


**School Administrators' and Counselors' Perceptions of the Role of the Public School
Counselor in Elementary Schools**

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Abstract

School counselors are routinely asked to perform daily emerging tasks as the principal sees fit, and the counseling mission is ignored (Ross & Herrington, 2006). Administrators creating the most suitable role for counselors continues to be a point of apprehension for school counselors. A quantitative research design was utilized in this study to determine the following: elementary administrators' perceptions of the potential role of the elementary school counselor, elementary school counselors' perceptions of their role, and differences between elementary administrators' and elementary school counselors' perceptions of the role of the elementary school counselor. The Public-School Counselor Role Ambiguity Questionnaire (PSCRAQ) was administered to the elementary administrators (principals and assistant principals) and the elementary school counselors employed in District A during the 2020-2021 school year. The participants in the study included 41 elementary administrators (23 principals and 18 assistant principals) and 20 elementary counselors. The results of the 48 hypothesis tests, which were complex and mixed, indicate that elementary administrators were satisfied with the job responsibilities of their counselors, believe that they should be involved in determining the duties of their counselors, and should dialogue with counselors when assigning them non-counseling responsibilities. The elementary administrators disagree they have too much involvement in defining the role of the counselor and do not understand the role and responsibilities of the counselor. The results of this study also indicated that elementary counselors are satisfied with their job responsibilities and should dialogue with administrators about non-counseling duties. The elementary counselors disagree that principals should have the tasks of assigning their job

responsibilities and that they should be utilized as substitute teachers. The results of this study indicated elementary administrators agree and elementary counselors neither agree nor disagree that disruptive students should be sent to the counselor when they have discipline problems. Elementary counselors agree more strongly than administrators that counselors should be involved in determining the duties and responsibilities of school counselors. The findings of this study indicated that there are significant differences in the perceptions of elementary administrators and elementary counselors as they relate to the potential role of the school counselor. Implications for action could include additional professional development for elementary administrators, and more dialogue between elementary administrators and counselors should occur. Further research is warranted.

Dedication

It takes a village to raise a child, and while I have had a multitude of people in my life, like my grandparents, who instilled a great work ethic in my parents, who in return passed it on to me, I could have never made it to this point without my family. This dissertation is dedicated to my wife Talisha, who has been my backbone and main supporter during this process while showing me what true strength, passion, and perseverance is. This dissertation is also dedicated to my children Tiara, William, Terryl II, Tamara, and Tyler, for whom I strive to be a great role model. You can do whatever you put your mind to doing. Finally, this dissertation is dedicated to my parents, Terry and Helen White, Juanita White and Aaron Salton, and Alfred and Joyce Hicks, who have always encouraged me to be the best version of myself that I could possibly be. Without their faith, guidance, and support, I would have never made it to where I am today.

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Chapter 1

Introduction

The American School Counselor Association (ASCA, 2020) described the school counselor as a licensed/state-endorsed educator who addresses student needs while supporting a variety of student populations and fostering student achievement through encouragement and an enhanced school counseling program that improves student achievement. School counselors also implemented counseling services for various students and families, such as providing resources, being the middle person for families and social services, and assisting with interventions. Nonetheless, as work activities, responsibilities, accountability, and performance expectations for counselors grow, many previous expectations remain intact (Johnson & Johnson, 2003).

The role of the school counselor should ultimately align with the mission and vision of the school. According to a former counselor and current assistant principal in District A (personal communication, July 16, 2020), “In the ideal setting, the counselor would collaborate with the building principal so that they would understand the role of the counselor and how their work can align with the school’s vision to support the stakeholders of the school.” The ASCA (2020) depicted the counselor’s competencies as those that integrate administrative assessments and resources that reflect the school’s needs at any level while planning and providing school counseling programs that enhance student results. According to Cisler and Bruce (2018), when school counselors make decisions within the context of their responsibilities, tension and animosity could occur between the principal and the school counselor. According to a former counselor and current assistant principal in District A (personal communication, July 16, 2020),

“other problems could result when there are non-existent collaboration and communication between the principal and counselor.”

Cisler and Bruce (2018) reported that principals often determine their knowledge of the school counselors’ role based on their own experience during K-12 school, a lecture, a course about school counseling, or contact with a school counselor professional. These experiences sometimes result in principals assigning quasi-administrative or clerical tasks to school counselors that do not mirror the school counselor’s education and training (Cisler & Bruce, 2018). According to Ruiz, Peters, and Sawyer (2019), when there are no outlined and defined roles for the elementary school counselor and the building administrator, “there could be a fundamental factor in how the building administrator would perceive what and how are the best ways for the counselor to spend their time” (Ruiz et al., 2019, p. 1).

School counselors are routinely used to perform daily emerging tasks as the principal sees fit, and the counseling mission is ignored (Ross & Herrington, 2006). Although administrators can assign various staff members in the building additional tasks, those tasks may or may not be affected by the daily scope of the staff members’ professional duties. Counselor role drifts occur when principals call upon the school counselor to perform duties that are not related to school counseling and negotiate or direct the counselor to meet these new responsibilities and disregard the autonomy of this specialized professional (Ross & Herrington, 2006). School counselors should define and focus the school counseling program based on the school’s academic, attendance, and discipline data ASCA, 2020. According to District A’s program specialist for counseling services (personal communication, July 14, 2020), there is a definite need

for school counselors in the elementary setting. The school counselor may also assist with students dealing with social, economic, and trauma issues.

Elementary school counselors are educators uniquely trained in child development, learning strategies, self-management, and social skills. They understand and promote success for today's diverse students (ASCA, 2020). According to Ruiz (2015), "Despite the development of the American School Counseling Association's National Standards for school counseling programs, the school counseling profession continues to struggle with role ambiguity and role conflict" (p. iv).

Background

This study was conducted in District A, an urban school district in the Midwest United States. District A (2020a) is comprised of 54 elementary schools, three K-8 schools, 15 middle schools, nine high schools, and nine special schools. District A (2020a) has a diverse student population of just under 50,000 with multiple nationalities and socioeconomic statuses. District A (2020a) is 35% Hispanic, 31% Caucasian, 19% African-American, 7% Multi-Racial, 4% Asian, 1% Native American, and less than 1% Pacific Islander. There are over 7,000 students who receive special education services in District A (2020a). District A has a 75% graduation rate, as stated on the district snapshot. District A's program specialist for counseling services (personal communication, July 14, 2020), indicated that professional counselors, who are employed by District A, work with students who have social and emotional challenges, abuse, divorce, self-esteem problems, depression, academic, and behavior concerns. According to District A (2020b), "School counselors address the academic and

developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community” (para 3).

The District A’s program specialist for counseling services (personal communication, July 14, 2020) indicated that a traditional interview process occurs with the principal when there are full-time elementary counseling positions. She further indicated that sometimes she is involved in the interview process and other times submits potential candidates’ names to the principal. “If a counseling allocation is below full-time equivalency, then I do my best to pair and piece together the assignments in order to get as much counseling coverage in the buildings as possible based on need and funding” (program specialist for counseling services, personal communication, July 14, 2020).

The program specialist for counseling services indicated that not all elementary schools have a full-time counselor and that one had no counselor. “There are 40 elementary buildings with a full-time counselor,” which includes the K-8 buildings (program specialist for counseling services, personal communication, July 14, 2020). Finally, the program specialist for counseling services indicated that “There are district counselor expectations, but as in all educational roles, the day-to-day responsibilities are unique to each school and administration’s directive” (personal communication, July 14, 2020).

Statement of the Problem

According to Clemens, Milsom, and Cashwell (2009), “Principals might engage in behaviors that include informing, consulting, and delegating regarding decisions that are relevant to and impact school counselors and their programs” (p. 76). According to a District A elementary counselor (personal communication, July 20, 2020), school counselors are accountable to several stakeholders in schools: building administrators

(principals and assistant principals), teachers, students, parents, and professional communities. “The principal–school counselor relationship and role definition also may have implications for school counselors’ job satisfaction and turnover intentions” (Clemens et al., 2009, p. 76). According to Rizzo, House, and Lirtzman (1970), previous research has shown that dysfunctional individual and organizational consequences result from role conflict and role ambiguity in complex organizations.

The definitive role of the counselor may or may not have been defined early on with an administrator and a school counselor. “Role definition can be conceptualized as the identity of counselors within a school, how they spend their time, and the programs they implement” (Clemens et al., 2009, p. 76). Fitch, Newby, Ballesteros, and Marshall (2001) stated that “Scheduling, participating in disciplinary functions, and conducting clerical duties absorb much of a school counselor’s time” (p. 89).

During an initial interview, expectations and the appropriate roles for the school counselor can be developed. According to Clemens et al. (2009), if they are not developed, school counselors could be viewed almost as administrators, whereas they would aid with discipline issues and implement administrative programs. The school counselors would be observed as being reactive in nature and an essential member of the leadership team, concentrating their time on academic, emotional, social, and vocational needs. There must be a positive exchange or at least a concise understanding of the roles outlined by the principal and school counselor. According to Clemens et al. (2009), “The exchanges between a principal and school counselor, therefore, may affect the outcome of how a school counselor’s role is defined” (p. 76). Creating and determining the most appropriate role for school counselors continues to be a point of concern for the

counselors in this profession. According to the ASCA (2020), school counselors should “Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program” (p. 7). The public school counselor may have multiple duties assigned at the school in which the counselor works. While “fair share” duties are part of any school counselor’s contracted role, accepting tasks or duties regardless of professional fit can blur the school counselors’ role (Armstrong, MacDonald, & Stillo, 2010). It seems to behoove both counselors and administrators (principals and assistant principals) to collaborate, determine, and simplify the school counselor’s role.

District A’s program specialist for counseling services (personal communication, July 14, 2020) indicated that the professional school counseling community is continuously working to improve the relationship between the building administrator and the professional school counselor. The school counselor role has evolved over the last few years with the ever-changing demands of students, staff, and families in elementary buildings. School counselors’ and principals’ perspectives were different regarding their relationships can provide opportunities for miscommunication and mistrust (Cervoni & DeLucia-Waack, 2011). To avoid the potential for miscommunication and mistrust, a study that explored the extent to which building administrators and professional school counselors agree and differ in their perceptions of the role of the public school counselor was warranted. Several elementary counselors stated that they were frustrated with being used as substitute teachers and additional duties assigned by their principals (personal communication, May 3, 2019).

Purpose of the Study

The first purpose of the study was to determine elementary administrators' (principals and assistant principals) perceptions of the potential role of the elementary school counselor as measured by the Public School Counselor Role Ambiguity Questionnaire (PSCRAQ) items. The second purpose of the study was to determine elementary school counselors' perceptions of their role as measured by the PSCRAQ items. The third purpose of the study was to determine differences between elementary administrators' and elementary school counselors' perceptions of the role of the elementary school counselor as measured by PSCRAQ items.

Significance of the Study

Developing and defining appropriate roles for school counselors continues to be a source of concern for the counseling profession (Kirchner & Setchfield, 2005). The ASCA (2020) clearly outlined appropriate and inappropriate activities for school counselors on their website. While there is an outline on the ASCA website as to appropriate and inappropriate activities, it does not clearly outline or define the role of the elementary counselor other than supporting student achievement through various means and resources. This lack of clarity results in the potential for building administrators to have varied perceptions on the counselors' appropriate role and function, causing building administrators to have varied perceptions that influence their decisions about how counselors should spend their time.

The use of an open dialog and clarification would assist in the collaboration between administrators and professional counselors. Effective collaboration and clarity regarding the counselor's role are necessary for professional school counselors to

complete their roles and functions successfully (Chata & Loesch, 2007). This study could potentially provide a baseline from which specific recommendations can be made for the counseling programs in all the schools in the district and the state. Elementary school counselors and principals could benefit from this study for the purpose of having an open dialogue related to the counselor's role. Students and family members could also benefit from this study with improved school relationships and student achievement, as well as colleges that have administrative preparation programs and elementary school counseling programs through enhanced program content.

Delimitations

According to Lunenburg and Irby (2008), "Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study" (p. 134). The delimitations of this study are:

1. The participants were elementary administrators and counselors from one urban district in the Midwest United States.
2. Administrators and counselors from schools serving students up to and including fifth grade were included.
3. An online survey was administered to determine the perceptions of elementary administrators and elementary counselors regarding the role of the elementary school counselor.

Assumptions

Lunenburg and Irby (2008) referred to assumptions as "postulates, premises, and propositions that are accepted as operational for purposes of the research" (p. 135). The first assumption for this study was that all the participants who completed the survey

were working in the role of an elementary administrator or counselor. The second assumption was that all participants understood the items on the survey. The final assumption was that all participants completed the survey honestly and with integrity.

Research Questions

“Research questions and hypotheses are critical components of the dissertation or master’s thesis. Teamed with a tightly drawn theoretical framework, the research questions or hypothesis become a directional beam for the study” (Lunenburg & Irby, 2008, p. 126). To examine the perceptions of elementary administrators and public school counselors regarding the role of the public school counselor in the elementary school setting, 48 research questions were developed. These research questions are grouped into thirds by the administrators’ perceptions, counselors’ perceptions, and the difference between administrators’ and counselors’ perceptions.

RQ1. To what extent are elementary administrators satisfied with the current duties and job responsibilities of public school counselors?

RQ2. To what extent are elementary counselors satisfied with the current duties and job responsibilities of public school counselors?

RQ3. To what extent is there a difference between elementary administrators’ and counselors’ level of satisfaction with the current duties and job responsibilities of public school counselors?

RQ4. To what extent do elementary administrators perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

RQ5. To what extent do elementary counselors perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

RQ6. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

RQ7. To what extent do elementary administrators perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors?

RQ8. To what extent do elementary counselors perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors?

RQ9. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors?

RQ10. To what extent do elementary administrators perceive that public school principals don't understand the duties and job responsibilities of public school counselors?

RQ11. To what extent do elementary counselors perceive that public school principals don't understand the duties and job responsibilities of public school counselors?

RQ12. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors?

RQ13. To what extent do elementary administrators perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

RQ14. To what extent do elementary counselors perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

RQ15. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

RQ16. To what extent do elementary administrators perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

RQ17. To what extent do elementary counselors perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

RQ18. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

RQ19. To what extent do elementary administrators perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

RQ20. To what extent do elementary counselors perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

RQ21. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

RQ22. To what extent do elementary administrators perceive that public school counselors should be used as substitute instructors when teachers don't show for work?

RQ23. To what extent do elementary counselors perceive that public school counselors should be used as substitute instructors when teachers don't show for work?

RQ24. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work?

RQ25. To what extent do elementary administrators perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

RQ26. To what extent do elementary counselors perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

RQ27. To what extent is there a difference between elementary administrators' and counselors' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

RQ28. To what extent do elementary administrators perceive that public school counselors should be engaged in scheduling school field trips?

RQ29. To what extent do elementary counselors perceive that public school counselors should be engaged in scheduling school field trips?

RQ30. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be engaged in scheduling school field trips?

RQ31. To what extent do elementary administrators perceive that public school counselors should be involved in the administrative function of student course scheduling?

RQ32. To what extent do elementary counselors perceive that public school counselors should be involved in the administrative function of student course scheduling?

RQ33. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling?

RQ34. To what extent do elementary administrators perceive that public school counselors should be conducting in-school personal counseling sessions?

RQ35. To what extent do elementary counselors perceive that public school counselors should be conducting in-school personal counseling sessions?

RQ36. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions?

RQ37. To what extent do elementary administrators perceive that public school counselors should be required to develop and conduct in-school group counseling sessions?

RQ38. To what extent do elementary counselors perceive that public school counselors should be required to develop and conduct in-school group counseling sessions?

RQ39. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions?

RQ40. To what extent do elementary administrators perceive that public school counselors should be assigned parent involvement and PTA job responsibilities?

RQ41. To what extent do elementary counselors perceive that public school counselors should be assigned parent involvement and PTA job responsibilities?

RQ42. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities?

RQ43. To what extent do elementary administrators perceive that public school counselors don't have the time to provide in-school counseling services?

RQ44. To what extent do elementary counselors perceive that public school counselors don't have the time to provide in-school counseling services?

RQ45. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors don't have the time to provide in-school counseling services?

RQ46. To what extent do elementary administrators perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

RQ47. To what extent do elementary counselors perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

RQ48. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

Definition of Terms

According to Lunenburg and Irby (2008), key terms related to a study should be defined. These various terms are used throughout the study. Their definitions are provided here to establish an understanding and prohibit any misinterpretations.

Elementary school administrator. According to the National Association of Elementary School Principals (2001), an elementary school administrator is “an individual who is an employee of an elementary school who is responsible for the daily instructional leadership and managerial operations in the elementary school” (para. 1).

School counselor. District A (2020) stated that school counselors are certified or licensed professionals who possess a master's degree or higher in school

counseling or a substantial equivalent, meet the state licensure standards, and abide by the states' laws in which they are employed.

Organization of the Study

This dissertation is divided into five chapters. Chapter 1, the introduction to the study, included the background and the statement of the problem. Furthermore, the purpose statement, significance of the study, delimitations, and assumptions were provided. The chapter culminated with the research questions that guided the study and the definition of terms used in the study. Chapter 2, the review of literature, is divided into four sections: history of the school counseling profession, principals' perceptions of school counselor's role, counselors' perceptions of school counselor's role, and the differences between the principal and school counselor perceptions. Chapter 3 contains the methodology utilized in the study, which includes the research design, selection of participants, measurement, data collection, data analysis and hypotheses testing, and the limitations. Chapter 4 includes the descriptive statistics and the results of the hypothesis testing. In Chapter 5, a summary of the study, the findings related to the literature, and the conclusions are presented.

Chapter 2

Review of the Literature

This chapter introduces the logic for determining the perceptions of elementary administrators and elementary school counselors regarding the role of the elementary school counselor. The different perspectives of school counselors and principals regarding their relationships can provide opportunities for miscommunication and mistrust (Cervoni & DeLucia-Waack, 2011). This chapter is arranged into four sections: (a) history of the school counseling profession, (b) principals' perceptions of the school counselor's role, (c) school counselors' perceptions of the school counselor's role, (d) the differences between principal and school counselor perceptions of the school counselor's role.

History of the School Counseling Profession

The function and role of the school counselor have experienced multiple changes from the first inception at the beginning of the century to modern-day school counseling with the use of terms like vocational, school, and guidance counseling (Gysbers, 2010). Multiple resources in the counseling profession like Millicent (2004) and Heacock (2011) credit Gysbers as being the father of modern school counseling. Parsons was credited by multiple experts in the counseling field (Gysbers, 2010; Heacock, 2011; Wright, 2011) as being the father of the vocational guidance movement because he was the first school counselor and the first person to utilize the term vocational guidance. From 1900 to 1909, the first regulatory design for school counseling and guidance was called a position that was a designation of a classroom teacher by the building principal. The teachers employed in these positions lacked formal counseling training, and the designation

consisted of specific duties appointed by the principal (Gysbers, 2010). According to Gysbers (2010) and Wright (2011), the Boston Vocation Bureau created a blueprint for vocational guidance in the Boston public schools in 1909, which was a reaction to the civil, educational, and industrial challenges of the times. Civil and educational challenges were needed to enhance the workplace and student outcomes for employment purposes. Industrial challenges were centralized around laborers being prepared for the working environments that they would encounter.

According to Wright (2011), after Parsons died unexpectedly, Bloomfield proceeded with the endeavors of the Vocational Bureau by initiating the first university-level course for vocational counselors at Harvard University. “The first federal act to address guidance in the schools was the Smith Hughes National Vocational Education Act of 1917” (Wright, 2011, p. 7). This act incorporated vocational education instruction for secondary schools and contributed federal financing for guidance and vocational curriculum and employment of counselors. According to Gysbers (2010), this was beneficial for administrators because they were previously assigned the role of counseling in schools and could pass that role on to designated teachers.

During the 1920s, the objective of the guidance program began to be refocused. According to Gysbers (2001), there were limited resources for social and modern problems. In contrast, a greater awareness was being awarded to the personal and educational aspects of the population after World War I. Gysbers (2001) also speculated that the diminishment of guidance programs in the 1920s was associated with various movements affecting education during this time. The movements included the

developmental analysis of adolescent mental hygiene, the establishment of aggregate records, and continuous education.

Bloomfield (as cited in Gysbers, 2001) introduced pupil personnel services in the 1930s, which was a modern organizational design for guidance counseling. At the same time, a priority was being placed on educational and vocational guidance. According to Gysbers (2001), personnel counseling dominated professional theory and practice due to the mental health movement and clinical design of counseling, while there was a priority placed on educational and vocational guidance. The 1930s also brought about the Great Depression, which forced financial cuts to the funding for counselors, but the George-Deen Act of 1936 arranged for funding for counseling services.

According to Gysbers (2010), three primary factors affected the counseling profession during the 1940s. The first factor was the social and emotional problems that plagued veterans returning from World War II. The second factor was that veterans used the GI Bill of Rights to seek higher education. The final factor was the Employment Act and Vocational Education Act of 1946 that ultimately affected vocational counselors' salaries, supervision, and training. Millicent (2004) stated that in the latter part of the 1940s, Carl Rogers influenced school counseling "through promotion of his client-centered approach" (para. 4).

Pursuant to Gysbers (2010), in 1952, the National Association for Counselors was founded, but it was initially called the American Personnel and Guidance Association. This organization would undergo multiple name changes over the years and later changed its name to what is now called the ASCA. As stated by Krumboltz and Kolpin (2003), "Further support for school counseling was spurred by the by the Soviet Union's

launching of Sputnik and fears that other countries were outperforming the United States in the fields of mathematics and science” (para. 7) garnering an expectation that more students would seek science curriculum degrees.

Gysbers (2010) declared that with the 1958 National Defense Education Act, funding was now readily available for college-bound students seeking careers as school counselors. However, Gysbers (2010) did not help unemployment rates in 1960, so President Kennedy conferred with consultants regarding vocational counseling, which in 1963 led to the Vocational Education Act. According to Krumboltz and Kolpin (2003), the counseling and educational demands for students with impairments were addressed with the establishment of the 1975 Education for All Handicapped Children Act. Gysbers (2010) suggested that social and emotional issues like drug abuse and school violence changed the dynamic of the school counselor’s role in the 1980s. According to Gysbers (2001), the 1984 Carl D. Perkins Vocational Educational Act and the Applied Technology Education Act were results of the developing globalization of commerce, which also emphasized Myrick’s developmental model of “a focus on provisions of programs for all students; the recognition that the guidance curriculum must be organized, planned, sequential, yet flexible; and the need for an integrated approach involving all school personnel” (p. 273). The Carl D. Perkins Vocational Educational Act and the Applied Technology Education Act also led to the restructuring of the school counseling program, and according to Krumboltz and Kolpin (2003), the 1990 Americans with Disabilities Act was a result of counselors becoming facilitators of Individualized Education Programs (IEP) and Student Study Teams (SST).

The 1990s and 2000s were a time of change within the guidance counseling profession. Millicent (2004) declared that the 1995 Elementary School Counseling Demonstration Act allowed the government to contribute funding to schools that implemented an encouraging and imaginative curriculum. According to Gysbers (2010), the ASCA implemented national standards for advancing the counseling profession and in 2003, developed a national model while still advocating for school counselors and supporting students with social and emotional needs.

Johnson and Johnson (2003) provided an overview of the future of the role of the school counselor. According to Johnson and Johnson (2003), the “Guidance programs are essentially old models with elements added to adjust to new teaching and administration models” (p. 180). Stakeholders had a new interest in education, which had educators considering additional resources to raise test scores, collaborate with staff members, and discover new ways to communicate with parents effectively. According to Johnson and Johnson (2003), “Counselors are now evaluated on their success in providing students with guidance-related competencies” (p. 181), and the task of the administrator shifts to developing, devising, observing, and mentoring rather than directing day to day operations of the counselor and evaluating counselor effectiveness based on ambiguous criteria. The updated program for school counselors is an essential component for students within a district. “The program itself consists of a system of elements, which are interrelated and interdependent” (Johnson & Johnson, 2003, p. 182). Conceptual models of guidance, competencies, mission directives, needs assessments, advisory councils, philosophies, and monitoring systems make up a few elements of the new guidance program.

ASCA (2020) provided information regarding counseling standards pertaining to mindsets, behaviors, professional foundations, direct and indirect student services, and planning and assessment. The standards adhered to school counselor beliefs and behaviors demonstrated through “the design, implementation and assessment of a school counseling program” (ASCA, 2020, p. 2). In addition to the standards and framework, the ASCA (2020) provided information regarding counseling qualifications and appropriate duties.

Principals’ Perceptions of the School Counselor’s Role

Fitch et al. (2001) conducted a study that focused on determining how students enrolled in an administrator preparatory program perceived the role of the school counselor. The participants included 86 students enrolled at two regional Kentucky universities and represented Eastern Kentucky, Ohio, and West Virginia school districts. Participants were asked to complete a survey that consisted of 20 questions with a Likert-type scale. Fifteen of these questions are related to state counseling standards, and the other five questions derived from non-counseling tasks like discipline, record keeping, registrations, special education support, and testing. According to Fitch et al. (2001), future administrators indicated crisis intervention, assisting with transitions, and personal counseling as the most important duties of school counselors. Additionally, future administrators perceived that discipline, record keeping, registrations, special education support, and testing were all tasks of the school counselor even though they are not classified as the role of the counselor. Fitch et al. (2001) suggested that prospective administrators should understand the role that school counselors play is crucial to the school counseling program. Also, Fitch et al. (2001) proposed six recommendations

relating to counselor and principal collaborations: instruct students how to prepare for the job interview; effectively communicate with staff through newsletters; instruct students how to assert themselves and their programs; confer with university advisors in reference counseling program; organize district focused research relating to principals perceptions of the school counselor's role; and recognize when principals advocate for the counseling program. Fitch et al. (2001) indicated that school counselors need to be knowledgeable regarding the pressure an administrator can apply on the counseling program of the school and "Ultimately, collaboration will be needed with educational leadership programs to ensure that graduates of these programs have a solid understanding of a comprehensive developmental school counseling program" (p. 99).

A study that focused on principals' perceptions of school counselor roles and satisfaction with counseling services was conducted by Beesley and Frey (2006). The population included 303 elementary, middle or junior high school, and high school principals across the United States. They asked the participants to complete an online survey that contained 28 items with a 4-point Likert-type scale. "The items were designed to elicit feedback about counselor roles, overall satisfaction with counseling services, satisfaction with specific counseling service areas, and suggestions for improving counseling services" (p. 8). The results revealed that 73% of principals reported being somewhat satisfied to very satisfied with the counseling services in their school. "Satisfaction ratings were highest for elementary counselors. This may be since the elementary setting is more conducive to developing and implementing more traditional comprehensive developmental guidance services" (Beesley & Frey, 2006, p. 16). At least two-thirds of the principals surveyed reported being satisfied or very

satisfied with the following counseling services: “Staff Development, Peer Mediation/Conflict Resolution, Scheduling/Enrollment, Career Counseling, Special Education Placement, Testing/Appraisal, Academic Placement/College Preparation, Individual Counseling, Program Coordination, Group Counseling, Consultation, and Classroom Guidance” (Beesley & Frey, 2006, p. 10). According to Beesley and Frey (2006), “principals are in a primary position to provide pertinent feedback on school counseling services” (p. 16) and are mostly satisfied with school counseling support provided to students. Even though principals were overall satisfied with the services provided by the counselors, Beesley and Frey (2006) suggested that they still recognized a need for enhancement in certain service areas.

Chata and Loesch (2007) led a study that focused on determining how students enrolled in principal educational preparatory programs viewed ASCA preferred public school counselor roles and functions. An additional focus was to determine whether years of teaching experience, age, gender, number of hours completed in the program, and school counselor experience affected the perceptions of the pre-service principals. The participants included 244 students who were enrolled in principal preparatory programs at institutions that were members of The University Council for Educational Administration. Participants were asked to complete four vignettes or realistic scenarios relating to school counselor functioning. Each scenario was designed to gain information regarding the students’ perceptions of the responsibilities and workload of the school counselor, a reflection on applicable functions of the ASCA National Model, and inappropriate functions of the ASCA National Model. According to Chata and Loesch (2007), participants in the principal preparation course had a more definitive point of

view regarding the role of the counselor pertaining to promoting career and personal development as opposed to fostering academic development. Therefore, successive evaluations were administered independently by school counselors' performance. Chata and Loesch (2007) determined that the participants' age was correlated to the score relating to the appropriateness of the public school counselors' performance functions due to the exposure of more recent information about the counselor's duties, professional training, and encouragement of students. Chata and Loesch (2007) indicated that their research findings contradicted the findings of other researchers, pertaining to school principals not understanding appropriate functions of the school counselor as recommended by ASCA do to students who were enrolled in a principal educational preparatory program as a whole were able to differentiate "Appropriate and inappropriate school counselor performance as related to role and function recommendations in the ASCA National Model" (ASCA, 2020, p. 39). According to Chata and Loesch (2007), "Continued and future promotion of the school counseling profession to educational administrators in schools and/or in training also is likely to be successful" (p. 41). Principal candidates were able to comprehend the appropriate and inappropriate job specifications as associated with the responsibilities and guidance of the school counselor according to the ASCA National Model. Principal candidates were able to comprehend school counselor performance disregarding the gender of the school counselor. Nevertheless, there were consequential fluctuations in the evaluation provided to the participants for the appropriate and inappropriate school counselor competence, which likely indicates the absence of accord relating to the school counselors' capacity in the school. Female principal candidates generally rated suitable counseling performance

considerably higher, and inappropriate counseling performance considerably lower than their male counterparts. On the contrary, the participant's age was linked to ratings given for counselor applicable performance (younger participants assigned higher ratings) and inappropriate performance (younger participants assigned lower ratings). Principal candidates have resolute opinions of school counselors' role in supporting students' career and personal advancement than they do of school counselors' position in supporting students' academic advancement (Chata & Loesch, 2007).

A study conducted by Bardhoshi and Duncan (2009) focused on K-12 rural private and public school principals' perceptions of the role of the school counselor in the school setting. The population included 538 principals from private and public rural schools in a Midwest state. Participants were asked to complete the online 5-point Likert-type scale 2006 Rural School Counselor Role Survey that consisted of 31 elements and two sections. Section one included demographic questions, while questions in section two were relevant to the role of the school counselor, including appropriate duties, school guidance curriculum, individual student planning, and system support. The results of the study indicated the following: a majority of the administrators (93%) ranked crisis intervention as the primary role of the counselor, 71% ranked student support as the priority when pertaining to school guidance curriculum, 79% ranked the development of self when pertaining to individual student planning, and 83% ranked consultations the priority when pertaining to systems support. According to Bardhoshi and Duncan (2009), rural school principals from a Midwestern state "see responsive service provision as an essential task of the school counselor and school principals also perceived a number of ASCA identified inappropriate tasks as being important" (p. 16) like assisting with

aptitude testing (68%) and helping with special education (51%) services. “The analysis of the principals' perception regarding school counselor appropriate tasks revealed a positive view of school counselor roles and duties in rural schools” (Bardhoshi & Duncan, 2009, p. 23).

DiDomenico-Sorrento (2012) conducted a quantitative study to evaluate how building-level administrators, including house principals, assistant principals, athletic directors, and dean of students at the secondary level, perceive the roles and functions of public school counselors, notably the degree that their views reflect or deviate from the roles and capacity specified by the ASCA National Model. The participants included 123 administrators from 148 parochial, private, and public schools in the Western New York area. DiDomenico-Sorrento (2012) utilized an online survey design to acquire evidence. The first part contained questions with a Likert-type scale that measured the participant rate of agreement or disagreement with the online questions to include demographic information. The second part was utilized to solicit responses regarding the perceptions of building administrators towards the roles and functions of the professional school counselor, whether those roles align with the ASCA national model, and does the gender of the administrator affect the perception of the function and role of the professional school counselor. DiDomenico-Sorrento (2012) determined the following: that the administrators agreed unanimously that the professional school counselor should aid the building administrator in identifying and settling student issues, needs, and dilemmas; a majority of the building administrators agreed that administering aptitude evaluations, computing grade point averages, managing student records, registering new students, and working with students were appropriate roles and duties of the professional school

counselor; and finally, that male administrators were more adept in identifying appropriate roles of the professional school counselor as they aligned with the ASCA national model. According to DiDomenico-Sorrento (2012), more professional development is required for building administrators regarding the role of the professional school counselor, and professional school counselors should take a more active role in communicating how their time would benefit the school. “Continued promotion of the school counseling profession to administrators is likely to be successful. Therefore, it should be encouraged” (DiDomenico-Sorrento, 2012, p. 109).

A study conducted by Zalaquett and Chatters (2012) focused on urban, suburban, and rural Florida middle school principals’ perceptions of the role of middle school counselors with respect to job performance, the effectiveness of working with stakeholders, support of positive school culture, capacity to administer comprehensive state testing, and the actual time versus the ideal time spent on counseling duties. The participants included 190 middle school principals who were asked to complete a Likert scaled survey that consisted of 140 questions. Zalaquett and Chatters (2012) reported that 91% of the principals expressed positive satisfaction with their counselor’s job performance, and 9% expressed dissatisfaction with their counselors’ job performance; 86% of the principals perceived their counselors made a compelling change in the academic achievement of students. Additionally, 91% of the principals expressed that counselors fostered momentous change in students’ mental health and behavior. According to Zalaquett and Chatters (2012), “Principals believed that counselors should spend more time on the following duties: individual counseling, small-group counseling, classroom guidance, consulting with parents, crisis counseling, consulting with teachers,

coordinating community services, academic advising, and career counseling” (p. 95). Zalaquett and Chatters (2012) also noted that principals maintained that counselors should devote less time to administrative commitments, organizing testing benchmarks, student registration, and miscellaneous commitments. According to Zalaquett and Chatters (2012), “Principals perceived middle school counselors to have a positive impact on the school environment, to positively influence the behavior and mental health of students, and to be effective in helping parents” (p. 97).

Ruiz (2015) led a study that focused on principals’ and counselors’ perceptions of the school counselor’s role and investigated the similarities and differences between those perceptions. According to Ruiz (2015), even with the establishment of ASCA national counseling standards, the school counseling profession grapples with role ambiguity and role conflict. The participants were 141 public principals and 149 elementary and middle school counselors employed within Region 4 of southeast Texas. The participants were asked to complete an online 4-point Likert-type scaled survey constructed by the researcher and established based on data from ASCA’s National Model, the ASCA’s role statements, Transforming School Counseling Initiative, and archived data. The survey was composed of four sections: demographic data, contentment with counseling services rendered, the role of the counselor in the specified building, and recommendations to enhance the counseling services program. According to Ruiz (2015), 83% of principals stated that they had not been exposed to information on school counseling roles or comprehensive guidance programs during their principal preparation programs, a majority of the principal participants perceived that consultation, coordination, and curriculum were counseling activities that the counselor should be

conducting and were aligned with the ASCA National Model. Additionally, principals perceived that many of the activities established as inappropriate by the ASCA as activities in which counselors should never or rarely participate. Ruiz (2015) also reported that 73% of principals expressed that they were moderately to definitely satisfied with counseling services provided in their school, in addition to the principals perceiving that counselors should be counseling students on the following activities: academic problems, career and college guidance, conflict resolution, domestic problems, emergency problems, individual growth and development, relationships, school behavior, and social skills. Ruiz (2015) consolidated the last section responses into several domains: accountability, community outreach, diversity, miscellaneous, and parent education, where the participants were able to elicit recommendations going forward. The primary recommendation for each section was to conduct regular evaluations and needs assessments (accountability), improve parent communication (community outreach), more support for minority students (diversity), improve the management of parent resources (parent education), and utilize time better (miscellaneous). According to Ruiz (2015), “The results of this exploratory survey echo the fact that principals are in a primary position to provide pertinent feedback on school counseling services” (p. 16).

A study that focused on exploring current and future principals’ perceptions of school counselor roles and responsibilities before and after training on national and state school counseling models was conducted by Gordon (2019). The population included 36 current and future principals from a large urban school district in Tennessee for the pretest survey and 57 current and future principals for the posttest survey. Participants were asked to complete a pre/post online survey utilizing a 5-point Likert-type scale that

contained 22 counseling and non-counseling functions typically accomplished by school counselors. The survey consisted of demographic data and counseling and non-counseling information regarding national and state models for school counselors. Section one included demographic questions, while questions in section two were relevant to the ASCA and Tennessee State Board of Education models that contained investigation data concerning the positive effect school counseling curriculums have on scholastic, social-emotional, and college-career achievement of students. According to Gordon (2019), “In order to identify variables that influenced current and future principals’ perceptions of school counselor roles and responsibilities, the researchers analyzed both quantitative and qualitative data” (p. 20). The analysis of section two was based on years of experience and background knowledge of the counselor’s role. According to Gordon (2019), 17% of the participants had previous education on the state counseling model, while 11% had previous education regarding the national models. Gordon (2019) found slight differences in the perceptions relating to gender and role (current principals or future principals). “Analysis of pre- and post-test survey data showed the only significant difference in perceptions following training on state and national models of school counseling practice was for career counseling/career development” (Gordon, 2019, p. 91). During the interviews with five principals, three assistant principals, and two future principals, Gordon (2019) determined that “Based on the needs of the building or district mandates, participants noted school counselors are asked to complete tasks outside their specific roles” (p. 90). According to Gordon (2019), inexperienced administrators should set realistic expectations with the counselor

to benefit them in understanding the role of the counselor and what is expected with counselor responsibilities.

Lane, Bohner, Hinck, and Kircher (2020) conducted a study that focused on Kansas administrators' perceptions and understanding of school counselors' roles and job duties related to state and national counseling standards. The participants included over 500 administrators from private and public elementary, middle, and high schools across rural, suburban, and urban districts in Kansas. Lane et al. (2020) asked the participants to complete an online survey. Questions were included to determine principals' familiarity with the counseling standards, both national and state. Most administrators (89%) reported that they were not familiar with school counselors' national or state standards, while 83% of the administrators indicated they had a school counselor working in their buildings. Additionally, most of the administrators (64%) were unaware of the National ASCA model was being utilized. "The results indicate that Kansas administrators do not fully understand the role of today's school counselor" (Lane et al., 2020, p. 12).

According to Lane et al. (2020), "There is a clear opportunity to educate administrators on the role of professional school counselors and the standards of the profession for which counselors are accountable" (p. 2). In conclusion, "It is in the best interest of both principals and counselors to work together to define the role of a counselor in schools" (Lane et al., 2020, p. 5).

Counselors' Perceptions of the School Counselor's Role

A quantitative study was conducted by Scarborough (2005) to analyze the dependability and effectiveness of the School Counselor Activity Rating Scale (SCARS). In phase one of the study, participants included 361 (out of 600 who were solicited)

elementary (117), middle (120), and high (124) school counselors from two southern states. According to Scarborough (2005), a survey was developed in two stages to measure the SCARS. The first stage was the design of the instrument, which also included the format, the rating scale, and task statements. The second stage was pretesting the presented instrument in the five areas aligned with the ASCA national counseling model. These areas included: consultations, coordination, counseling, curriculum, and additional duties performed by school counselors. “The SCARS was designed to measure both the frequency with which the school counselor *actually* performs the activity and the frequency with which the school counselor would *prefer* to perform each activity” (Scarborough, 2005, p. 276). Once the instrument was developed, stage two (pretest) was utilized to determine comprehension, mistakes, and readability. Participants were asked to respond to a 5-point scale constructed to measure the frequency to which the counselor would prefer to execute an activity instead of actually participating in the activity. According to Scarborough (2005), the following results were determined: counselors preferred consultation interventions, coordination, counseling, and curriculum intervention support. Scarborough (2005) indicated that the SCARS could be valuable in the “data collecting process and describing how school counselors are conducting their program (the actual scale) as well as comparing this with how they would prefer to be spending their time (the prefer scale)” (p. 281).

Vaughn, Bynum, and Hooten (2007) led a quantitative study to determine school counselors’ perceptions regarding their roles and duties and collect data on performed activities. The purpose of the study was to ascertain school counselors’ perceptions of their roles and analyze and determine how the protocols of the national and Alabama

counseling models were being implemented. The participants included 31 counselors from 21 school districts in Southeast Alabama. Vaughn et al. (2007) utilized two instruments to acquire evidence on counseling interest: The Counselor Survey and SCARS. Vaughn et al. (2007) determined that there was a significant difference in school counselors' perceptions of the activities that they executed and the roles in which they prefer to participate; a majority of the counselors (78%) recognized that the critical functions of their duties aligned with state and national models; a majority of the participants (80%) would like to spend more time conducting counseling services, meaning they are not actually conducting these services; only 42% of the participants would prefer to spend more time counseling with stakeholders in the community and students based on ASCA national standards; 50% of participants would prefer to conduct more explicit evaluations and participate in outreach services. According to Vaughn et al. (2007), the majority of the participants favored activities that stimulate student achievement through the three areas – academic, career, and personal social activities, but there are noticeable areas of concern – “the need for more involvement with parents, for increased leadership roles in their schools, to serve as advocates for students, and for the reduction of time spent on clerical tasks.” (p. 16).

A study that focused on school counselors' satisfaction with their roles, turnover intentions, and the relationships between principals and counselors was conducted by Clemens et al. (2009). The population included over 100 licensed or credentialed school counselors from 23 random school districts in three Southeastern states. Clemens et al. (2009) asked the participants to complete an online survey that contained questions with a Likert-type scale that was broken down into seven instruments or research questions.

Each section included questions about principal-school counselor relationships, turnover intentions, or the school counselor's role and job satisfaction with that role. In the first section, the results indicated that the relationship between principals and school counselors was influenced using advocacy skills regarding program implementations.

"The constructs of principal-school counselor relationship and school counselors' use of advocacy skills had a significant effect on how school counselors' roles were defined, and programs implemented at the building level" (Clemens et al., 2009, p. 81).

Furthermore, the researchers determined that regarding the principal-counselor relationship, there was a positive direct effect on the outcomes regarding job satisfaction of the school counselor and a negative direct effect regarding turnover intentions. It was also determined that discrepancies regarding program implementations would have a negative effect on job satisfaction. In conclusion, the researchers determined that the more stable the rapport between a principal and school counselor and the closer the school counseling program aligns with how the school counselor interprets their beliefs of the ideal program, then "The more satisfied that school counselors are in their job and the less likely they are to pursue or accept employment outside of the school in the coming year" (Clemens et al., 2009, p. 82).

As previously cited, Ruiz (2015) conducted a study that focused on principals' and counselors' perceptions of the school counselor's role and the similarities and differences between those perceptions. Ruiz (2015) determined that "school counselors must not only advocate for their students' educational needs, but they must advocate for their profession and their role in a school setting" (p. 166). According to Ruiz (2015), "Results of this study further demonstrate that counselors perceive their role to include

counseling students regarding personal/family concerns, school behavior, relationships, and academic issues” (p. 160). Ruiz (2015) determined the following related to counselor perceptions: participants perceived that the school counselor should provide counseling for students regardless of the crisis or additional issues; the majority of the participants perceived counselors should be conducting activities in consultation, coordination, counseling, and curriculum in accordance with ASCA National Model; the majority of the participants perceived consultation regarding student behavior should be conducted with those student’s parents as well as coordinating referrals for at-risk students; the majority of the participants perceived that guidance curriculum activities and classroom lessons relating to career development, conflict resolution, social traits, and substance abuse should be aligned with the role of the school counselor. Furthermore, the majority of the participants perceived six (coordinate standardized testing, enroll, or withdraw students from school, handle discipline, maintain educational records, respond to health issues, and substitute teach/cover classes) of the ten inappropriate activities as endeavors that school counselors should never participate.

Benigno (2017) conducted a study focused on south Texas counselors’ perceptions that they were required to perform duties outside the realm of their responsibilities and job satisfaction. This study was conducted to “ascertain school counselor perceptions with respect to job performance, expectations, satisfaction, and responsibility” (Benigno, 2017, p. 175). Additionally, the study was conducted to determine the degree counselors employed at the elementary and middle school levels perceived that they were tasked with participating in duties outside of their normal obligations. The participants included 50 elementary and middle school counselors who

were asked to complete a survey that contained survey questions with Likert-type scales that consisted of 11 questions. Each question pertained to an attempt to solicit resolutions for upgraded working environments and efficient job performance. In response to the item, “I am satisfied with the culture of my workplace” (Benigno, 2017, p. 178), 71% agreed, 15% disagreed, and 13% were neutral in their responses. The majority (54%) of the participants reported that they were satisfied with their professional development opportunities, but about a third of the counselors expressed dissatisfaction. Respondents (64%) were satisfied with communication with their supervisor. Many of the respondents were motivated to meet their goals (85%), had a good working relationship with their supervisor (95%), and were able to generate decisions affecting their job (80%). Furthermore, the researcher reported that the majority of the respondents were excited to go to work (81%), were being recognized for admirable job performance by management (58%), and clearly understood expectations (86%). In conclusion, while the majority of the respondents were satisfied with working conditions, 90% of participants indicated that they were being required to perform duties outside the realm of their job responsibilities. According to Benigno (2017), “Creating a collegial conversation and a cooperative understanding between the administration and the counselor will help to define the role responsibility of the counselor and help those individuals intertwine their responsibilities with the goals of the school administration” (p. 180).

The Differences Between the Principal and School Counselor Perceptions

Partin (1990) conducted a study that included 210 elementary, middle school or junior high, and high school counselors and 207 principals from the same respective Ohio

schools as the counselors. The purpose of the study was to determine school counselors' perceptions of activities that wasted their time and the identification of the amount of time that the counselors spent on their job functions. Additionally, Partin (1990) compared principals' and school counselors' perceptions related to the ideal allocation of the counselors' time. The researcher asked the participants to complete a survey with a Likert-type scale that included items pertaining to the major categories of counselor activities based upon the Ohio nine dimensions of guidance. School counselors were asked to approximate the percentage of time they spent and the ideal time they would like to spend on each of the nine activity areas. The counselors were also asked to determine the percentage of time they spend conducting individual or group counseling. The principals' survey contained an identical listing of guidance activities. The principals were asked to approximate the percentage of time they perceived their counselors spent on each of nine activity areas and the ideal time they would like the counselor to spend on each of nine activity areas. The results indicated that elementary, middle or junior, and high school counselors felt the greatest consumption of time was paperwork. Middle or junior high counselors found resolving discipline problems to be more time-consuming than either elementary or high school counselors. Elementary school counselors rated teaching duties as significantly more of a time consumer robber than did middle or junior high or high school counselors. The majority of elementary counselors spent more time conducting classroom counseling activities, while middle or junior and high school counselors spent more time conducting administrative or clerical activities. Both counselors and their principals tended to agree about the actual and ideal time counselors spent on their duties. According to Partin (1990), both counselors and principals

admitted to having a desire for a relative amount of the counselor's time to be spent administering counseling services to students. "In an era of limited economic resources and increased demands for public accountability, it is essential that priorities for the use of counselor time be carefully established" (Partin, 1990, p. 6).

A qualitative study (utilizing focus groups) to determine how newly-hired (employed for less than 5 years) counselors in eastern North Carolina were being used in schools and examine their level of professional satisfaction with those roles was conducted by Schmidt, Weaver, and Aldredge (2001). The participants included 45 counselors and 30 principals from Eastern North Carolina who completed a survey and were invited to participate in focus groups. Schmidt et al. (2001) utilized an interview process to finalize the study participants by asking a variety of open-ended questions regarding the survey questionnaire. The questionnaire included questions regarding expectations of the role when first employed, level of satisfaction with their current role, and the primary roles of counselors. Schmidt et al. (2001) determined that 62% of the counselors and 58% of the principals felt the counselors were prepared for the counselor's role. On the other hand, 31% of the counselors felt that they were not prepared for the role, and none of the principals felt that the counselors were unprepared. Regarding the primary role of the counselor, Schmidt et al. (2001) determined the following: 25% to 50% of counselors spent their time coordinating testing, while 30% of principals said that their counselors spend that time coordinating testing; 26% of counselors indicated they are responsible for coordinating special education services, while 14% of principals said that their counselor coordinated special education services; 58% of the counselors indicated they allocate moderately less time in direct services, and

principals perceived that 39% of their counselors allocated moderately less time in direct services; 42% of the counselors perceived they utilized greater time on direct services, and 60% of the principals perceived that their counselors utilized greater time providing direct services. Finally, Schmidt et al. determined that there was a slight difference in the perception of counselor satisfaction with their current role as opposed to what principals perceived: 18% of counselors reported general satisfaction, 11% undecided, despite none of the principals perceiving that their counselors were dissatisfied and 11% were undecided. According to Schmidt et al. (2001), “The loss of excellent counselors is tragic for public schools, which serve student populations that require a broad range of services to assist with academic, career, and social/personal development” (p. 19).

Smith (2004) conducted a quantitative study to determine whether elementary principals and counselors had differing perceptions regarding the counselor’s role related to “responsive services, individual student planning, guidance curriculum, and system support” (p. 8). Smith (2004) utilized the Principal-Counselor Perception Survey instrument that was divided into two parts: demographic questions and Likert-type scale items. The participants included 294 counselors and 172 principals employed in the largest public school districts in North Carolina. Smith (2004) determined that there was a considerable difference between the perceptions of counselors and principals regarding how counselors carried out the components of a comprehensive and guidance counseling program, individual preparation of the counseling and guidance program components, and responsive service components. Smith (2004) determined that there was a substantial difference between the perceptions of counselors and principals regarding how the components of a comprehensive counseling and guidance program are conveyed.

“Counselors felt that responsive services were more important, and principals indicated individual student planning and guidance curriculum were more important” (Smith, 2004, p. 91). The perceptions of both sets of participants corresponding with system support yielded no significant differences. Smith (2004) determined that principals perceived the component related to counseling services more important than counselors did. Related to system support, which addresses professional development and the management and operation of the program, there were no significant differences in the principal and counselor perceptions. Related to individual student planning and guidance curriculum, principals perceived this component was more important than responsive services or system support. However, counselors did not perceive individual student planning as important because of the time they spent providing classroom guidance.

A study was conducted by Kirchner and Setchfield (2005) that focused on determining how counselors and administrators who had taken the Education 603 Leadership and School Transformation course at the University of Puget Sound perceived the role of the school counselor. The participants included 23 counselors and 42 administrators who were employed in a school setting in Washington. Participants were asked to complete 20 survey questions with a Likert-type scale. The first fifteen items were role statements based on the Kentucky and ASCA standards, while the last five items were non-counseling tasks. According to Kirchner and Setchfield (2005), the participants “Tended to agree about the functions that might be considered role congruent but did not agree about those functions that are not considered role congruent” (p. 13). Kirchner and Setchfield (2005) also determined that administrators would probably support the role incongruent statements more than the counselors. According to Kirchner

and Setchfield (2005), "It may not be principals' lack of understanding of counselor roles that leads to poor allocation of counselors' time, but the real demands of the work settings that impinge on both roles" (p. 13). Role congruency relates to positive evaluations based on characteristics being aligned within common roles. According to Kirchner and Setchfield (2005), counselors and administrators "were equally likely to endorse the role-congruent statements" (p. 12). Examples of these statements included providing safe and confidential environments for students to talk, responding to crises, providing direct referral services to increase student achievement, advocating wellness, and council and community collaboration garner appropriate role congruent responses. On the other hand, "administrators were more likely to endorse the role incongruent statements than were counselors" (Kirchner & Setchfield, 2005, p. 12). Examples of these statements included assisting in disciplinary mediation and assisting in enrollment and scheduling to garner appropriate non-congruent role responses.

Ross and Herrington (2006) conducted a study to compare the attitudes and beliefs of principal and counselor graduate candidates regarding the ideal role of the counselor on a campus of a Southeastern Texas University. The participants included 225 students enrolled in a principal preparation program and 309 counselors enrolled in a counselor preparation program. Participants were asked to complete the PSCRAQ. The survey was used to determine administrators' and counselors' attitudes and beliefs regarding the ideal role of the counselor, the understanding of inappropriate activities assigned to the counselor, and the daily functions of the counselor. The data related to the first section of the survey revealed a statistical difference in the belief that counselors were being viewed as an independent administrative specialist and that the building

principal should assign the counselor's responsibilities. In contrast, the counselor data showed the principal should only assign additional duties. The findings of the data analysis related to the next part of the survey indicated a significant variation in the PSCRAQ score between both sets of candidates. The results indicate that candidates in the counseling program hold a greater understanding of the principal/counselor relationship than candidates enrolled in the principal preparation program. "Counselor preparation candidates held a more grounded view of the counselor's professional roles and responsibilities. The principal candidate data show conversely that the counselor should be viewed as administrative staff assigned duties at the pleasure of the principal" (Ross & Herrington, 2006, p. 10). Within both groups, there remained a need to educate all candidates further regarding the integrity of the counselor. According to Ross and Herrington (2006), there is a clear opportunity to "Develop a joint course for counselor and principal candidates that provide data related to the role of the affective domain in the learning process and the role of counselors in enhancing that aspect of students' lives" (p. 12).

Bailey (2012) implemented a quantitative study to determine if there was a difference in perceptions between principals and school counselors regarding the roles of school counselors. The participants included 53 secondary counselors and 66 secondary principals from 101 schools in 50 school districts in Mississippi. The SCARS (Scarborough, 2005) was used to determine if school counselors and principals agreed with the counselor roles and counselors were performing the specific roles that were enumerated in the survey. According to Scarborough (2005), the instrument incorporated demographic information, economic conditions, and five categories of the counselor's

role: consultation interest, coordination interest, counseling interest, curriculum interest, and other interest. Bailey (2012) determined that both groups of participants either disagree or strongly disagree that the economy had affected the following: changed the roles of school counselors, impacted counseling programs, reduced numbers of counselors, and provided adequate resources or cuts to instructional programs. Participants were asked to complete a survey that contained items with a Likert-type scale. Bailey (2012) determined that there was no significant difference relating to counselors' and principals' perceptions regarding consultation, coordination, counseling, or curriculum interest; however, there was a difference in perceptions regarding the role of the counselor and other activities that the counselor should be facilitating. According to Bailey (2012), "The results indicated that counselors are doing less than they should be doing in the ASCA endorsed roles of counseling, consultation, coordination, and curriculum" (p. 104). While in the category of Other Activities, it was apparent that counselors surpass what is anticipated in these roles. According to Bailey (2012), counselors tend to get tasked with additional duties not aligned with the ASCA model by their principals based on their experience with counselors. "Counselors of elementary schools are often assigned tasks with very different roles due to the nature of their students" (Bailey, 2012, p. 56).

In previous sections, Ruiz's (2015) research was cited related to principals' and counselors' perceptions of the school counselor's role. Here the focus is on the similarities and differences between those perceptions. According to Ruiz (2015), the majority of the principals' and counselors' perceptions regarding the role of the school counselor are more similar than contrasting. Despite being designated as inappropriate

tasks for school counselors, Ruiz (2015) determined participants in this study perceived that counselors should participate in bus duty, cafeteria duty, hall duty, and creating schedules for students. “The majority of participants did agree that coordinating the standardized testing program and enrolling students in and/or withdrawing students from school are activities that should not be performed by school counselors” (Ruiz, 2015, p. 163). According to Ruiz (2015), both sets of participants recognized that counselors should integrate counseling tasks concerning academic problems, domestic concerns, and school conduct. Of the seven consultation activities, Ruiz (2015) identified that participants perceived “that counselors should consult with school staff concerning student behavior, consult with parents regarding child/adolescent development issues, and provide consultation for administrators” (p. 163). Ruiz (2015) determined that both sets of participants perceived that counselors should organize programs and special events pertaining to career, educational, and domestic problems. Furthermore, both sets of participants determined that counselors should communicate with administrators and teachers regarding interventions, programs, roles, and training relating to the counselor’s schedule and how they manage their time performing daily tasks. On another note, according to Ruiz (2015), both sets of participants have opposing views regarding “counselors counseling students regarding relationships, conducting small groups regarding family/personal issues, and conducting small group counseling for students regarding substance abuse issues” (p. 163). The findings of this study indicate that the majority of principals and counselors have similar perceptions of 35 of the activities and differing perceptions of 15 of the activities measured on the SCARS.

Summary

Chapter 2 contained a compilation of the literature significant to the research questions in this study. Covered in this chapter were the history of the school counseling profession, principals' perceptions of the school counselor's role, counselors' perceptions of the school counselor's role, and the differences between the principal's and the school counselor's perceptions. Presented in Chapter 3 is the methodology employed in this study.

Chapter 3

Methods

The primary goal of this study was to examine elementary administrators' perceptions of the roles of public school counselors, elementary school counselors' perceptions of the roles of the public school counselor, and the differences between the administrators' perceptions and school counselors' perceptions. This chapter is organized into seven sections: research design, selection of participants, measurement, data collection procedures, data analysis and hypothesis testing, and the limitations.

Research Design

A quantitative research design utilizing survey methods was used to determine the perceptions of elementary administrators and elementary school counselors regarding the roles of the school counselor and the differences between the participants' perceptions. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2009, p. 12). The perceptions of elementary administrators and school counselors were examined in this study. The variables of interest were the perceptions of elementary administrators and school counselors regarding the role of the school counselor.

Selection of Participants

The population of interest was elementary administrators and counselors. The two samples included administrators (elementary principals and elementary assistant principals) and elementary school counselors employed in District A during the 2020-2021 school year. The District A staff directory was utilized to identify elementary

administrators and counselors in the district. This directory is located on the District A website and includes the email addresses for the sample.

Measurement

The PSCRAQ utilized in this study was created by Ross and Herrington (2006). The PSCRAQ was developed to “measure the extent to which the respondent perceives the counselor as a member of administrative staff whose time and resources may be reallocated by the principal as problems emerge or changing circumstances evolve” (p. 3). Ross granted permission to utilize the survey in this study on March 9, 2017 (see Appendix A). Ross indicated that the demographic item could be revised; however, no other changes could be made to the survey.

Participants indicated whether they were currently employed as a principal, assistant principal, or school counselor on the first survey item. The remainder of the survey consisted of 16 items designed to determine the perceptions of elementary administrators and counselors regarding the role of the counselor in the elementary school setting. Survey questions contained a five-point Likert-type scale to measure the perceptions quantitatively. Participants were asked to provide their level of agreement on the following scale: 1-*strongly agree*, 2-*agree*, 3-*don't know or unsure*, 4-*disagree*, 5-*strongly disagree*. Although Ross and Herrington (2006) recoded some of the items when they constructed the ambiguity scale, those items were not recoded for the purposes of the current study because the items were analyzed individually. Before the ambiguity score (ranging between 13 and 65) was calculated, items 4, 16, and 17 were discarded because survey developers regarded them as distractor items (W. Ross, personal communication, August 18, 2020). A copy of the original survey can be found in

Appendix B. However, for the purposes of the current study, the items were retained. The alignment of survey items specified for this study is represented in Table C1 (see Appendix C).

Ross and Herrington (2006) determined the face validity of the items in the original survey by a review completed by professors of counseling. This review provided sufficient evidence for the validity of the survey used in the current study since no changes were made. To provide evidence for the reliability of the original survey, it was “field-tested among 30 graduate candidates in counseling and 25 graduate students in educational administration yielding Cronbach Alpha scores of .63 and .59 respectively” (Ross & Herrington, 2006, p. 3). These scores, although lower than a researcher might like, were adequate to show moderately strong evidence of reliability. However, reliability was not an issue for the current research as no ambiguity score was calculated. The researcher utilized single-item measurement; items used in the research were sufficiently narrow and unambiguous self-reported facts. According to Sackett and Larson (1990), “if the construct being measured is sufficiently narrow or is unambiguous to the respondent, a single item [measurement] may suffice” (p. 631).

Data Collection Procedures

Before data collection, the executive director of assessment and research gave written consent for this study to be conducted in July 2020 (see Appendix D) with the condition of having the study approved by Baker University’s Institutional Review Board (IRB). The IRB committee approved the study on October 20, 2020 (see Appendix E). The solicitation email (see Appendix F) stated that the approximate time to complete the survey would be 5 to 10 minutes, and completion of the survey would indicate

respondents' consent to participate in the study. The solicitation email also stated that participation was completely voluntary, and responses would be anonymous. Finally, the solicitation email informed participants that their participation would potentially provide a baseline from which specific recommendations could be made for the guidance counseling program in all elementary schools in District A. A reminder email with a link to the survey was sent to the participants who had not previously responded two weeks later, on November 19, 2020 (see Appendix G). The PSCRAQ was administered using Microsoft Forms for all participants to complete. For this quantitative data collection process, all elementary administrators and counselors in District A were emailed a link to access the questionnaire electronically.

Data Analysis and Hypothesis Testing

A quantitative analysis was utilized to interpret statistical data from the survey administered to participants. The data was downloaded from Microsoft Forms to an Excel spreadsheet. Then, data was imported into IBM SPSS Statistics Faculty Pack 27 for Windows for analysis. Included is a listing of each research question followed by the appropriate hypothesis statement and the statistical analysis used to test each hypothesis.

RQ1. To what extent are elementary administrators satisfied with the current duties and job responsibilities of public school counselors?

H1. Elementary administrators are satisfied with the current duties and job responsibilities of public school counselors.

A one-sample *t* test was conducted to test H1. The sample mean, elementary administrators' satisfaction with the current duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample *t* test was chosen

for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ2. To what extent are elementary counselors satisfied with the current duties and job responsibilities of public school counselors?

H2. Elementary counselors are satisfied with the current duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H2. The sample mean, elementary counselors' satisfaction with the current duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ3. To what extent is there a difference between elementary administrators' and counselors' level of satisfaction with the current duties and job responsibilities of public school counselors?

H3. There is a difference between elementary administrators' and counselors' satisfaction with the current duties and job responsibilities of public school counselors.

An independent-samples t test was conducted to test H3. Elementary administrators' and counselors' satisfaction with the current duties and job responsibilities of public school counselors were compared. 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 do elementary administrators perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

H4. Elementary administrators perceive that public school elementary principals should have the task of assigning the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H4. The sample mean, elementary administrators' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ5. To what extent do elementary counselors perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

H5. Elementary counselors perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H5. The sample mean, elementary counselors' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ6. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

H6. There is a difference between elementary administrators' and counselors' perceptions that public school elementary administrators should have the task of assigning the duties and job responsibilities of public school counselors.

An independent-samples t test was conducted to test H6. The perceptions of elementary administrators and counselors that public school principals should have the task of assigning the duties and job responsibilities of public school counselors were compared. 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 do elementary administrators perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors?

H7. Elementary administrators perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors.

A one-sample t test was conducted to test H7. The sample mean, elementary administrators' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ8. To what extent do elementary counselors perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors?

H8. Elementary counselors perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors.

A one-sample t test was conducted to test H8. The sample mean, elementary counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated

from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ9. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors?

H9. There is a difference between elementary administrators' and counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors.

An independent-samples *t* test was conducted to test H9. The perceptions of elementary administrators and counselors that public school principals have too much involvement in defining the job responsibilities of public school counselors were compared. 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 do elementary administrators perceive that public school principals don't understand the duties and job responsibilities of public school counselors?

H10. Elementary administrators perceive that public school principals don't understand the duties and job responsibilities of public school counselors.

A one-sample *t* test was conducted to test H10. The sample mean, elementary administrators' perceptions that public school principals don't understand the duties and

job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ11. To what extent do elementary counselors perceive that public school principals don't understand the duties and job responsibilities of public school counselors?

H11. Elementary counselors perceive that public school principals don't understand the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H11. The sample mean, elementary counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ12. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors?

H12. There is a difference between elementary administrators' and counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors.

An independent-samples t test was conducted to test H12. The perceptions of elementary administrators and elementary counselors that public school principals don't understand the duties and job responsibilities of public school counselors were compared. 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.

RQ13. To what extent do elementary administrators perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

H13. Elementary administrators perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H13. The sample mean, elementary administrators' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ14. To what extent do elementary counselors perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

H14. Elementary counselors perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H14. The sample mean, elementary counselors' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ15. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

H15. There is a difference between elementary administrators' and counselor's perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

An independent-samples t test was conducted to test H15. The perceptions of elementary administrators and elementary counselors that public school counselors should be involved in determining the duties and job responsibilities of public school counselors were compared. 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.

RQ16. To what extent do elementary administrators perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

H16. Elementary administrators perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

A one-sample *t* test was conducted to test H16. The sample mean, elementary administrators' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ17. To what extent do elementary counselors perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

H17. Elementary counselors perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

A one-sample *t* test was conducted to test H17. The sample mean, elementary counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated

from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ18. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

H18. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

An independent-samples *t* test was conducted to test H18. The perceptions of elementary administrators and elementary counselors that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties were compared. 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.

RQ19. To what extent do elementary administrators perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

H19. Elementary administrators perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

A one-sample t test was conducted to test H19. The sample mean, elementary administrators' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ20. To what extent do elementary counselors perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

H20. Elementary counselors perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

A one-sample t test was conducted to test H20. The sample mean, elementary counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ21. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should dialogue with

administrators when permanently assigned non-counseling duties and job responsibilities?

H21. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

An independent-samples *t* test was conducted to test H21. The perceptions of elementary administrators and elementary counselors that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities were compared. 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.

RQ22. To what extent do elementary administrators perceive that public school counselors should be used as substitute instructors when teachers don't show for work?

H22. Elementary administrators perceive that public school counselors should be used as substitute instructors when teachers don't show for work.

A one-sample *t* test was conducted to test H22. The sample mean, elementary administrators' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated

from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ23. To what extent do elementary counselors perceive that public school counselors should be used as substitute instructors when teachers don't show for work?

H23. Elementary counselors perceive that public school counselors should be used as substitute instructors when teachers don't show for work.

A one-sample *t* test was conducted to test H23. The sample mean, elementary counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ24. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work?

H24. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work.

An independent-samples *t* test was conducted to test H24. The perceptions of elementary administrators and elementary counselors that public school counselors should be used as substitute instructors when teachers don't show for work were compared. 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.

RQ25. To what extent do elementary administrators perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

H25. Elementary administrators perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

A one-sample t test was conducted to test H25. The sample mean, elementary administrators' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out), was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ26. To what extent do elementary counselors perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

H26. Elementary counselors perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

A one-sample t test was conducted to test H26. The sample mean, elementary counselors' perceptions that disruptive students should be sent to the counselor when they

have discipline problems (classroom acting out), was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ27. To what extent is there is a difference between elementary administrators' and counselors' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

H27. There is a difference between elementary administrators' and counselors' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

An independent-samples t test was conducted to test H27. The perceptions of elementary administrators and elementary counselors that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out) were compared. 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.

RQ28. To what extent do elementary administrators perceive that public school counselors should be engaged in scheduling school field trips?

H28. Elementary administrators perceive that public school counselors should be engaged in scheduling school field trips.

A one-sample t test was conducted to test H28. The sample mean, elementary administrators' perceptions that public school counselors should be engaged in scheduling school field trips, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ29. To what extent do elementary counselors perceive that public school counselors should be engaged in scheduling school field trips?

H29. Elementary counselors perceive that public school counselors should be engaged in scheduling school field trips.

A one-sample t test was conducted to test H29. The sample mean, elementary counselors' perceptions that public school counselors should be engaged in scheduling school field trips, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ30. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be engaged in scheduling school field trips?

H30. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be engaged in scheduling school field trips.

An independent-samples *t* test was conducted to test H30. The perceptions of elementary administrators and elementary counselors that public school counselors should be engaged in scheduling school field trips were compared. 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.

RQ31. To what extent do elementary administrators perceive that public school counselors should be involved in the administrative function of student course scheduling?

H31. Elementary administrators perceive that public school counselors should be involved in the administrative function of student course scheduling.

A one-sample *t* test was conducted to test H31. The sample mean, elementary administrators' perceptions that public school counselors should be involved in the administrative function of student course scheduling, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ32. To what extent do elementary counselors perceive that public school counselors should be involved in the administrative function of student course scheduling?

H32. Elementary counselors perceive that public school counselors should be involved in the administrative function of student course scheduling.

A one-sample t test was conducted to test H32. The sample mean, elementary counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ33. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling?

H33. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling.

An independent-samples t test was conducted to test H33. The perceptions of elementary administrators and elementary counselors that public school counselors should be involved in the administrative function of student course scheduling were compared. 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.

RQ34. To what extent do elementary administrators perceive that public school counselors should be conducting in-school personal counseling sessions?

H34. Elementary administrators perceive that public school counselors should be conducting in-school personal counseling sessions.

A one-sample *t* test was conducted to test H34. The sample mean, elementary administrators' perceptions that public school counselors should be conducting in-school personal counseling sessions, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ35. To what extent do elementary counselors perceive that public school counselors should be conducting in-school personal counseling sessions?

H35. Elementary counselors perceive that public school counselors should be conducting in-school personal counseling sessions.

A one-sample *t* test was conducted to test H35. The sample mean, elementary counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable.

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

RQ36. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions?

H36. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions.

An independent-samples *t* test was conducted to test H36. The perceptions of elementary administrators and elementary counselors that public school counselors should be conducting in-school personal counseling sessions were compared. 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.

RQ37. To what extent do elementary administrators perceive that public school counselors should be required to develop and conduct in-school group counseling sessions?

H37. Elementary administrators perceive that public school counselors should be required to develop and conduct in-school group counseling sessions.

A one-sample *t* test was conducted to test H37. The sample mean, elementary administrators' perceptions that public school counselors should be required to develop

and conduct in-school group counseling sessions, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ38. To what extent do elementary counselors perceive that public school counselors should be required to develop and conduct in-school group counseling sessions?

H38. Elementary counselors perceive that public school counselors should be required to develop and conduct in-school group counseling sessions.

A one-sample t test was conducted to test H38. The sample mean, elementary counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ39. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions?

H39. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions.

An independent-samples t test was conducted to test H39. The perceptions of elementary administrators and elementary counselors that public school counselors should be required to develop and conduct in-school group counseling sessions were compared. 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.

RQ40. To what extent do elementary administrators perceive that public school counselors should be assigned parent involvement and PTA job responsibilities?

H40. Elementary administrators perceive that public school counselors should be assigned parent involvement and PTA job responsibilities.

A one-sample t test was conducted to test H40. The sample mean, elementary administrators' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ41. To what extent do elementary counselors perceive that public school counselors should be assigned parent involvement and PTA job responsibilities?

H41. Elementary counselors perceive that public school counselors should be assigned parent involvement and PTA job responsibilities.

A one-sample t test was conducted to test H41. The sample mean, elementary counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ42. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities?

H42. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities.

An independent-samples t test was conducted to test H42. The perceptions of elementary administrators and elementary counselors that public school counselors should be assigned parent involvement and PTA job responsibilities were compared. 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

RQ43. To what extent do elementary administrators perceive that public school counselors don't have the time to provide in-school counseling services?

H43. Elementary administrators perceive that public school counselors don't have the time to provide in-school counseling services.

A one-sample t test was conducted to test H43. The sample mean, elementary administrators' perceptions that public school counselors don't have the time to provide in-school counseling services, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ44. To what extent do elementary counselors perceive that public school counselors don't have the time to provide in-school counseling services?

H44. Elementary counselors perceive that public school counselors don't have the time to provide in-school counseling services.

A one-sample t test was conducted to test H44. The sample mean, elementary counselors' perceptions that public school counselors don't have the time to provide in-school counseling services, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

RQ45. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors don't have the time to provide in-school counseling services?

H45. There is a difference between elementary administrators' and counselors' perceptions that public school counselors don't have the time to provide in-school counseling services.

An independent-samples *t* test was conducted to test H45. The perceptions of elementary administrators and elementary counselors that public school counselors don't have the time to provide in-school counseling services were compared. 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.

RQ46. To what extent do elementary administrators perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

H46. Elementary administrators perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

A one-sample *t* test was conducted to test H46. The sample mean, elementary administrators' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group

mean is calculated from a numerical variable. The level of significance was set at .05.

When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ47. To what extent do elementary counselors perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

H47. Elementary counselors perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

A one-sample *t* test was conducted to test H47. The sample mean, elementary counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ48. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

H48. There is a difference between elementary administrators' and counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

An independent-samples *t* test was conducted to test H48. The perceptions of elementary administrators and elementary counselors that public school counselors don't

conduct counseling sessions because human service agencies are on site and provide counseling services were compared. 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

There were multiple limitations in this study. The first limitation was that the study results were dependent upon the percentage of District A elementary administrators and counselors who chose to participate in the study. Since the scope of the study was limited to the perceptions of elementary administrators and elementary counselors in District A, the generalization of the findings may be constrained to this group. Finally, the participants in this study may have responded to items based on their prior experiences rather than their current situation.

Summary

Chapter 3 contained a reiteration of the purpose of the study. Chapter 3 also contained the methodology utilized, including research design, the selection of participants, the measurement, the data collection procedures, the data analysis and hypothesis testing, and limitations in the study. Chapter 4 contains descriptive statistics and hypothesis testing results.

Chapter 4

Results

The first purpose of the study was to determine elementary administrators' (principals and assistant principals) perceptions of the potential role of the elementary school counselor as measured by the PSCRAQ items. The second purpose of the study was to determine elementary school counselors' perceptions of their role as measured by the PSCRAQ items. The third purpose of the study was to determine differences between elementary administrators' and elementary school counselors' perceptions of the potential role of the elementary school counselor as measured by PSCRAQ items. The descriptive statistics and the data analysis results are chronicled in this chapter in narrative form.

Descriptive Statistics

The survey was sent to 59 elementary principals, 31 elementary assistant principals, and 53 elementary counselors employed in District A, a public urban school district in a Midwest state. From this initial sample, 23 elementary principals, 18 elementary assistant principals, and 20 elementary counselors participated in the study by completing the survey. The 23 elementary principals and 18 elementary assistant principals were recoded as elementary administrators for the data analyses.

Hypothesis Testing

One-sample t tests were conducted to test the hypotheses related to elementary administrators' and counselors' perceptions of the potential role of the elementary counselors as measured by the PSCRAQ items. Independent-samples t tests were conducted to determine the differences between elementary administrators' and

counselors' perceptions. Each research question is followed by the hypothesis statement and the results of the data analysis.

RQ1. To what extent are elementary administrators satisfied with the current duties and job responsibilities of public school counselors?

H1. Elementary administrators are satisfied with the current duties and job responsibilities of public school counselors.

A one-sample *t* test was conducted to test H1. The sample mean, elementary administrators' satisfaction with the current duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

The results of the one-sample *t* test indicated a statistically significant difference between the group mean and the test value, $t(40) = -6.197$, $p = .000$, Cohen's $d = .964$. The sample mean ($M = 2.15$, $SD = 0.88$) was significantly lower than the test value (3.0). H1 was supported. Elementary administrators agree they are satisfied with the current duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ2. To what extent are elementary counselors satisfied with the current duties and job responsibilities of public school counselors?

H2. Elementary counselors are satisfied with the current duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H2. The sample mean, elementary counselors' satisfaction with the current duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = -6.892$, $p = .000$, Cohen's $d = 1.541$. The sample mean ($M = 2.00$, $SD = 0.65$) was significantly lower than the test value (3.0). H2 was supported. Elementary counselors agree that they are satisfied with the current duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ3. To what extent is there a difference between elementary administrators' and counselors' level of satisfaction with the current duties and job responsibilities of public school counselors?

H3. There is a difference between elementary administrators' and counselors' satisfaction with the current duties and job responsibilities of public school counselors.

An independent-samples t test was conducted to test H3. Elementary administrators' and counselors' satisfaction with the current duties and job responsibilities of public school counselors were compared. 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.

The results of the independent-samples *t* test indicated no significant difference between the two means, $t(59) = 0.659, p = .513$. The sample mean for administrators ($M = 2.15, SD = 0.88, n = 41$) was not different from the sample mean for counselors ($M = 2.00, SD = 0.65, n = 20$). H3 was not supported. There is not a difference between elementary administrators' and counselors' satisfaction with the current duties and job responsibilities of public school counselors.

RQ4. To what extent do elementary administrators perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

H4. Elementary administrators perceive that public school elementary principals should have the task of assigning the duties and job responsibilities of public school counselors.

A one-sample *t* test was conducted to test H4. The sample mean, elementary administrators' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = -2.960$, $p = .005$, Cohen's $d = 0.460$. The sample mean ($M = 2.54$, $SD = 1.002$) was significantly lower than the test value (3.0). H4 was supported. Elementary administrators agree that public school elementary principals should have the task of assigning the duties and job responsibilities of public school counselors. The effect size indicated a medium effect.

RQ5. To what extent do elementary counselors perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

H5. Elementary counselors perceive that public school principals should have the task of assigning the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H5. The sample mean, elementary counselors' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = 2.236$, $p = .038$, Cohen's $d = 0.500$. The sample mean ($M = 3.50$, $SD = 1.00$) was significantly higher than the test value (3.0). H5 was not supported. Elementary counselors disagree that public school principals

should have the task of assigning the duties and job responsibilities of public school counselors. The effect size indicated a medium effect.

RQ6. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals should have the task of assigning the duties and job responsibilities of public school counselors?

H6. There is a difference between elementary administrators' and counselors' perceptions that public school elementary administrators should have the task of assigning the duties and job responsibilities of public school counselors.

An independent-samples *t* test was conducted to test H6. The perceptions of elementary administrators and counselors that public school principals should have the task of assigning the duties and job responsibilities of public school counselors were compared. 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.

The results of the independent-samples *t* test indicated a statistically significant difference between the two means, $t(59) = -3.526, p = .001$, Cohen's $d = 0.962$. The sample mean for administrators ($M = 2.54, SD = 1.00, n = 41$) was lower than the sample mean for counselors ($M = 3.50, SD = 1.00, n = 20$). H6 was supported. Elementary administrators agree, and counselors disagree that public school principals should have the task of assigning the duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ7. To what extent do elementary administrators perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors?

H7. Elementary administrators perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors.

A one-sample t test was conducted to test H7. The sample mean, elementary administrators' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(39) = 9.824$, $p = .000$, Cohen's $d = 1.563$. The sample mean ($M = 3.88$, $SD = 0.56$) was significantly higher than the test value (3.0). H7 was not supported. Elementary administrators disagree that public school principals have too much involvement in defining the job responsibilities of public school counselors. The effect size indicated a large effect.

RQ8. To what extent do elementary counselors perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors?

H8. Elementary counselors perceive that public school principals have too much involvement in defining the job responsibilities of public school counselors.

A one-sample t test was conducted to test H8. The sample mean, elementary counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors, was compared to a test value (3.0). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(19) = -0.237$, $p = .815$. The sample mean ($M = 2.95$, $SD = 0.94$) was not different from the test value (3.0). H8 was not supported. Elementary counselors do not agree or disagree that public school principals have too much involvement in defining the job responsibilities of public school counselors.

RQ9. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors?

H9. There is a difference between elementary administrators' and counselors' perceptions that public school principals have too much involvement in defining the job responsibilities of public school counselors.

An independent-samples t test was conducted to test H9. The perceptions of elementary administrators and counselors that public school principals have too much involvement in defining the job responsibilities of public school counselors were compared. 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.

The results of the independent-samples t test indicated a statistically significant difference between the two means, $t(58) = 4.750, p = .000$, Cohen's $d = 1.301$. The sample mean for administrators ($M = 3.88, SD = 0.56, n = 40$) was higher than the sample mean for counselors ($M = 2.95, SD = 0.94, n = 20$). H9 was supported. Elementary administrators disagree and elementary counselors neither agree nor disagree that public school principals have too much involvement in defining the job responsibilities of public school counselors. The effect size indicated a large effect.

RQ10. To what extent do elementary administrators perceive that public school principals don't understand the duties and job responsibilities of public school counselors?

H10. Elementary administrators perceive that public school principals don't understand the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H10. The sample mean, elementary administrators' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors, was compared to a test value (3.0). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = 6.007, p = .000$, Cohen's $d = 0.934$. The sample mean ($M = 3.85, SD = 0.91$) was significantly higher than the test value (3.0). H10 was not supported. Elementary administrators disagree that public school principals don't understand the duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ11. To what extent do elementary counselors perceive that public school principals don't understand the duties and job responsibilities of public school counselors?

H11. Elementary counselors perceive that public school principals don't understand the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H11. The sample mean, elementary counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(19) = -1.301, p = .209$. The sample mean ($M = 2.70, SD = 1.03$) was not different from the test value (3.0). H8 was not supported. Elementary counselors do not agree or disagree that public school principals don't understand the duties and job responsibilities of public school counselors.

RQ12. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors?

H12. There is a difference between elementary administrators' and counselors' perceptions that public school principals don't understand the duties and job responsibilities of public school counselors.

An independent-samples *t* test was conducted to test H12. The perceptions of elementary administrators and elementary counselors that public school principals don't understand the duties and job responsibilities of public school counselors were compared. 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.

The results of the independent-samples *t* test indicated a statistically significant difference between the two means, $t(59) = 4.449$, $p = .000$, Cohen's $d = 1.214$. The sample mean for administrators ($M = 3.85$, $SD = 0.91$, $n = 41$) was higher than the sample mean for counselors ($M = 2.70$, $SD = 1.03$, $n = 20$). H12 was supported. Elementary administrators disagree and elementary counselors neither agree nor disagree that public school principals don't understand the duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ13. To what extent do elementary administrators perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

H13. Elementary administrators perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H13. The sample mean, elementary administrators' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = -6.638$, $p = .000$, Cohen's $d = 1.032$. The sample mean ($M = 2.15$, $SD = 0.82$) was significantly lower than the test value (3.0). H13 was supported. Elementary administrators agree that public school counselors should be involved in determining the duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ14. To what extent do elementary counselors perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

H14. Elementary counselors perceive that public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

A one-sample t test was conducted to test H14. The sample mean, elementary counselors' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = -9.131$, $p = .000$, Cohen's $d = 2.042$. The sample mean ($M = 1.45$, $SD = 0.76$) was significantly lower than the test value (3.0). H14 was supported. Elementary counselors agree that public school counselors should be involved in determining the duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ15. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors?

H15. There is a difference between elementary administrators and counselor's perceptions that public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

An independent-samples t test was conducted to test H15. The perceptions of elementary administrators and elementary counselors that public school counselors should be involved in determining the duties and job responsibilities of public school counselors were compared. 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.

The results of the independent-samples t test indicated a statistically significant difference between the two means, $t(59) = 3.178$, $p = .002$, Cohen's $d = 0.867$. The sample mean for administrators ($M = 2.15$, $SD = 0.82$, $n = 41$) was higher than the sample mean for counselors ($M = 1.45$, $SD = 0.76$, $n = 20$). H15 was supported. Elementary counselors agree more strongly than administrators that public school counselors should be involved in determining the duties and job responsibilities of public school counselors. The effect size indicated a large effect.

RQ16. To what extent do elementary administrators perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

H16. Elementary administrators perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

A one-sample t test was conducted to test H16. The sample mean, elementary administrators' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(39) = 6.333$, $p = .000$, Cohen's $d = 1.006$. The sample mean ($M = 3.98$, $SD = 0.97$) was significantly higher than the test value (3.0). H16 was not supported. Elementary administrators disagree that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties. The effect size indicated a large effect.

RQ17. To what extent do elementary counselors perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

H17. Elementary counselors perceive that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

A one-sample t test was conducted to test H17. The sample mean, elementary counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(19) = 0.645$, $p = 0.527$. The sample mean ($M = 3.15$, $SD = 1.04$) was not different from the test value (3.0). H17 was not supported. Elementary counselors do not agree or disagree that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

RQ18. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties?

H18. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

An independent-samples *t* test was conducted to test H18. The perceptions of elementary administrators and elementary counselors that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties were compared. 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.

The results of the independent-samples *t* test indicated a statistically significant difference between the two means, $t(58) = 3.025$, $p = .004$, Cohen's $d = 0.828$. The sample mean for administrators ($M = 3.98$, $SD = 0.97$, $n = 40$) was higher than the sample mean for counselors ($M = 3.15$, $SD = 1.04$, $n = 20$). H18 was supported. Elementary administrators disagree, and elementary counselors neither agree nor disagree that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties. The effect size indicated a large effect.

RQ19. To what extent do elementary administrators perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

H19. Elementary administrators perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

A one-sample *t* test was conducted to test H19. The sample mean, elementary administrators' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities, was compared to a test value (3). The one-sample *t* test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

The results of the one-sample *t* test indicated a statistically significant difference between the group mean and the test value, $t(40) = -6.112$, $p = .000$, Cohen's $d = 0.949$. The sample mean ($M = 2.20$, $SD = 0.84$) was significantly lower than the test value (3.0). H19 was supported. Elementary administrators agree that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities. The effect size indicated a large effect.

RQ20. To what extent do elementary counselors perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

H20. Elementary counselors perceive that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

A one-sample t test was conducted to test H20. The sample mean, elementary counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = -6.902$, $p = .000$, Cohen's $d = 1.543$. The sample mean ($M = 1.85$, $SD = 0.75$) was significantly higher than the test value (3.0). H20 was supported. Elementary counselors agree that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities. The effect size indicated a large effect.

RQ21. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities?

H21. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

An independent-samples t test was conducted to test H21. The perceptions of elementary administrators and elementary counselors that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities were compared. 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.

The results of the independent-samples t test indicated no significant difference between the two means, $t(59) = 1.557, p = 0.125$. The sample mean for administrators ($M = 2.20, SD = 0.84, n = 41$) was not different from the sample mean for counselors ($M = 1.85, SD = 0.75, n = 20$). H21 was not supported. There is not a difference between elementary administrators' and counselors' perceptions that public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

RQ22. To what extent do elementary administrators perceive that public school counselors should be used as substitute instructors when teachers don't show for work?

H22. Elementary administrators perceive that public school counselors should be used as substitute instructors when teachers don't show for work.

A one-sample t test was conducted to test H22. The sample mean, elementary administrators' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the

comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(40) = 1.767$, $p = 0.085$. The sample mean ($M = 3.34$, $SD = 1.24$) was not different from the test value (3.0). H22 was not supported.

Elementary administrators do not agree or disagree that public school counselors should be used as substitute instructors when teachers don't show for work.

RQ23. To what extent do elementary counselors perceive that public school counselors should be used as substitute instructors when teachers don't show for work?

H23. Elementary counselors perceive that public school counselors should be used as substitute instructors when teachers don't show for work.

A one-sample t test was conducted to test H23. The sample mean, elementary counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = 12.568$, $p = .000$, Cohen's $d = 2.810$. The sample mean ($M = 4.65$, $SD = 0.59$) was significantly higher than the test value (3.0). H23 was not supported. Elementary counselors disagree that public school counselors

should be used as substitute instructors when teachers don't show for work. The effect size indicated a large effect.

RQ24. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work?

H24. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be used as substitute instructors when teachers don't show for work.

An independent-samples *t* test was conducted to test H24. The perceptions of elementary administrators and elementary counselors that public school counselors should be used as substitute instructors when teachers don't show for work were compared. 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.

The results of the independent-samples *t* test indicated a statistically significant difference between the two means, $t(59) = -4.476, p = .000, d = 1.221$. The sample mean for administrators ($M = 3.34, SD = 1.24, n = 41$) was less than the sample mean for counselors ($M = 4.65, SD = 0.59, n = 20$). H24 was supported. Elementary administrators neither agree nor disagree, and counselors disagree that public school counselors should be used as substitute instructors when teachers don't show for work. The effect size indicated a large effect.

RQ25. To what extent do elementary administrators perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

H25. Elementary administrators perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

A one-sample t test was conducted to test H25. The sample mean, elementary administrators' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out), was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = -2.103$, $p = .042$, Cohen's $d = 0.327$. The sample mean ($M = 2.66$, $SD = 1.039$) was significantly lower than the test value (3.0). H25 was supported. Elementary administrators agree that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out). The effect size indicated a small effect.

RQ26. To what extent do elementary counselors perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

H26. Elementary counselors perceive that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

A one-sample t test was conducted to test H26. The sample mean, elementary counselors' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out), was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(19) = 1.361, p = .189$. The sample mean ($M = 3.40, SD = 1.31$) was not different from the test value (3.0). H26 was not supported. Elementary counselors do not agree or disagree that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

RQ27. To what extent is there is a difference between elementary administrators' and counselors' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)?

H27. There is a difference between elementary administrators' and counselors' perceptions that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out).

An independent-samples t test was conducted to test H27. The perceptions of elementary administrators and elementary counselors that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out) were compared. 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.

The results of the independent-samples t test indicated a statistically significant difference between the two means, $t(59) = -2.395$, $p = .020$, Cohen's $d = 0.653$. The sample mean for administrators ($M = 2.66$, $SD = 1.04$, $n = 41$) was less than the sample mean for counselors ($M = 3.40$, $SD = 1.31$, $n = 20$). H27 was supported. Elementary administrators agree and elementary counselors neither agree nor disagree that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out). The effect size indicated a medium effect.

RQ28. To what extent do elementary administrators perceive that public school counselors should be engaged in scheduling school field trips?

H28. Elementary administrators perceive that public school counselors should be engaged in scheduling school field trips.

A one-sample t test was conducted to test H28. The sample mean, elementary administrators' perceptions that public school counselors should be engaged in scheduling school field trips, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = 5.264$, $p = .000$, Cohen's $d = 0.817$.

The sample mean ($M = 3.85$, $SD = 1.04$) was significantly higher than the test value (3.0). H28 was not supported. Elementary administrators disagree that public school counselors should be engaged in scheduling school field trips. The effect size indicated a large effect.

RQ29. To what extent do elementary counselors perceive that public school counselors should be engaged in scheduling school field trips?

H29. Elementary counselors perceive that public school counselors should be engaged in scheduling school field trips.

A one-sample t test was conducted to test H29. The sample mean, elementary counselors' perceptions that public school counselors should be engaged in scheduling school field trips, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = 6.328$, $p = .000$, Cohen's $d = 1.415$. The sample mean ($M = 4.15$, $SD = 0.81$) was significantly higher than the test value (3.0). H29 was not supported. Elementary counselors disagree that public school counselors should be engaged in scheduling school field trips. The effect size indicated a large effect.

RQ30. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be engaged in scheduling school field trips?

H30. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be engaged in scheduling school field trips.

An independent-samples *t* test was conducted to test H30. The perceptions of elementary administrators and elementary counselors that public school counselors should be engaged in scheduling school field trips were compared. 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.

The results of the independent-samples *t* test indicated no significant difference between the two means, $t(59) = -1.119, p = 0.268$. The sample mean for administrators ($M = 3.85, SD = 1.04, n = 41$) was not different from the sample mean for counselors ($M = 4.15, SD = 0.81, n = 20$). H30 was not supported. There is not a difference between elementary administrators' and counselors' perceptions that public school counselors should be engaged in scheduling school field trips.

RQ31. To what extent do elementary administrators perceive that public school counselors should be involved in the administrative function of student course scheduling?

H31. Elementary administrators perceive that public school counselors should be involved in the administrative function of student course scheduling.

A one-sample t test was conducted to test H31. The sample mean, elementary administrators' perceptions that public school counselors should be involved in the administrative function of student course scheduling, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(40) = -1.071$, $p = 0.291$. The sample mean ($M = 2.80$, $SD = 1.17$) was not different from the test value (3.0). H31 was not supported. Elementary administrators do not agree or disagree that public school counselors should be involved in the administrative function of student course scheduling.

RQ32. To what extent do elementary counselors perceive that public school counselors should be involved in the administrative function of student course scheduling?

H32. Elementary counselors perceive that public school counselors should be involved in the administrative function of student course scheduling.

A one-sample t test was conducted to test H32. The sample mean, elementary counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the

comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(19) = -0.616$, $p = 0.545$. The sample mean ($M = 2.85$, $SD = 1.09$) was not different from the test value (3.0). H32 was not supported. Elementary counselors do not agree or disagree that public school counselors should be involved in the administrative function of student course scheduling.

RQ33. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling?

H33. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling.

An independent-samples t test was conducted to test H33. The perceptions of elementary administrators and elementary counselors that public school counselors should be involved in the administrative function of student course scheduling were compared. 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.

The results of the independent-samples t test indicated no significant difference between the two means, $t(59) = -0.145, p = 0.885$. The sample mean for administrators ($M = 2.80, SD = 1.17, n = 41$) was not different from the sample mean for counselors ($M = 2.85, SD = 1.09, n = 20$). H33 was not supported. There is not a difference between elementary administrators' and counselors' perceptions that public school counselors should be involved in the administrative function of student course scheduling.

RQ34. To what extent do elementary administrators perceive that public school counselors should be conducting in-school personal counseling sessions?

H34. Elementary administrators perceive that public school counselors should be conducting in-school personal counseling sessions.

A one-sample t test was conducted to test H34. The sample mean, elementary administrators' perceptions that public school counselors should be conducting in-school personal counseling sessions, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = -12.090, p = .000$, Cohen's $d = 1.890$. The sample mean ($M = 1.73, SD = 0.67$) was significantly lower than the test value (3.0). H34 was supported. Elementary administrators agree that public school counselors

should be conducting in-school personal counseling sessions. The effect size indicated a large effect.

RQ35. To what extent do elementary counselors perceive that public school counselors should be conducting in-school personal counseling sessions?

H35. Elementary counselors perceive that public school counselors should be conducting in-school personal counseling sessions.

A one-sample t test was conducted to test H35. The sample mean, elementary counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = -8.304$, $p = .000$, Cohen's $d = 1.857$. The sample mean ($M = 1.60$, $SD = 0.75$) was significantly lower than the test value (3.0). H35 was supported. Elementary counselors agree that public school counselors should be conducting in-school personal counseling sessions. The effect size indicated a large effect.

RQ36. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions?

H36. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions.

An independent-samples *t* test was conducted to test H36. The perceptions of elementary administrators and elementary counselors that public school counselors should be conducting in-school personal counseling sessions were compared. 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.

The results of the independent-samples *t* test indicated no significant difference between the two means, $t(59) = 0.691, p = 0.493$. The sample mean for administrators ($M = 1.73, SD = 0.67, n = 41$) was not different from the sample mean for counselors ($M = 1.60, SD = 0.75, n = 20$). H36 was not supported. There is not a difference between elementary administrators' and counselors' perceptions that public school counselors should be conducting in-school personal counseling sessions.

RQ37. To what extent do elementary administrators perceive that public school counselors should be required to develop and conduct in-school group counseling sessions?

H37. Elementary administrators perceive that public school counselors should be required to develop and conduct in-school group counseling sessions.

A one-sample t test was conducted to test H37. The sample mean, elementary administrators' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = -16.302$, $p = .000$, Cohen's $d = 2.560$. The sample mean ($M = 1.63$, $SD = 0.54$) was significantly lower than the test value (3.0). H37 was supported. Elementary administrators agree that public school counselors should be required to develop and conduct in-school group counseling sessions. The effect size indicated a large effect.

RQ38. To what extent do elementary counselors perceive that public school counselors should be required to develop and conduct in-school group counseling sessions?

H38. Elementary counselors perceive that public school counselors should be required to develop and conduct in-school group counseling sessions.

A one-sample t test was conducted to test H38. The sample mean, elementary counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical

variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated no significant difference between the group mean and the test value, $t(19) = -1.648, p = 0.116$. The sample mean ($M = 2.50, SD = 1.36$) was not different from the test value (3.0). H38 was not supported.

Elementary counselors do not agree or disagree that public school counselors should be required to develop and conduct in-school group counseling sessions.

RQ39. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions?

H39. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be required to develop and conduct in-school group counseling sessions.

An independent-samples t test was conducted to test H39. The perceptions of elementary administrators and elementary counselors that public school counselors should be required to develop and conduct in-school group counseling sessions were compared. 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.

The results of the independent-samples t test indicated a statistically significant difference between the two means, $t(59) = -3.575, p = .001$, Cohen's $d = 0.975$. The

sample mean for administrators ($M = 1.63$, $SD = 0.54$, $n = 41$) was less than the sample mean for counselors ($M = 2.50$, $SD = 1.36$, $n = 20$). H39 was supported. Elementary administrators agree, and elementary counselors neither agree nor disagree that public school counselors should be required to develop and conduct in-school group counseling sessions. The effect size indicated a large effect.

RQ40. To what extent do elementary administrators perceive that public school counselors should be assigned parent involvement and PTA job responsibilities?

H40. Elementary administrators perceive that public school counselors should be assigned parent involvement and PTA job responsibilities.

A one-sample t test was conducted to test H40. The sample mean, elementary administrators' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = 2.357$, $p = .023$, Cohen's $d = 0.372$. The sample mean ($M = 3.37$, $SD = 0.99$) was significantly higher than the test value (3.0). H40 was not supported. Elementary administrators disagree that public school counselors should be assigned parent involvement and PTA job responsibilities. The effect size indicated a large effect.

RQ41. To what extent do elementary counselors perceive that public school counselors should be assigned parent involvement and PTA job responsibilities?

H41. Elementary counselors perceive that public school counselors should be assigned parent involvement and PTA job responsibilities.

A one-sample t test was conducted to test H41. The sample mean, elementary counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = 4.723$, $p = .000$, Cohen's $d = 1.056$. The sample mean ($M = 3.90$, $SD = 0.85$) was significantly higher than the test value (3.0). H41 was not supported. Elementary counselors disagree that public school counselors should be assigned parent involvement and PTA job responsibilities. The effect size indicated a large effect.

RQ42. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities?

H42. There is a difference between elementary administrators' and counselors' perceptions that public school counselors should be assigned parent involvement and PTA job responsibilities.

An independent-samples t test was conducted to test H42. The perceptions of elementary administrators and elementary counselors that public school counselors should be assigned parent involvement and PTA job responsibilities were compared. 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.

The results of the independent-samples t test indicated a statistically significant difference between the two means, $t(59) = -2.060$, $p = .044$, Cohen's $d = 0.562$. The sample mean for administrators ($M = 3.37$, $SD = 0.99$, $n = 41$) was less than the sample mean for counselors ($M = 3.90$, $SD = 0.85$, $n = 20$). H42 was supported. Elementary counselors disagree more strongly than administrators that public school counselors should be assigned parent involvement and PTA job responsibilities. The effect size indicated a medium effect.

RQ43. To what extent do elementary administrators perceive that public school counselors don't have the time to provide in-school counseling services?

H43. Elementary administrators perceive that public school counselors don't have the time to provide in-school counseling services.

A one-sample t test was conducted to test H43. The sample mean, elementary administrators' perceptions that public school counselors don't have the time to provide in-school counseling services, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group

mean with a known value, and the group mean is calculated from a numerical variable.

The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = 5.595$, $p = .000$, Cohen's $d = 0.875$.

The sample mean ($M = 3.88$, $SD = 1.01$) was significantly higher than the test value (3.0).

H43 was not supported. Elementary administrators disagree that public school counselors don't have the time to provide in-school counseling services. The effect size indicated a large effect.

RQ44. To what extent do elementary counselors perceive that public school counselors don't have the time to provide in-school counseling services?

H44. Elementary counselors perceive that public school counselors don't have the time to provide in-school counseling services.

A one-sample t test was conducted to test H44. The sample mean, elementary counselors' perceptions that public school counselors don't have the time to provide in-school counseling services, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = 3.199$, $p = .005$, Cohen's $d = 0.715$.

The sample mean ($M = 3.70$, $SD = 0.98$) was significantly higher than the test value (3.0).

H44 was not supported. Elementary counselors disagree that public school counselors don't have the time to provide in-school counseling services. The effect size indicated a large effect.

RQ45. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors don't have the time to provide in-school counseling services?

H45. There is a difference between elementary administrators' and counselors' perceptions that public school counselors don't have the time to provide in-school counseling services.

An independent-samples *t* test was conducted to test H45. The perceptions of elementary administrators and elementary counselors that public school counselors don't have the time to provide in-school counseling services were compared. 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.

The results of the independent-samples *t* test indicated no significant difference between the two means, $t(59) = 0.655$, $p = 0.515$. The sample mean for administrators ($M = 3.88$, $SD = 1.00$, $n = 41$) was not different from the sample mean for counselors ($M = 3.70$, $SD = 0.98$, $n = 20$). H45 was not supported. There is not a difference between elementary administrators' and counselors' perceptions that public school counselors don't have the time to provide in-school counseling services.

RQ46. To what extent do elementary administrators perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

H46. Elementary administrators perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

A one-sample t test was conducted to test H46. The sample mean, elementary administrators' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(40) = 8.627$, $p = .000$, Cohen's $d = 1.83$. The sample mean ($M = 3.98$, $SD = 0.72$) was significantly higher than the test value (3.0). H46 was not supported. Elementary administrators disagree that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services. The effect size indicated a large effect.

RQ47. To what extent do elementary counselors perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

H47. Elementary counselors perceive that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

A one-sample t test was conducted to test H47. The sample mean, elementary counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services, was compared to a test value (3). The one-sample t test was chosen for the hypothesis testing because it involves the comparison of one group mean with a known value, and the group mean is calculated from a numerical variable. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported.

The results of the one-sample t test indicated a statistically significant difference between the group mean and the test value, $t(19) = 7.935$, $p = .000$, Cohen's $d = 1.774$. The sample mean ($M = 4.30$, $SD = 0.73$) was significantly higher than the test value (3.0). H47 was not supported. Elementary counselors disagree that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services. The effect size indicated a large effect.

RQ48. To what extent is there a difference between elementary administrators' and counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services?

H48. There is a difference between elementary administrators' and counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

An independent-samples t test was conducted to test H48. The perceptions of elementary administrators and elementary counselors that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services were compared. 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.

The results of the independent-samples t test indicated no significant difference between the two means, $t(59) = -1.636, p = 0.107$. The sample mean for administrators ($M = 3.98, SD = 0.72, n = 41$) was not different from the sample mean for counselors ($M = 4.30, SD = 0.73, n = 20$). H48 was not supported. There is not a difference between elementary administrators' and counselors' perceptions that public school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

Summary

Included in Chapter 4 were the descriptive statistics related to the study participants. The chapter also contained the results of the hypothesis testing. The hypothesis testing consisted of one-sample t tests related to elementary administrators' and counselors' perceptions of the potential role of the elementary counselors as measured by the PSCRAQ items. The hypotheses testing also consisted of independent-samples t tests, which were utilized to determine the differences between elementary administrators' and counselors' perceptions. Each research hypothesis also included the results of the data analysis, the sample, the mean, the standard deviation, and the degrees of freedom. Chapter 5 includes a study summary, findings related to the literature, and the conclusion.

Chapter 5

Interpretation and Recommendations

Developing appropriate roles for school counselors continues to be an area of discourse between elementary administrators and counselors. Chapter 1 contained the introduction to the study, background, statement of the problem, purpose and significance of the study, delimitations, assumptions of the study, research questions that guided the study, and definition of terms utilized in the study. Chapter 2 included the review of literature, while Chapter 3 contained the methodology utilized in the study. In Chapter 4, the descriptive statistics and analysis of the hypotheses were reported. This chapter is categorized into three primary sections: study summary, findings related to the literature, and the conclusions.

Study Summary

This section of the chapter contains a narrative summary of this study. This summary contains an overview of the problem related to this study. Second, the purpose statement and research questions are provided. The third section contains a review of the methodology that was utilized in this study. In the final section, a presentation of the major findings of the study is included.

Overview of the problem. To avoid the potential for miscommunication and mistrust, a study that explored the extent to which building administrators and professional school counselors agree and differ in their perceptions of the role of the public school counselor was warranted. According to Rizzo et al. (1970), previous research has shown that dysfunctional individual and organizational consequences result from role conflict and role ambiguity in complex organizations. Several elementary

counselors in District A stated they were frustrated with being used as substitute teachers and additional duties assigned by their principals (personal communication, May 3, 2019). Creating and determining the most appropriate role for school counselors continues to be a point of concern for the counselors in this profession.

Purpose statement and research questions. The first purpose of the study was to determine elementary administrators' (principals and assistant principals) perceptions of the potential role of the elementary school counselor as measured by the PSCRAQ items. The second purpose of the study was to determine elementary school counselors' perceptions of their role as measured by the PSCRAQ items. The third purpose of the study was to determine differences between elementary administrators' and elementary school counselors' perceptions of the role of the elementary school counselor as measured by PSCRAQ items. To address the purposes of this study, 48 research questions were posed, and 48 hypotheses were tested.

Review of the methodology. A quantitative research design utilizing survey methods was used to determine the perceptions of elementary administrators and elementary school counselors regarding the roles of the public school counselor and the difference between the participants from the two groups' perceptions. The participants in the study were elementary administrators and counselors employed by District A during the 2020-2021 school year. The PSCRAQ utilized in this study was created by Ross and Herrington (2006). One-sample *t* tests were conducted to test the hypotheses related to elementary administrators' and counselors' perceptions of the potential role of the elementary counselors as measured by the PSCRAQ items. Independent-samples *t* tests

were conducted to determine the differences between elementary administrators' and counselors' perceptions.

Major findings. This research was created to test 48 hypotheses that dealt with elementary administrators' (principals and assistant principals) and counselors' perceptions of the potential role of the elementary school counselor as measured by the PSCRAQ. The first paragraph deals with the results of hypothesis testing about administrators' perceptions, while the next paragraph deals with the results of the hypothesis testing about counselors' perceptions, and the final paragraph deals with the results of the hypothesis testing related to the differences between administrators' and counselors' perceptions.

Elementary administrators agree that

- they are satisfied with the current duties and job responsibilities of elementary school counselors
- elementary school principals should have the task of assigning the duties and job responsibilities of public school counselors
- elementary school counselors should be involved in determining the duties and job responsibilities of elementary school counselors
- elementary school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities
- disruptive students should be sent to the counselor when they have discipline problems (classroom acting out)
- elementary school counselors should be conducting in-school personal counseling sessions

- elementary school counselors should be required to develop and conduct in-school group counseling sessions.

Elementary administrators disagree that

- elementary school principals have too much involvement in defining the job responsibilities of elementary school counselors
- elementary school principals don't understand the duties and job responsibilities of elementary school counselors
- elementary school counselors should only be engaged in those activities that are traditionally recognized as counselor duties
- elementary school counselors should be engaged in scheduling school field trips
- public school counselors should be assigned parent involvement and PTA job responsibilities
- elementary school counselors don't have the time to provide in-school counseling services
- elementary school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

For the remaining counselor roles, elementary administrators neither agree nor disagree.

Elementary counselors agree that

- they are satisfied with the current duties and job responsibilities of elementary school counselors
- elementary school counselors should be involved in determining the duties and job responsibilities of elementary school counselors

- elementary school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities
- elementary school counselors should be conducting in-school personal counseling sessions.

Elementary counselors disagree that

- elementary school principals should have the task of assigning the duties and job responsibilities of elementary school counselors
- elementary school counselors should be used as substitute instructors when teachers don't show for work
- elementary school counselors should be engaged in scheduling school field trips
- elementary school counselors should be assigned parent involvement and PTA job responsibilities
- elementary school counselors don't have the time to provide in-school counseling services
- elementary school counselors don't conduct counseling sessions because human service agencies are on site and provide counseling services.

For the remaining counselor roles, elementary counselors neither agree nor disagree.

The results of the hypothesis testing related to the differences between elementary administrators and counselors were mixed and complicated. Elementary administrators agree, and counselors disagree that elementary school principals should have the task of assigning the duties and job responsibilities of elementary school counselors. Elementary administrators agree and elementary counselors neither agree nor disagree that disruptive students should be sent to the counselor when they have discipline problems (classroom

acting out), and elementary school counselors should be required to develop and conduct in-school group counseling sessions. Elementary administrators disagree and elementary counselors neither agree nor disagree that elementary school principals have too much involvement in defining the job responsibilities of elementary school counselors, elementary school principals don't understand the duties and job responsibilities of elementary school counselors, and elementary school counselors should only be engaged in those activities that are traditionally recognized as counselor duties. Elementary administrators neither agree nor disagree, and counselors disagree that elementary school counselors should be used as substitute instructors when teachers don't show for work. Elementary counselors agree more strongly than administrators that elementary school counselors should be involved in determining the duties and job responsibilities of elementary school counselors. Elementary counselors disagree more strongly than administrators that elementary school counselors should be assigned parent involvement and PTA job responsibilities. For the remaining counselor roles, there were no differences between the perceptions of elementary administrators and counselors.

Findings Related to the Literature

This section contains a discussion of the results of the current study related to the literature pertaining to the perceptions of elementary administrators and elementary school counselors regarding the role of the elementary school counselor reviewed in Chapter 2. Included in the literature are topics related to principals' perceptions of school counselors' role, counselors' perceptions of school counselor's role, and the differences between the principal and school counselor perceptions. Comparing and contrasting the results of the current study with the literature regarding the differences between the

principal and school counselor perceptions yielded several differences and similarities. The discussion is found below, following the order of the research questions.

The results of the current study indicated that elementary administrators agree they are satisfied with the current duties and job responsibilities of elementary school counselors, which is similar to Beesley and Frey's (2006) findings that 73% of principals reported being somewhat satisfied to very satisfied with the counseling services in their school and Ruiz's (2015) findings that 73% of principals expressed that they were moderately to definitively satisfied with counseling services provided in their school. The results of the current study subsequently indicated there is not a difference between elementary administrators' and counselors' satisfaction with the current duties and job responsibilities of elementary school counselors, which is in contrast to Schmidt et al.'s (2001) finding that there was a slight difference perceived by counselors and principals regarding satisfaction with the counselor's role.

The results of the current study indicated that elementary administrators agree that public school elementary principals should have the task of assigning the duties and job responsibilities of elementary school counselors, which is similar to Ross and Herrington's (2006) findings that principal candidates thought that the duties assigned should be at the pleasure of the principal. Furthermore, the results of the current study indicated that elementary counselors disagree that elementary school principals should have the task of assigning the duties and job responsibilities of elementary school counselors, which is similar to Ross and Herrington's (2006) findings that found counselor candidates held a more substantiated view of the counselor's roles and responsibilities.

The results of the current study indicated that elementary administrators disagree that elementary school principals don't understand the duties and job responsibilities of elementary school counselors, which is supportive of Setchfield's (2005) findings that the lack of understanding the role of the counselor leads to undesirable apportionment of the counselor's time. The results of this study are also in contrast to Lane et al.'s (2020) findings that found Kansas administrators do not fully understand the role of today's school counselor, and Setchfield's (2005) findings that the principal's possible lack of understanding of counselor roles might lead to poor allocation of counselors' time; however, the real demands of the work settings that impinge on both roles could be the problem. The results of the current study subsequently indicated elementary administrators disagree and elementary counselors neither agree nor disagree that elementary school principals don't understand the duties and job responsibilities of elementary school counselors, which is similar to Chata and Loesch's (2007) findings that determined principal candidates were able to distinguish elementary school counselor responsibilities as they related to the role as defined in the ASCA National Model.

The results of the current study indicated that elementary administrators agree that public school counselors should be involved in determining the duties and job responsibilities of elementary school counselors. This finding supports Gordon's (2019) findings that inexperienced administrators should set realistic expectations with the counselor to benefit them in understanding the role of the counselor and what is expected with counselor responsibilities, and in contrast to DiDomenico-Sorrento's (2012) findings that found professional school counselors should take a more active role in communicating how their time would benefit the school. The results of the current study

indicated that elementary counselors agree that elementary school counselors should be involved in determining the duties and job responsibilities of elementary school counselors, which is supportive of Benigno's (2017) findings that initiating collegial conversation and a cooperative understanding between the administration and the counselor will assist in defining the role responsibility of the counselor and help those individuals intertwine their responsibilities with the goals of the school administration.

The results of the current study indicated that elementary administrators disagree that elementary school counselors should only be engaged in those activities that are traditionally recognized as counselor duties. This finding supports Vaughn et al.'s (2007) finding that the majority of the participants favored activities that stimulate student achievement through the areas of academic, career, and personal social activities. This finding of the current study is in contrast to Fitch et al.'s (2001) finding that future administrators perceived that discipline, record keeping, registrations, special education support, and testing were all tasks of the school counselor even though they are not classified as the role of the counselor. The ASCA (2020) defined these as inappropriate (non-counseling) activities. Furthermore, the results of the current study indicated that elementary administrators disagree and elementary counselors neither agree nor disagree that public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties. The current study's finding is in contrast to Bailey's (2012) finding that there was no significant difference in counselors' and principals' perceptions of the duties and activities that the counselor should be facilitating.

The results of the current study indicated that elementary administrators agree that elementary school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities. This finding is supportive of Fitch et al.'s (2001) finding that collaboration will be needed with educational leadership programs to ensure that graduates of these programs have a solid understanding of a comprehensive developmental school counseling program. The results of the current study indicated that elementary counselors disagree that elementary school counselors should be used as substitute instructors when teachers don't show for work. This finding supports Ruiz's (2015) finding that majority of the principals and counselors perceived that counselors being used as a substitute teacher was an inappropriate activity for school counselors.

The results of the current study indicated that elementary administrators agree that disruptive students should be sent to the counselor when there are discipline problems (classroom acting out), which is similar to DiDomenico-Sorrento's (2012) finding that school counselors should aid the building administrator in identifying and settling student issues, needs, and dilemmas. Furthermore, the results of the current study indicated that elementary administrators agree and elementary counselors neither agree nor disagree that disruptive students should be sent to the counselor when they have discipline problems (classroom acting out), which is supportive of Ruiz's (2015) finding that both sets of participants recognized that counselors should integrate counseling tasks concerning academic problems, family affairs, and conduct at school. The results of the current study indicated that elementary administrators agree that elementary school counselors should be conducting in-school personal counseling sessions, which is

supportive of Zalaquett and Chatters' (2012) finding that "Principals believed that counselors should spend more time on the following duties: individual counseling, small-group counseling, classroom guidance" (p. 95). Additionally, the results of the current study indicated that elementary counselors agree that elementary school counselors should be conducting in-school personal counseling sessions, which is similar to Scarborough's (2005) finding that counselors preferred consultation interventions, coordination, counseling, and curriculum intervention support.

The results of the current study indicated that elementary administrators agree and elementary counselors neither agree nor disagree that elementary school counselors should be required to develop and conduct in-school group counseling sessions. This finding is similar to Partin's (1990) finding that both counselors and principals acknowledged having a desire for a relative amount of the counselor's time to be spent administering counseling services to students. This finding directly relates to the ASCA (2020) role of the school counselor.

The results of the current study indicated that elementary counselors disagree that elementary school counselors don't have the time to provide in-school counseling services. This finding is in contrast to Vaughn et al.'s (2007) finding that a majority of the counselors (80%) would like to spend more time conducting counseling services, meaning they are not actually conducting these services. Of the remaining participants, only 42% prefer to spend more time counseling with stakeholders in the community and students based on ASCA national standards; 50% of participants prefer to conduct more explicit evaluations and participate in outreach services.

Conclusions

The role of the elementary school counselor is continuously changing to help support student achievement. As discussed in Chapter 1, the role of the counselor varies from school to school. The study results have the potential to benefit elementary school counselors and principals for the purpose of having an open dialogue, as well as colleges that have administrative preparation programs and elementary school counseling programs through enhanced program content. The first subsection includes implications for action by district leadership, elementary principals, elementary counselors, and graduate schools of education. The second subsection includes recommendations for future research, and the final subsection contains the concluding remarks.

Implications for action. The current study results provide guidance for action on administrator and counselor cross-professional development relating to the counselor's role. It is difficult to make a comprehensive interpretation regarding the differences between elementary administrators' and elementary school counselors' perceptions of the role of the elementary school counselor nationwide based on the perceptions of a set of Midwest elementary administrators and counselors, which warrants additional analysis; however, there is significant action that can be taken derived from the results of this study.

Based on the results of the current study, there are implications for action for Midwest elementary administrators. Principals and assistant principals may want to advocate for professional development opportunities led by the program specialist for counseling services related to trauma, ASCA guidelines for appropriate and inappropriate activities, and additional strategies for engaging all families, students, and staff in

research-based social and emotional whole group activities. The results of the current study indicated that elementary administrators agreed that counselors should be involved in determining the responsibilities of counselors, which is similar to Schmidt et al.'s (2001) findings where counselors and principals agreed on the need for comprehensive programs. Yet, both groups indicated that other duties and functions sometimes interfere. Elementary administrators indicated that they disagree that public school principals do not understand the duties and job responsibilities of public school counselors. Administrators could clarify this when interviewing potential candidates by explaining how the ASCA model fits the programs that the school supports. While some of these other duties are driven by money, title status of the school, and special education programs, there is still an opportunity for the administrators to dialogue with counselors. Principals should consider the perceptions of counselors in each counseling content area and how professional development can be effectively utilized for each content to implement strategies like social and emotional education.

School counselors may also benefit from the results of the current study. School counselors could advocate for more collaborative professional learning with elementary administrators allowing for more cohesive counseling programs. School counselors should do their homework and, prior to interviewing at a potential school, should discover what programs that school has and what possible resources would be readily available. Ruiz (2015) recommended that counselors begin advocating for their responsibilities by asking for the principals' perceptions of the school counselors' role when interviewing for the jobs. Counselors could also gain a better understanding of potential schools by scheduling a meeting with district-level program specialists. This

meeting would allow the potential counselor to get a “screenshot” of the counselor’s role at schools with vacancies to understand all available programs that the school supports, stakeholders involved, and the expectations for the counselor.

Students and family members could also benefit from this study with improved school relationships and student achievement. Colleges with counseling and administrator preparatory programs may also benefit from the results of the current study through advanced program content. In the current study, elementary administrators disagree they do not understand the responsibilities of the elementary counselor, and counselors neither agree nor disagree that elementary administrators understand their responsibilities. This finding suggests that there is not a clear understanding between administrators and counselors related to the counselor responsibilities as defined by the ASCA National Model. Therefore, principal preparation programs should include curriculum related to the appropriate responsibilities of the counselor. Finally, collegiate organizations may also benefit from the results of the current study by addressing the National ASCA model in the preparation programs, including trauma and social and emotional learning to help enhance school counseling programs.

Recommendations for future research. The first recommendation for future research is to replicate this study and take into consideration the sampling criteria. In the current study, the participants were elementary administrators and elementary counselors. Expanding the participants to include secondary administrators and secondary counselors may yield insight into the counselor’s role at the middle school and high school levels as measured by PSCRAQ items.

The second recommendation for future research is to replicate this study in the entire state to compare the perceptions of elementary administrators and counselors across the state. A third recommendation is to replicate the study in other states. The results of this study may offer insight into the differences between elementary administrators' and counselors' perceptions of the role of the elementary school counselor from state to state. The fourth recommendation for future research is to replicate the current study but utilize a different survey instrument developed using the ASCA model. Utilizing a different survey instrument may yield more insight into administrator and counselor perceptions of the counselor's role; however, whatever survey that was used might need to be modified a little.

A final recommendation for future research is to change the research method from a quantitative study to a qualitative or mixed methods study for more in-depth analysis. Including interviews with the participants may provide a more concise understanding of the perceptions of the participants. Incorporating a mixed-method design would allow the integration of both quantitative and qualitative data to provide a more comprehensive analysis of the administrators' and counselors' perceptions of the counselor's role.

Concluding remarks. The school counseling community is continuously working to enhance the relationship between building administrators and the school counselor. The priorities of the counselor have changed due to social and emotional learning, and more in-depth dialogue is required with elementary administrators and counselors relating to student services. Administrators and counselors must seek ways to create an open dialogue to support student achievement while addressing students' social and emotional learning needs. The different perspectives of school counselors and

principals regarding their relationships can provide opportunities for miscommunication and mistrust (Cervoni & DeLucia-Waack, 2011). Professional learning opportunities could be utilized in school districts where district personnel facilitate learning for building administrators and school counselors regarding the counselor's role by incorporating a balance between the counseling priorities and the administrative demands of the principal. The integration of professional learning equips administrators and counselors with the ability to create healthier relationships, bolstering student success while creating stronger school cultures.

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Appendices

Appendix A: Permission Letter

From: Ross, William <wiross@pvamu.edu>

Re: PUBLIC SCHOOL COUNSELOR ROLE AMBIGUITY QUESTIONNAIRE

Yes permission is granted to use the instrument and modify the demographic section only. I would also request a copy of the completed report.

Dr. William Ross, LPC-S, LSOTP

Associate Professor

Educational Leadership and Counseling

Prairie View A&M University

936-261-3647

Appendix B: PSCRAQ Survey

Public School Counselor Role Ambiguity Questionnaire

1. Occupation:

- ☐ Principal
- ☐ Assistant Principal
- ☐ Public School Counselor

Please indicate your level of agreement with each statement.

2. I am satisfied with the current duties and job responsibilities of public school counselors.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

3. Public school principals should have the task of assigning the duties and job responsibilities of public school counselors.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

4. Public school principals have too much involvement in defining the job responsibilities of public school counselors.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly Agree

5. Public school principals don't understand the duties and job responsibilities of public school counselors.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

6. Public school counselors should be involved in determining the duties and job responsibilities of public school counselors.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

7. Public school counselors should only be engaged in those activities that are traditionally recognized as counselor duties.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

8. Public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly Agree

9. Public school counselors should be used as substitute instructors when teachers don't show for work.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

10. Disruptive students should be sent to the counselor when they have discipline problems (classroom acting-out).

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

11. Public school counselors should be engaged in scheduling school field trips.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

12. Public school counselors should be involved in the administrative function of student course scheduling.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

13. Public school counselors should be conducting in-school personal counseling sessions.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

14. Public school counselors should be required to develop and conduct in-school group counseling sessions.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly Agree

15. Public school counselors should be assigned parent involvement and PTA job responsibilities.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

16. Public school counselors don't have the time to provide in-school counseling services.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly agree

17. Public school counselors don't conduct counseling sessions because human service agencies are on-site and provide counseling services.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Don't know or unsure
- ☐ Agree
- ☐ Strongly Agree

18. Thank you for your participation. Please provide any additional comments you want to make concerning the duties and job responsibilities of public school counselors.

Appendix C: Alignment of Survey Items and Hypotheses

Table C1

Alignment of Survey Items and Hypotheses

Survey Item	Hypotheses
1. Occupation.	H1-H48
2. I am satisfied with the current duties and job responsibilities of public school counselors	H1-H3
3. Public school principals should have the task of assigning the duties and job responsibilities of public school counselors.	H4-H6
4. Public school principals have too much involvement in defining the job responsibilities of public school counselors.	H7-H9
5. Public school principals don't understand the duties and job responsibilities of public school counselors.	H10-H12
6. Public school counselors should be involved in determining the duties and job responsibilities of public school counselors.	H13-H15
7. Public school counselors should only be engaged in those activities that are traditionally recognize as counselor duties.	H16-H18
8. Public school counselors should dialogue with administrators when permanently assigned non-counseling duties and job responsibilities.	H19-H21
9. Public school counselors should be used as substitute instructors when teachers don't show for work.	H22-H24
10. Disruptive students should be sent to the counselor when they have discipline problems (classroom acting-out).	H25-H27
11. Public school counselors should be engaged in scheduling school field trips.	H28-H30
12. Public school counselors should be involved in the administrative function of student course scheduling.	H31-H33
13. Public school counselors should be conducting in-school personal counseling sessions.	H34-H36
14. Public school counselors should be required to develop and conduct in-school group counseling sessions.	H37-H39
15. Public school counselors should be assigned parent involvement and PTA job responsibilities.	H40-H42
16. Public school counselors don't have the time to provide in-school counseling services.	H43-H45
17. Public school counselors don't conduct counseling sessions because human service agencies are on-site and provide counseling services.	H46-H48

Appendix D: District A Approval Letter

[REDACTED]
Assessment and Research [REDACTED]

July 15, 2020

To: Terry White
[REDACTED]

Re: Dissertation Proposal

Dear Mr. White,

This letter is in response to your recent request regarding your research titled: *Difference between School Counselors and Administrators Perceptions of the Role of the Counselor in Elementary Schools*, in the [REDACTED] Public Schools. The Research Council has approved your request as presented in the proposal.

As you proceed with your study, please note that this letter approves the research project as described above, and that it is incumbent upon the researcher(s) to negotiate distribution. The project also must not unduly increase the workload of any employee of the [REDACTED] Public Schools. The [REDACTED] Public Schools staff has the right to discontinue participation at any time. If for any reason it becomes necessary to modify what was originally presented in your proposal, the Research Council must be so informed and approve any changes in advance.

Please submit copies of any reports related to this research to the Office of Assessment and Research and if applicable, be made available to the participating school(s) as well.

On behalf of the [REDACTED] Research Council,
[REDACTED]
[REDACTED]
[REDACTED]

Appendix E: Baker University IRB Approval



Baker University Institutional Review Board

October 20th, 2020

Dear Terryl White 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 Manson, PhD
Susan Rogers, PhD

Appendix F: Solicitation Email

October 29, 2020

Dear Elementary Administrators and Counselors,

My name is Terryl White, and I am a doctoral candidate at Baker University. This email serves as an invitation for you to complete a survey and participate in a study that I am conducting to complete my Ed. D.. The title of the survey is "Public School Counselor Role Ambiguity Questionnaire." The purpose of this study is to determine elementary administrators' and elementary school counselors' perceptions of the potential role of the elementary school counselor and the differences between those perceptions. Wichita Public Schools did not initiate this study; I initiated it to complete my dissertation.

Your participation in this study will involve responding to one demographic question to determine whether you are a principal, assistant principal, or a counselor and 16 items using a Likert-type rating scale to determine the extent to which you disagree or agree with the statement. The approximate time to complete this survey is 5 to 10 minutes. Completion of this survey will indicate your consent to participate in this study. Your participation is completely voluntary, and responses will remain anonymous. You have the right to refuse to respond to any particular items for any reason. Your name will not appear anywhere on the survey. Once the data is analyzed, I will report all findings in summary form so that no one person can be identified in my dissertation.

Administrator and counselor participation in this survey is extremely important for the completion of my research and the requirements for my Ed.D. Although there may be no direct benefit to you, if you choose to complete the attached survey, your participation potentially will provide information that could be used by the guidance counseling program in all elementary schools in the district. Should you have any questions about this survey, please contact me (TerrylDWhite@stu.bakeru.edu or 316-308-5213) or Dr. Susan Rogers (srogers@bakeru.edu or 785-230-2801). Do not contact Wichita Public Schools district personnel.

Please complete the survey by November 19, 2020. Thank you for your time; the survey link is below.

<https://forms.office.com/Pages/ResponsePage.aspx?id=Vzm9WfawV0KccgIOKoRODKdbAcbhXWpMheZs8frsL-JUMFJDRFhCRllGMkZQSzZRWldCTktBNTI2Ui4u>

Terryl White
Ed. D. Doctoral Candidate
Baker University, Graduate School of Education

Appendix G: Reminder Solicitation Email

Good Morning,

My name is Terryl White, and I am a doctoral candidate at Baker University. I would like to thank those of you who have participated in my survey, but for those of you who have not participated I am requesting your assistance to participate in my survey titled "Public School Counselor Role Ambiguity Questionnaire." As of today, the participant demographics are (4) principals, (7) assistant principals, and (14) elementary counselors. I am hoping to have a minimum of 30% participation for each demographic group for validity purposes. I have attached the original solicitation email that I sent October 29, 2020. I would truly appreciate your assistance and I look forward to your correspondence. Please let me know if you have any additional questions.

Terryl White
Ed. D. Doctoral Candidate
Baker University, Graduate School of Education

October 29, 2020

Dear Elementary Administrators and Counselors,

My name is Terryl White, and I am a doctoral candidate at Baker University. This email serves as an invitation for you to complete a survey and participate in a study that I am conducting to complete my Ed. D.. The title of the survey is "Public School Counselor Role Ambiguity Questionnaire." The purpose of this study is to determine elementary administrators' and elementary school counselors' perceptions of the potential role of the elementary school counselor and the differences between those perceptions. Wichita Public Schools did not initiate this study; I initiated it to complete my dissertation.

Your participation in this study will involve responding to one demographic question to determine whether you are a principal, assistant principal, or a counselor and 16 items using a Likert-type rating scale to determine the extent to which you disagree or agree with the statement. The approximate time to complete this survey is 5 to 10 minutes. Completion of this survey will indicate your consent to participate in this study. Your participation is completely voluntary, and responses will remain anonymous. You have the right to refuse to respond to any particular items for any reason. Your name will not appear anywhere on the survey. Once the data is analyzed, I will report all findings in summary form so that no one person can be identified in my dissertation.

Administrator and counselor participation in this survey is extremely important for the completion of my research and the requirements for my Ed.D. Although there may be no direct benefit to you, if you choose to complete the attached survey, your participation potentially will provide information that could be used by the guidance counseling program in all elementary schools in the district. Should you have any questions about this survey, please contact me (TerrylDWhite@stu.bakeru.edu or 316-308-5213) or Dr.

Susan Rogers (srogers@bakeru.edu or 785-230-2801). Do not contact Wichita Public Schools district personnel.

Please complete the survey by November 19, 2020. Thank you for your time; the survey link is below.

<https://forms.office.com/Pages/ResponsePage.aspx?id=Vzm9WfawV0KccgIOKoRODKdbAcbhXWpMheZs8frsL-JUMFJDRFhCRlIGMkZQSzZRWldCTktBNTI2Ui4u>

Terryl White
Ed. D. Doctoral Candidate
Baker University, Graduate School of Education