td>
<td>-4.00</td>
<td>2.00</td>
<td>-0.66</td>
<td>1.04</td>
</tr>
<tr>
<td>Coordinate school-wide response for crisis management and intervention.</td>
<td>-4.00</td>
<td>2.00</td>
<td>-0.28</td>
<td>1.23</td>
</tr>
<tr>
<td>Inform teachers / administrators about the role, training, program, and interventions of a school counselor with the context of your school.</td>
<td>-2.00</td>
<td>4.00</td>
<td>-0.50</td>
<td>1.10</td>
</tr>
<tr>
<td>Conduct or coordinate teacher in-service programs.</td>
<td>-3.00</td>
<td>2.00</td>
<td>-0.40</td>
<td>0.86</td>
</tr>
<tr>
<td>Keep track of how time is being spent on the functions that you perform.</td>
<td>-4.00</td>
<td>4.00</td>
<td>-0.23</td>
<td>1.51</td>
</tr>
<tr>
<td>Attend professional development activities (e.g., state conferences, local in-services).</td>
<td>-4.00</td>
<td>2.00</td>
<td>-0.47</td>
<td>0.99</td>
</tr>
<tr>
<td>Coordinate with an advisory team to analyze and respond to school counseling program needs.</td>
<td>-4.00</td>
<td>1.00</td>
<td>-0.98</td>
<td>1.06</td>
</tr>
<tr>
<td>Formally evaluate student progress as a result of participation in individual/group counseling with student, teacher and/or parent perspectives.</td>
<td>-3.00</td>
<td>1.00</td>
<td>-0.63</td>
<td>0.87</td>
</tr>
<tr>
<td>Coordinate orientation process / activities for students.</td>
<td>-2.00</td>
<td>1.00</td>
<td>-0.24</td>
<td>0.64</td>
</tr>
<tr>
<td>Participate on committees with the school.</td>
<td>-4.00</td>
<td>2.00</td>
<td>0.16</td>
<td>0.85</td>
</tr>
<tr>
<td>Coordinate the standardized testing program.</td>
<td>-2.00</td>
<td>4.00</td>
<td>1.42</td>
<td>1.43</td>
</tr>
<tr>
<td>Organize outreach to low income families (e.g., Thanksgiving dinners, Holiday families).</td>
<td>-4.00</td>
<td>3.00</td>
<td>-0.51</td>
<td>1.21</td>
</tr>
<tr>
<td>Respond to health issues (e.g., check for lice, eye screening, 504 coordination).</td>
<td>-1.00</td>
<td>4.00</td>
<td>0.49</td>
<td>0.96</td>
</tr>
<tr>
<td>Perform hall, bus, cafeteria duty.</td>
<td>-1.00</td>
<td>4.00</td>
<td>0.58</td>
<td>1.18</td>
</tr>
<tr>
<td>Schedule students for classes.</td>
<td>0.00</td>
<td>4.00</td>
<td>0.80</td>
<td>1.14</td>
</tr>
<tr>
<td>Enroll students in and/or withdraw students from school.</td>
<td>0.00</td>
<td>4.00</td>
<td>0.51</td>
<td>0.94</td>
</tr>
<tr>
<td>Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports).</td>
<td>0.00</td>
<td>4.00</td>
<td>0.82</td>
<td>1.09</td>
</tr>
<tr>
<td>Handle discipline of students</td>
<td>0.00</td>
<td>2.00</td>
<td>0.29</td>
<td>0.55</td>
</tr>
<tr>
<td>Substitute teach and/or cover classes for teachers at your school.</td>
<td>-2.00</td>
<td>4.00</td>
<td>0.23</td>
<td>0.88</td>
</tr>
</tbody>
</table>
Results Relevant To Research Question 3

3) What is the relationship between the perceptions of self-efficacy reported by high school counselors and their actual and preferred job activities?

In order to address the relationship and interactions between school counselors’ self-efficacy (SE) and their job activities in this study, Pearson correlation coefficients were used. Cohen’s criterion for a Pearson correlation is that .1 qualifies as a small effect, .3 as a medium effect and .5 as a large effect (Cohen, 1992).

Table 10 reports Pearson Correlations calculated between SE and the Actual Job Activities from SCARS. Table 10 represents 24 activities of the 46 on the entire SCARS survey which are significant at either the 0.05 or the 0.01 level. Most of the correlation values are positive, many are large, and 2 of the 24 qualifying correlations are negative. For the positive correlation values, the indication is that school counselors with greater SE are more frequently performing that activity.

Table 11 reports qualifying Preferred Job Activities for correlation coefficients with statistical significance at either .05 or .01 levels. Nine activities of the 46 activities on SCARS appear, all having positive correlations. Only two job activities are significant at the 0.01 level. Table 11 represents those activities that persons with high SE prefer to do more often. The “Others” subscale is represented with two activities that school counselors with high SE would prefer to do more of: helping low income families and participating on committees.
Table 10 *Pearson Correlations between Self-Efficacy and Actual Job Activities*

<table>
<thead>
<tr>
<th>Job Activities</th>
<th>Correlation with Self-Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Activities - Counsel with students regarding personal/family concerns.</td>
<td>.451**</td>
</tr>
<tr>
<td>Counseling Activities - Counsel with students regarding school behavior.</td>
<td>.550**</td>
</tr>
<tr>
<td>Counseling Activities - Counsel students regarding crises/emergency issues.</td>
<td>.442**</td>
</tr>
<tr>
<td>Counseling Activities - Counsel with students regarding relationships (e.g., family, friends, romantic).</td>
<td>.544**</td>
</tr>
<tr>
<td>Counseling Activities - Provide small group counseling addressing relationship/social skills.</td>
<td>.337**</td>
</tr>
<tr>
<td>Counseling Activities - Conduct small groups regarding family/personal issues (e.g., divorce, death).</td>
<td>.316*</td>
</tr>
<tr>
<td>Counseling Activities - Conduct small groups counseling for students regarding substance abuse issues (own use or family/friend use).</td>
<td>.253*</td>
</tr>
<tr>
<td>Counseling Activities - Follow-up on individual and group counseling participants.</td>
<td>.373**</td>
</tr>
<tr>
<td>Consultation Activities - Consult with school staff concerning student behavior.</td>
<td>.499**</td>
</tr>
<tr>
<td>Consultation Activities - Consult with community and school agencies concerning individual students.</td>
<td>.468**</td>
</tr>
<tr>
<td>Consultation Activities - Consult with parents regarding child/adolescent development issues.</td>
<td>.432**</td>
</tr>
<tr>
<td>Consultation Activities - Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, speech pathology, medical assessment).</td>
<td>.433**</td>
</tr>
<tr>
<td>Consultation Activities - Participate in team / grade level / subject team meetings.</td>
<td>.353**</td>
</tr>
<tr>
<td>Curriculum Activities - Conduct classroom lessons addressing career development and the world of work.</td>
<td>.296*</td>
</tr>
<tr>
<td>Coordinate Activities - Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep).</td>
<td>.385**</td>
</tr>
<tr>
<td>Coordinate Activities - Coordinate and maintain a comprehensive school counseling program.</td>
<td>.266*</td>
</tr>
<tr>
<td>Coordinate Activities - Inform parents about role, training, program, and interventions of a school counselor within the context of your school.</td>
<td>.401**</td>
</tr>
<tr>
<td>Coordinate Activities - Coordinate school-wide response for crisis management and intervention.</td>
<td>.479**</td>
</tr>
<tr>
<td>Coordinate Activities - Inform teachers / administrators about the role, training, program, and interventions of a school counselor with the context of your school.</td>
<td>.353**</td>
</tr>
<tr>
<td>Coordinate Activities - Attend professional development activities (e.g., state conferences, local in-services).</td>
<td>.320*</td>
</tr>
<tr>
<td>Coordinate Activities - Coordinate with an advisory team to analyze and respond to school counseling program needs.</td>
<td>.275*</td>
</tr>
<tr>
<td>Coordinate Activities - Formally evaluate student progress as a result of participation in individual/group counseling with student, teacher and/or parent perspectives.</td>
<td>.319*</td>
</tr>
<tr>
<td>Other Activities - Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports).</td>
<td>-.278*</td>
</tr>
<tr>
<td>Other Activities - Handle discipline of students</td>
<td>-.263*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
<table>
<thead>
<tr>
<th>Job Activities</th>
<th>Correlation with Self-Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Activities - Counsel with students regarding personal/family concerns.</td>
<td>.312*</td>
</tr>
<tr>
<td>Counseling Activities - Counsel with students regarding school behavior</td>
<td>.284*</td>
</tr>
<tr>
<td>Counseling Activities - Follow-up on individual and group counseling participants.</td>
<td>.448**</td>
</tr>
<tr>
<td>Consultation Activities - Consult with school staff concerning student behavior.</td>
<td>.310*</td>
</tr>
<tr>
<td>Consultation Activities - Assist in identifying exceptional children (special education).</td>
<td>.282*</td>
</tr>
<tr>
<td>Coordinate Activities - Inform parents about role, training, program, and interventions of a school counselor within the context of your school.</td>
<td>.304*</td>
</tr>
<tr>
<td>Coordinate Activities - Inform teachers/advisors about the role, training, program, and interventions of a school counselor with the context of your school.</td>
<td>.355*</td>
</tr>
<tr>
<td>Other Activities - Participate on committees with the school.</td>
<td>.302*</td>
</tr>
<tr>
<td>Other Activities - Organize outreach to low income families (e.g., Thanksgiving dinners, Holiday families).</td>
<td>.414**</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
Summary of Results

This chapter provided the results of several questions asked of school counselors to measure perceived self-efficacy and frequency of various job activities. Research questions guided the statistics used and presented. There were some trends and information that resulted. This information was presented in tables and information from these tables was discussed. Chapter 5 will further analyze the results of this study in a practical way and present some ideas for use of these findings in the School Counseling field.
Chapter 5
Summary, Discussion and Recommendations

This chapter begins with a summary of the study and discussion of the data. In addition, significance of the results, limitations, and recommendations for future study and practice will be suggested.

Summary of the Study

The purpose of this research was to explore the relationship between School Counselor self-efficacy and school counseling activities using a sample drawn from a population of school counselors. The literature review in this study explained the history of our nation’s educational growth and maturity and the role the school counselor has played. The reader was informed about the changing needs of families, the professional requirements of school counseling and especially the ever-changing duties, job requirements and job activities of school counselors.

Once the general concepts of identity, role and job activities of school counselors were discussed, the reader was given background knowledge on self-efficacy, a construct which had its roots in Social Cognitive Theory. After exploring job activities and self-efficacy as they relate to the school counselor, a study surveying school counselors about how the nature of their job activities and self-efficacy was proposed.

After a thorough search of the literature to find tools and studies relative to this topic, two scales were chosen for use in this study: the School Counselor Self-efficacy Scale (SCSE) and the School Counselor Activity Rating Scale (SCARS). A demographic survey of 14 questions was created by the researcher for use in this study as well. Three questions drive this investigation and they are listed below.
1) How do high school counselors describe their perceived self-efficacy and their actual and preferred job activities in their jobs?

2) What is the relationship between school counselors’ actual and preferred job activities?

3) What is the relationship between the perceptions of self-efficacy reported by high school counselors and their actual and preferred job activities?

Participants in this study consisted of professional school counselors practicing at high schools in the state of Ohio. A random sample of 216 counselors was obtained from a website listing of 1514 High School Counselors working in the state of Ohio. Of these 216 high school counselors who were invited to participate, 69 usable surveys were returned, representing a response rate of 32.4%.

Discussion of Results

The high school counselors in the State of Ohio who participated in this study were mostly women, with a mean age of 49.4 years. Demographic statistics exploring relationships between self-efficacy and group characteristics were explored, but not statistically significant. There were no statistically significant correlations between SE and any demographic of the counselors.

About 75% of the sample reported that they found their jobs stressful, yet 91% were either somewhat satisfied or very satisfied with their work: 50% answered “very satisfied”, 40.6% “somewhat satisfied” and 9.4% “not very satisfied”. The mean number of students for whom they were responsible was 352, an average exceeding the ASCA recommendation of 250:1. It is possible that job stress may be related to the high number of students assigned to many Ohio
counselors, a topic worthy of future study. The findings for each of the three research questions are summarized below:

1) (Part 1) How do high school counselors describe their perceived self-efficacy…?

Results for The School Counselor Self-Efficacy Scale reported the mean self-efficacy score this study as high, with a mean score of 4.11 on a scale of 1 being lowest SE and 5 being highest. Four of the top five highest rated SE activities belonged to the collaboration subscale. The content of Collaboration activities is familiar counseling activities. The high school counselors in this study believe they are very self-efficacious in job activities such as those that require insight into working to meet needs of individuals and groups, communication and establishing rapport with community, families and students.

Ohio high school counselors reported lowest SE scores on the SCSE in three counseling activities from two subscales, the Leadership Subscale and Assessment Subscale. Developing programs of accountability, developing school improvement plans and leading school-wide initiatives were the content of these three lowest rated job activities. All three activities concern program involvement; whereas the high rated activities involve talking with students, families and communities. It is apparent that school counselors in this study report higher self-efficacy at performing person-oriented counseling activities, rather than policy-making or administrative tasks.

(Part 2) How do high school counselors describe their actual and preferred job activities?

A difference in group-wise percentages table reported which job activities on the SCARS school counselors perform most frequently. The highest frequency percentage activity reported by counselors was under the category of “Other Activities”- Scheduling students for classes.
The next six activities of highest frequency were in the categories of “Counseling”, “Consultation” and “Coordination”, however, three more activities in the top ten were in the “Other Activities” categories. Therefore, four of the top eleven most frequently performed job activities were from the “Other” category, a subscale that includes many activities that are not part of a school counselors’ official job description. Why school counselors spend so much of their time on activities that do not involve counseling skills is a question worth exploring. Certainly, there are implications for discussions on the role formation and identity of the school counselor.

School Counselors in this study reported that certain activities were performed less frequently than others: 3 “Curriculum Activities” and 1 “Coordinate Activity”. Six of the 11 reported least frequent activities involve conducting classroom or small group lessons on topics such as relationship issues, safety, substance abuse and personal growth and development. Since these activities appear to be crucial areas for the success of our young people, it may be valuable to explore what professionals, if any, address these critical areas.

2) What is the relationship between school counselors’ actual and preferred job activities?

There is a positive relationship on between school counselors' report of “doing very frequently” and “preferring to do less of”. The top four reported activities they would prefer to do less frequently are standardized testing coordinating, maintaining educational records, scheduling students for class and enrolling and withdrawing students from school. All four activities fall under the “Other” subscale. The implications of this pattern for the school counseling profession deserves more study.
3) What is the relationship between the perceptions of self-efficacy reported by high school counselors and their actual and preferred job activities?

Results analyzing the relationship between SE and Actual Job Activities (Table 10), showed that the highest correlation values were for two counseling activities: counseling with students regarding school behavior and counseling with students regarding relationships (e.g., family romantic). This relationship suggests that school counselors who reported high SE do these more frequently.

Two activities (Table 10), both in the “Other” subscale, were negatively correlated with SE, (-278 and -.263). This finding indicates that those counselors with greater SE report doing these two activities less frequently: maintaining and keeping educational records, and handling discipline of children. Might a person of high SE refuse to perform these two activities, which are not related to the school counseling role? Cause and effect relationships deserve more study.

Furthermore, data analyses suggested that school counselors reporting the larger SE preferred certain activities more: Follow-up on individual and group counseling participants and organizing outreach to low income families (e.g., Thanksgiving dinners, Holiday families).

Conclusions and Implications

Based on the results of this study, the following conclusions can be drawn:

School counselors in the state of Ohio surveyed in this study reported that activities outside of their professional job description are often a required part of their work, but are not preferred activities. School counselors who rated themselves higher in SE prefer to do more counseling related activities than “Other” activities. School counselors who rated themselves higher in SE
also report doing less of the “Other” category of job activities, indicating that perhaps these counselors might assertively determine their daily job activities in some fashion.

A major and significant conclusion is that as a group, these school counselors reported “Scheduling Students for Classes” as their most frequent job activity. Furthermore, this sample found their jobs stressful, yet were very or somewhat satisfied in their jobs. The school counselors surveyed rated themselves as very self-efficacious (a mean of 4.11 out of 5).

In short, an overwhelming majority of school counselors surveyed are confident in their work, satisfied in their job, but admittedly find their job stressful.

Limitations

This study was limited by the relatively small number of counselors surveyed. Financial limitations of the researcher limited giving opportunity to all school counselors working in Ohio; however, choosing a random population made the responses received meaningful. The fact that the study was of one state might be a limitation, but it is also a strength, describing the parameters of a particular population. Another limitation might be honesty of answers, in that the reported SE of school counselors was highly skewed in a positive direction.

Recommendations for Educators and Future Research

Based on findings of this study, these recommendations can be offered:
1) Counselor Education programs should spend more time on discussion of the topics of stress, job satisfaction and SE as they prepare school counselors for professional positions.

2) Future researchers should investigate the results of this study, and replicate the study to other populations in order to confirm agreement or disagreement with school counselors in other states.

3) Future researchers and Counselor Educators investigating the school counselor role and professional identity may wish to use this study in teaching and future research.

4) Future studies should further investigate the characteristics of self-efficacious school counselors and individuals, the nature of their preferred job activities, and their ability to set boundaries at their jobs.

5) In order to verify results found in this study, future researchers will want to notice if other populations report similar emphasis of doing a significant amount of “Other” activities, and attempt to discover reasons why school counselors are required to perform so many duties outside of their job description.

6) Counselor Education Programs should develop practical courses to address the job activities future school counselors will be required to perform on their jobs and include these applications in practice and internships prior to graduation.

7) Another research direction would be to explore the benefits of support-building for high school counselors. This idea could begin as an assignment for students studying to become school counselors, and include assignments in local school districts.
Recommendations for Practitioners

The best source of reports on the nature of the school counseling profession today is school counselors themselves. In working with parents and administration, school counselors may become more proactive in their jobs. School counselors may want to form discussion groups to address concerns and ways to improve their jobs, in particular the challenges of working with so many students in their workload.

Summary

Self-efficacy is important to personal life and job performance. Therefore, studying school counselor self-efficacy is relevant and important for helping schools, parents and students maximize the quality of education in the United States. By gaining insight into school counselors’ self-efficacy, future researchers and future school counselors may benefit as well.
REFERENCES


APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE
Demographic Questionnaire
(For all questions, 1-14, Please mark the appropriate box(s) or write in the answer where indicated.)

1. Are you currently employed as a professional school counselor in the state of Ohio?
   ____ yes
   ____ no

2. In which school level do you currently work? (note: If you work in more than one level, please respond with the highest level.
   ____Elementary
   ____Middle
   ____High

*** A “no” response to question 1 or a response other than “High” for question 2 results in the participant being thanked for their interest, but told they are disqualified for participation in the study.

1. What is your gender?
   ____Male
   ____Female

2. What is your racial/ethnic background?
   ____African American
   ____Hispanic
   ____Native American
   ____Caucasian
   ____Asian or Pacific Islander
   ____Biracial
   ____Other

3. In what year were you born? (enter 4-digit birth year; for example, 1976)
   __________

6. What is your educational level?
   ____Bachelor’s
   ____Master’s
   ____Specialist
   ____Doctoral
7. Was your counseling program CACREP accredited?
   ___ yes
   ___ no

8. In which environment is your school located?
   ___ Urban
   ___ Suburban
   ___ Rural

9. How many years have you been employed as a Professional School Counselor?
   ______

10. How many years of teaching experience did you have before becoming a school counselor? ______

11. Approximately how many students are currently attending your school? ________

12. Approximately how many students are currently assigned to you? _______

13. In general, do you find your job stressful?
   ___ yes
   ___ no

14. How satisfied are you in your school counseling job at this time?
   ___ Very satisfied
   ___ Somewhat satisfied
   ___ Not very satisfied
APPENDIX B

SCHOOL COUNSELOR SELF-EFFICACY SCALE
School Counselor Self-Efficacy Scale

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity by circling the appropriate answer next to each item according to the scale defined below. Please answer each item based on one current school, and based on how you feel now, not on your anticipated (or previous) ability or school(s). Remember, this is not a test and there are no right answers.

Use the following scale:
1 = not confident,
2 = slightly confident,
3 = moderately confident,
4 = generally confident,
5 = highly confident.

Please circle the number that best represents your response for each item.

1. Advocate for integration of student academic, career, and personal development into the mission of my school.
2. Recognize situations that impact (both negatively and positively) student learning and achievement.
3. Analyze data to identify patterns of achievement and behavior that contribute to school success.
4. Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling.
5. Develop measurable outcomes for school counseling program which would demonstrate accountability.
6. Consult and collaborate with teachers, staff, administrators and parents to promote student success.
7. Establish rapport with a student for individual counseling.
8. Function successfully as a small group leader.
9. Effectively deliver suitable parts of the school counseling program through large group meetings such as classrooms.
10. Conduct interventions with parents, guardians and families in order to resolve problems that impact students’ effectiveness and success.
11. Teach students how to apply time and task management skills.
12. Foster understanding of the relationship between learning and work.
13. Offer appropriate explanations to students, parents and teachers of how learning styles affect school performance.
14. Deliver age-appropriate programs through which students acquire the skills needed to investigate the world of work.
15. Implement a program which enables all students to make informed career decisions.
16. Teach students to apply problem-solving skills toward their academic, personal and career success.
17. Evaluate commercially prepared materials designed for school counseling to establish their relevance to my school.
18. Model and teach conflict resolution skills.
19. Ensure a safe environment for all students in my school.
20. Change situations in which an individual or group treats others in a disrespectful or harassing manner.
21. Teach students to use effective communication skills with peers, faculty, employers, family, etc.
22. Follow ethical and legal obligations designed for school counselors.
23. Guide students in techniques to cope with peer pressure.
24. Adjust my communication style appropriately to the age and development levels of various students.
25. Incorporate students’ development stages in establishing and conducting the school counseling program.
26. I can find some way of connecting and communicating with any student in my school.
27. Teach, develop and/or support students’ coping mechanisms for dealing with crises in their lives – e.g., peer suicide, parent’s death, abuse, etc.
28. Counsel effectively with students and families from different social/economic statuses.
29. Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself.
31. Discuss issues of sexuality and sexual orientation in an age appropriate manner with students.
32. Speak in front of large groups such as faculty or parent meetings.
33. Use technology designed to support student successes and progress through the educational process.
34. Communicate in writing with staff, parents, and the external community.
35. Help students identify and attain attitudes, behaviors, and skills which lead to successful learning.
36. Selective and implement applicable strategies to access school-wide issues.
37. Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate.
38. Develop school improvement plans based on interpreting school-wide assessment results.
39. Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specific situations and populations.
40. Implement a preventive approach to student problems.
41. Lead school-wide initiatives which focus on ensuring a positive learning environment.
42. Consult with external community agencies that provide support services for our students.
43. Provide resources and guidance to school populations in times of crisis.
APPENDIX C

SCHOOL COUNSELING ACTIVITY RATING SCALE (SCARS)
School Counseling Activity Rating Scale

Below is a list of functions that may be performed by school counselors. In Column 1, please write the number that indicates the frequency with which you ACTUALLY perform each function. In Column 2, please write the number that indicates the frequency with which you would PREFER to perform each function.

Ratings
1 = I never do this; I would prefer to never do this
2 = I rarely do this; I would prefer to rarely do this
3 = I occasionally do this; I would prefer to occasionally do this
4 = I frequently do this; I would prefer to frequently do this
5 = I routinely do this; I would prefer to routinely do this

Counseling Activities
1. Counsel with students regarding personal/family concerns.
2. Counsel with students regarding school behavior.
3. Counsel students regarding crises/emergency issues.
4. Counsel with students regarding relationships (e.g., family, friends, romantic).
5. Provide small group counseling addressing relationship/social skills.
6. Provide small group counseling for academic issues.
7. Conduct small groups regarding family/personal issues (e.g., divorce, death).
8. Conduct small groups counseling for students regarding substance abuse issues (own use or family/friend use).
9. Follow-up on individual and group counseling participants.
10. Counsel students regarding academic issues.

Consultation Activities
1. Consult with school staff concerning student behavior.
2. Consult with community and school agencies concerning individual students.
3. Consult with parents regarding child/adolescent development issues.
4. Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, speech pathology, medical assessment).
5. Assist in identifying exceptional children (special education).
6. Provide consultation for administrators (regarding school policy, programs, staff and/or students).
7. Participate in team / grade level / subject team meetings.

Curriculum Activities
1. Conduct classroom activities to introduce yourself and explain the counseling program to all students.
2. Conduct classroom lessons addressing career development and the world of work.
3. Conduct classroom lessons on various personal and/or social traits (e.g., responsibility, respect, etc.)
4. Conduct classroom lessons on relating to others (family, friends).
5. Conduct classroom lessons on personal growth and development issues.
6. Conduct classroom lessons on conflict resolution.
7. Conduct classroom lessons regarding substance abuse.

**Coordinate Activities**

1. Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep).
2. Coordinate and maintain a comprehensive school counseling program.
3. Inform parents about role, training, program, and interventions of a school counselor within the context of your school.
4. Conduct or coordinate parent education classes or workshops.
5. Coordinate school-wide response for crisis management and intervention.
6. Inform teachers / administrators about the role, training, program, and interventions of a school counselor with the context of you school.
7. Conduct or coordinate teacher in-service programs.
8. Keep track of how time is being spent on the functions that you perform.
9. Attend professional development activities (e.g., state conferences, local in-services).
10. Coordinate with an advisory team to analyze and respond to school counseling program needs.
11. Formally evaluate student progress as a result of participation in individual/group counseling with student, teacher and/or parent perspectives.
12. Conduct needs assessments and counseling program evaluations from parents, faculty and/or students.
13. Coordinate orientation process / activities for students.

**“Other” Activities**

1. Participate on committees with the school.
2. Coordinate the standardized testing program.
3. Organize outreach to low income families (e.g., Thanksgiving dinners, Holiday families).
4. Respond to health issues (e.g., check for lice, eye screening, 504 coordination).
5. Perform hall, bus, cafeteria duty.
6. Schedule students for classes.
7. Enroll students in and/or withdraw students from school.
8. Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports).
9. Handle discipline of students
10. Substitute teach and/or cover classes for teachers at you school.
APPENDIX D

INITIAL LETTER TO PARTICIPATE IN THE STUDY
Dear Professional School Counselor:

My name is Vickie Jellison, a Doctoral Candidate at the University of Cincinnati. I am conducting a research study that involves surveying Professional School Counselors employed in public high schools in the state of Ohio. My study is on the topic of Self-Efficacy of High School Counselors and how perceived self-efficacy and daily job activities may be related to school counselors’ role satisfaction. The results of my study may help administrators better appreciate challenges faced by the school counselors employed in their prospective school districts.

Your participation in the survey should take you no more than 15 minutes.

To participate, go to this website:

www.ohiocounselingsurvey.com

Please click on the survey link supplied and the surveys and questionnaire will appear.

If you do not wish to participate, please visit my website to indicate your reasons so that you will not receive additional correspondence from me in the next few weeks.

If you have any questions, please email or call me or my Committee Chair, (Dr. Ellen P. Cook).

Thank-you,

Vickie

Vickie Jellison MA LPCC-S
Doctoral Candidate, University of Cincinnati
vickie.jellison@gmail.com
513-484-9286
or

Ellen P. Cook Ph.D.
Professor, Counseling Program
College of Education, Criminal Justice, and Human Services
University of Cincinnati
ellen.cook@uc.edu
513-556-3343
APPENDIX E

INFORMATION LETTER AND CONSENT
Title of Study: High School Counselors’ Perceived Self-Efficacy in Relationship to Preferred Job Activities

Introduction:
You are being asked to take part in a research study. Please read this paper carefully and ask questions about anything that you do not understand.

Who is doing this research study?
The person in charge of this research study is Vickie Jellison, MA LPCC-S of the University of Cincinnati (UC) Department of Human Services, Counseling Program. She is being guided in this research by Ellen P. Cook, PhD.

What is the purpose of this research study?
The purpose of this research study is to explore the relationship between School Counselor self-efficacy, role definition and school counseling activities.

Who will be in this research study?
About 200 people will take part in this study. You may be in this study if you are a high school counselor working at a public high school in the State of Ohio.

What will you be asked to do in this research study, and how long will it take?
You will be asked to fill out three surveys: (1) a demographic questionnaire, (2) the School Counselor Self-Efficacy Survey, and (3) the Preferred Job Activities Survey for school counselors. It will take about 15 minutes.

Are there any risks to being in this research study?
It is not expected that you will be exposed to any risk by being in this research study.

Are there any benefits from being in this research study?
You will probably not get any benefit from taking part of this study. But being in this study may help School Counselors be more appreciated and better understood in their role and with job stressors.

What will you get because of being in this research study?
You will not be paid to take part in this study.

Do you have choices about taking part in this research study?
If you do not want to take part in this research study you may simply not participate.

**How will your research information be kept confidential?**
Information about you will be kept private. The survey site, Survey Monkey is a secure site (your name and address will not be connected to your responses). Addresses of school counselors and research data will be access only by the PI. Addresses of the school counselors invited to participate will be destroyed after data is gathered (by May 31, 2012).

Your information (your name and address) will be kept in a locked file cabinet in a faculty office on campus for 10-15 weeks after receiving spreadsheet data from Survey Monkey. After that it will be destroyed by shredding paper research files when study is complete.

Agents of the University of Cincinnati may inspect study records for audit or quality assurance purposes.

The researcher cannot promise that information sent by the internet or email will be private.

**What are your legal rights in this research study?**
Nothing in this consent form waives any legal rights you may have. This consent form also does not release the investigator, the institution, or its agents from liability for negligence.

**What if you have questions about this research study?**
If you have any questions or concerns about this research study, you should contact Vickie Jellison at vickie.jellison@gmail.com or you may contact Ellen P. Cook PhD at Ellen.cook@uc.edu.

The UC Institutional Review Board reviews all research projects that involve human participants to be sure the rights and welfare of participants are protected.

If you have questions about your rights as a participant or complaints about the study, you may contact the UC IRB at (513) 558-5259. Or, you may call the UC Research Compliance Hotline at (800) 889-1547, or write to the IRB, 300 University Hall, ML 0567, 51 Goodman Drive, Cincinnati, OH 45221-0567, or email the IRB office at irb@ucmail.uc.edu.

**Do you HAVE to take part in this research study?**
No one has to be in this research study. Refusing to take part will NOT cause any penalty or loss of benefits that you would otherwise have.

**BY TAKING PART IN THESE SURVEYS, YOU INDICATE YOUR CONSENT FOR YOUR ANSWERS TO BE USED IN THIS RESEARCH STUDY.**

**PLEASE KEEP THIS INFORMATION SHEET FOR YOUR REFERENCE.**
Appendix F

SECOND LETTER OF INVITATION TO PARTICIPATE IN THE STUDY
Dear Professional School Counselor:

My name is Vickie Jellison, a Doctoral Candidate at the University of Cincinnati. I am contacting you a second time to invite you to participate in my doctoral study. I am conducting a research study that involves surveying Professional School Counselors employed in public high schools in the state of Ohio. My study is on the topic of Self-Efficacy of High School Counselors and how perceived self-efficacy and daily job activities may be related to school counselors’ role satisfaction. The results of my study may help administrators better appreciate challenges faced by the school counselors employed in their prospective school districts.

Your participation in the survey should take you no more than 15 minutes. If you have already participated, I thank-you and apologize for a second letter. If you have not responded, I hope you will decide to participate.

To participate, go to this website:
www.ohiocounselingsurvey.com

Please click on the survey link supplied and the surveys and questionnaire will appear. If you do not wish to participate, please visit my website to indicate your reason for non-participation.

If you have any questions, please email or call me or my Committee Chair, (Dr. Ellen P. Cook).

Thank-you,

Vickie

Vickie Jellison MA LPCC-S
Doctoral Candidate, University of Cincinnati
vickie.jellison@gmail.com
513-484-9286

Or

Ellen P. Cook Ph.D.
Professor, Counseling Program
College of Education, Criminal Justice, and Human Services
University of Cincinnati
ellen.cook@uc.edu
513-556-3343
APPENDIX G:

THIRD AND FINAL INVITATION TO PARTICIPATE (POSTCARD)
Vickie D. Jellison MA LPCC-S
202 E. Broadway St.
Harrison, Ohio 45030

To ________, School Counselor…

Thank-you for your participation in my research study on School Counselors’ Self-Efficacy. If you have not yet responded, it is not too late to do so. Please go to:

www.ohiocounseling survey.com

Good luck in your career.

Vickie Jellison, Doctoral Candidate, University of Cincinnati
Cincinnati Ohio
CV
Vickie D. Jellison, MA, PCC-S

Office
Univ. of Cincinnati
E-mail: jellisvd@uc.edu

Home
E-mail: vickie.jellison@g-mail.com

Education:
Ed. D. Anticipated, April 2013, University of Cincinnati, College of Education.
Dissertation Chair: Ellen P. Cook, Ph.D., University of Cincinnati.


Licensure and Credentials:
Licensed Professional Clinical Counselor and Counseling Supervisor (PCC-S: #E0004322)
Supervisory Credentials, State of Ohio, Department of Counseling and Social Work


Courses Taught:
Introduction to Algebra I- Clermont County College, University of Cincinnati, January 2013 to present.
Basic Developmental Math- Cincinnati State Community College, Autumn, 2002 to present.
Algebra I- Cincinnati State Community College.
Drugs and Behavior, Addictions Studies, University of Cincinnati, Fall Quarter 2009.
Crisis Management in Therapy, Addictions Studies, University of Cincinnati, Autumn Quarter, 2009.
Clinical Experience and Internships:

**Diagnostic Assessment Specialist**, Mental Health Access Point, The Central Clinic, Cincinnati, Ohio, February 2006 to August 2008.

**Licensed Professional Clinical Counselor**, Central Clinic, Cincinnati, Ohio, December 2001 to February 2006. Contract therapist and Intake Coordinator.

**Wyoming Youth Services, Wyoming, Ohio, June 2000 to March 2001.**

With the Wyoming Youth Services, I had hands on experience working with working with K-12 age children of all socio-economic backgrounds. Most of our youngsters had more emotional and scholastic needs than their fellow classmates. I helped run the after-school tutoring program during the school year, maintained a summer program for social activities and was director of several fieldtrips. For many of these children, such fieldtrips were “once in a life-time” events. There were several family counseling interventions to arrange, especially in the summer when school counselors were not available.

**Christ Hospital Outpatient Care Program, Eating Disorders, Cincinnati, March to June 2000.**

Christ Hospital had a very organized eating disorders program in which I served during a Master’s level internship. Group counseling, with some family meetings arranged before meetings. Most of this population was female teenagers to young adult women. I was educated as to patient charts and comprehensive treatment. This was an outpatient program only, and unfortunately no longer exists.

**IKRON, Cincinnati, Ohio March 2001 to August 2001**

At IKRON, I performed intakes, and did treatment in an outpatient setting. Most clients were male. The goal of this organization was to educate, encourage socialization skills, improve self-esteem, exercise and help clients gain confidence to “graduate” and find work in the community. There were several programs (courses) offered to clients (art, wood-working, writing, horticulture and cooking). I personally ran the morning class where we chatted, told jokes and planned our days, ate lunch with the ‘students”, and did personal counseling. In addition, I taught computer class, career development skills and helped with woodworking and horticulture classes. This treatment was development of the entire person, so I did intakes, and developed a scholastic schedule for over ten students. I met every Friday afternoon with the entire staff to discuss individuals, their specific needs and program improvement.
Research, Grants, and Publications in Progress:


Graduate Assistant, University of Cincinnati, Counseling Education Department September 2008 to Winter, 2010. Organized social and educational events and seminars, wrote articles for newsletter and assisted professors. Supervised masters level graduate students. Facilitated courses in the Addictions Program of the College of Education. Graded online work for over 500 students’ (homework, tests and assignments). Responded to students’ needs and worked closely with the professors of these courses. Worked with U.C. Counseling Department to continue to meet CACREP accreditation, interview potential graduate students and organize yearly events of the Counseling program. Helped organize and run two Annual Ecological Counseling Conferences in the spring of 2009 and 2010 respectively.


Jellison, V., Sebera, K., Tang. (2010 April). Changes in communication, teaching style, and research in the counseling field, over the past ten years. Poster presentation at the 3rd Annual Ecological Counseling Conference, “Current Trends”, Cincinnati, Ohio. This article is in progress for publication in “Journal of School Counseling”.


Grant:
Course- “Workshop in Health Education”, Wrote a grant on topic of “Obesity” for future submission to Humana. Used Ontological Counseling as suggested treatment
Affiliations:
American Counseling Association- 11 years of membership
Chi Sigma Iota - Honor Society served as Secretary 2009-2010

Other Professional Work Experience:


Professional and Community Service:
Served with my husband in his role as Minister for Central Church of Christ
Sunday school and Bible school for children.
Volunteer for Wyoming Youth Services.
Prevention groups for eating disorders- high schools in Cincinnati.
Classes for women in topics of marriage, depression, mental health and spiritual issues.
Wyoming Women’s Club- fund-raising for Children’s Hospital,
Fund-raising for Parkinson’s Disease.

Awards of Recognition:
Graduate Scholarship Awards- Masters and Doctorate Levels
Chi Sigma Iota Member- Masters and Doctorate Levels
Engineering Scholarship Award
Outstanding Student at Harrison High School- honored at Banquet in Cincinnati.
Honor Society President
President of Foreign Exchange Student organization- “American Field Service”
Physics Award
Chemistry Award
Voice of Democracy Award

Recreational Activities: Music, dance, time with family.