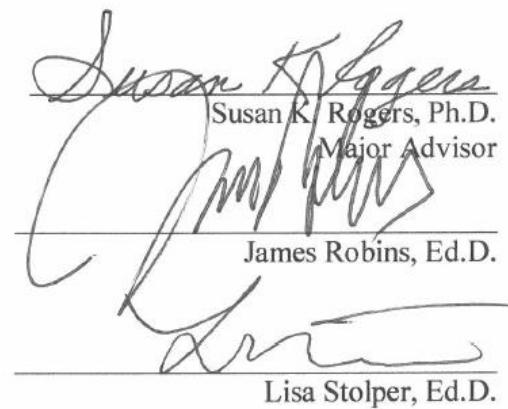


School Counselor and Building Administrator Perceptions of School Counselor Job Roles

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Abstract

The role of the school counselor has been a work in progress for more than a hundred years. While it has evolved and been defined by the American School Counselor Association (ASCA) over that century, ambiguity still remains between school counselors and administrators as to what counselors should be doing, what they are actually doing, and how much time they should allocate to those activities. The School Counselor Role Perception Survey (SCRPS) was administered to school counselors and building level administrators in Grades K-12 in District A during the 2021-2022 school year to examine similarities and differences in perceptions about the school counselor role between school counselors and administrators. The results of the 36 hypothesis tests indicated no differences in perceptions at the elementary level regarding the school counselor role and the amount of time counselors currently spend and should spend on the counselor roles as specified by ASCA. At the middle school level, results indicated significant differences between administrator and counselor perceptions regarding whether individual student planning is a school counselor role, the amount of time counselors should spend on individual student planning, and the amount of time counselors should spend on system support. Additional analyses were conducted to examine the level of agreement or disagreement about counselor roles and time spent on counselor roles. The results of the additional analyses were mixed. Across all three levels, counselors and administrators agreed or strongly agreed about the roles of school counselors except for middle school administrators, who neither agreed nor disagreed that providing individual student planning is a school counselor role. The time counselors currently spend and the time counselors should spend on each role varied for counselors

and administrators at each level. For example, counselors at the elementary and middle school levels neither agreed nor disagreed, but high school counselors disagreed or strongly disagreed that counselors currently spend time providing individual student planning. Administrators at the elementary and high school levels neither agreed nor disagreed but middle school administrators disagreed or strongly disagreed that counselors currently spend time providing individual student planning. Further research is warranted to gather perceptions from additional stakeholders such as teachers, students, and parents and anecdotal data could be gathered from participants.

Dedication

Support from family and friends was the foundation of my ability to complete this dissertation. My children and their dad, along with my mom, sister, and niece, have spent innumerable hours listening to me discuss my study and courses with no complaints and nothing but generous, gracious support. The administrators I am fortunate to work for have patiently allowed me to bounce ideas off them and provided invaluable feedback. Finally, my beautiful, inspiring work friends have been an endless source of positivity to allow me to keep moving forward. I dedicate this dissertation to these wonderful people and thank them with all my heart for being there for me.

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Chapter 1

Introduction

In the early 1900s, the idea of providing school guidance counseling began to take form. The next few decades brought a number of versions of this idea as the needs of students and recognition of their complexities evolved. Fast-forward to the 1970s and the concept of the need for a comprehensive school counseling program began to emerge (Gysbers & Henderson, 2001). In 2003, as recognition of the need for comprehensive programs continued to evolve, the American School Counselor Association (ASCA) published its first model, providing a recommended outline to implement an effective counseling program (ASCA, 2012b). Two updates to that initial model have been (ASCA, 2012b).

The Learning Network (2021) interviewed students about their experiences returning to school post-pandemic. Haydon, a student from Glenbard West High School, shared that she had always worked hard and earned good grades before the pandemic and never understood why some students struggled with anxiety, difficulty focusing, and poor social skills. Eighteen months later, she said she could no longer focus and learn in the classroom, and the smallest things caused her to feel overwhelmed and stressed (The Learning Network, 2021, “What Students Are Saying,” para. 10). Haydon’s story is one of several student accounts in the article describing the loss of learning and the ability to cope (The Learning Network, 2021).

Schools are already seeing a number of social and emotional concerns with students, including anxiety and depression. Returning to school after a pandemic and a year of racial tensions with police due to multiple police-related deaths, including George

Floyd and Breona Taylor, has exacerbated these issues (Hoxworth, 2021). In an interview with Hoxworth (2021), Joseph Williams, associate professor of counselor education at the University of Virginia School of Education and Human Development, stated, “School counselors are often the first line of defense in identifying and addressing social-emotional needs, because they have unique training to address those issues” (para. 6). Williams recommended a more “whole-child approach” to education in which teachers are teaching social and emotional skills alongside the academic curriculum (as cited in Hoxworth, 2021, para. 5). In this approach, school counselors are consultants for teachers, administrators, and parents (Hoxworth, 2021).

Perusse, Goodnough, Donegan, and Jones (2004) studied school counselor and administrator perceptions of the importance of implementing the ASCA Model standards for school counselor job roles. The results of the study showed that over 80% of the administrators reported they believe duties such as registration of new students, test administration, and maintaining student records should be a part of the role of the school counselor even though they fall outside the recommended ASCA Model standards. Vaughn, Bynum, and Hooten (2007) reported that role ambiguity regarding counselor roles is common among all stakeholders, including teachers, parents, and students. Bailey (2012) conducted a study that included 119 school counselors and administrators. Bailey found that administrators perceived school counselors should be performing more non-ASCA recommended school counselor duties, and both school counselors and administrators perceived school counselors should be performing more ASCA recommended duties. These beliefs have traditionally led administrators to define the roles of school counselors themselves rather than referring to a model like ASCA’s

(Vaughn et al., 2007). Edwards, Grace, and King (2014) said administrators and school counselors should be working as partners, respectful of each other's roles, to maximize support of student achievement. Gathering more information about the perceptions of school counselors and administrators can be a step toward reducing confusion about counselors' roles and ultimately helping to ensure student needs are being met.

Background

This study was conducted in District A, a suburban school district in Kansas. District A (2021) included an early childhood program, 21 elementary schools, nine middle schools, five high schools, and one non-traditional, full-time program for high school students. Enrollment for PK-12th grade during the 2021-2022 school year was 22,171 (District A, 2021). The ethnicity of the district was reported as 68.83% Caucasian/White, 15.07% Asian, 6.61% Hispanic, 5.46% Multi-Racial, 3.61% African-American/Black, .34% American Indian/Alaskan Native American, and .07% Hawaiian/Pacific Islander. District A's graduation rate was reported as 96.6%, with a dropout rate of .2%. The average daily attendance rate was 96.6% (District A, 2021).

At the time of this study, District A employed 64 building-level administrators (District A, 2021). At the high school level, each of the five schools was assigned a principal, athletic director, assistant principal of curriculum and instruction, and assistant principal of activities. Each of the nine middle schools was assigned a principal and assistant principal. Each of the 21 elementary schools was assigned a principal, and four of those schools were also assigned an assistant principal. The secondary-level alternative school program had one principal.

The ASCA (2012) has provided a model indicating the amount of time high school, middle school, and elementary counselors should be spending on duties in certain areas of their jobs. The 2012 model is outlined below:

ASCA Recommended Time on Duties for School Counselors

- 80% or more of school counselor time should be spent in direct or indirect service to students, which includes:
 - Guidance curriculum
 - Individual student planning
 - Responsive services
- 20% or less of the remaining time may be spent on system support, which may include:
 - Program management and operations
 - Professional development (foundation and management)
 - Data analysis (accountability)
 - Fair-share responsibilities (management). (ASCA, 2012, p. 136)

Statement of the Problem

School counselors are responsible for a variety of duties that can change depending on the needs of the school and what the administrators ask of school counselors. If school counselors' and administrators' perceptions of school counselor job roles and time allocation for those roles do not align, the misalignment could affect school counselor job efficiency and the counselor's ability to meet the needs of the students. District A's assistant superintendent of special education (personal communication, September 12, 2021) noted that while there is agreement among school

counselors and district and building administrators that school counselors play an important role in the well-being of students, there are often conflicting perceptions about the duties that counselors should have assigned to them. The problem is that school district administration does not know the extent to which counselor and administrator perceptions about counselor job duties and time allocated to those duties align.

Purpose of the Study

The first purpose of this study was to determine the extent there is a difference between high school, middle school, and elementary counselor and administrator perceptions regarding the roles of school counselors. The roles include providing guidance curriculum (create and deliver counseling lessons), individual student planning (help students set personal goals and make future plans), responsive services (respond to immediate needs of students, including crisis response and individual and group counseling), and system support (consultation and collaboration with parents, teachers, or other educators). The second purpose of this study was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time school counselors currently spend on the previously mentioned roles. The third purpose of this study was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time school counselors should spend on the previously mentioned roles.

Significance of the Study

Some school districts are unaware of how school counselor and administrator perceptions of school counselor roles differ. This study could help identify conflicting perceptions and find areas where counselors are being asked to perform duties that do not

fall within the ASCA recommendations so that counselor time can be allocated to align more with the ASCA recommendations. Having a clearer picture of this could help school counselors and administrators work together to ensure school counselor roles are well-defined and the needs of students are met. School districts could use this study as a guideline to perform similar studies to determine the perceptions and efficacy of their school counseling programs. The results from the survey included in this study could contribute to the literature available on the differences between administrator and counselor perceptions of counselor duties and time allocation to those duties.

Delimitations

“Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study” (Lunenburg & Irby, 2008, p. 134). Delimitations of this study include the following:

1. The sample for the study included one school district.
2. The sample included school counselors and building administrators employed by District A during the 2021-2022 school year. The sample did not include other stakeholders, such as district administrators, teachers, students, and parents.
3. The survey was administered at the end of the second quarter.
4. The survey was administered electronically via a Google form rather than in person or on paper.

Assumptions

“Assumptions are postulates, premises, and propositions that are accepted as operational for purposes of the research” (Lunenburg & Irby, 2008, p. 135).

Assumptions for this study include the following:

1. Those filling out the survey were the school counselors, school principals, and assistant school principals to whom it was sent.
2. Participants understood the survey items and provided thoughtful, honest answers.
3. Participants believed the survey was truly anonymous, and there would be no consequences for the answers they provided.

Research Questions

“Difference questions examine whether differences exist between or within individual groups or participants. The essential feature in difference questions is some type of comparison” (Lunenburg & Irby, 2008, p. 127). To investigate the extent of the differences in perceptions of school counselors and administrators regarding the role of a school counselor and the amount of time allocated to the duties of a school counselor, 10 research questions were developed. These research questions are divided into three sections that address the perceptions of school counselors and administrators at the high school, middle school, and elementary school levels.

RQ1. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons)?

RQ2. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans)?

RQ3. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling)?

RQ4. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators)?

RQ5. To what extent is there a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

RQ6. To what extent is there a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

RQ7. To what extent is there a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

RQ8. To what extent is there a difference between elementary school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

RQ9. To what extent is there a difference between middle school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

RQ10. To what extent is there a difference between high school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

Definition of Terms

This section includes the definitions of terms used in this study to establish an understanding and prohibit any misinterpretations. Lunenburg & Irby (2008) state that terms used repeatedly throughout a study should be defined. The following terms will be used in this study and the survey provided to the participants.

Administrator. “Principals, assistant or vice principals, and other administrators are responsible for the daily functioning and overall success of their schools. They lead elementary and secondary schools by managing teachers and support staff, overseeing budgets and curricula, and more” (Bruens, 2020, para. 8).

School counselor. “School counselors are highly educated, professionally certified individuals who help students succeed in school and plan their career” (ASCA, 2021, para. 1).

Organization of the Study

This dissertation is comprised of five chapters. Chapter 1 was the introduction to the study and included background information and a statement of the problem that is addressed in the research. This chapter also included the purpose and significance of the study. Further addressed in the chapter are the delimitations and assumptions within the

study. Finally, Chapter 1 contained the research questions and definitions of terms. Chapter 2, the review of literature, is divided into two parts. The first part is the history of school counseling. The second part is a review of studies addressing differences in school counselor and administrator perceptions regarding the role of the school counselor. Chapter 3 provides information about the methodology of the study, including the research design, selection of participants, measurement, data collection procedure, data analysis and hypothesis testing, and limitations. Chapter 4 presents the descriptive statistics and results of the hypothesis testing. Finally, Chapter 5 contains a summary of the study, the findings related to the literature, and the conclusions.

Chapter 2

Review of the Literature

The purpose of this research is to determine the differences in perceptions of school counselors and administrators about school counselor roles. The dissertation also examines the roles and the amount of time school counselors currently spend and should spend on various duties within their roles. This chapter includes research from studies regarding the perceptions of school counselors and administrators regarding the role of school counselors. Chapter 2 of this study contains two parts. The first part incorporates the history of school counseling. The second part includes previous studies on the extent of the similarities and differences in the perceptions of school counselors and administrators regarding the role of the school counselor.

History of School Counseling

The origins of the job role known today as “school counselor” began in 1908 with Frank Parsons. Parsons is credited with creating the Bureau, paving the way for vocational guidance in schools, and beginning the training of counselors (Jones, 1994). In January 1908, the Boston Vocation Bureau was established as a result of Parsons’s work with individuals at Boston’s Civic Service House (Gysbers & Henderson, 2012). Parsons observed that the country’s shift from agriculture to more industrialized jobs was creating a need for vocational training (Wilson, 2013). In May 1908, Parsons issued his first report on his vocation training work at the Civic Service House. The term “vocational guidance” was used for the first time in this report to identify the type of work Parsons was doing (Gysbers & Henderson, 2012). The report detailed the

importance of this type of vocational training and stressed that it should be performed by trained experts and included in all public schools (Gysbers & Henderson, 2012).

News of Parsons's work began to spread across the country as Boston held the first National Conference on Vocational Guidance in 1910. In 1912, a similar conference was held in New York, followed by the National Vocational Guidance Association being formed in 1913 in Grand Rapids (Ryan, 1919). As news of the movement spread, schools began to add vocational guidance. As early as 1909, Boston and New York schools implemented vocational guidance programs initially in the classrooms via classroom teachers (Ryan, 1919). At this point, teachers were chosen to be vocational counselors and were asked to do so as an additional duty without a reduction in their other duties or additional pay. According to Brewer (as cited in Gysbers & Henderson, 2012), this practice of adding the vocational duty to teachers became known as the position model. Ryan (2019) indicated that by April 1914, approximately 100 public high schools across the country had created vocational guidance plans through community resources such as vocation bureaus or by providing opportunities such as vocational courses.

As the vocational guidance counselor movement continued to spread across the country, the 1920s brought concerns about how the programs were presented and how they were being viewed by the public (Gysbers & Henderson, 2012). Brewer (as cited in Gysbers & Henderson, 2012) expressed concerns that administrators and counselors continued to determine how programs within their own schools would look rather than developing a formal, centralized agreement on how they should be operated. The 1918 National Education Association's creation of the Cardinal Principles of Secondary

Education caused increased interest in the need for education counseling beyond just the college level (Gysbers & Henderson, 2012). “Vocational guidance became problem oriented, centering on adjustable psychological, personal problems – not social, moral, religious, ethical, or political problems” (Johnson, 1973, p. 201). The 1920s also brought to light other needs that would become responsibilities of the vocational guidance counselor such as mental health, developmental studies of the students, and the introduction of cumulative records (Gysbers & Henderson, 2012).

The focus of vocational guidance counseling in the 1930s was narrowed more specifically to the process of helping students research and choose an occupation. In contrast, the term “guidance and counseling” was adopted by George Myers as a broader definition that included “problems of adjustment to health, religion, recreation, to family and friends, to school and to work” (as cited in Gysbers & Henderson, 2012, p. 12). One critical event of the late 1920s and early 1930s was the list of counseling duties that Myers began to comprise. Myers listed the following as the duties that should be a priority for a counselor:

- Interviewing or conferring with individual pupils
- Meeting with pupils in groups
- Conferring with teachers and other members of the school staff
- Conferring with special officers of the system
- Conferring with parents
- Conferring with representatives of industry, business, and the professions
- Working with social agencies of the community. (as cited in Gysbers & Henderson, 2012, p. 11)

These duties continued as the focus of guidance and counseling at the beginning of the 1930s, and the need for vocational guidance remained strong (Gysbers & Henderson, 2012). By the end of the 1930s, the service-provider side of counseling continued to evolve and began to look more toward the area of psychotherapy (Gysbers & Henderson, 2012). The National Occupational Conference was started in 1933 to focus on researching and creating books for studying occupations and to be a service in providing additional information and consultation (Gysbers & Henderson, 2012). By the end of the 1930s, the service-provider side of counseling continued to evolve and began to look more toward the area of psychotherapy (Gysbers & Henderson, 2012).

Rogers (1942) had an immense impact on the counselor role during the 1940s and continued to affect counselors' training throughout the next three decades. The American Psychological Association (1956) noted that the "merger of the vocational orientation, psychometric, and personality development movements" helped to create a new counseling role of "counseling psychologist" (p. 284). One of the most significant events for school guidance and counseling occurred in 1946 with the passing of the Vocational Education Act of 1946 (P.L. 586) (Gysbers & Henderson, 2012). Smith indicated that the Act allowed funds to be used for guidance and counseling programs and specifically to maintain state supervision, salaries of counselor-trainers, guidance research, and salaries of counselors (as cited in Gysbers & Henderson, 2012). Between 1953 and 1955 the Pupil Personnel Services Section was successfully moved from the U.S. Office of Education to the Division of State and Local School Systems, furthering the change in the role of counselor to a more organized set of services with the specific intention of supporting students and becoming the counseling framework that would continue to be

used throughout the 1950s and 1960s (Gysbers & Henderson, 2012). Additional legislation was passed in 1958 that would have important ramifications for guidance and counseling. The National Defense Education Act of 1958 (P.L. 85-864) provided funding through Title V for statewide testing programs and training to become counselors in secondary schools (Gysbers & Henderson, 2012). This Title V funding was expanded in the 1960s to include funds for training counselors at the elementary and junior high levels as well (Gysbers & Henderson, 2012).

Pupil personnel services continued to be a focus in schools into the 1960s. Besides guidance, it also included health, psychological services, social work, and attendance (Gysbers & Henderson, 2012). In 1962 a new Interprofessional Research Commission on Pupil Personnel Services was created by the U.S. Office of Education. The purposes of the commission were to:

1. conduct research that would contribute to providing a more effective learning experience for students
2. provide pupil services that would meet the needs of a variety of types and sizes of communities
3. conduct research that would help continue to support mental health related to schools (Eckerson & Smith, 1966, p. 4)

The position of guidance and counseling in schools in the 1960s was largely placed under pupil personnel services (Gysbers & Henderson, 2012). The specific services being provided could vary from school to school but typically included six primary duties, including “orientation, individual inventory of appraisal, counseling, information, placement, and follow-up” (Gysbers & Henderson, 2012, p. 17). However, Ferguson

(1963) believed that counseling had become the main component of a guidance program. While the importance of counseling became more pronounced in the 1960s, it was originally identified in the 1920s and brought more to the forefront by the NDEA Title V-B training of teachers and counselors. The NDEA training institutes and the U.S. Office of Education placed standards on the training programs to determine whether they qualified for the funding. The focus on these standards led to the pivotal change in emphasizing “counseling and counselors, not on guidance and guidance programs” (Hoyt, 1974, p. 504). Wrenn (1962) suggested that school counselors should focus on four main areas:

(a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community. From two thirds to three fourths of the counselor’s time, in either elementary or high school, should be committed to the first two of these functions. (p. 137)

Additionally, elementary school guidance and counseling began to gain notice during the 1960s. While elementary teachers had been used as counselors as early as 1910, for the next 50 years most of the emphasis was placed on secondary education needs for guidance and counseling services (Gysbers & Henderson, 2012). The first phase of elementary counseling from 1908 to the 1940s, referred to as the “traditional” period, relied mostly on the types of services provided at the secondary level (Faust, 1968). However, from 1950 to 1965 there was a shift in the types of counseling services offered

at the elementary level that began to focus more on group counseling and the learning climate and was referred to as the “neotraditionalist” period by Faust (1968). Around the middle of the 1960s, Faust (1968) identified the “developmentalist period” in which elementary school counselors were recognized as having their own identity.

Developmental counseling, rather than crisis-centered, was stressed, as were individual and group counseling. This developmental focus was further emphasized by a report in February, 1966 by the Joint Association for Counselor Education and Supervision and American School Counselor Association Committee on the Elementary School Counselor. In the report, Faust (1968) stressed the importance of “the child and teacher in the educative process” (p. 74) and developing effective learning climates.

The rest of the 1960s and into the 1970s was the beginning of a shift from what had been a singular counseling role under the umbrella of pupil personnel services to a more comprehensive counseling program (Gysbers & Henderson 2006). National conferences sponsored by the Vocational Education Act of 1963 (P.L. 88-210) sparked a renewed interest in the development of vocational-career services for students (Gysbers & Henderson, 2012). Other vocational-career guidance events were also instrumental in pushing forward the revitalized inclusion of vocational-guidance counseling, including the Development Career Guidance Project that began in Detroit in 1964 (Gysbers & Henderson, 2012). The project was started to provide vocational guidance to disadvantaged students. This program would be one of the first to provide significant data to support the development of comprehensive guidance programs in schools (Leonard & Vriend, 1975). As the vocational needs were coming to the forefront, there was some disagreement about other functions of the school counselor positions as they

had evolved into the 1970s. Some felt that counselors were placing too much emphasis on the social and emotional needs of students as a way to justify their needed roles in the schools (Gysbers & Henderson, 2012). Brammer (1968) and Felix (1968) had conflicting opinions on this aspect of the school counselor role. Brammer purported that this role should be redesigned as a counseling psychologist role to provide mainly social and emotional support to students. Felix (1968) indicated that this model was inappropriate for a school setting and instead recommended an educational model for school counselors. Aubrey (1969) also advocated for an educational model, pointing out that a therapy model would often conflict with educational goals.

Interest in developing a more comprehensive guidance program continued into the 1970s, focusing on career development theory, education, and guidance (Gysbers & Henderson, 2012). The development of these guidance program models became a national focus in 1971 when the University of Missouri-Columbia received a grant from the U.S. Office of Education to work with Gysbers to help each state develop models for career, counseling, and placement programs in schools (Gysbers & Henderson, 2012). In addition to the support provided to each state in developing programs, a national conference was held in January of 1972, and a manual was created that could be used by states to assist them in developing and refining their programs (Gysbers & Moore, 1974). This initiative of creating a more comprehensive and developmental guidance program in place of the traditional services model was endorsed by ASCA for the first time in 1974 in their position statement, *The School Counselor and the Guidance and Counseling Program*, and again in their 1978 statement, *The School Counselor and Developmental Guidance*.

In 1981, Gysbers and Moore provided their theory-based process for establishing a comprehensive school guidance program. Throughout the 1980s, states began developing and publishing their own school guidance program models (Gysbers & Henderson, 2012). In 1986, The National School Boards Association passed a resolution supporting the need for comprehensive school counselor programs, further solidifying the position of the school counselor in schools (Gysbers & Henderson, 2012). By the late 1980s, several states had begun to publish their own guides for developing comprehensive school guidance programs based on Gysbers and Henderson's 1988 framework (Gysbers & Henderson, 2012). Other states continued to develop their own guides into the 1990s with the input of counselors, school boards, and administrators at both the building and district levels. Sink and McDonald (1998) indicated that approximately one-half of the states had developed their own guides for comprehensive school guidance and counseling programs and estimated that by the end of the 1990s, 34 or more states would have done this. In 1997, *Sharing the Vision: The National Standard for School Counseling Programs* (Campbell & Dahir, 1997) was published by ASCA. Not long after, *Vision Into Action: Implementing the National Standards for School Counseling Programs* (Dahir, Sheldon, & Valiga, 1998) was also published. Both publications included recommendations for national standards that would eventually become content standards in schools (Gysbers & Henderson, 2012).

By 2001, ASCA had made the decision to develop a national model for a comprehensive school guidance counseling program. After creating a committee of leaders and school counselors from around the United States, a draft of the model was ready in fall 2001 (Gysbers & Henderson, 2012). Two additional meetings allowed the

committee to make some additional changes and the model was released in June of 2002 at the ASCA National Conference. After making a few additional revisions, *The ASCA National Model* was published (ASCA, 2003). ASCA identified various skills used by school counselors to help students learn. These skills included telling, teaching, advising, guiding, and counseling. These skills together make up what ASCA believes to be a comprehensive guidance counseling program (ASCA, 2003). This model was adopted by many schools and districts across the country. Updates to ASCA's recommendations were published in 2005, 2013, and 2019. Accountability in school counseling became even more of a priority during the second decade of the 21st century. "The literature makes it clear that evaluation is here to stay and needs to be designed and carried out to not only demonstrate effectiveness but also to improve the work of school counselors" (ASCA, 2012a, p. 2).

Perceptions of the School Counselor Role

The topic of role conflict and role ambiguity within organizations is not new. Rizzo, House, and Lirtzman (1970) studied the chain of command principle and the unity of command principle pertaining to the hierarchical flow of authority in tasks and job duties. In both types of command structure, each individual takes direction from only one superior above them, avoiding scenarios where they may receive conflicting orders. An alternate theory, role theory, states:

When the behaviors expected of an individual are inconsistent— one kind of role conflict—he will experience stress, become dissatisfied, and perform less effectively than if the expectations imposed on him did not conflict. Role conflict can therefore be seen as resulting from violation of

the two classical principles and causing decreased individual satisfaction and decreased organizational effectiveness. (Rizzo et al., 1970, p. 151)

As noted earlier in this chapter, a study of the history of school counseling indicates that throughout the development of the role of the school counselor during the 20th century, school counselors, as well as teachers who took on the role of the school counselor in its early days, experienced this role ambiguity. Individuals in these roles attempted to meet the varying expectations of administrators, state organizations, and counselor organizations. When a nationwide, comprehensive school counseling program was published by ASCA in 2003, school counselors finally had one singular reference as to what their role should be.

The research related to the differences in the perceptions of school counselors and administrators is reviewed in this section. The research is divided into one section about school counselor and administrator perceptions and three additional sections based on school level. The three school-level sections are written about research into perceptions of elementary school counselors and administrators, middle school counselor and administrator perceptions, and high school counselor and administrator perceptions.

School counselor and administrator perceptions. Coll and Freeman (1997) investigated the perceptions of elementary school counselors regarding role conflict. Coll and Freeman (1997) defined role conflict as “the sense of being pushed and pulled between conflicting messages from various role senders” (p. 3). They looked at school counselor role conflict, specifically elementary counselor role conflict compared to middle and high school counselor role conflict. Randomly selected counselors who were members of ASCA were asked to complete a survey that included the “Role

Questionnaire and demographic questions about age, gender, ethnicity, years of school experience, and grade level and school setting. The Role Questionnaire was created by Rizzo et al. (1970) to measure the degree of role conflict” (Coll & Freeman, 1997, p. 4). There were eight items on the questionnaire with a rating scale of 1 (strongly disagree) to 7 (strongly agree). The first four items on the survey were related to resources and structural conflict, meaning counselors were asked to perform duties in a certain way and they perceived the duty could be performed better in a different way, being asked to perform duties not related to their counseling functions such as lunch duty and attendance, and being responsible for tasks they do not have the resources to complete such as setting up a career guidance program without funds for current career information. The remaining items on the survey related to role overload and incongruency, meaning work load is too much and there are, at times, discrepancies between expectations of two or more groups of the counselor roles (Coll & Freeman, 1997). For items 5-8, all three levels indicated a high level of role conflict. Item 6 of the survey, which was related to school counselors encountering a need to break a rule or policy to perform a task or assignment, indicated the highest level of conflict for counselors at all three levels (Coll & Freeman, 1997). The results indicated that overall, the elementary counselors reported a higher level of role conflict than the middle and high school counselors for all eight of the research items.

Ballard and Murgatroyd (1999) researched counselors’ perceptions of their roles in Louisiana and Oregon. All school counselors in grades PreK through 12 in each state were surveyed. There were 812 responses to the Oregon survey and 324 responses to the Louisiana survey. Results showed that counselors from both states agreed on six

variables within a factor they considered important. Those variables were providing career curriculum consultation to teachers, counseling students on careers, assisting students in community college programs, assisting students in baccalaureate programs, counseling students on financial aid for college, and counseling students on post-secondary work opportunities. Louisiana counselors named providing referral services to students and families and counseling services for students with physical disabilities as additional variables of importance. Oregon counselors identified the additional variables of importance to them as providing career and vocational information to students, scheduling students, and helping students use computers to access career information. A second factor included agreement on the importance of counseling in areas such as child abuse, pregnancy, substance abuse, suicide, and criminal behavior. Finally, counselors in both states agreed on important variables of a third factor that included counseling on self-development, social interactions, motivation, and family issues. Louisiana counselors also felt that performing staff duties and promoting an understanding of cultural differences were important variables. Oregon counselors added identifying at-risk students, counseling students and families on psychological, personal, and family issues, understanding how external influences affect student behavior, and providing referral services as variables they considered to be important. Ballard and Murgatroyd purported that the similarities in agreement on important variables of the three factors, despite differences in geographical location, indicate this could be a model used in other geographical locations of the United States.

Fitch, Newby, Ballestero, and Marshall (2001) surveyed graduate students in the field of education administration at two universities in Kentucky. The primary purpose

of their research was to determine whether students in the school administrator graduate program perceived the role of the school counselor differently than how the role is outlined in the ASCA model and Kentucky's state counselor role standards. Out of 100 graduate students asked to complete the survey, 86 responded. The survey included 20 items, 15 of which were related directly to the state standards for counseling. The remaining five items were related to common non-counseling tasks often performed by counselors. The five non-counseling-related tasks included registration, testing, special education assistance, record keeping, and discipline. These five tasks were the five rated as least important on the survey. Direct crisis response, providing a safe setting for students to talk, communicating empathy, helping teachers respond to crises, and helping students with transitions, were the five tasks rated as most important. The results indicated that although the future administrators did rate the counselor tasks prioritized by ASCA and the Kentucky state standards as being most important, 50-57% of them still rated record keeping, registration, special education assistance, and testing as having importance in the role of the counselor. Fitch et al. (2001) concluded that because counselors were performing tasks that were not considered to be highly relevant to their jobs, students were not receiving services such as individual and group counseling. The results also indicated some misconceptions still existed regarding the role of the school counselor, such as discipline being rated as significant for counselors to perform by almost one third of the sample in this study (Fitch et al., 2001).

Schmidt, Weaver, and Aldredge (2001) studied the level of job satisfaction of newly hired school counselors in North Carolina. The principals who worked with these school counselors were also surveyed to determine the degree to which their perceptions

agreed with the counselors. The response rate for the study was 65% for school counselors and 43% for principals. Findings from the study indicated differences in the perceptions of principals and counselors about certain counselor roles. One finding indicated that over half of the counselors were performing job duties they did not anticipate and that were not related to direct counseling or consultation (Schmidt et al., 2001). In addition, less than half of the counselors indicated they spend a majority of their time on direct services with students. However, almost 60% of the principals felt their counselors spent most of their time on these direct services. These differing perceptions, along with pressure on principals for personnel to meet demands, can create conflict about the expectations of counselors. Some counselors in the study indicated a lack of job satisfaction that may lead them to pursue work outside consultation (Schmidt et al., 2001). In a qualitative study, Amatea and Clark (2005) surveyed 26 school administrators from elementary, middle, and high schools over two years. The purpose of the study was to identify what the administrators perceived were the most important role activities of counselors, how specialized these functions were, and which of the activities they prioritized. The sample volunteers were from three districts in the Southeastern United States and included administrators or assistant administrators from 11 elementary schools, eight middle schools, and seven high schools. The survey included questions about how much of the counselor roles should fall into the areas of innovative school leader, collaborative case consultant, responsive direct service provider, and administrative team player. Of the 26 administrators, only three indicated they expected their counselors to be leaders amongst the staff in the school. Amatea and Clark wanted their counselors to be a part of staff development, particularly in the area of

how to work more effectively with students and families. Nine of the 26 administrators said they expected their counselors to function primarily as a case consultant to teachers, parents, and administrators. Within this, they would be expected to specialize in the social, emotional, and academic needs and interventions for students. The administrators wanted their counselors to hold the role of consultant, not expert. Eight of the 26 participants perceived their counselors' primary role should be direct responsive services, including individual and group counseling and classroom guidance lessons. Finally, six of the 26 participants saw their counselors as an extension of the administrative team and perceived counselors should serve functions such as test coordinators, provide discipline support, and help cover areas such as bus and lunch duty. Amatea and Clark (2005) suggested that possible implications of this study could include the need for administrators and counselors to work together to define a comprehensive description of the counselor's role in supporting students most effectively.

Kirchner and Setchfield (2005) studied perceptions of administrators and counselors after participating in a leadership and school transformation class. The study was designed for future administrators and counselors, and the objectives of the class were to understand the leadership roles of counselors, teachers, and principals as they pertain to school improvement. Class participants were asked to critique case studies and role-play scenarios related to student concerns or collaborative groups. Kirchner and Setchfield's (2005) study included a survey of the class participants after they completed the class. The response rate from the surveys was 82%. Results indicated that administrators and counselors were "equally likely to endorse the role-congruent statements" (Kirchner & Setchfield, 2005, p. 12). However, administrator students were

more likely to endorse role-incongruent statements. In addition, while not statistically significant, there was a positive correlation between administrator years of service and endorsement of role-incongruent statements. Kirchner and Setchfield (2005) noted one clear conclusion: the anticipated difficulty of changing perceptions with past experiences and current demands may dictate needs for certain counselor roles.

Beesley and Frey (2006) surveyed 500 elementary, middle, and high school principals from across the country regarding perceptions about school counselor roles and satisfaction with school counselor services. Participants were found through listservs of the National Associations for Elementary and Secondary School Principals. Of the respondents, 39% were elementary school principals, 33% were middle school principals, and 28% were high school principals. Responses were sorted into geographical regions and included 31% from the West, 20% Midwest, 19% Northeast, and 30% South. The researchers designed a survey based on existing research, ASCA's National Model, and the Transforming School Counseling Initiative. The first section of the 28 survey items included questions to gather demographic information. The second section asked respondents to rate their satisfaction with counselors and counseling services in specific areas on a 4-point scale, with 1 being *very dissatisfied* and 4 being *very satisfied*. Two questions in this section asked principals whether their counselor had previous teaching experience and if the principal had received any pre-service training related to school counseling or guidance and counseling programs. Two additional questions were open-ended and asked, "What do you believe are the major roles of a school counselor?" and "What suggestions do you have for how to improve school counseling services?" (Beesley & Frey, 2006, p. 9).

Beesley and Frey's (2006) first survey item in the second section asked principals to rate their satisfaction with the services their counselors provided. Results indicated that 73% of respondents were somewhat satisfied or very satisfied with their school counseling services. Twenty-seven percent reported being somewhat to very dissatisfied with services. Elementary principals reported significantly greater satisfaction with their counseling services. The second survey item asked principals to rate their satisfaction in more specific areas. Two-thirds of the respondents indicated being satisfied or very satisfied with the areas of staff development, peer mediation, scheduling and enrollment, career counseling, special education placement, testing, academic placement and college preparation, individual counseling, program coordination, group counseling, consultation, and classroom guidance (Beesley & Frey, 2006). About one-third of respondents reported being dissatisfied or very dissatisfied with counseling services such as diversity awareness, program evaluation and accountability, public relations and community outreach, and parent education. The third survey item asked principals what they identified as the major roles of school counselors. At least two-thirds of respondents identified the following as counselor role domains: classroom guidance, group counseling, program coordination, consultation, individual counseling, academic planning/college preparation, career counseling, multicultural counseling/diversity awareness, program evaluation/accountability, and public relations/community outreach (Beesley & Frey, 2006). Less than two-thirds of respondents identified parent education, peer mediation/conflict resolution, staff development, testing/appraisal, special education placement, scheduling/enrollment, or student advocate/leader as major roles for the school counselor. Finally, the fourth survey question asked principals what suggestions

they had for improving school counseling services. Some suggestions included performing needs assessments regularly, providing a parent resource center, working more with minority students, and getting information out to parents and the community about school counseling and what it entails (Beesley & Frey, 2006).

Herrington and Ross (2006) studied the differences between the perceptions of future counselors and future administrators in graduate programs about the role of the school counselor. A group of 534 administrator and counselor candidates participated in the Public School Counselor Role Ambiguity Questionnaire to examine whether they believed the counselor role should be a specialized position or whether the role should be determined by what the administrator decides. Of the 534 questionnaires completed, 225 were completed by future administrators, and 309 were completed by future counselors. Findings showed that future counselors had a more exact idea of what the counselor's role should be. However, future administrators viewed the role of the counselor as more administrative, for which principals should be able to assign duties they wanted. These discrepancies demonstrated that there needs to be more education in graduate programs for both administrators and counselors about the role of the school counselor.

Monteiro-Leitner, Asner-Self, Milde, Leitner, and Skelton (2006) studied the perceptions of principals, counselors, and counselors-in-training about activities performed by school counselors. A total of 313 surveys were sent to principals from a list of regional school administrators, professional school counselors who belonged to a professional organization, and counselors-in-training in a graduate program accredited by the Council for Accreditation of Counseling and Related Education Programs. Of the 313 surveys, 102 were returned. Principals accounted for 33 of the surveys, counselors

returned 49, and counselors-in-training returned 20. The survey included 26 items related to counseling duties recommended by ASCA that might be performed in a typical week and two open-ended questions asking respondents to list three additional activities they thought counselors performed but were not listed in the 26 initial items. Participants were asked to estimate how much time counselors committed to each of the 26 activities and how much time should be committed to each. Some information noted in participant responses included high school counselors reporting that they feel a high level of pressure in providing college admissions and scholarship support (Monteiro-Leitner et al., 2006). All three groups indicated that responsive services by counselors were more time-consuming than they thought. Some counselors reported they are expected to perform non-counseling duties such as master schedule, records maintenance, and bus and hall duty that could lead to them becoming disciplinarians. However, other counselors reported that supervisions allowed them time to see students more. A non-counseling duty some counselors reported being asked to do was special education services. One counselor said she was responsible for every part of the special education process, including the paperwork, testing, and scheduling and facilitating meetings. This counselor reported spending approximately 50% of her time on special education services with no training and no additional pay (Monteiro-Leitner et al., 2006). Another counselor reported a similar experience, being responsible for setting up special education meetings and maintaining documentation which takes time from seeing students as a counselor. Findings from the study indicated that principals, counselors, and counselors-in-training have different perceptions about the tasks school counselors should be performing and the time they should be spending on those tasks. Some possible reasons for these

different perceptions from the study results were that not all three groups are familiar with the role of the school counselor. When they do, they do not necessarily agree on that role. Second, a power differential makes it difficult for the school counselor role to become a standard. Finally, the needs and functions of students vary depending on economic and regional needs (Monteiro-Leitner et al., 2006).

Chata (2007) studied the perceptions of future administrators about the role of professional school counselors. The study involved using a clinical simulation technique in which scenarios of various school counselor situations were presented to participants. The participants were 244 principals-in-training enrolled in education administration programs from UCEA member institutions. Two scenarios demonstrated appropriate school counselor duties as described by the ASCA model, and two scenarios demonstrated inappropriate duties as described by ASCA. Each scenario was written out in a one-page summary and was followed by six areas for respondents to rate, including appropriateness to the position, helpfulness to students' career development, good use of counselors' professional training, helpfulness to students' academic development, consistency with sound educational practices, and helpfulness to students' personal/social development (Chata, 2007). Results indicated that principals-in-training could distinguish between appropriate and inappropriate ASCA recommended counselor duties. In addition, agreement about the appropriateness of the duties did not appear to differ by gender. However, females rated the appropriateness of the appropriate duties much higher than males and the inappropriateness of the inappropriate duties much lower than male principals-in-training. The results suggest that while counselors could generally

expect future principals to have favorable opinions about counselor duties, there could be variances in opinions.

Bardhoshi and Duncan (2009) invited all K-12 principals from a rural state to participate in a survey regarding perceptions of the role of the school counselor. The participants included principals from both public and private schools with a response rate of 64%. Respondents completed a 31-item survey with two parts. Part I of the survey included 11 items regarding demographics. Part II included 20 items that pertained to the role of the school counselor. Items in Part II were identified as either appropriate or inappropriate school counselor tasks by either ASCA (2004) or Campbell and Dahir (1997). Participants rated the importance of the tasks using a 5-point Likert-type scale (1 = *not at all important*; 2 = *of little importance*; 3 = *moderately important*; 4 = *important*, and 5 = *very important*). Sixteen of the 20 items represented appropriate counselor tasks from the four categories of counselor job roles defined by ASCA. As previously stated, these categories include guidance curriculum, student planning, responsive services, and system support. Thirteen of the sixteen items were selected to represent these four areas. The guidance curriculum consisted of four of the thirteen items and pertained to academic support, peer and social skills, diversity awareness, and career exploration and planning. Two of the thirteen items referenced individual student planning. These topics included self-understanding, strengths and weaknesses, and academic planning. Responsive services were the topic of four of the thirteen items and included crisis intervention, small group and individual counseling, and referrals to community resources (Bardhoshi & Duncan, 2009). The final three of the 13 items included the topics related to system support. These topics were consultation and

collaboration, program management, and professional development. The final three of the 16 appropriate task items included assisting the principal with student issues, interpreting test data, and looking at the relationship between grade point averages and achievement. The final four of the 20 initial items were regarding inappropriate tasks such as maintaining student records, administering tests, discipline, and assisting in special education services beyond attending IEP meetings (Bardhoshi & Duncan, 2009).

Bardhoshi and Duncan (2009) determined that of the four categories of counselor job roles deemed to be appropriate tasks, responsive services was rated most important. Crisis intervention was rated as important or very important by almost 93% of respondents. Of those completing the survey, 87% rated individual counseling as important or very important, and referrals to community resources received a 74% response rate as being important or very important. In the area of guidance curriculum, nearly 71% of the respondents rated academic support as important or very important. Peer and social skills was rated as important or very important by 92% of respondents. In the area of diversity awareness, 63% of respondents rated the task as important or very important, and career planning was rated as important or very important by 72% of respondents. In the area of system support, consultation and collaboration was rated as important or very important by 84% of respondents and program management was rated as important or very important by 80% of the respondents (Bardhoshi & Duncan, 2009). Professional development was rated as important or very important by 53% of respondents. Individual student planning was the final of the four areas within the survey's 16 items deemed an appropriate task. Student self-understanding was rated

important or very important by 79% of respondents, and academic planning was rated as important or very important by 62% of respondents (Bardhoshi & Duncan, 2009).

Bardhoshi and Duncan's (2009) results regarding the inappropriate task items indicated that 68% of respondents rated test administration as important or very important and 51% rated assisting in special education services as important or very important. For the area of maintaining student records, 48% identified the task as important or very important. Finally, in the area of discipline, 13% of respondents rated this task as important or very important. In order of importance, the top five rated tasks overall were crisis counseling, peer and social skills, individual counseling, assisting the principal with student issues, and collaboration (Bardhoshi & Duncan, 2009).

Dodson (2009) studied schools with and without a Recognized ASCA Model Program (RAMP) designation. At the time of the study, 10 high schools were awarded this designation and included one private school, one magnet school, and eight public high schools with populations between 1,048 and 3,330. Non-RAMP High schools in the Rocky Mountain region with similar demographics as the RAMP schools were also chosen for the study. These non-RAMP schools included 16 public schools with populations between 1,430 and 3,777, two private schools, and two magnet schools. Respondents included 19 administrators from RAMP schools and 41 from non-RAMP schools out of 132 questionnaires initially sent out. Public schools accounted for 92% of respondents, and 8% were from private schools. The average student population at the schools was 1,948, and the average number of counselors at each school was 5.7 (Dodson, 2009).

The survey items were part of the administrator questionnaire, which the author designed. It was created with input from the ASCA National Model (2005) list of inappropriate and appropriate counselor roles and Miles-Hastings (1997). The questionnaire included 35 items to measure the principal perceptions about the level of importance of 15 appropriate tasks their counselors performed and their perceptions about whether their counselors actually performed those tasks. The items were rated on a 5-point Likert-type scale with 1 indicating either “not important” or the role was “not performed at all” and 5 indicating “very important” or the role was performed “regularly.” The highest scored perceptions of the RAMP administrators regarding importance were “does individual student academic program planning, works with students to provide small- and large-group counseling activities, and interprets student records (Dodson, 2009, p. 482).

The highest scored perceptions by the non-RAMP administrators regarding importance were “does individual student academic program planning; assists the school principal with identifying and resolving student issues, needs, and problems; and works with students to provide small- and large-group counseling activities” (Dodson, 2009, p. 482). The results of the study indicated that there were two significant differences in perceptions of RAMP school administrators and non-RAMP school administrators. The first difference was that RAMP school administrators perceived their counselors to be in the classroom delivering guidance curriculum more often than non-RAMP school administrators. The second difference was that RAMP school administrators perceived school counselors to “counsel students who have disciplinary problems, provide teachers

with suggestions for better management of study hall, and interpret student records” more so than the non-RAMP school administrators (Dodson, 2009, p. 482).

Leuwerke, Walker, and Shi (2009) surveyed principals in Iowa from elementary, middle, and high school levels. The first purpose of this study was to determine whether principals had exposure to the ASCA model. The second purpose was to determine whether administrator perceptions of tasks counselors should be performing align closely with the ASCA model. The final purpose was to determine whether administrator perceptions of how much time counselors should be spending performing those tasks would rate more closely with the ASCA model. A total of 337 principals completed the survey, with 152 being from elementary, 48 from middle school, 93 from high school, 11 from K-12 buildings, and 15 indicating “other” as the type of building in which they worked. Of the surveys returned, 18 principals did not respond to the item about the type of building in which they worked. Leuwerke et al. (2009) found that 51.3% of participants had no exposure to the ASCA model. Of the remaining participants, 20.2% indicated some exposure to the ASCA model, 3% indicated a great deal of exposure, and just .6% indicated extensive exposure to the ASCA model. Also, results indicated that principals exposed to the ASCA model allocated more time be spent on guidance curriculum and system support and less time to responsive services. Overall, the results indicated that time allocation results were not drastically different from the ASCA model. These time allocation results could indicate that as more counselors follow the ASCA model in their work, more principals understand how counselors should be working (Leuwerke et al., 2009).

Ruiz (2015) studied the differences in perceptions of elementary, middle, and high school principals and counselors about the role of school counselors. Respondents included 141 public school principals and 149 counselors from southeast Texas. The instrument used for the survey was a modified version of the School Counselor Activity Rating Scale (SCARS). The study used appropriate and inappropriate counseling duties from ASCA's model. Ruiz found that only 2.1% of the principals in the study had knowledge of the ASCA or Texas School Counseling Association program models. In addition, 12.8% of the counselors were only knowledgeable about the ASCA model. However, although the principals were not aware of the models, their perceptions about counselor roles did align with the ASCA model in the appropriate duty areas of counseling, consultation, curriculum, and coordination (Ruiz, 2015). Principals were also in agreement with the majority of the inappropriate duties according to the ASCA model, rating them as duties counselors should never or rarely perform (Ruiz, 2015). The majority of counselors were also in agreement with the ASCA model in the areas of counseling, consultation, curriculum, and coordination. The majority of counselors agreed that six of the 10 inappropriate activities should never be performed by counselors. Finally, the results showed that the principals' and counselors' perceptions were more similar than different, agreeing on 35 of the 50 activities on the survey (Ruiz, 2015).

Benigno (2017) studied the perceptions of counselors in a south Texas school district about whether they were performing duties outside their responsibilities. Fifty elementary and middle school counselors were chosen to complete the survey, including items about job satisfaction, management performance and communication, decision

making, culture, and job responsibilities (Benigno, 2017). The researcher looked closely at the results of items one, twelve, and thirteen. Data related to item one indicated that 34% of respondents were not satisfied with professional development opportunities. “Refresher training, guidance on counseling strategies, direction for the development of goal setting and specific training aimed at working with the students with emotional disabilities were suggested by the respondents” (Benigno, 2017, p. 178).

Counselor’s assigned duties was addressed in item 12, which showed 90% of respondents agreed or strongly agreed that some duties performed were not their typical responsibilities. Some atypical duties identified included lunch and hall duties and planning school-wide activities. The 13th item was to ascertain whether respondents felt overwhelmed by their responsibilities, to which 54% strongly agreed. “Job duties need to be clearly established and communicated to campus principals and administrators” and “I am extremely disappointed and overwhelmed at this point in my career” were some of the comments made by respondents (Benigno, 2017, p. 179).

Gordon (2019) studied the perceptions of current and future principals in Tennessee about the role of school counselors. The study was conducted after the participants attended training on the Tennessee Comprehensive School Counseling Model of Practice and the ASCA model. The researcher studied the impact of the training on participants, the relationship between years of experience of respondents and perceptions of school counselor roles, and perceptions of respondents of the importance of counseling versus non-counseling duties. Findings indicated respondent perception ratings of career counseling as a typical counselor task to be significantly higher after respondents attended the training. No other counselor role showed a significant

difference in perception; however, data indicated an increase in perception ratings for all counseling duties except consulting with principals, other counselors, and administration; planning time; and collecting and analyzing program effectiveness data. Gordon's (2019) study data also showed a decrease in perception ratings for duties, including substitute teaching, administrative tasks, and paperwork for maintaining student records. There were no significant differences in perceptions of respondents based on the level of experience of respondents. Finally, respondents at the elementary level indicated a lower perception rating for non-counseling tasks than respondents at the middle and high school levels (Gordon, 2019).

Lane, Bohner, Hinck and Kircher (2020) studied current Kansas school administrators' perceptions of the role of school counselors. The study included more than 500 building administrators from elementary, middle, and high schools across Kansas. The instrument for the study was a five-section survey. The first section included items about the administrator's knowledge of counseling standards and programs, the current school counseling in their schools, and roles and responsibilities counselors might be assigned at their schools. Section two included statements from an ASCA handout about appropriate school counselor activities in which administrators were asked to identify each statement as appropriate, inappropriate, or neutral as possible counseling tasks. The purpose of the section was to compare administrator perceptions to ASCA recommendations. The third section of the SCARS was intended to identify how often counselors perform certain tasks such as counseling activities, consultation activities, curriculum activities, coordination activities, and other activities. The SCARS survey was targeted toward administrators rather than counselors. In section four,

administrators were asked to estimate the amount of time counselors spent on the same categories identified in the SCARS. Section four also asked administrators to identify how much time they wanted counselors to spend on each category from the SCARS. In the final section, administrators were asked to provide information, including the demographics of each school and each participant's professional experience, gender, and ethnic identification.

Lane et al. (2020) reported that Kansas administrators did not adequately understand the role of the school counselor. The ASCA model was not known by 89% of the respondents, 76% were not familiar with the Kansas Comprehensive School Counseling Program, and 65% were not aware counselors have their own state curricular standards to meet. The results provided evidence that there is a need for additional education and professional development for school administrators in the area of school counselor roles.

Elementary school counselor and administrator perceptions. Tate Smith (2004) studied the perceptions of elementary counselors and principals about the four components of an ASCA recommended program, which include responsive services, individual student planning, guidance curriculum, and system support. Of the 660 staff members in the seven participating school districts who were asked to complete the survey, 466 chose to complete the survey. The survey included open ended questions where counselors and administrators were able to provide additional input about the importance of the components of the comprehensive program. The consensus was that some counselors and administrators agreed that a comprehensive program was needed but that more resources were necessary in order to implement the programs. Another

common perception among both administrators and counselors was that over the years, counselors have taken on many tasks that are not considered to be part of a comprehensive counseling program. Two concerns mentioned by counselors were that they spend too much time teaching in classrooms and performing noncounseling duties such as test coordination and discipline. Tate Smith also reported that the majority of the administrators perceived that they needed more counselors at the elementary level so that they would have more time for individual counseling with students. Workload was also found to be a concern among counselors, who perceived that they spend too much time in the classrooms teaching and coordinating testing. No administrators commented on counselor workload concerns when responding to the survey items. Another concern of counselors was the lack of materials to teach from in the classroom, causing them to spend their own money on materials. Finally, counselors expressed concerns that they need more staff development opportunities in order to develop the most effective counseling programs. The results of the study showed that there were significantly different perceptions between counselors and administrators in regard to the roles of counselors and how they should be carrying out their duties in a comprehensive counseling and guidance program. Counselors indicated they felt responsive services were most important and administrators indicated they felt individual student planning and guidance curriculum were more important (Tate Smith, 2004).

Zalaquett (2005) sent a 140-item survey to 1,110 randomly selected elementary principals in Florida. Of the returned surveys, 500 were usable for the study. The survey was a modification of the Florida Counselors' Survey 2000. Zalaquett reported that 92% of the principals were very satisfied or somewhat satisfied with the performance of their

counselors. In addition, more than 70% of the principals agreed or strongly agreed that their counselors had an important impact on the academic performance, behavior, and mental health of their students. Almost 75% of principals agreed or strongly agreed that counselors were effective in their jobs and contributed to a positive school environment. Of the counselor job duties identified in the survey, principals gave the highest priority rank to counseling, consulting, and coordination. “By learning that principals do value their contributions, counselors can feel supported by their administration and contribute more effectively to their schools and their students” (Zalaquett, 2012, p. 7).

White (2021) studied the perceptions of all elementary school counselors and administrators in one urban Kansas school district. The participants included 23 principals, 18 assistant principals, and 20 counselors who completed the survey. Participants were asked about their perceptions of the school counselor role, including their satisfaction with counselors’ current duties, what duties should be assigned, and who should decide counselor duties. White also looked at the differences in these perceptions. While administrators agreed they should have the ability to decide and assign counselor duties, counselors did not agree. While counselors neither agreed nor disagreed that disruptive students should be sent to them, administrators agreed that disruptive students should be sent to the counselor. Counselors neither agreed nor disagreed, but administrators disagreed that administrators had too much involvement in determining counselor duties, administrators do not understand the duties of a counselor, and counselors should only engage in traditional counseling duties. Administrators neither agree nor disagree and counselors disagree that counselors should be used as substitute instructors. Administrators and counselors agreed that counselors should be

involved in determining counselor job duties, but counselors agreed more strongly. Administrators and counselors disagree that counselors should be involved in PTA job responsibilities, but counselors disagree more strongly.

Middle school counselor and administrator perceptions. Middle school counselor and administrator perceptions of the role of the counselor were studied by Miles-Hastings (1997). A survey was mailed to all middle school counselors and administrators in Colorado. After two mailings, 64.4% of the administrator surveys were returned and 73.8% of the school counselor surveys were returned. There were 26 items addressing the level of importance counselors assign to specific counselor roles (Miles-Hastings, 1997). Of the 26 items, the role identified by school counselors as having the highest importance were “individual counseling for students experiencing personal concerns, individual counseling for students experiencing educational concerns, and striving for personal and professional growth by keeping current on issues and trends in the school counseling field” (Miles-Hastings, 1997, p. 70). The items identified as having the least importance to school counselors were “achievement, ability, and interest testing, and supervision of hallways, lunchrooms, or classrooms” (Miles-Hastings, 1997, p. 70). A comparison of all the role perceptions showed that nine of the ten roles identified as most important to school counselors were also in the ten most important to administrators. In addition, nine of the 10 roles identified as the least important to school counselors were also in the 10 least important to administrators.

The next 26 items addressed by Miles-Hastings (1997) were the extent the counselors perceived they currently perform the roles. Counselors rated “conducts individual counseling for students who are experiencing personal concerns, consults with

parents, teachers or administrators about student behavior, achievement, and test interpretation,” and “conducts individual counseling for students who are experiencing educational concerns” as the roles they perform to the greatest extent (Miles-Hastings, 1997, p. 81). The roles counselors rated as being performed to the least extent included “evaluates the school’s guidance and counseling program through systematic and regular assessments, teaches guidance curricula through integrated, structured, and systematic classroom experiences, and coordinates an advisor/advisee program (Miles-Hastings, 1997, p. 81).” Comparing roles counselors valued as important to roles they perceive they actually perform, counselors identified supervision and scheduling as roles they perform to a higher extent but rank them as least important (Miles-Hastings, 1997, p. 84).

Miles-Hastings (1997) reported that principals rated individual counseling for students and consults about student behavior, achievement, and testing as the roles they perceived counselors perform to the greatest extent. The roles the principals perceived the counselors performed to the least extent included “evaluates the school’s guidance and counseling program through systematic and regular assessments, teaches guidance curricula through integrated, structured, and systematic classroom experiences, and coordinates an advisor/advisee program” (Miles-Hastings, 1997, p. 86). In a comparison of principal perceptions of counselor roles, “short and long term goal setting” was seen as important but not perceived as being performed and “scheduling” was perceived as being performed by the counselors but not rated as being important (Miles-Hastings, 1997, p. 89).

A final comparison made by Miles-Hastings (1997) indicated that counselor perceptions of roles currently being performed differs from principals. Counselors

identified “group counseling on personal concerns, consulting with agencies, and consultation on special needs students” as being in the top ten roles they perform to the greatest extent (Miles-Hastings, 1997, p. 90). Principal perceptions of actual counselor duties differ from counselor perceptions in that they identified “scheduling, supervision, and consulting with parents” as being part of the top ten actual counseling duties (Miles-Hastings, 1997, p. 90).

Zalaquett and Chatters (2012) studied the perceptions of middle school principals in Florida about the role of middle school counselors. The data for the study was collected from a survey administered in 2005 by the Florida Department of Education. The survey was distributed to 459 principals, and 190 returned surveys were included in Zalaquett and Chatters’ (2012) study. Findings from the study indicated that middle school principals perceived counselors to positively impact students at school and with their mental health and be helpful to parents. Principals believed counselors to be a valuable part of the school environment. Principals’ preferred counselor duties included individual and small group counseling; consulting with parents, teachers, and administration; and coordinating student study teams. However, there were some differences between these preferred duties and the actual duties being performed. Counselors and principals agreed that counselors administering the state exams, in lieu of having funds to hire a test coordinator, were losing time that could have been spent counseling students. Another difficulty identified was that the student to counselor ratio was one and a half times higher than the ASCA model recommendation. Zalaquett and Chatters (2012) noted that the principals’ perceptions were similar to the role of the counselor as recommended by ASCA. Zalaquett and Chatters (2012) also suggested

administrators and counselors could use these findings to help determine areas where they agree and disagree to develop the most effective school counseling programs.

High school counselor and administrator perceptions. McDowell (1995) studied the perceptions of principals, counselors, and teachers regarding the role of secondary school counselors. Principals, counselors, and teachers in the Bryan Independent School District were administered a questionnaire about their perceptions of school counselor tasks, including personal and group counseling and academic counseling. Of the 40 questionnaires distributed, 34 were returned. Administrators accounted for 29% of the responses, counselors 38%, and teachers 32%. The questionnaire included 16 items about participant background, availability of counselors before and after school, and the participant's perception regarding the importance of certain counselor roles. While all administrators and teachers agreed that counselors should counsel students on personal issues, 8% of the counselors disagreed. As for the importance of group counseling, 70% of administrators felt it was important role of the counselor, whereas 85% of counselors felt it was important, and 45% of teachers identified it as important. For the area of academic counseling, 50% of administrators felt it was an important role of the counselor, 69% of counselors felt it was important, and 64% of teachers felt it was important. Scheduling was identified as an important role for counselors by 10% of administrators, 8% of counselors, and 55% of teachers. McDowell (1995) reported that there were no significant differences in perceptions of administrators, counselors, and teachers regarding the importance of counselors performing the roles of personal and group counseling and academic counseling. However, there was a significant difference between administrator and counselor

perceptions of the importance of scheduling for counselors and the perceptions of teachers of the importance of counselors providing scheduling services.

Hardy (1999) surveyed school counselors and administrators in 264 public secondary schools in Georgia. The survey included one part for demographic information and a second part using a Likert scale to collect perceptions regarding actual involvement and preferred involvement in 22 tasks regarded either as appropriate or inappropriate by ASCA. Responses included 187 administrators (70.83%) and 393 counselors (64.46%). For the appropriate counseling tasks of planning individual student academic programs, interpreting student records, interpreting achievement tests, and analyzing grade point average in relation to achievement, secondary administrators reported much or total actual involvement of counselors. The tasks considered to be inappropriate by secondary administrators included registering and scheduling students, maintaining student records, administering achievement tests, and computing grade point averages. Secondary school counselors reported much or total actual involvement in all of these same areas of appropriate and inappropriate tasks (Hardy, 1999). School counselors reported much and total desired involvement in the inappropriate task areas of registering and scheduling all new students, maintaining student records, and administering achievement tests. In the appropriate task areas of planning individual student academic programs, interpreting student records, assisting the administrator with identifying student needs, collaborating with teachers to present guidance curriculum lessons, and interpreting achievement tests, counselors reported much and total desired involvement (Hardy, 1999).

Nelson, Robles-Pina, and Nichter (2008) studied the differences between actual and preferred activities of high school counselors in Texas based on ASCA recommendations. For the study, 475 school counselors from Texas completed the SCARS (Scarborough, 2005) online. Nelson et al. (2008) reported significant differences between actual and preferred activities in every area except other duties. In areas such as counseling, consultation, curriculum, and coordination, counselors preferred to do more of those activities and fewer other duties and clerical duties. Some additional results indicated that counselors with more years of experience reported performing more actual counseling duties than counselors with less experience. In addition, results showed that counselors in urban areas performed more actual counseling duties than counselors in suburban and rural areas. Finally, analysis of the data indicated Hispanic counselors would prefer to do more actual counseling activities than Caucasian and African-American counselors.

DiDomenico-Sorrento (2012) studied the perceptions of high school administrators about the role of school counselors as defined by ASCA. The survey sample included 148 principals, assistant/house principals, athletic directors, and deans of students. Survey results indicated respondents had over 50% agreement about the appropriateness of counselor roles in the areas of assisting principals with student issues and needs, interpreting student records, designing student academic programs, collaborating with teachers on guidance curriculum lessons, maintaining student records, counseling absent and tardy students, analyzing student grade-point averages, counseling students with disciplinary problems, interpreting tests, and counseling students about appropriate dress. One duty with less than 50% agreement was providing suggestions to

teachers about study hall management. Principals also showed a low level of support for counselors keeping clerical records, with only 23.9% of respondents indicating support for counselors performing that duty. The findings indicated that principals understand the differences between appropriate and inappropriate duties for counselors as defined by ASCA, even if they have not had formal training on the ASCA model. However, there are still principals who understand the ASCA model but disagree with it.

Hepp (2013) conducted a study of secondary school counselor and administrator preferences for school counselor roles. Participants in the study were secondary school counselors who were members of ASCA and secondary school administrators who were members of the National Association of Secondary School Principals (NASSP). There were 1,600 participants selected randomly from the memberships of each organization and represented schools and school districts from a variety of locations, sizes, and demographics (Hepp, 2013). Scarborough's (2005) SCARS rating scale, which measured the perceptions relating to the four competencies addressed in the ASCA recommended guidelines, was utilized in the study. Out of the selected 1,600 participants, 140 responses were able to be included in the study, with 81 of those being secondary school counselors and 59 being secondary school administrators. Hepp (2013) discussed five key school counselor roles in the study: counseling, consultation, curriculum coordination, and administration. The findings indicated a significant difference between role preferences of the school counselors and the school administrators. The counseling role was the highest rated counselor role preference. *Counseling students regarding academic issues* was rated as the most preferred counseling activity and *conducting small group counseling for students regarding substance abuse issues* was rated as least

preferred. In addition, the counseling activities with the lowest rating were all related to small group counseling, which could be interpreted to mean that school counselors and administrators see group counseling as a lower priority for counselors (Hepp, 2013). The consultation role was the second highest rated counselor role preference. Within this role, *consulting with school staff concerning student behavior* was the most preferred counselor activity. *Conduct classroom activities to introduce yourself and explain the counseling program* were both rated as preferred activities within the curriculum role by administrators and counselors. The least preferred activity within the curriculum role differed for administrators and counselors. Counselors rated *conduct lessons regarding substance abuse* as their least preferred activity in the curriculum role. School counselors and administrators agreed regarding most preferred and least preferred counselor activities in the role of coordination. Both groups rated *coordinate and maintain a comprehensive school counseling program* as the most preferred coordination activity for school counselors and *conduct/coordinate teacher in-service programs* as least preferred. The administrative role was the lowest rated counselor role preference. Within the administrative role, *scheduling students for classes* was rated as the most preferred administrative task by both school counselors and administrators. However, the groups did not agree regarding least preferred administrative task for counselors. Administrators rated *covering teacher classes* as least preferred administrative task for school counselors, and school counselors rated *student discipline* as least preferred (Hepp, 2013).

Summary

Chapter 2 was comprised of research relevant to the topic of this study. The chapter covered the history of school counseling, school counselor perceptions of the role of school counselors, school administrator perceptions of the role of school counselors, and the differences between those perceptions at elementary, middle school, and high school levels. The methodology used in this study is presented in Chapter 3.

Chapter 3

Methods

This study was designed to examine the extent there are differences in school counselor and administrator perceptions of the role of the school counselor. This chapter is organized into seven sections. The sections include research design, selection of participants, measurement, data collection procedures, data analysis and hypothesis testing, and limitations.

Research Design

A quantitative descriptive research design utilizing a survey to collect data was chosen for this study. This design was most appropriate for this study because it allowed the respondents to use a Likert-type scale to rate their perceptions about the role of a school counselor and the amount of time school counselors currently spend and should spend with the various counseling services. The variables for this study were the perceptions of District A school counselors and building administrators regarding the role of school counselors, including (providing guidance curriculum, providing individual student planning, providing responsive services, and providing system support), the amount of time spent on those roles, and the amount of time that should be spent on those roles. The independent variable was the job role of the participants (administrator or school counselor).

Selection of Participants

The population for the study was school counselors and administrators, including building-level principals and assistant principals. The sample included counselors and administrators from all elementary, middle, and high schools in District A during the

2021-2022 school year. This sample was diverse because it included counselors and administrators from all three building levels. The diversity was also affected by the number of years of experience in the job roles of the participants. Purposive sampling was used due to the researcher's current role and proximity to the sample group. The District A website was used to gather the names of administrators and counselors in all the buildings. Participant email addresses were obtained from District A's internal Outlook mail contact list.

Measurement

The survey instrument used for this study was an original survey created by the researcher (see Appendix A). The survey was adapted for each of the three levels (elementary, middle, and high). Each survey includes four sections. The first section includes one item to establish how long the participant was an administrator or counselor. The answer choices for this item are 1-5 years, 6-10 years, 11-15 years, and 16 or more years. The second section includes items related to administrator and counselor perceptions of the role of a counselor (guidance curriculum, individual student planning, responsive services, and system support). For each item, participants are asked to rate their level of agreement with the statement. The third section includes items related to perceptions regarding the amount of time counselors currently spend providing the service of those roles. The fourth section includes items related to perceptions regarding the amount of time counselors should spend providing the service of those roles. Participants are asked to respond to the items in sections two, three, and four using an agreement scale of 1-5, 1=*strongly disagree*, 2=*disagree*, 3=*neutral*, 4=*agree*, and 5 =

strongly agree. Table 1 includes the survey items that provide the measurement of the variables specified in the hypotheses.

Table 1

Correspondence Between Survey Items and Hypotheses

| Survey Item | Hypotheses |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| The role of a school counselor is to create and deliver counseling lessons. | H1-H3 |
| The role of a school counselor is to help students set personal goals and make future plans. | H4-H6 |
| The role of a school counselor is to respond to immediate needs of students including crisis response and individual and group counseling. | H7-H9 |
| The role of a school counselor is to provide system support through consultation and collaboration with parents, teachers, or other educators. | H10-H12 |
| Counselors currently spend _____% of their time (elementary 35-45%, middle school 25-35%, high school 15-25%) working on guidance curriculum (creating or delivering counseling lessons). | H13, H17, & H21 |
| Counselors currently spend _____% of their time (elementary 5-10%, middle school 15-25%, high school 25-35%) working with student on individual student planning (personal goals and future plans). | H14, H18, & H22 |
| Counselors currently spend _____% of their time (elementary 30-40%, middle school 30-40%, high school 25-35%) on responsive services (responding to immediate needs of students, including crisis response and individual and group counseling). | H15, H19, & H23 |
| Counselors currently spend _____% of their time (elementary 10-15%, middle school 10-15%, high school 15-20%) providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students). | H16, H20, & H24 |
| Counselors should spend _____% of their time (elementary 35-45%, middle school 25-35%, high school 15-25%) working on guidance curriculum (creating or delivering counseling lessons). | H25, H29, & H33 |
| Counselors should spend _____% of their time (elementary 5-10%, middle school 15-25%, high school 25-35%) working with students on individual student planning (personal goals and future plans). | H26, H30, & H34 |
| Counselors should spend _____% of their time (elementary 30-40%, middle school 30-40%, high school 25-35%) on responsive services (responding to immediate needs of students including crisis response and individual and group counseling). | H27, H31, & H35 |
| Counselors should spend _____% of their time (elementary 10-15%, middle school 10-15%, high school 15-20%) providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students). | H28, H32, & H36 |

The survey was sent to an expert panel to confirm the validity of the items. The panel included three professionals in school counseling, one each from elementary, middle school, and high school. The panel also included three professionals in school administration, one each from elementary, middle school, and high school. The panel members were asked to critique the survey for relevancy and the understandability of the items and offer suggestions for the inclusion of additional information that should be considered. A copy of the letter sent to the expert panelists can be found in Appendix B.

The elementary counselor expert said she thought the survey was worded clearly and easily understood. She commented that a newer version of the ASCA guidelines refers to guidance curriculum as school counseling core curriculum. While a newer version of the ASCA guidelines is available, the newest version was not in print at the beginning of this study.

The middle school counselor expert commented on some specific wording in the survey items. She suggested replacing the guidance curriculum with counseling lessons or core counseling curriculum. She also noted her confusion about the wording of the counselor duty that assists students in “making future plans” and whether it meant middle school students were planning for post-secondary. She also commented that she was possibly reading more into the question than what was intended. In the surveys, the guidance curriculum is more specifically defined as “create and deliver counseling lessons.” “Future plans” does not need to be specifically defined as this is the wording in the ASCA guidelines, and exact wording was used for consistency and relevancy.

The high school counselor expert questioned whether the respondents would be provided with the ASCA guidelines of recommended counselor roles and time spent on

those roles before completing the survey. She was concerned this might skew their responses. She also noted some confusion about the item regarding what the role of the counselor should be since she is aware that counselor jobs include all roles listed. She did follow up with the understanding that the intent is to gather perceptions about the importance of those various roles, which negates whether counselors would be confused about the role of the counselor. Since the purpose of the study is to gather perceptions, the ASCA guidelines will not be provided to respondents.

The elementary administrator expert commented that she thought the survey was easy and straightforward. She was appreciative that the ASCA recommended guidelines were included to help with their assessment of the survey but did not feel it should be included in the actual survey to participants. On the item about percentages of time counselors spend on each task, she felt it might be better to use a ranking of importance, although she understood this might not accomplish the intended result. Additional items included whether tasks such as 504 plan coordination and counselor professional learning should be specifically identified. It should be noted here that the wording of the job roles included in the survey was used as they are worded in the ASCA 2012 guidelines. In addition, the percentages were used as they have a direct correlation to not only what job roles counselors should be performing according to ASCA but how much time ASCA recommends should be spent on each.

The middle school administrator expert felt the survey was clearly worded and was structured in a way that would provide clear data. He commented that from his middle school experience, the survey seemed to cover everything. The high school administrator expert said the items appeared to encompass the role of the school

counselor fully. His only suggestion was to distinguish between the amount of time counselors currently spend and the amount of time counselors should spend on those items in the survey.

A reliability analysis was not conducted because a scale was not constructed from the survey items. The researcher used single-item measurement.

Most commonly used single-item measures can be divided into two categories: (a) those measuring self-reported facts ... and (b) those measuring psychological constructs, e.g., aspects of personality ... measuring the former with single items is common practice. However, using a single-item measure for the latter is considered to be a “fatal error” in research. If the construct being measured is sufficiently narrow or is unambiguous to the respondent, a single item may suffice. (Sackett & Larson, 1990, p. 631)

The individual items used in this research were self-reported facts that were sufficiently narrow and unambiguous. Therefore, reliability was not an issue for the measurement using this survey instrument.

Data Collection Procedures

An Institutional Review Board (IRB) request was submitted to District A on February 9, 2021. After approval was granted by District A (see Appendix C), the survey was entered into a Google Form, and an IRB was submitted to Baker University’s research approval committee. The Baker University IRB committee approved the research study on November 15, 2021 (see Appendix D).

The counselors and principals received a direct email on November 29, 2021, explaining the purpose of the study and were encouraged to complete the survey (see

Appendix E). The email included a statement that notified the participants that completing the survey indicated voluntary consent to participate in the study as well as an introduction to the study, an explanation of the purpose of the study, and the researcher's contact information. Three additional prompts (see Appendices F, G, & H) were sent to remind those invited to complete the survey on December 9 and 17, 2021 and January 12, 2022. The survey was closed on January 19, 2021. The data was downloaded to an Excel spreadsheet and imported into IBM SPSS Statistics Faculty Pack 27 for PC for statistical analysis.

Data Analysis and Hypothesis Testing

Data from the survey were analyzed to address the ten research questions. Independent-samples *t*-tests were used to test the hypotheses. The research questions, along with the associated hypotheses, and one analysis paragraph specified for each question (multiple hypotheses), are included below.

RQ1. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons)?

H1. There is a difference between elementary school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

H2. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

H3. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

Three independent-samples *t* tests were conducted to test H1-H3. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ2. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans)?

H4. There is a difference between elementary school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

H5. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

H6. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

Three independent-samples *t* tests were conducted to test H4-H6. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ3. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling)?

H7. There is a difference between elementary counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

H8. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

H9. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

Three independent-samples *t* tests were conducted to test H7-H9. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ4. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators)?

H10. There is a difference between elementary counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

H11. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

H12. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

Three independent-samples *t* tests were conducted to test H10-H12. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference

between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ5. To what extent is there a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

H13. There is a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

H14. There is a difference between elementary counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

H15. There is a difference between elementary counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H16. There is a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

Four independent-samples *t* tests were conducted to test H13-H16. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves

the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ6. To what extent is there a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

H17. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

H18. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

H19. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H20. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

Four independent-samples *t* tests were conducted to test H17-H20. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-

samples t test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's d , is reported.

RQ7. To what extent is there a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

H21. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

H22. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

H23. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H24. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

Four independent-samples t tests were conducted to test H21-H24. The two sample means, the counselor perceptions and the administrator perceptions of time that

counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ8. To what extent is there a difference between elementary school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

H25. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 35-45% of their time working on guidance curriculum (create and deliver counseling lessons).

H26. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 5-10% of their time on individual student planning (help students set personal goals and make future plans).

H27. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 30-40% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H28. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

Four independent-samples *t* tests were conducted to test H25-H28. The two sample means, the school counselor perceptions and the school administrator perceptions of time that school counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ9. To what extent is there a difference between middle school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

H29. There is a difference between middle school counselor and administrator agreement that school counselors should spend 25-35% of their time working on guidance curriculum (create and deliver counseling lessons).

H30. There is a difference between middle school counselor and administrator agreement that school counselors should spend 15-25% of their time on individual student planning (help students set personal goals and make future plans).

H31. There is a difference between middle school counselor and administrator agreement that school counselors should spend 30-40% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H32. There is a difference between middle school counselor and administrator agreement that school counselors should spend 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

Four independent-samples *t* tests were conducted to test H29-H32. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

RQ10. To what extent is there a difference between high school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

H33. There is a difference between high school counselor and administrator agreement that school counselors should spend 15-25% of their time working on guidance curriculum (create and deliver counseling lessons).

H34. There is a difference between high school counselor and administrator agreement that school counselors should spend 25-35% of their time on individual student planning (help students set personal goals and make future plans).

H35. There is a difference between high school counselor and administrator agreement that school counselors should spend 25-35% of their time on responsive

services (respond to immediate needs of students including crisis response and individual and group counseling).

H36. There is a difference between high school counselor and administrator agreement that school counselors should spend 15-20% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

Four independent-samples *t* tests were conducted to test H33-H36. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

Limitations

Lunenburg and Irby (2008) stated, "Limitations are factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (p. 133). Limitations can occur for various reasons, including how the data is collected and analyzed (Lunenburg & Irby, 2008). The only limitation of this study was that the results of the research were dependent on participants responding thoughtfully and honestly to every item.

Summary

Chapter 3 included a restatement of the purpose of the study. Chapter 3 also included the methodology used for the study, including research design, selection of

participants, measurement, data collection procedures, data analysis and hypothesis testing, and the limitations of the study. Chapter 4 includes the descriptive statistics and the results of the hypothesis testing.

Chapter 4

Results

The first purpose of the study was to determine the extent there is a difference between school counselor and administrator perceptions regarding the roles of school counselors as identified in the School Counselor Role Perception Survey items. The second purpose of the study was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling roles as identified in the SCRPS items. The third purpose of this study was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time school counselors should spend on counseling roles as described in the SCRPS items. This chapter includes the descriptive statistics and data analysis results of the study.

Descriptive Statistics

The survey was sent to 21 high school principals and assistant principals, 24 high school counselors, 18 middle school principals and assistant principals, 18 middle school counselors, 25 elementary principals and assistant principals, and 21 elementary counselors in District A. Principals and assistant principals were identified as administrators in the results. Demographic items asked participants the level they were employed and how many years they had worked as a counselor or administrator. Responses were received from 8 high school administrators (38.1% response rate), 14 high school counselors (58.3%), 13 middle school administrators (72.2%), 13 middle

school counselors (72.2%), 11 elementary administrators (44%), and 9 elementary counselors (42.9%).

Hypothesis Testing

Independent-sample *t* tests were run to test the hypotheses about differences in school counselor and administrator perceptions of school counselor roles as measured by the SCRPS. Each research question is followed by the data analysis paragraph. Each hypothesis and the associated analysis paragraph are then included.

RQ1. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons)?

Three independent-samples *t* tests were conducted to test H1-H3. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H1. There is a difference between elementary school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = -1.230, p = .235$. The sample mean for elementary school counselors ($M = 4.78, SD = 0.44, n = 9$) is not different from the

sample mean for elementary school administrators ($M = 4.36, SD = 0.92, n = 11$). H1 is not supported. There is not a difference between elementary school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

H2. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(24) = -1.633, p = .116$. The sample mean for middle school counselors ($M = 4.77, SD = 0.44, n = 13$) is not different from the sample mean for middle school administrators ($M = 4.46, SD = 0.52, n = 13$). H2 is not supported. There is not a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

H3. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(20) = 0.904, p = .377$. The sample mean for high school counselors ($M = 3.86, SD = 1.17, n = 14$) is not different from the sample mean for high school administrators ($M = 4.31, SD = 0.63, n = 8$). H3 is not supported. There is not a difference between high school counselor and administrator perceptions

regarding the role of school counselors in providing guidance curriculum (create and deliver counseling lessons).

RQ2. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans)?

Three independent-samples *t* tests were conducted to test H4-H6. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H4. There is a difference between elementary school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = -0.043, p = .966$. The sample mean for elementary school counselors ($M = 4.11, SD = 1.05, n = 9$) is not different from the sample mean for elementary school administrators ($M = 4.09, SD = 1.04, n = 11$). H4 is not supported. There is not a difference between elementary school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

H5. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is a statistically significant difference between the two means, $t(24) = -2.588, p = .016, d = -1.015$. The sample mean for middle school counselors ($M = 4.31, SD = 0.95, n = 13$) is higher than the sample mean for middle school administrators ($M = 3.38, SD = 0.87, n = 13$). H5 is supported. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning. The effect size indicated a large effect.

H6. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(20) = -0.138, p = .891$. The sample mean for high school counselors ($M = 4.43, SD = 0.76, n = 14$) is not different from the sample mean for high school administrators ($M = 4.38, SD = 1.06, n = 8$). H6 is not supported. There is not a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing individual student planning (help students set personal goals and make future plans).

RQ3. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing responsive

services (respond to the immediate needs of students, including crisis response and individual and group counseling)?

Three independent-samples *t* tests were conducted to test H7-H9. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H7. There is a difference between elementary counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = -0.507, p = .619$. The sample mean for elementary school counselors ($M = 4.89, SD = 0.33, n = 9$) is not different from the sample mean for elementary school administrators ($M = 4.73, SD = 0.91, n = 11$). H7 is not supported. There is not a difference between elementary counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

H8. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing responsive services

(respond to the immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(24) = 0.000$, $p = 1.000$. The sample mean for middle school counselors ($M = 4.85$, $SD = 0.38$, $n = 13$) is not different from the sample mean for middle school administrators ($M = 4.85$, $SD = 0.38$, $n = 13$). H8 is not supported. There is not a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

H9. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(20) = 0.084$, $p = .934$. The sample mean for high school counselors ($M = 4.86$, $SD = 0.54$, $n = 14$) is not different from the sample mean for high school administrators ($M = 4.88$, $SD = 0.35$, $n = 8$). H9 is not supported. There is not a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing responsive services (respond to the immediate needs of students including crisis response and individual and group counseling).

RQ4. To what extent is there a difference between school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators)?

Three independent-samples *t* tests were conducted to test H10-H12. The two sample means, the counselor perceptions and the administrator perceptions, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H10. There is a difference between elementary counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = 0.167, p = .869$. The sample mean for elementary school counselors ($M = 4.78, SD = 0.44, n = 9$) is not different from the sample mean for elementary school administrators ($M = 4.82, SD = 0.60, n = 11$). H10 is not supported. There is not a difference between elementary counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

H11. There is a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(24) = 1.069, p = .296$. The sample mean for middle school counselors ($M = 4.92, SD = 0.28, n = 13$) is not different from the sample mean for middle school administrators ($M = 4.77, SD = 0.44, n = 13$). H11 is not supported. There is not a difference between middle school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

H12. There is a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(20) = -1.143, p = .266$. The sample mean for high school counselors ($M = 4.79, SD = 0.43, n = 14$) is not different from the sample mean for high school administrators ($M = 4.50, SD = 0.76, n = 8$). H12 is not supported. There is not a difference between high school counselor and administrator perceptions regarding the role of school counselors in providing system support (consultation and collaboration with parents, teachers, or other educators).

RQ5. To what extent is there a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

Four independent-samples t tests were conducted to test H13-H16. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-

samples t test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's d , is reported.

H13. There is a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(18) = 0.452$, $p = .657$. The sample mean for elementary school counselors ($M = 3.78$, $SD = 1.20$, $n = 9$) is not different from the sample mean for elementary school administrators ($M = 4.00$, $SD = 1.00$, $n = 11$). H13 is not supported. There is not a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

H14. There is a difference between elementary counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(18) = 0.047$, $p = .963$. The sample mean for elementary school counselors ($M = 3.33$, $SD = 1.50$, $n = 9$) is not different from the sample mean for elementary school administrators ($M = 3.36$, $SD = 1.36$, $n = 11$). H14 is not supported. There is not a difference between elementary counselor and administrator

perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

H15. There is a difference between elementary counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = 0.618, p = .544$. The sample mean for elementary school counselors ($M = 3.56, SD = 1.51, n = 9$) is not different from the sample mean for elementary school administrators ($M = 3.91, SD = 1.04, n = 11$). H15 is not supported. There is not a difference between elementary counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H16. There is a difference between elementary school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = 0.342, p = .736$. The sample mean for elementary school counselors ($M = 3.56, SD = 1.33, n = 9$) is not different from the sample mean for elementary school administrators ($M = 3.73, SD = 0.91, n = 11$). H16 is not supported. There is not a difference between elementary school counselor and

administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

RQ6. To what extent is there a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

Four independent-samples *t* tests were conducted to test H17-H20. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H17. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(24) = -0.292, p = .773$. The sample mean for middle school counselors ($M = 2.77, SD = 1.17, n = 13$) is not different from the sample mean for middle school administrators ($M = 2.62, SD = 1.50, n = 13$). H17 is not supported. There is not a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

H18. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(24) = -0.915, p = .369$. The sample mean for middle school counselors ($M = 2.69, SD = 1.18, n = 13$) is not different from the sample mean for middle school administrators ($M = 2.31, SD = 0.95, n = 13$). H18 is not supported. There is not a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

H19. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(24) = -0.167, p = .868$. The sample mean for middle school counselors ($M = 4.08, SD = 1.12, n = 13$) is not different from the sample mean for middle school administrators ($M = 4.00, SD = 1.23, n = 13$). H19 is not supported. There is not a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H20. There is a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(24) = 0.146, p = .885$. The sample mean for middle school counselors ($M = 3.23, SD = 1.37, n = 13$) is not different from the sample mean for middle school administrators ($M = 3.31, SD = 1.32, n = 13$). H20 is not supported. There is not a difference between middle school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

RQ7. To what extent is there a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on counseling services?

Four independent-samples *t* tests were conducted to test H21-H24. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H21. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(20) = 1.155$, $p = .262$. The sample mean for high school counselors ($M = 1.93$, $SD = 1.00$, $n = 14$) is not different from the sample mean for high school administrators ($M = 2.50$, $SD = 1.31$, $n = 8$). H21 is not supported. There is not a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on guidance curriculum (create and deliver counseling lessons).

H22. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is a statistically significant difference between the two means, $t(20) = 2.774$, $p = .012$, $d = -0.014$. The sample mean for middle school counselors ($M = 1.64$, $SD = 0.84$, $n = 8$) is higher than the sample mean for middle school administrators ($M = 2.88$, $SD = 1.25$, $n = 14$). H22 is supported. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on individual student planning (help students set personal goals and make future plans). The effect size indicated a large effect.

H23. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on responsive

services (respond to immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(20) = 0.356, p = .725$. The sample mean for high school counselors ($M = 2.29, SD = 1.27, n = 14$) is not different from the sample mean for high school administrators ($M = 2.50, SD = 1.51, n = 8$). H23 is not supported. There is not a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H24. There is a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(20) = -0.032, p = .975$. The sample mean for high school counselors ($M = 2.64, SD = 1.28, n = 14$) is not different from the sample mean for high school administrators ($M = 2.63, SD = 1.19, n = 8$). H24 is not supported. There is not a difference between high school counselor and administrator perceptions of the amount of time school counselors currently spend on system support (consultation and collaboration with parents, teachers, or other educators).

RQ8. To what extent is there a difference between elementary school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

Four independent-samples *t* tests were conducted to test H25-H28. The two sample means, the school counselor perceptions and the school administrator perceptions of time that school counselors spend on system support, were compared for each test. An independent-samples *t* test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H25. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 35-45% of their time working on guidance curriculum (create and deliver counseling lessons).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = 0.241, p = .812$. The sample mean for elementary school counselors ($M = 3.89, SD = 1.05, n = 9$) is not different from the sample mean for elementary school administrators ($M = 4.00, SD = 1.00, n = 11$). H25 is not supported. There is not a difference between elementary school counselor and administrator agreement that school counselors should spend 35-45% of their time working on guidance curriculum (create and deliver counseling lessons).

H26. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 5-10% of their time on individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(18) = 0.386, p = .704$. The sample mean

for elementary school counselors ($M = 3.78$, $SD = 1.48$, $n = 9$) is not different from the sample mean for elementary school administrators ($M = 4.00$, $SD = 1.10$, $n = 11$). H26 is not supported. There is not a difference between elementary school counselor and administrator agreement that school counselors should spend 5-10% of their time on individual student planning (help students set personal goals and make future plans).

H27. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 30-40% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(18) = -1.370$, $p = .187$. The sample mean for elementary school counselors ($M = 4.44$, $SD = 0.53$, $n = 9$) is not different from the sample mean for elementary school administrators ($M = 3.73$, $SD = 1.49$, $n = 11$). H27 is not supported. There is not a difference between elementary school counselor and administrator agreement that school counselors should spend 30-40% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H28. There is a difference between elementary school counselor and administrator agreement that school counselors should spend 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(18) = -0.503$, $p = .621$. The sample mean for elementary school counselors ($M = 4.00$, $SD = 1.23$, $n = 9$) is not different from the

sample mean for elementary school administrators ($M = 3.73$, $SD = 1.19$, $n = 11$). H28 is not supported. There is not a difference between elementary school counselor and administrator agreement that school counselors should spend 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

RQ9. To what extent is there a difference between middle school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

Four independent-samples t tests were conducted to test H29-H32. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples t test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of significance was set at .05. When appropriate, an effect size, as indexed by Cohen's d , is reported.

H29. There is a difference between middle school counselor and administrator agreement that school counselors should spend 25-35% of their time working on guidance curriculum (create and deliver counseling lessons).

The results of the independent samples t test indicated there is not a statistically significant difference between the two means, $t(24) = -0.953$, $p = .350$. The sample mean for middle school counselors ($M = 3.77$, $SD = 1.09$, $n = 13$) is not different from the sample mean for middle school administrators ($M = 3.38$, $SD = 0.96$, $n = 13$). H29 is not supported. There is not a difference between middle school counselor and administrator

agreement that school counselors should spend 25-35% of their time working on guidance curriculum (create and deliver counseling lessons).

H30. There is a difference between middle school counselor and administrator agreement that school counselors should spend 15-25% of their time on individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is a statistically significant difference between the two means, $t(23) = -2.533, p = .019, d = -1.014$. The sample mean for middle school counselors ($M = 3.75, SD = 1.22, n = 12$) is higher than the sample mean for middle school administrators ($M = 2.69, SD = 0.86, n = 13$). H30 is supported. There is a difference between middle school counselor and administrator agreement that school counselors should spend 15-25% of their time on individual student planning (help students set personal goals and make future plans). The effect size indicated a large effect.

H31. There is a difference between middle school counselor and administrator agreement that school counselors should spend 30-40% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(24) = 0.319, p = .753$. The sample mean for middle school counselors ($M = 4.23, SD = 0.60, n = 13$) is not different from the sample mean for middle school administrators ($M = 4.31, SD = 0.63, n = 13$). H31 is not supported. There is not a difference between middle school counselor and administrator agreement that school counselors should spend 30-40% of their time on responsive

services (respond to immediate needs of students including crisis response and individual and group counseling).

H32. There is a difference between middle school counselor and administrator agreement that school counselors should spend 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples t test indicated there is a statistically significant difference between the two means, $t(24) = -2.265, p = .033, d = -0.888$. The sample mean for middle school counselors ($M = 4.31, SD = 0.63, n = 13$) is higher than the sample mean for middle school administrators ($M = 3.54, SD = 1.05, n = 13$). H32 is supported. There is a difference between middle school counselor and administrator agreement that school counselors should spend 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators). The effect size indicated a large effect.

RQ10. To what extent is there a difference between high school counselor and administrator perceptions of the amount of time school counselors should spend on counseling services?

Four independent-samples t tests were conducted to test H33-H36. The two sample means, the counselor perceptions and the administrator perceptions of time that counselors spend on system support, were compared for each test. An independent-samples t test was chosen for the hypothesis testing because the hypothesis test involves the examination of the mean difference between two mutually exclusive independent groups, and the means are calculated using data for numerical variables. The level of

significance was set at .05. When appropriate, an effect size, as indexed by Cohen's *d*, is reported.

H33. There is a difference between high school counselor and administrator agreement that school counselors should spend 15-25% of their time working on guidance curriculum (create and deliver counseling lessons).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(20) = 0.421, p = .678$. The sample mean for high school counselors ($M = 3.79, SD = 1.25, n = 14$) is not different from the sample mean for high school administrators ($M = 4.00, SD = 0.93, n = 8$). H33 is not supported. There is not a difference between high school counselor and administrator agreement that school counselors should spend 15-25% of their time working on guidance curriculum (create and deliver counseling lessons).

H34. There is a difference between high school counselor and administrator agreement that school counselors should spend 25-35% of their time on individual student planning (help students set personal goals and make future plans).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(20) = 1.232, p = .232$. The sample mean for high school counselors ($M = 4.36, SD = 0.93, n = 14$) is not different from the sample mean for high school administrators ($M = 3.75, SD = 1.39, n = 8$). H34 is not supported. There is not a difference between high school counselor and administrator agreement that school counselors should spend 25-35% of their time on individual student planning (help students set personal goals and make future plans).

H35. There is a difference between high school counselor and administrator agreement that school counselors should spend 25-35% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(20) = 0.220, p = .828$. The sample mean for high school counselors ($M = 4.00, SD = 1.36, n = 14$) is not different from the sample mean for high school administrators ($M = 4.13, SD = 1.13, n = 8$). H35 is not supported. There is not a difference between high school counselor and administrator agreement that school counselors should spend 25-35% of their time on responsive services (respond to immediate needs of students including crisis response and individual and group counseling).

H36. There is a difference between high school counselor and administrator agreement that school counselors should spend 15-20% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

The results of the independent samples *t* test indicated there is not a statistically significant difference between the two means, $t(20) = 0.224, p = .825$. The sample mean for high school counselors ($M = 4.14, SD = 1.17, n = 14$) is not different from the sample mean for high school administrators ($M = 4.25, SD = 0.89, n = 8$). H36 is not supported. There is not a difference between high school counselor and administrator agreement that school counselors should spend 15-20% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

Additional Analyses

Hypothesis testing for this study included independent sample t tests to determine the differences between school counselor and administrator perceptions about school counselor roles, how much time they spend on the roles, and how much time they should spend on the roles. Additional analyses were conducted to examine school counselor and administrator levels of agreement or disagreement with the survey items at each school level. The tables included in this section show level of agreement or disagreement with survey items by school counselors and administrators at each level.

One-sample t tests were conducted to analyze elementary school counselor and administrator level of agreement or disagreement about school counselor roles, amount of time counselors currently spend on the roles, and amount of time counselors should spend on the roles. The results of the one-sample t test indicated that elementary school counselors and administrators agreed or strongly agreed that guidance curriculum, individual student planning, responsive services, and system support are school counselor roles. Elementary school counselors neither agreed nor disagreed with the indicated range for the percent of time they spent on guidance curriculum, individual student planning, responsive services, and system support. Elementary school counselors agreed or strongly agreed with the indicated range for the percent of time spent on guidance curriculum, responsive services, and system support, and they neither agreed nor disagreed with the indicated range for the percent of time they should spend on individual student planning. Elementary school administrators agreed or strongly agreed with the indicated range for the percent of time school counselors currently spend on guidance curriculum, responsive services, and system support. Elementary school administrators

neither agreed nor disagreed with the indicated range for the percent of time school counselors currently spend on individual student planning. Elementary school administrators agreed or strongly agreed with the indicated range for the percent of time school counselors should spend on guidance curriculum and individual students.

Elementary school administrators neither agreed nor disagreed with the indicated range for the percent of time school counselors should spend on responsive services and system support.

Table 2

Additional Analyses Elementary School Counselors and Administrators

| Position | Category | Task | Sig | M | SD | N | |
|--------------|---------------|-----------------------------|-----------------------------|------|------|------|----|
| Counselor | Role | Guidance curriculum | A*** | 4.78 | 0.44 | 9 | |
| | | Individual student planning | A* | 4.11 | 1.05 | 9 | |
| | | Responsive services | A*** | 4.89 | 0.33 | 9 | |
| | | System support | A*** | 4.78 | 0.44 | 9 | |
| | Currently do | Guidance curriculum | | 3.78 | 1.20 | 9 | |
| | | Individual student planning | | 3.33 | 1.50 | 9 | |
| | | Responsive services | | 3.56 | 1.51 | 9 | |
| | | System support | | 3.56 | 1.33 | 9 | |
| | | Should do | Guidance curriculum | A* | 3.89 | 1.05 | 9 |
| | | | Individual student planning | | 3.78 | 1.49 | 9 |
| | | | Responsive services | A*** | 4.44 | 0.53 | 9 |
| | | | System support | A* | 4.00 | 1.23 | 9 |
| | Administrator | Role | Guidance curriculum | A** | 4.36 | 0.92 | 11 |
| | | | Individual student planning | A** | 4.09 | 1.04 | 11 |
| | | | Responsive services | A*** | 4.73 | 0.91 | 11 |
| | | | System support | A*** | 4.82 | 0.60 | 11 |
| Currently do | | Guidance curriculum | A** | 4.00 | 1.00 | 11 | |
| | | Individual student planning | | 3.36 | 1.36 | 11 | |
| | | Responsive services | A* | 3.91 | 1.04 | 11 | |
| | | System support | A* | 3.73 | 0.91 | 11 | |
| Should do | | Guidance curriculum | A** | 4.00 | 1.00 | 11 | |
| | | Individual student planning | A* | 4.00 | 1.10 | 11 | |
| | | Responsive services | | 3.73 | 1.49 | 11 | |
| | | System support | | 3.73 | 1.19 | 11 | |

Note. A = Agree or Strongly Agree. D = Disagree or Strongly disagree.

* $p < .05$. ** $p < .01$. *** $p < .001$.

One-sample *t* tests were conducted to analyze middle school counselor and administrator level of agreement or disagreement about school counselor roles, amount of time counselors currently spend on the roles, and amount of time counselors should spend on the roles. The results of the one-sample *t* test indicated that middle school counselors and administrators agreed or strongly agreed that guidance curriculum, responsive services, and system support are school counselor roles. Middle school counselors agreed or strongly agreed, and administrators neither agreed nor disagreed that individual student planning is a school counselor role. Middle school counselors and administrators neither agreed nor disagreed with the indicated range for the percent of time school counselors currently spend on guidance curriculum and system support. Middle school counselors neither agreed nor disagreed, and administrators strongly disagreed with the indicated range for the percent of time school counselors currently spend on individual student planning. Middle school counselors and administrators agreed or strongly agreed with the indicated range for the percent of time school counselors currently spend on responsive services. Middle school counselors agreed or strongly agreed and administrators neither agreed nor disagreed with the indicated range for the percent of time school counselors should spend on guidance curriculum and system support. Middle school counselors and administrators neither agreed nor disagreed with the indicated range for the percent of time school counselors should spend on individual student planning. Middle school counselors and administrators agreed or strongly agreed with the indicated range for the percent of time school counselors should spend on responsive services.

Table 3

Additional Analyses Middle School Counselors and Administrators

| Position | Category | Task | Sig | M | SD | N |
|---------------|--------------|-----------------------------|------|------|------|----|
| Counselor | Role | Guidance curriculum | A*** | 4.77 | 0.44 | 13 |
| | | Individual student planning | A*** | 4.31 | 0.95 | 13 |
| | | Responsive services | A*** | 4.85 | 0.38 | 13 |
| | | System support | A*** | 4.92 | 0.28 | 13 |
| | Currently do | Guidance curriculum | | 2.77 | 1.17 | 13 |
| | | Individual student planning | | 2.69 | 1.18 | 13 |
| | | Responsive services | A** | 4.08 | 1.12 | 13 |
| | | System support | | 3.23 | 1.36 | 13 |
| | Should do | Guidance curriculum | A* | 3.77 | 1.09 | 13 |
| | | Individual student planning | | 3.75 | 1.22 | 12 |
| | | Responsive services | A*** | 4.23 | 0.60 | 13 |
| | | System support | A*** | 4.31 | 0.63 | 13 |
| Administrator | Role | Guidance curriculum | A*** | 4.46 | 0.52 | 13 |
| | | Individual student planning | | 3.38 | 0.87 | 13 |
| | | Responsive services | A*** | 4.85 | 0.38 | 13 |
| | | System support | A*** | 4.77 | 0.44 | 13 |
| | Currently do | Guidance curriculum | | 2.62 | 1.50 | 13 |
| | | Individual student planning | D* | 2.31 | 0.95 | 13 |
| | | Responsive services | A* | 4.00 | 1.23 | 13 |
| | | System support | | 3.31 | 1.32 | 13 |
| | Should do | Guidance curriculum | | 3.38 | 0.96 | 13 |
| | | Individual student planning | | 2.69 | 0.86 | 13 |
| | | Responsive services | A*** | 4.31 | 0.63 | 13 |
| | | System support | | 3.54 | 1.05 | 13 |

Note. A = Agree or Strongly Agree. D = Disagree or Strongly disagree.

* $p < .05$. ** $p < .01$. *** $p < .001$.

One-sample t tests were conducted to analyze high school counselor and administrator level of agreement or disagreement about school counselor roles, amount of time counselors currently spend on the roles, and amount of time counselors should spend on the roles. The results of the one-sample t test indicated that high school counselors and administrators agreed or strongly agreed that guidance curriculum, individual student planning, responsive services, and system support are school counselor roles. High school counselors neither agreed nor disagreed with the indicated range for the percent of time they spent on responsive service services and system support but disagreed or strongly disagreed with the indicated range for the percent of time they spent on guidance curriculum and individual student planning. High school counselors agreed or strongly agreed with the indicated range for the percent of time they should spend on guidance curriculum, individual student planning, responsive services, and system support. High school administrators neither agreed nor disagreed with the indicated range for the percent of time school counselors spent on guidance curriculum, individual student planning, responsive services, and system support. High school administrators agreed or strongly agreed with the indicated range for the percent of time school counselors should spend on guidance curriculum, responsive services, and system support. High school administrators neither agreed nor disagreed with the indicated range for the percent of time school counselors should spend on individual student planning.

Table 4

Additional Analyses High School Counselors and Administrators

| Position | Category | Task | Sig | M | SD | N | |
|--------------|---------------|-----------------------------|-----------------------------|------|------|------|---|
| Counselor | Role | Guidance curriculum | A* | 3.86 | 1.17 | 14 | |
| | | Individual student planning | A*** | 4.43 | 0.76 | 14 | |
| | | Responsive services | A*** | 4.86 | 0.54 | 14 | |
| | | System support | A*** | 4.79 | 0.43 | 14 | |
| | Currently do | Guidance curriculum | D** | 1.93 | 1.00 | 14 | |
| | | Individual student planning | D*** | 1.64 | 0.84 | 14 | |
| | | Responsive services | | 2.29 | 1.27 | 14 | |
| | | System support | | 2.64 | 1.28 | 14 | |
| | Should do | Guidance curriculum | A* | 3.79 | 1.25 | 14 | |
| | | Individual student planning | A*** | 4.36 | 0.93 | 14 | |
| | | Responsive services | A* | 4.00 | 1.36 | 14 | |
| | | System support | A** | 4.14 | 1.17 | 14 | |
| | Administrator | Role | Guidance curriculum | A*** | 4.25 | 0.46 | 8 |
| | | | Individual student planning | A** | 4.38 | 1.06 | 8 |
| | | | Responsive services | A*** | 4.88 | 0.35 | 8 |
| | | | System support | A** | 4.50 | 0.76 | 8 |
| Currently do | | Guidance curriculum | | 2.50 | 1.31 | 8 | |
| | | Individual student planning | | 2.88 | 1.25 | 8 | |
| | | Responsive services | | 2.50 | 1.51 | 8 | |
| | | System support | | 2.63 | 1.19 | 8 | |
| Should do | | Guidance curriculum | A* | 4.00 | 0.93 | 8 | |
| | | Individual student planning | | 3.75 | 1.39 | 8 | |
| | | Responsive services | A* | 4.13 | 1.13 | 8 | |
| | | System support | A** | 4.25 | 0.89 | 8 | |

Note. A = Agree or Strongly Agree. D = Disagree or Strongly disagree.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Summary

Chapter 4 included the descriptive statistics related to the study. The chapter also included the results of the hypothesis testing. Hypothesis testing consisted of independent sample t tests to analyze differences in perceptions of school counselors and administrators about the school counselor role and differences in perceptions of school counselors and administrators for each additional item on the SCRPS about which roles counselors should be performing and how much time they should be allocating. Chapter 4 also included additional independent sample t -test analyses to determine the level of agreement of school counselors and administrators at each level with each item on the SCRPS. Chapter 5 includes a study summary, findings related to the literature, and the conclusions.

Chapter 5

Interpretation and Recommendations

Examined in this study were differences between school counselor and administrator perceptions of the school counselor role. Additional analyses also examined the level of agreement of counselors and administrators regarding school counselor roles and time spend on those roles. Perceptions of the school counselor role have continued to evolve since its beginning in the early 1900s. Chapter 5 includes a summary of the study, the findings related to the literature, and conclusions.

Study Summary

This section of Chapter 5 includes a summary of the study. First, the summary includes an overview of the problems associated with differences in school counselor and principal perceptions of the role of the school counselor. Second, the purpose of the study and related research questions are restated. The methodology used for the study is next. Finally, major findings from the study are presented.

Overview of the problem. School counselors are responsible for a variety of roles in a school. ASCA has recommended specific roles school counselors should perform and the amount of time that should be spent on those roles. However, school counselors and administrators may not always agree on which roles counselors should perform or how much time should be spent on them. As District A's assistant superintendent of special education noted (personal communication, September 12, 2021), there are often conflicting perceptions about the duties counselors should have assigned to them. As needs in a school arise, administrators sometimes assign duties to counselors based on those needs regardless of whether they fall within ASCA guidelines.

School district administration does not know the extent to which school counselor and administrator perceptions about school counselor roles and time allocated to those roles align.

Purpose statement and research questions. The first purpose of this study was to determine the extent there is a difference between school counselor and administrator perceptions regarding the roles of school counselors. The roles include providing guidance curriculum (create and deliver counseling lessons), individual student planning (help students set personal goals and make future plans), responsive services (respond to immediate needs of students including crisis response and individual and group counseling), and system support (consultation and collaboration with parents, teachers, or other educators). The second purpose of this study was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time school counselors currently spend on the previously mentioned roles. The third purpose was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time currently spent on the previously mentioned roles. The fourth purpose of this study was to determine the extent there is a difference between school counselor and administrator perceptions of the amount of time school counselors should spend on the previously mentioned roles. To address the purposes of this study, 10 research questions were posed and 36 hypotheses were tested.

Review of the methodology. A quantitative study utilizing survey research methods was used to analyze school counselor and principal perceptions about the roles of school counselors and time allocation for those roles. Participants in the study included school counselors and administrators from grades K-12 in District A during the

2021-2022 school year. The SCRPS utilized in this study was created by the researcher. An expert panel reviewed the survey to confirm the validity of the items. Independent sample *t* tests were conducted to analyze the data as it pertained to differences in perceptions. Additional one-sample *t* tests were conducted to analyze school counselor and administrator responses to individual items.

Major findings. This study was created to test 36 hypotheses related to 10 research questions about school counselor and administrator perceptions of school counselor roles as measured by the SCRPS. The first subsection includes major findings related to the hypothesis testing. The findings are organized by level, including elementary, middle school, and high school. The second subsection is a summary of the results of the additional analyses that were conducted.

Hypothesis testing. The following paragraphs explain similarities and differences in perceptions about school counselor roles as defined by ASCA guidelines. Also included is how much time school counselors currently allocate to those roles. Finally, the amount of time school counselors should allocate to those roles is included.

Elementary school counselor and administrator perceptions were not different regarding all survey items. The level of agreement or disagreement for the amount of time counselors currently spend performing roles and the amount of time counselors should spend on roles were not different. However, for both counselors and administrators, the level of agreement or disagreement varied depending on whether the item related to the role, time counselors currently spend on that role, or time counselors should spend on that role. The level of agreement also varied to some extent within each

category of role, time counselors currently spend on that role, or time counselors should spend on that role

Middle school counselor and administrator perceptions were different regarding whether

- individual student planning (help students set personal goals and make future plans) is a school counselor role,
- school counselors should spend an ASCA recommended 15-25% of their time on individual student planning (help students set personal goals and make future plans),
- school counselors should spend an ASCA recommended 10-15% of their time on system support (consultation and collaboration with parents, teachers, or other educators).

Middle school counselor and administrator perceptions were not different regarding all remaining survey items, including whether

- the role of a school counselor is to provide guidance curriculum (create and deliver counseling lessons) is a school counselor role,
- the role of a school counselor is to provide responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling) is a school counselor role,
- the role of a school counselor is to provide system support (consultation and collaboration with parents, teachers, or other educators) is a school counselor role,

- school counselors currently spend an ASCA recommended 25-35% of their time providing guidance curriculum (create and deliver counseling lessons),
- school counselors currently spend an ASCA recommended 15-25% of their time providing individual student planning (help students set personal goals and make future plans),
- school counselors currently spend an ASCA recommended 30-40% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling),
- school counselors currently spend an ASCA recommended 10-15% of their time providing system support (consultation and collaboration with parents, teachers, or other educators),
- school counselors should spend an ASCA recommended 25-35% of their time providing guidance curriculum (create and deliver counseling lessons),
- school counselors should spend an ASCA recommended 30-40% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling).

In addition, the level of agreement or disagreement of counselors and administrators varied across the categories and for items within the categories.

High school counselor and administrator perceptions differed regarding whether school counselors currently spend an ASCA recommended 25-35% of their time providing individual student planning (help students set personal goals and make future plans). High school counselor and administrator perceptions were not different regarding all remaining survey items, including whether

- the role of a school counselor is to provide guidance curriculum (create and deliver counseling lessons) is a school counselor role,
- the role of a school counselor is to provide individual student planning (help students set personal goals and make future plans) is a school counselor role,
- the role of a school counselor is to provide responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling) is a school counselor role,
- the role of a school counselor is to provide system support (consultation and collaboration with parents, teachers, or other educators) is a school counselor role,
- school counselors currently spend an ASCA recommended 15-25% of their time providing guidance curriculum (create and deliver counseling lessons),
- school counselors currently spend an ASCA recommended 25-35% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling),
- school counselors currently spend an ASCA recommended 15-20% of their time providing system support,
- school counselors should spend an ASCA recommended 15-25% of their time providing guidance curriculum (create and deliver counseling lessons),
- school counselors should spend an ASCA recommended 25-35% of their time providing individual student planning (help students set personal goals and make future plans),

- school counselors should spend an ASCA recommended 25-35% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling),
- school counselors should spend an ASCA recommended 15-20% of their time providing system support.

In addition, level of agreement or disagreement of counselors and administrators varied across the categories and for items within the categories.

Additional analyses. To examine level of agreement of both counselors and administrators at each level, additional analyses were conducted with each survey item. The results of those analyses indicated that elementary counselors and administrators did not disagree or strongly disagree with any of the survey items. Middle school administrators disagreed or strongly disagreed that counselors currently perform the role of providing individual student planning. Finally, high school counselors disagreed or strongly disagreed that counselors currently perform the roles of providing guidance curriculum and individual student planning.

Findings Related to the Literature

The findings from the hypothesis testing in this study indicated there were no differences between elementary school counselor and administrator agreement that the role of a school counselor is to provide guidance curriculum (create and deliver counseling lessons), individual student planning (help students set personal goals and make future plans), responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), and provide system support (consultation and collaboration with parents, teachers, or other educators). These

results support Ruiz's (2015) findings that elementary, middle, and high school counselor and administrator perceptions of school counseling duties align with ASCA guidelines.

The findings from the hypothesis testing in this study indicated there were no differences between elementary school counselor and administrator agreement that school counselors currently spend an ASCA recommended 35-45% of their time providing guidance curriculum (create and deliver counseling lessons), 5-10% of their time providing individual student planning (help students set personal goals and make future plans), 30-40% of their time providing responsive services (respond to the immediate needs of students, and 10-15% of their time providing system support. These results do not support Tate Smith's (2004) findings that administrators and counselors agree that counselors have taken on many tasks that are not considered part of a comprehensive counseling program. Additionally, the findings from the additional analyses in this study regarding counselor agreement about the amount of time school counselors spend on counselor roles do not support Tate Smith's (2004) findings that counselors feel they spend too much time teaching in classrooms.

The findings from the hypothesis testing in this study indicated there were no differences between elementary school counselor and administrator agreement that school counselors should spend an ASCA recommended 35-45% of their time providing guidance curriculum (create and deliver counseling lessons), 5-10% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), 30-40% of their time providing individual student planning (help students set personal goals and make future plans) and 10-15% of their time providing system support. These results do not support findings

from Schmidt et al.'s (2001) study that indicated differences in the perceptions of principals and counselors about certain counselor roles currently being performed. Additionally, these results do not support findings from White (2021) that indicated there are significant differences in the perceptions of elementary administrators and elementary counselors as they relate to the potential role of the school counselor. The findings from the additional analyses in this study regarding elementary administrator agreement about the amount of time school counselors should spend on counselor roles support Tate Smith's (2004) findings that elementary school administrators perceive elementary school counselors need more time for individual counseling with students.

The findings from the hypothesis testing in this study indicated there were no differences between middle school counselor and administrator agreement that the role of a school counselor is to provide guidance curriculum (create and deliver counseling lessons), responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), and provide system support (consultation and collaboration with parents, teachers, or other educators). Findings indicated there was a difference between middle school counselor and administrator agreement that the role of a school counselor is to provide individual student planning (help students set personal goals and make future plans). These results regarding the difference in agreement about individual student planning do not support Ruiz's (2015) findings that elementary, middle, and high school counselor and administrator perceptions of school counseling duties align with ASCA guidelines. The results of the current study do not support the findings from Miles-Hastings (1997) that showed nine of the ten roles identified as most important to school counselors were also in the ten most important to

administrators. The findings from the additional analyses in this study regarding counselor agreement about school counselor roles supported Miles-Hastings' (1997) results indicating school counselors felt individual counseling was an important school counselor role.

The findings from the hypothesis testing in this study indicated there were no differences between middle school counselor and administrator agreement that school counselors currently spend an ASCA recommended 25-35% of their time providing guidance curriculum (create and deliver counseling lessons), 15-25% of their time providing individual student planning (help students set personal goals and make future plans), 30-40% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), and 10-15% of their time providing system support. These results do not support Miles-Hastings' (1997) results indicating principal perceptions of actual counselor duties differ from counselor perceptions. In addition, the findings from the additional analyses in this study regarding counselor agreement about the amount of time school counselors spend on counselor roles support Miles-Hastings' (1997) results indicating school counselors felt individual counseling was a school counselor role they perform to the greatest extent.

The findings from the hypothesis testing in this study indicated there were no differences between middle school counselor and administrator agreement that school counselors should spend an ASCA recommended 25-35% of their time providing guidance curriculum (create and deliver counseling lessons) and 30-40% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling). Furthermore, the findings indicated

that middle school counselors and administrators disagree that they perceive school counselors should spend 15-25% of their time providing individual student planning (help students set personal goals and make future plans) and 10-15% of their time providing system support. These results support Schmidt et al.'s (2001) findings that indicated differences in the perceptions of principals and counselors about certain counselor roles in direct services with students. In addition, the findings from the additional analyses in this study regarding counselor agreement about the amount of time school counselors should spend on counselor roles do not support Ballard and Murgatroyd's (1999) results indicating counselors consider providing career and college consultation to be roles they should be performing.

The findings from the hypothesis testing in this study indicated there were no differences between high school counselor and administrator agreement that the role of a school counselor is to provide guidance curriculum (create and deliver counseling lessons), individual student planning (help students set personal goals and make future plans), responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), and system support (consultation and collaboration with parents, teachers, or other educators). These results showed that the principals' and counselors' perceptions were more similar than different regarding the appropriate and inappropriate counseling duties from ASCA's model. In addition, findings from the additional analyses indicated high school counselors and administrators agree they perceive the role of a school counselor is to provide guidance curriculum, individual student planning, responsive services, and system support. Together, these results support Ruiz's (2015) findings that elementary, middle, and high school counselor

and administrator perceptions of school counseling duties align with ASCA guidelines. However, the current study's findings are in contrast to Ruiz's (2015) findings that indicated a significant difference between administrator and counselor perceptions of the importance of scheduling for counselors. Likewise, this study's findings support McDowell's (1995) findings that there were no significant differences in perceptions of administrators, counselors, and teachers regarding the importance of counselors performing the roles of personal and group counseling and academic counseling. Results of the current study were similar to those of Hardy (1999), where secondary school counselors and administrators agreed that school counselors were involved in the appropriate tasks identified by ASCA.

The findings from the hypothesis testing in this study indicated there were no differences between high school counselor and administrator agreement that school counselors currently spend an ASCA recommended 15-25% of their time providing guidance curriculum (create and deliver counseling lessons), 25-35% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), and 15-20% of their time providing system support. Additionally, the findings indicated a difference between high school counselor and administrator agreement that school counselors currently spend an ASCA recommended 25-35% of their time providing individual student planning (help students set personal goals and make future plans). These results are similar to Monteiro-Leitner et al.'s (2006) findings that indicated that principals, counselors, and counselors-in-training have different perceptions about the tasks school counselors should be performing and the time they should be spending on those tasks. School counselors in

Monteiro-Leiter et al.'s (2006) study reported they do not perceive they are spending the ASCA recommended time on individual student planning.

The findings from the hypothesis testing in this study indicated there were no differences between high school counselor and administrator agreement that school counselors should spend an ASCA recommended 15-25% of their time providing guidance curriculum (create and deliver counseling lessons), 25-35% of their time providing responsive services (respond to the immediate needs of students, including crisis response and individual and group counseling), and 15-20% of their time providing system support (consultation and collaboration with parents, teachers, or other educators). However, the findings also indicated a difference between high school counselor and administrator agreement that school counselors should spend an ASCA recommended 25-35% of their time providing individual student planning (help students set personal goals and make future plans). These findings support Hepp's (2013) findings that indicated a significant difference between role preferences of the school counselors and the school administrators.

Conclusions

The role of the school counselor can be perceived differently by counselors who perform the role and principals who assign the role. It is important for the school district leadership team to be involved and aware of what their counselors are doing. The next subsection includes implications for action by the district administrators, school counselors, and school administrators. The second subsection includes recommendations for future research that could add to the findings of this study and help District A find

more in-depth answers to how to define the school counselor role more effectively. The final subsection contains concluding remarks.

Implications for action. The findings of this study indicate there are discrepancies at the middle school and high school levels regarding what counselor roles should be or how much time they are and should be spending on those roles. These results could be helpful for District A to know as they continue to move forward with their plans to reimagine the role of the school counselor. The next step for District A should be to determine why these discrepancies occurred. District administrators should talk to counselors and administrators to find out why they think the ASCA roles referenced in the survey items are not counseling roles. District administrators should also familiarize themselves with the most current ASCA guidelines and provide professional learning to counselors and administrators about the guidelines. Another task should be to have counselors perform a time task analysis for one or two weeks several times during the next school year to gauge how much time counselors spend on each task and look for tasks that could be eliminated or delegated elsewhere.

Recommendations for future research. The current study was a quantitative study about the perceptions of counselors and administrators regarding the school counselor role. Additional research that would provide more information on this topic would be a qualitative study. This qualitative study would help gather additional insight into those areas where there were differences at the middle school and high school. The qualitative study would include interviews with counselors and administrators to determine why they think certain roles are not counselor roles and what they think

counselors should be doing. Additionally, their perceptions about where counselor time is actually being spent could be gathered.

Another addition to this research could include additional stakeholders such as students, parents, and teachers. All stakeholders may have their own perceptions of what counselors do or what they should do. Understanding these perceptions and expectations can help the counselors plan how to be most effective and efficient in their job roles.

This study could also be conducted in other school districts. Larger districts would produce larger samples which would provide more accurate data. In addition, demographics of the district and location, such as rural or urban, could produce different results.

Finally, the study could be expanded to include counselor role satisfaction. Counselors are familiar with the ASCA guidelines. If counselors are asked to perform job duties that they do not believe align with the ASCA guidelines, they may develop dissatisfaction with their roles. This dissatisfaction can impact how counselors perform their jobs and interact with students.

Concluding remarks. School counselors wear many hats. They often become the people parents contact with most of their questions related to the school. They also become the people to take on new tasks delegated to the school by the district office. As these types of tasks increase, the intended role of a school counselor can start to become blurred. With counselors looking to ASCA for guidance and building principals looking at the immediate needs of the school and how to best meet those needs, the role of the school counselor can become blurred. As findings indicated, while elementary level counselor and administrator perceptions are not different regarding counselors' roles and

time allocation, the secondary counselor and administrator perceptions in some cases are different. It is important for District A to look at what secondary counselors are doing and whether their time is being used most effectively. This action could enable district and building leaders to reimagine the roles of all counselors.

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Appendices

Appendix A: Surveys

Elementary School Counselor Survey Questions

1. How long have you been a school counselor? (count this current year as one full year)
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16 or more years

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

2. The role of an elementary school counselor is to create and deliver counseling lessons.
3. The role of a elementary school counselor is to help students set personal goals and make future plans.
4. The role of an elementary school counselor is to respond to immediate needs of students including crisis response and individual and group counseling.
5. The role of an elementary school counselor is to provide support to students through consultation and collaboration with parents, teachers, or other educators.

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

6. Elementary school counselors currently spend an estimated 35-45% of their time working on guidance curriculum (creating or delivering counseling lessons).
7. Elementary school counselors currently spend an estimated 5-10% of their time working with students on individual student planning (personal goals and future plans).
8. Elementary school counselors currently spend an estimated 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
9. Elementary school counselors currently spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

10. Elementary school counselors should spend 35-45% of their time working on guidance curriculum (creating or delivering counseling lessons).
11. Elementary school counselors should spend 5-10% of their time working with students on individual student planning (personal goals and future plans).
12. Elementary school counselors should spend 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
13. Elementary school counselors should spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Elementary School Administrator Survey Questions

1. How long have you been a school administrator? (count this current year as one full year)
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16 or more years

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

2. The role of an elementary school counselor is to create and deliver counseling lessons.
3. The role of an elementary school counselor is to help students set personal goals and make future plans.
4. The role of an elementary school counselor is to respond to immediate needs of students including crisis response and individual and group counseling.
5. The role of an elementary school counselor is to provide support to students through consultation and collaboration with parents, teachers, or other educators.

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

6. Elementary school counselors currently spend an estimated 35-45% of their time working on guidance curriculum (creating or delivering counseling lessons).
7. Elementary school counselors currently spend an estimated 5-10% of their time working with students on individual student planning (personal goals and future plans).
8. Elementary school counselors currently spend an estimated 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
9. Elementary school counselors currently spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

10. Elementary school counselors should spend 35-45% of their time working on guidance curriculum (creating or delivering counseling lessons).
11. Elementary school counselors should spend 5-10% of their time working with students on individual student planning (personal goals and future plans).
12. Elementary school counselors should spend 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
13. Elementary school counselors should spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Middle School Counselor Survey Questions

1. How long have you been a school counselor? (count this current year as one full year)
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16 or more years

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

2. The role of a middle school counselor is to create and deliver counseling lessons.
3. The role of a middle school counselor is to help students set personal goals and make future plans.
4. The role of a middle school counselor is to respond to immediate needs of students including crisis response and individual and group counseling.
5. The role of a middle school counselor is to provide support to students through consultation and collaboration with parents, teachers, or other educators.

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

6. Middle school counselors currently spend an estimated 25-35% of their time working on guidance curriculum (creating or delivering counseling lessons).
7. Middle school counselors currently spend an estimated 15-25% of their time working with students on individual student planning (personal goals and future plans).
8. Middle school counselors currently spend an estimated 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
9. Middle school counselors currently spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

10. Middle school counselors should spend an estimated 25-35% of their time working on guidance curriculum (creating or delivering counseling lessons).
11. Middle school counselors should spend an estimated 15-25% of their time working with students on individual student planning (personal goals and future plans).
12. Middle school counselors should spend an estimated 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
13. Middle school counselors should spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Middle School Administrator Survey Questions

1. How long have you been a school administrator? (count this current year as one full year)
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16 or more years

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

2. The role of a middle school counselor is to create and deliver counseling lessons.
3. The role of a middle school counselor is to help students set personal goals and make future plans.
4. The role of a middle school counselor is to respond to immediate needs of students including crisis response and individual and group counseling.
5. The role of a middle school counselor is to provide support to students through consultation and collaboration with parents, teachers, or other educators.

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

6. Middle school counselors currently spend an estimated 25-35% of their time working on guidance curriculum (creating or delivering counseling lessons).
7. Middle school counselors currently spend an estimated 15-25% of their time working with students on individual student planning (personal goals and future plans).
8. Middle school counselors currently spend an estimated 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
9. Middle school counselors currently spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

10. Middle school counselors should spend an estimated 25-35% of their time working on guidance curriculum (creating or delivering counseling lessons).
11. Middle school counselors should spend an estimated 15-25% of their time working with students on individual student planning (personal goals and future plans).
12. Middle school counselors should spend an estimated 30-40% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
13. Middle school counselors should spend 10-15% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

High School Counselor Survey Questions

1. How long have you been a school counselor? (count this current year as one full year)
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16 or more years

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

2. The role of a high school counselor is to create and deliver counseling lessons.
3. The role of a high school counselor is to help students set personal goals and make future plans.
4. The role of a high school counselor is to respond to immediate needs of students including crisis response and individual and group counseling.
5. The role of a high school counselor is to provide support to students through consultation and collaboration with parents, teachers, or other educators.

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

6. High school counselors currently spend an estimated 15-25% of their time working on guidance curriculum (creating or delivering counseling lessons).
7. High school counselors currently spend an estimated 25-35% of their time working with students on individual student planning (personal goals and future plans).
8. High school counselors currently spend an estimated 25-35% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
9. High school counselors currently spend 15-20% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

10. High school counselors should spend 15-25% of their time working on guidance curriculum (creating or delivering counseling lessons).
11. High school counselors should spend 25-35% of their time working with students on individual student planning (personal goals and future plans).
12. High school counselors should spend 25-35% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
13. High school counselors should spend 15-20% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

High School Administrator Survey Questions

1. How long have you been a school administrator? (count this current year as one full year)
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16 or more years

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

2. The role of a high school counselor is to create and deliver counseling lessons.
3. The role of a high school counselor is to help students set personal goals and make future plans.
4. The role of a high school counselor is to respond to immediate needs of students including crisis response and individual and group counseling.
5. The role of a high school counselor is to provide support to students through consultation and collaboration with parents, teachers, or other educators.

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

6. High school counselors currently spend an estimated 15-25% of their time working on guidance curriculum (creating or delivering counseling lessons).
7. High school counselors currently spend an estimated 25-35% of their time working with students on individual student planning (personal goals and future plans).
8. High school counselors currently spend an estimated 25-35% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
9. High school counselors currently spend 15-20% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Please respond to the following using a scale of 1-5. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

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11. High school counselors should spend 25-35% of their time working with students on individual student planning (personal goals and future plans).
12. High school counselors should spend 25-35% of their time on responsive services (responding to immediate needs of students including crisis response and individual and group counseling).
13. High school counselors should spend 15-20% of their time providing system support (consultations, collaboration with parents, teachers, or other educators on behalf of students).

Appendix B: Feedback Request for Expert Panelists

May 26, 2021

Dear School Counselor,

I am currently a doctoral student at Baker University. My dissertation topic relates to the perceptions of school counselors and school principals regarding the role of the school counselor. I will gather the perceptions of each group regarding the school counselor roles and what school counselors are actually doing in their roles.

To research this topic, I have created an original survey using the counselor roles and percentage of time for each of those roles recommended in the 2012 American School Counselor Association National Model. Because of your expertise as a school counselor, I ask that you evaluate the survey for the following areas:

- Are the items readable, understandable, too wordy, or complicated?
- Do the items address the correct areas for school counselor roles?
- Are there any items I should add?

Please find attached the survey and the ASCA model for your review. Your input will be most helpful and a response time of two weeks would be greatly appreciated. Please contact me if you have any questions or concerns. If you have an interest, I would be happy to send you an electronic copy of the survey results.

Thank you in advance for your time.

Sincerely,

Terri Newman

May 26, 2021

Dear Administrator,

I am currently a doctoral student at Baker University. My dissertation topic relates to the perceptions of school counselors and school principals regarding the role of the school counselor. I will gather the perceptions of each group regarding the school counselor roles and what school counselors are actually doing in their roles.

To research this topic, I have created an original survey using the counselor roles and percentage of time for each of those roles recommended in the 2012 American School Counselor Association National Model. Because of your expertise as a school counselor, I ask that you evaluate the survey for the following areas:

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Thank you in advance for your time.

Sincerely,

Terri Newman

Appendix C: District A IRB Letter of Approval

February 23, 2021

Hi, Terri.

The Blue Valley Research Review Board met this afternoon to review and discuss your request to conduct research to determine the correlation between principal and counselor perceptions regarding the role of the school counselor as part of your doctoral work. **Your request has been approved.**

If you need any assistance with the distribution of your survey, please reach out to Adam Wade.

We are excited to see your results, especially in this case, as you may have remembered last year, pre-pandemic, we began reimagining the role of the school counselor. Because this particular topic has implications for our work in Blue Valley, please send a copy of your findings to Adam Wade within 30 days of the conclusion of your research.

Best wishes for your upcoming research and completion of your doctoral degree!

Appendix D: Baker University IRB Letter of Approval



Baker University Institutional Review Board

November 17th, 2021

Dear Terri Newman and Susan Rogers,

The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.
6. If this project is not completed within a year, you must renew IRB approval.

If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,

Nathan Poell, MLS
Chair, Baker University IRB

Baker University IRB Committee
Sara Crump, PhD
Nick Harris, MS
Christa Manton, PhD
Susan Rogers, PhD

Appendix E: Emails to Survey Participants

November 29, 2021

Dear Elementary School Counselor,

My name is Terri Newman and I am currently a school counselor in Blue Valley and a doctoral student at Baker University. I am studying differences in the perceptions of school counselors and administrators regarding the role of the school counselor. I will gather the perceptions of each group regarding what the school counselor roles should include and what school counselors are actually doing in their roles. Participation in this study is voluntary. There are no risks associated with your participation and should you decide to not submit the survey, there will be no repercussions.

Completion of the survey will indicate your consent to participate in the study. The survey is completely confidential. Your name and email address will not be collected and all responses will be reported in summary form. Responses will remain anonymous and data will not be associated with any individual respondent.

The survey includes four parts consisting of a total of thirteen questions. Section one consists of one multiple choice demographic question about the length of time you have worked in the counseling field. Sections two through four consist of questions rating your level of agreement or disagreement with a statement on a scale of 1 to 5. Please use the link below to access and complete the survey by December 21.

NOTE: You do NOT have to log into a Google account to access this survey
Elementary School Counselor Job Role Perception Survey - Counselor

Thank you in advance for your time and participation in this study. If you have questions about this survey, the study, or your rights as a participant, please contact me by email at terrisnewman@stu.bakeru.edu, 913.909.9223, or my major advisor, Dr. Susan Rogers, at srogers@bakeru.edu.

Sincerely,

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Baker University Doctoral Candidate

November 29, 2021

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Dear High School Counselor,

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Appendix F: Follow-Up Emails to Survey Participants

December 9, 2021

Elementary School Counselors, this is a reminder that the survey below is available to complete through December 21, 2021. Your input would be greatly appreciated. If you have already completed the survey, thank you for your participation.

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Appendix G: Second Follow-Up Emails to Survey Participants

December 17, 2021

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High School Counselor Job Role Perception Survey - Counselor

Thank you in advance for your time and participation in this study. If you have questions about this survey, the study, or your rights as a participant, please contact me by email at terrisnewman@stu.bakeru.edu, 913.909.9223, or my major advisor, Dr. Susan Rogers, at srogers@bakeru.edu.

Sincerely,

Terri Newman
Baker University Doctoral Candidate

December 17, 2021

High School Administrators, this is a reminder that the survey below is available to complete through December 21, 2021. Your input would be greatly appreciated. If you have already completed the survey, thank you for your participation.

November 29, 2021

Dear High School Administrator,

My name is Terri Newman and I am currently a school counselor in Blue Valley and a doctoral student at Baker University. I am studying differences in the perceptions of school counselors and administrators regarding the role of the school counselor. I will gather the perceptions of each group regarding what the school counselor roles should include and what school counselors are actually doing in their roles. Participation in this study is voluntary. There are no risks associated with your participation and should you decide to not submit the survey, there will be no repercussions.

Completion of the survey will indicate your consent to participate in the study. The survey is completely confidential. Your name and email address will not be collected and all responses will be reported in summary form. Responses will remain anonymous and data will not be associated with any individual respondent.

The survey includes four parts consisting of a total of thirteen questions. Section one consists of one multiple choice demographic question about the length of time you have worked in the administration field. Sections two through four consist of questions rating your level of agreement or disagreement with a statement on a scale of 1 to 5. Please use the link below to access and complete the survey by December 21.

High School Counselor Job Role Perception Survey - Administrator

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Sincerely,

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Appendix H: Third Follow-Up Emails to Survey Participants

January 12, 2022

Elementary School Counselors, in an attempt to gather more data, I am reopening this survey about counselor and principal perceptions of the counselor role. The survey is short and only takes a few minutes. The last day to submit the survey will be Tuesday, January 18. Please see below for more information.

If you have already completed the survey, thank you for your participation.

November 29, 2021

Dear Elementary School Counselor,

My name is Terri Newman and I am currently a school counselor in Blue Valley and a doctoral student at Baker University. I am studying differences in the perceptions of school counselors and administrators regarding the role of the school counselor. I will gather the perceptions of each group regarding what the school counselor roles should include and what school counselors are actually doing in their roles. Participation in this study is voluntary. There are no risks associated with your participation and should you decide to not submit the survey, there will be no repercussions.

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If you have already completed the survey, thank you for your participation.

November 29, 2021

Dear Elementary School Administrator,

My name is Terri Newman and I am currently a school counselor in Blue Valley and a doctoral student at Baker University. I am studying differences in the perceptions of school counselors and administrators regarding the role of the school counselor. I will gather the perceptions of each group regarding what the school counselor roles should include and what school counselors are actually doing in their roles. Participation in this study is voluntary. There are no risks associated with your participation and should you decide to not submit the survey, there will be no repercussions.

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January 12, 2022

Middle School Counselors, in an attempt to gather more data, I am reopening this survey about counselor and principal perceptions of the counselor role. The survey is short and only takes a few minutes. The last day to submit the survey will be Tuesday, January 18. Please see below for more information.

If you have already completed the survey, thank you for your participation.

November 29, 2021

Dear Middle School Counselor,

My name is Terri Newman and I am currently a school counselor in Blue Valley and a doctoral student at Baker University. I am studying differences in the perceptions of school counselors and administrators regarding the role of the school counselor. I will gather the perceptions of each group regarding what the school counselor roles should include and what school counselors are actually doing in their roles. Participation in this study is voluntary. There are no risks associated with your participation and should you decide to not submit the survey, there will be no repercussions.

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