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The Relationship Between Administrator Leadership Style and Job Experience of School Counselors

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The Relationship Between Administrator Leadership Style and
Job Experience of School Counselors

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Counselor Education

by

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Dedication

I dedicate this dissertation to the many school counselors who inspired this study, and who

continually amaze me with their work ethic and passion for the school counseling profession. To

my parents, Bob and Enid, who instilled in me a love of learning and the belief that I can achieve

my dreams. Thank you for the many years of love, support, and for being my constant

cheerleaders. Lastly, I dedicate this dissertation to my husband, James. You are my rock. Your

ever willingness to be there and to walk with me in this journey is what kept me going when the

road got rough; I am eternally grateful. Thank you.

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Abstract

Since the inception of the school counseling profession, the role of school counselors has evolved in response to the social, political, and economic needs of society (Ergüner-Tekinalp, Leuwerke, & Terzi, 2009). Currently, the role of school counselors is to address the personal, social, academic, and career needs of students through a comprehensive development program (American School Counseling Association, ASCA, 2005). In school settings, counselors who are satisfied with their work are more effective in caring for clients and students (DeMato & Curcio, 2004). In recent years, administrators, including those working in school settings, have been called on to reassess the manner in which they lead, since leadership has an effect on the performance of employees and the functions of the institution (Armstrong, MacDonald, & Stillo, 2010; Luthans, 2002b). The present study assessed school counselors' perceptions of their administrators' leadership styles (i.e., positive, transformational, transactional, and passive-avoidant) and the relationship between those perceptions and school counselors' job experience (i.e., job satisfaction, feelings of mattering, and overall wellness). Administrators' leadership styles were grouped for statistical purposes into two groups: 1) transformational and positive and 2) transactional and passive-avoidant. School counselors' job experience was assessed through three interrelated variables that included job satisfaction, mattering (i.e., mattering to administrators and mattering to teachers), and overall wellness. In this study, administrators' positive and transformational leadership styles, transactional and passive-avoidant administrator leadership styles, and school counselors' job satisfaction, wellness, and mattering were correlated. Additionally, administrator leadership styles had the largest variance in school counselors' job satisfaction, mattering, and wellness scores.

Keywords: leadership, school counseling, job satisfaction, mattering, wellness

Chapter I

Introduction

Chapter one is divided into eight sections. The first section contains the background of the study. The second section includes the key constructs and concepts related to the study. In the third and fourth sections, the significance and purpose of the study are described. The research questions are listed in the fifth section. The sixth section includes the limitations and delimitations, followed by the seventh section, the assumptions of the study. The eighth section provides the definition of terms.

Overview

Job performance and improvement of job performance is a focus within the education system. People's work experiences are influenced by their administrators' leadership styles (Avolio & Bass, 2004; Eeden, R., Cillers, F., & Deventer, V., 2008; Jones & Rudd, 2008). In the literature, several leadership styles have been described, which include positive leadership (Peterson, 2009), transformational leadership (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008), transactional leadership (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008), and passive-avoidant leadership (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008).

Two administrator styles, positive and transformational have a more strength-based focus, meaning that those leaders primarily focus on strengths and successes (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008; Millick, 2007; Peterson, 2009). The other two administrator styles, transactional and passive-avoidant, have a more deficit-based focus, meaning that those leaders are mainly focused on problems or using a punitive system of

leadership. Each of the various types of leaders can have a positive or negative impact on employees' work experience (Eeden et al., 2008; Jones & Rudd, 2008).

Also, the experiences people have at their jobs influence their attitudes toward work, which in turn can impact the level and quality of their performed roles and responsibilities (Amundson, 1993; Connolly & Myers, 2003; Hansen, 1968; Judge & Klinger, 2008). Job experience has been researched using various constructs such as satisfaction, mattering to employees, mattering to supervisors, and wellness. According to several authors, the experience that one has at his or her job is related to satisfaction at work (Baggerly & Osborn, 2006; Clemens, Millsom, & Cashman, 2009; Connoly & Meyers, 2003; DeMato & Curcio, 2004; Henderson, 2000; Lee, Cho, Kissinger, & Ogle, 2010). Job experience was also related to whether an employee believes that he or she matters to peers and supervisors in the literature (Amundson, 1993; Helgesen, 2006; Rayle, 2006a, 2006b). Other researchers noted that employee level of wellness was important to employee job experience (Connolly & Myers, 2003; Cummins, Massey, & Jones, 2007; Lawson, Venart, Hazler, & Kotter, 2007; Myers & Sweeny, 2005; Young & Lambie, 2007).

Rayle (2006a) found that employees' attitudes toward their jobs often influence their job performance. Positive job perceptions can be important to job experience and to maintaining high-quality services. For example, school counselors work with a variety of individuals on a daily basis, and they are frequently presented with new challenges and policies, in addition to being expected to keep up with the evolving world of children and teenagers. The duties of school counselors are diverse and range from administrative-based tasks, such as college applications, to mental health-based tasks, such as individual counseling sessions (DeMato & Curcio, 2004; Rayle, 2006a). When school counselors' experience low job satisfaction, low

feelings of mattering, and low overall wellness, the quality of the overall services provided to parents, students, teachers, and other staff by school counselors can suffer. In addition, counselors' low job satisfaction can put them at risk for burnout.

Purpose of the Study

A wealth of research has been published on the topics of job satisfaction, mattering, wellness, and leadership. However, little research has been conducted on the relationship of these four variables in school settings. The purpose of this exploratory study was to examine the relationship between school counselors' perceptions of their administrators' leadership styles and school counselors' job satisfaction, feelings of mattering, and overall wellness. For statistical purposes, in the present study, positive and transformational leadership styles were grouped into one group, positive and transformational leadership, and transactional and passive-avoidant leadership styles were grouped into a second group, transactional and passive-avoidant leadership.

This study assessed school counselors' perceptions of their administrators' leadership styles (i.e., positive and transformational, and transactional and passive-aggressive) and their job experience (i.e., job satisfaction, feelings of mattering, and overall wellness) using the School Counselor Assessment of Administrator Leadership Style and Job Experience Questionnaire (SCAALSJEQ). The SCAALSJEQ includes 49 items taken from four previously established instruments: (a) Multifactor Leadership Questionnaire 5x Short form (MLQ-5X short) developed by Avolio and Bass (2004); (b) Wellness Evaluation of Lifestyle form S (WEL-S) developed Myers, Sweeny, and Witmer (2004); (c) Job Satisfaction Survey (JSS) developed by Spector (1994); and (d) Interpersonal General Mattering Assessment (IGMA) developed by Rayle (2006a). Given that no instruments that assessed positive leadership style were available, the

researcher constructed 14 items to be added the SCAALSJEQ, based on the professional literature. Participants were school counselors who, at the time they participated, were members of the American School Counseling Association (ASCA).

Significance of the Study

Although the concepts of job satisfaction, feelings of mattering, overall wellness, and administrator leadership styles have all been researched with school counselors, few studies have been conducted on all four variables and their relationships to one another. Studying the combined four variables may help to explain the influence of school counselor job experience, thus offering solutions to prevent burnout in school counselors. In the workplace, administrator leadership styles can contribute to positive or negative job experience for employees (Armstrong et al., 2010; Church, 2002; Kelley, 2005; Millick, 2008; Szilagyi & Wallace, 1980). The present study could help to fill the gap in the literature and provide a foundation for future research on the relationship that school counselors have with their administrators based on their administrators' leadership styles. Research results from this study could also be a starting point to advocate for school counselors and their working environments.

Conceptual Framework

For many people, work defines a part of self. A study by Martin (2005) found that on average, employed adults spend one-third to one-half of their waking hours at their jobs. Because of the importance that work experience has on school counselors, the conceptual framework for this study is based on two major constructs: administrative leadership style and job experience.

Leadership. In the literature, the descriptions of administrative leadership styles vary in that some styles having strength-based qualities and some styles having deficit-based qualities.

Both positive and transformational leadership styles have strength-based elements. Positive and transformational styles are collaborative, solution focused, and centered on knowing the strengths of each person in an institution (Eeden et al., 2008; Jones & Rudd, 2008; Linley, Govindji, & West, 2007; Luthans, 2002a; Luthans & Avolio, 2009). These styles can be tools used by administrators to promote a positive and productive workplace for adults. The use of positive and transformational leadership show many benefits for employees as well as institutions (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008; Martin, 2005). Among these benefits are increased job satisfaction, feelings of mattering, and overall wellness; all of which have been individually correlated with employees' attitudes and perceptions about work, performance, and institutional success. Also, positive and transformational leadership have the potential to improve employee job satisfaction, feelings of mattering, and overall wellness as well as employee productivity as a whole (Martin, 2005).

Peterson (2009) described positive leadership as a style of leadership that focuses on the things that enhance productivity, positive behaviors, and experiences as well as rewarding desired behaviors in order to increase their occurrence. Positive leaders get to know each employee, and the skills and strengths of the employees. As a result, relationships are strengthened and leaders can guide employees to collaborate or work individually from their strengths and skills, to increase confidence and self-efficacy. Positive leaders encourage their employees, and their leadership has the potential to bring out the best in employees.

Positive leaders use positive language in the workplace, and focus on what is going right, both to encourage employees to perform from their strengths and to improve upon weak areas (Linley et al., 2007; Luthans, 2002a; Luthans, 2002b; Millick, 2008). Positive leaders lead by example; they follow the rules set for employees as well as show willingness to do the work

assigned to employees. Positive leaders create a shared vision and institutional goal within the workplace, and inspire employees to work toward it, through feeling inspired and personally connected to the success of the institution. The positive leader takes a team approach to success, and values teamwork and creativity within the workplace.

On the other hand, transformational leadership is characterized by inspiration, teamwork, collaborative goal setting, learning about individual employees, and creating a supportive work environment (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008). Transformational leaders articulate a collective vision, and inspire and motivate employees to work toward that vision. Creativity and teamwork is encouraged by the transformational leader. Transformational leaders learn about employees as individuals, and learn their skills to further enhance workplace productivity. Transformational leaders educate employees and encourage them to autonomous and make decisions/solve problems without the assistance of the leader.

Transactional and passive-avoidant leadership styles have deficit-based elements. These styles are often outcome focused and uses rewards, punishment, and negative messages to motivate employees to meet institutional goals, or may also avoid being an active participant in the leadership process (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008; Martin, 2005). Transactional and passive-avoidant leadership are characterized by a focus on problems and weaknesses, either from the outset of leadership or once problems have arisen. Research has shown that these types of leaders can decrease job satisfaction and efficiency among employees. They can also decrease overall well-being, positive feelings, and increase the rate of turnover.

Transactional leadership is characterized by leaders who work based on rewards and punishments, goal and criteria setting, and micromanagement of employees (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008). Transactional leaders communicate a specific set

of goals, rules, tasks and standards to their employees. Employees get rewarded for success and punished for failure based on goals, rules, tasks, and standards. Transactional leaders do not impart autonomy to their employees; rather they prefer a style which relies heavily on micromanagement and frequent assessment of progress and results. Transactional leaders work from a place of institutional order and structure, and encourage employees to stay within the existing culture of the institution.

Finally, passive-avoidant leadership style is defined as an absence of leadership (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008). Passive-avoidant leaders avoid making decisions, taking action, and giving feedback, even when these things are needed by the employees. Passive-avoidant leaders rarely use their authority and rarely fulfill the expectations of their employees as a leader. Goals, rules, tasks, and standards are rarely identified, if at all, until after problems have arisen. Passive-avoidant leaders are generally disengaged from the leadership process as a whole.

For the purposes of statistical analysis in the present study, the four leadership styles were grouped. The first group consisted of: (a) positive and (b) transformational leadership styles. This group was labeled as positive and transformational administrative leadership. The second group included: (a) transactional and (b) passive-avoidant leadership styles. This group was labeled as transactional and passive-avoidant administrative leadership.

Job satisfaction. According to Roelen, Koopmans, and Groothoff (2008), job satisfaction can be defined as "positive emotions, reactions, and attitudes individuals have towards their job" (p. 434). Job satisfaction is associated with both emotional and physical health. Judge and Klinger (2008) found that job satisfaction is strongly related to subjective well-being. Job satisfaction was also correlated with job effectiveness and with job performance

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(Hansen, 1968; Judge & Klinger, 2008). Attendance, turnover, decisions about retirement, psychological withdrawal behaviors, and workplace incivility have all been associated with job satisfaction (Judge & Klinger, 2008). Research by Clemens et al. (2009) has shown a link between job satisfaction of school counselors and their interactions with administrators. The authors found that the better the perceived quality of the administrator-counselor interactions, the higher the job satisfaction reported by counselors. Similarly, Hansen (1968) found that developing and maintaining work relationships was correlated with job satisfaction.

On the contrary, the lower the quality of the interactions between counselors and administrators, the lower the job satisfaction reported by counselors, suggesting a link between administrators and school counselors' job satisfaction (Clemens et al., 2009; Hansen, 1968). Also, job dissatisfaction was associated with stress, burnout, and decreased professional effectiveness and job performance (Amah, 2009; Bogler, 2001; Bryant & Constantine, 2006; DeMato & Curcio, 2004; Hansen, 1968; Roelen et al., 2008).

Mattering. In the literature, mattering is defined as a person's self-concept of how important he or she is to others (France & Finney, 2009; Rayle, 2006a, 2006b). Mattering is key to how individuals formulate their identity, how they create and solidify bonds and relationships, and how they find their place and comfort in the world around them (France & Finney, 2009). Mattering is also important within the workplace. A study by Amundson (1993) found that feelings of mattering are an important part of coping with stress at work. According to Amundson, a higher level of mattering is associated with more effective stress management. Rayle (2006a) said that people with higher levels of mattering in the workplace also have higher job satisfaction as well as a more positive job perception. Minimal research on mattering has

been conducted on school counselors specifically; however, what has been researched reinforces previous conclusions.

Wellness. Wellness is a concept referred to as an overall measure of health and happiness within a person. Fetter and Koch (2009) defined wellness as reaching and keeping a state of healthy body, mind, and spirit. Wicken (2000) stated that wellness is a multidimensional and dynamic concept. Connolly and Myers (2003) defined wellness as a person functioning at his or her maximum capacity, which encompasses physical, psychological, and spiritual well-being, the optimal level of all three making up total wellness. Based on multiple definitions, wellness encompasses more than just physical health. It is instead a comprehensive and holistic concept that takes into account the entire being of a person.

Connolly and Myers (2003) researched all four variables related to individuals' well-being: wellness, mattering, job satisfaction, and job performance. The authors discovered that as feelings of mattering in the workplace increased, so did measures of wellness, job satisfaction, and job performance. For the present study, job experience will be viewed from a framework that includes the three interrelated variables of individuals' job satisfaction, feelings of mattering, and overall wellness.

Problem Statement

The school counselor population is one that is at high risk for burnout. Many people's jobs do not end when the workday is over. Taking work home is a common occurrence. A study by Bryant (2006) suggested a spillover effect that showed that feelings and issues from the workday were brought home. Rayle (2006a) pointed out that school counselors exhibit high levels of stress and rates of burnout, which has taken a toll on the profession as a whole. Job satisfaction, mattering, and wellness are important factors in the job experience for school

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counselors. School administrators and the interactions between counselors and administrators often have a significant influence on job satisfaction, mattering, and wellness of school counselors. Administrative leadership style, in relation to the job experience of school counselors, has not yet been studied (i.e., job satisfaction, mattering, and wellness).

Overview of Methods and Research Questions

An exploratory survey study was used to answer the following research questions:

Research question 1. What is the degree of job satisfaction as measured by the job satisfaction subscale of the SCAALSJEQ for a national sample of ASCA professional school counselors (score range 10-60)?

Research question 2. What is the degree of wellness as measured by the wellness subscale of the SCAALSJEQ (score range 11-55)?

Research question 3. What is the degree of mattering to administrators and mattering to teachers as measured by the mattering subscales of the SCAALSJEQ (score range 5-20 for mattering to administrators and 5-20 for mattering to teachers)?

Research question 4. What is the level of positive and transformational leadership, and transactional and passive-avoidant leadership as measured by the leadership subscales of the SCAALSJEQ (score range 20-100 for positive and transformational leadership and 10-50 for transactional and passive-avoidant leadership) for a national sample of professional school counselors?

Research question 5. Are there significant relationships between levels of positive and transformational and transactional and passive-avoidant leadership and the degree of job experience, with the subscales of job satisfaction, wellness, and mattering for a national sample of ASCA professional school counselors?

Research question 6. What are the most influential predictors of a national sample of ASCA professional school counselors' demographics (personal and occupational) and levels of leadership style that contribute both individually and together to job experience (i.e., job satisfaction, wellness, and mattering)?

Research question 7. Are there significant relationships between the demographics (personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors?

Research question 8. Are there significant relationships between the demographic (personal and occupational) variables and levels of leadership style for a national sample of ASCA professional school counselors?

Limitations and Delimitations

The present study has several limitations. First, research studies that use the Internet have limitations (McMillan & Schumacher, 1997). To participate and complete the instruments used in this study, participants must have had access to a computer and understood how to navigate the online software. Also, often people check email and work on a computer while simultaneously engaging in other tasks; thus, outside distractions could also have led to skewed responses from participants. Second, the instruments used in this study relied on school counselors' self-reports. Thus, issues like social desirability and acquiescence may have been factors when measuring the variables being studied. Social desirability refers to the tendency of people to respond to a question or measurement in ways that they believe to be socially acceptable or desirable (McMillan & Schumacher, 1997). Acquiescence refers to the tendency people have to agree with a statement or question rather than disagree when they are unsure or ambivalent about it (McMillan & Schumacher, 1997).

Delimitation has been defined as a "boundary to which the study was deliberately confined" (Pryczak & Bruce, 1988, p. 57). In this study, a sample of the national population of school counselors was used instead of the population in its entirety. Also, in order to keep the collective instruments and questions from being too lengthy, the researcher used questions from previously established instruments to assess each variable for the present study.

Assumptions of the Study

Gay, Mills, and Airasian (2009) stated that an assumption is "an assertion presumed to be true but not actually verified" (p. 109). In this study, it was assumed that participants would respond honestly. It was also assumed that the sample would be representative of the population and that there was a main administrator with whom the participant interacted. Lastly, it was assumed that the survey used was understandable to the participants.

Definition of Terms

Burnout. Defined by Moyer (2011) as "a debilitating psychological condition caused by unrelieved work stress" (p. 3).

Job satisfaction. Defined by Roelen et al. (2008) as "positive emotions, reactions and attitudes individuals have towards their job" (p. 434).

Mattering. Defined as a person's self-concept of how important he or she is to others and that he or she makes a difference to the people and the environment around him or her (Elliot, Kao, & Grant, 2007; France & Finney, 2009; Rayle, 2006b).

Passive-avoidant leadership. Defined as an absence of leadership (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008).

Positive leadership. Defined as a style that focuses on the things that enhance productivity, positive behavior, and positive experience, and seeks to reward desired behaviors in order to increase the occurrence of these behaviors (Peterson, 2009).

Transactional leadership. Defined as a style of leadership characterized by leaders who work based on rewards and punishments, goal and criteria setting, and micro-management of employees (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008).

Transformational leadership. Defined as a style of leadership characterized by inspiration, teamwork, collaborative goal setting, learning about individual employees, and creating a supportive work environment (Avolio & Bass, 2004; Eeden et al., 2008; Jones & Rudd, 2008).

Wellness. Defined as a person functioning at his or her maximum capacity, which encompasses physical, psychological and spiritual well-being, the optimal level of all three making up total wellness (Connolly & Myers, 2003).

Chapter II

Introduction

In this chapter, a review of the literature used for the study is provided. This includes the evolution of school counseling, job satisfaction, mattering, wellness, and burnout. Following is a description of—and literature for—the administrator leadership styles. These include positive, transformational, transactional passive-avoidant, positive and transformational, and transactional and passive-avoidant. Finally, a chapter summary is provided.

Evolution of School Counselors

Since the inception of the school counseling profession, the role of school counselors has evolved in response to the social, political, and economic needs of society (Ergüner-Tekinalpet al., 2009). In the 1900s, school counselors' main focus was on vocational guidance, assisting students when choosing their careers and professions or their academic placement at trade schools, junior colleges, or universities. From the 1920s to the 1940s, this focus began to shift. While school counselors still offered vocational guidance, they also began to work with students to identify personal and social issues through individual counseling.

From the 1940s to the 1970s, due to the civil and social justice movement in the United States, the role of school counselors shifted from a primary focus on career development to helping students adjust to the changes brought about by these movements. During this time they were known as adjustment counselors (Ergüner-Tekinalp et al., 2009). Later, from the 1970s to the 1990s, school counselors transitioned from adjustment counseling to working from a comprehensive developmental and guidance program format that focused on counseling, consultation, and coordination of student services.

Today, in the 21st century, the focus of the school counselor is to address the personal, social, academic, and career needs of students through a comprehensive development program (ASCA, 2005). The challenge faced by 21st century school counselors is meeting the demands of contemporary society and youth. Satisfied and happy counselors provide better services to students as well as the parents, teachers, and other individuals who interact with them on a daily basis (DeMato & Curcio, 2004).

ASCA national model. The ASCA National Model: A Framework for School Counseling Programs (ASCA, 2005) provides a comprehensive guide to instituting a school counseling program. The model outlines the individual roles and functions of school counselors working in a counseling program and provides national standards as well as the implementation of a protocol. In the ASCA model, the delivery duties of school counselors are divided into four domains: (a) classroom guidance, (b) individual student planning, (c) responsive services, and (d) system support (ASCA, 2005; Bringman, Mueller, & Lee, 2010; Vaughn, Bynum, & Hooten, 2007). A requirement of the ASCA model is that 80% of school counselors' time be spent engaging in direct services (ASCA, 2005; Bringman et al., 2010; Chandler, Burnham, & Dahir, 2008). Of the four delivery domains, system support is an indirect service, whereas classroom guidance, individual student planning, and responsive services are direct services (ASCA, 2005; Bringman et al., 2010).

School counselors may know and understand the ASCA model; however, they themselves often are not the ones who decide on the roles, delivery, or duties that they fulfill in schools; instead, these decisions are made by administration (Bringman et al., 2010; Dahir, Burnham, Stone, & Cobb, 2010; Kirchner & Sethfield, 2005; Mason & Perera-Diltz, 2010; Vaughn et al., 2007). School counselors and administrators have the same major goal of

boosting student success and achievement. However, research suggested that administrators are

unfamiliar with school counselors' training, skills, and roles, as well as the ASCA model (Dahir

et al., 2010; Mason & Perera-Diltz, 2010). Differences exist between the role that administrators

deem appropriate for school counselors and the role that school counselors deem appropriate

(Amatea & Clark, 2005; Bringman et al., 2010; Culbreth, Scarborough, Banks-Johnson, &

Solomon, 2005; Dahir et al., 2010; Kirchner & Sethfield, 2005).

According to ASCA (2005), activities of school counselors must include individual

student planning, test interpretation, individual/group counseling, guidance lessons, record

keeping, data analysis, grade point averages (GPAs), student advocacy, and teacher and

administrator collaboration and consultation. In the professional literature on school counseling,

the most commonly cited appropriate duties assigned to counselors by administrators are

individual counseling, group counseling (Amatea & Clark, 2005; Bringman et al., 2010; Moyer,

2011; Vaughn et al., 2007), guidance lessons (Amatea & Clark, 2005; Bringman et al., 2010;

Vaughn et al., 2007), and consultation (Amatea & Clark, 2005). According to the ASCA

guidelines (2005), inappropriate school counseling activities include registering students, testing

coordination and administration, signing tardy or absent slips, performing disciplinary measures,

enforcing dress code, substituting, computing GPAs, maintaining records, supervising duties,

performing clerical duties, assisting with principal duties, conducting clinical therapy, preparing

individual evaluation plans (IEPs), organizing study teams, reviewing boards, and entering data.

The most commonly cited inappropriate duties assigned to counselors by administrators are test

preparation and administration, class registration, record keeping, and supervisory duties

(Bringman et al., 2010; Chandler et al., 2008; Mason & Perera-Diltz, 2010; Vaughn et al., 2007).

In two studies, one by Bringman et al. (2010) and one by Kirchner and Sethfield (2005), the

authors found that both administrators and counselors agreed on the appropriate counseling

duties for counselors; however, future administrators rated extra, non-counseling duties as roles

that school counselors should perform. Dahir et al. (2010) and Chandler et al. (2008) reported

that administrators view counselors as support staff who should absorb extra duties. Bringman et

al. (2010) and Vaughn et al. (2007) pointed out that inappropriate, non-counseling duties

required of counselors take away from the time and focus on students and cause role confusion

and stress for counselors. Because these extra duties and inappropriate roles are not chosen by

counselors and are imposed by administrators, school counselors feel out of control of their work

environment (Dahir et al., 2010).

      "School administrators view school counselors differently than school counselors view

themselves, and often inconsistently with national and state models" (Perusse, Goodnough, &

Bouknight, 2007, p. 12). Williams and Wehrman (2010) posited that administrators may neglect

to see the specialized training and unique roles of school counselors, and thus expect school

counselors to enhance and extend the roles of teachers and administrators. This is conveyed

through counselors being asked to perform non-counseling duties that fall under the roles of

teachers or administrators, like substitute teaching, record keeping, or lunch duty.

      Administrators and counselors can also differ on their views of students. Administrators

often do not understand and support the need to allocate time to the social and emotional growth

of students; however, school counselors believe it is imperative to do so in order to help students

reach their full academic potential (Mason & Perera-Diltz, 2010; Williams & Wehrman, 2010).

School counselors see building self-efficacy in students as setting the foundation for motivation,

which is important for academic success. On the other hand, administrators often disagree with

school counselors; they view motivation as the initial step to academic success (Williams & Wehrman).

Defining school counselor duties. Culbreth, Scarborough, Banks-Johnson, and Solomon (2005) defined a role as "a set of expectations placed on an individual occupying a particular position" (p. 59). According to this definition, a role is established not only by the individual but also by other parties within and outside of an organization. School counselors do not have specific role descriptions or uniform guidelines that all school counselors need to follow. Research shows that school counselors engage in a variety of duties.

These duties require direct student contact, such as: individual and group counseling; test scheduling and administration (Amatea & Clark, 2005; Bringman et al., 2010; Dahir et al., 2010; Mason & Perera-Diltz, 2010; Moyer, 2011;), and planning and teaching classroom guidance lessons (Amatea & Clark, 2005; Bringman et al., 2010; Mason & Perera-Diltz, 2010; Vaughn et al., 2007). Other direct contact duties include: lunch or bus duty; career services (Amatea & Clark, 2005; Moyer, 2011; Mason & Perera-Diltz, 2010; Vaughn et al., 2007); scheduling; student registration and discipline (Amatea & Clark, 2005; Bringman et al., 2010; Mason & Perera-Diltz, 2010); special education teaching and coordinating; and substitute teaching (Amatea & Clark, 2005).

Other duties are ones that are done on the behalf of students, but do not require direct student contact, such as: referral services (Amatea & Clark, 2005); consultation, leadership and advocacy (Amatea & Clark, 2005; Dahir et al., 2010; Mason & Perera-Diltz, 2010; Vaughn et al., 2007); and record keeping (Bringman et al., 2010).The literature also showed that the lack of set duties and roles is a stressor for school counselors (Bringman et al., 2010; Mason & Perera-

Diltz, 2010). In 2003, the ASCA national model was created to help clarify the roles and functions of school counselors (Dahir et al., 2010).

Duties principals assign to school counselors. The way that administrators view counselors and their functions within a school is important because administrators often have a large part in setting the roles and duties of school counselors (Amatea & Clark, 2005; Bringman et al., 2010; Kirchner & Setchfield, 2005; Perusse, Goodnough, & Bouknight, 2007; Saginak & Dollarhide, 2006; Williams & Wehrman, 2010). According to Armstrong et al. (2010), the administrator–counselor relationship is key to counselor effectiveness. Administrators have a hand in shaping the role of school counselors (Armstrong et al., 2010; Dollarhide, Smith, & Lemberger, 2007; Ponec & Brock, 2000). The interactions between school counselors and administrators are a part of the professional identity of counselors. Zalaquett (2005) stated that school counselors and administrators should "form a partnership based on knowledge, trust, and positive regard for what each professional does" (p. 456). Forming a supportive relationship can be important to help moderate some of the more stressful aspects of school counselors' roles.

Support, trust, communication, and collaboration have been shown to be important within the counselor–administrator relationship (Armstrong et al., 2010; Dollarhide et al., 2007; Ponec & Brock, 2000). Ponec and Brock (2000) said that the support of administrators is crucial to the effectiveness of a school counseling program. In addition, the relationship between the administrator and the counselor can serve as a model for other relationships within the school (i.e., teacher–counselor). Dollarhide et al. (2007) said that administrators and counselors have the same goal, which is to help students succeed; however, they often approach the achievement of this goal in different ways. Through open and collaborative communication, both parties can learn and understand the functions that each professional has in the various roles that they

perform. However, if the relationship is strained or not collaborative, counselors may feel

dissatisfied, as if their input does not matter or is not of value, which affects their overall

wellness.

Administrators also play a part in determining what a school counseling program looks

like by setting the roles and responsibilities of school counselors (Saginak & Dollarhide, 2006).

Within the school setting, administrators can determine what tasks are given priority and are

required of counselors (Kirchner & Setchfield, 2005). When administrators assign counselors

tasks and roles that are inappropriate and are not counseling duties, these assignments take away

from the time that counselors spend in direct service to students and the school (Bringman et al.,

2010).

Impact of role discrepancy. Although the ASCA model provides structure for a school

counseling program, many administrators are unaware of or uneducated in the ASCA model and

the training, skills, and duties of school counselors that the model details. The result is often

school counselors performing tasks that are not direct services to students or the school

community and are often administrative in nature. Open collaboration between administrators

and school counselors as well as mutual education about the ASCA model would serve to reduce

counselor stress and inappropriate task assignment by administration (Saginak & Dollarhide,

2006; Williams & Wehrman, 2010).

Job Experience

Job satisfaction. Job satisfaction has been established as an important factor in the

performance of an individual worker as well as the institution as a whole (Baggerly & Osborn,

2006; Clemens et al., 2009; Connolly & Myers, 2003; DeMato & Curcio, 2004; Henderson,

2000; Lee et al., 2010; Roelen et al., 2008; Skovholt, Grier, & Hanson, 2001; Yu, Lee, & Lee,

2007). Roelen et al. (2008) defined job satisfaction as "positive emotional reactions and attitudes individuals have towards their job" (p. 434). Researchers indicated that satisfied workers are more willing to work harder and more efficiently, which in return benefits the company in achieving its institutional goals (Amah, 2009; Bogler, 2001). Researchers also indicated that companies that have more satisfied employees experience less turnover, higher job performance, and higher overall wellness of their employees (Amah, 2009; Bogler, 2001; DeMato & Curcio, 2004).

Interpersonal factors such as collaboration with employees, positive social support, supportive work environment, administrator support, positive peer feedback, and supervisor praise positively impact job satisfaction in workplace environments. Other factors that have been shown to raise job satisfaction in the workplace are task autonomy, task variety, strong professional identity, cohesion within the workplace, freedom at work and feeling challenged by tasks at work (Baggerly & Osborn, 2006; Clemens et al., 2009; Henderson, 2000; Roelen et al., 2008; Skovolt et al., 2001; Yu et al., 2007).

Social or peer support is related to high levels of job satisfaction, and employees who have a supportive work environment may help raise or maintain their level of job satisfaction (Clemens et al., 2009; Connolly & Myers, 2003; Skovholt et al., 2001). Furthermore, an employee's relationship with his or her supervisor or administrator, as well as support from that person, are related to job satisfaction. Being supported and development of a positive working relationship with the administrator or supervisor may raise and keep up levels of job satisfaction of counselors.

Other factors that have been shown to be correlated with job satisfaction are feelings of effectiveness and accomplishment (Lee et al., 2010; Skovholt et al., 2001), feelings of mattering

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within the workplace (Clemens et al., 2009; Connolly & Myers, 2003), performing direct client

services (Baggerly & Osborn, 2006; DeMato & Curcio, 2004), promoting self-care and wellness

in the workplace (Connolly & Myers, 2003; Skovholt et al., 2001), and role definition (Clemens

et al., 2009). Job satisfaction is negatively correlated with depression and poor physical and

psychological health (Amah, 2009; Connolly & Myers, 2003; DeMato & Curcio, 2004).

Connolly and Myers (2003) found that people who reported being satisfied at work also have

lower levels of illness. Job satisfaction is in a large part shaped by the type and quality of the

feedback from supervisors. Supervisors who give feedback that is individualized, positive, and

supportive have the potential to raise and keep up the levels of job satisfaction of employees

(Connolly & Myers, 2003).

Roelen et al.'s (2008) findings on job dissatisfaction correlated to a workplace with little

cohesion, low collaboration among employees, supervisors who do not give regular feedback or

positive feedback, employees who lack a strong professional identity, tasks that vary little, and

lack of autonomy to perform given tasks. In studies involving counselors, several factors were

correlated with job dissatisfaction: job stress, case overload, role uncertainty (Baggerly &

Osborn, 2006; DeMato & Curcio, 2004; Yu et al., 2007), lack of social and supervisor support,

and negative relationships with supervisors (Clemens et al., 2009; Yu et al., 2007).

Mattering. The concept of mattering comes from Abraham Maslow's hierarchy of

needs, and is related to the need to belong (France & Finney, 2009). Mattering is an important

element in social bonding; people develop relationships with one another partially through the

feeling of mattering to the other person. If individuals feel that they do not matter, feelings of

being ignored or that they are irrelevant can arise (Elliot et al., 2007). Additionally, low feelings

of mattering can prompt a person to exhibit extreme behaviors, such as gaining attention to feel a connection with others (Rayle, 2006b).

Mattering has been defined in many ways. France and Finney (2009) defined mattering as an individual feeling that he or she makes a difference in the lives of others and in the world that is meaningful, which contributes to the perception of the individual that he or she is important. Elliot et al. (2007) defined mattering as the perception that an individual is a significant part of society and the world. Additionally, Rayle (2006a, 2006b) defined mattering in a similar manner as previous studies as personal and intrapersonal perceptions that an individual is important to others and makes a difference in the lives of other people. The feeling that one matters gives an individual a connection to the surrounding world.

Mattering can be separated into three components: (a) awareness, (b) importance, and (c) reliance (Rayle, 2006b). Awareness contributes to mattering when an individual receives attention from another and perceives that he or she has been noticed and matters to that person. For example, when an administrator thanks a counselor for working extra hours, it can cause the counselor to feel that his or her contribution matters. Importance contributes to mattering when individuals feel that they are making a significant contribution to the environment or world. An example is if a counselor running an academic group sees that the majority of the students in the group have an improvement in their grades, and the counselor feels partially responsible for the positive change. The third component, reliance, contributes to mattering when individuals feel that they are obligated to other people, and that they are needed and relied upon by others (Helgesen, 2006; Rayle, 2006b). An example is if a counselor is part of a team that assesses school-wide and student needs and takes ownership for providing the interventions that are needed. These three components when joined describe the concept of mattering.

Helgesen (2006) found that leadership plays a large part in fostering feelings of mattering in the workplace. When a leader is trustworthy, respectful, collaborative, and inspiring, employees working with that leader feel valued and that the work they are doing matters to the leader and is helping achieve the goals of the institution. Leadership styles have shifted from tough and unyielding leadership characteristics to collaborative and personable styles, fostering feelings of mattering. Amundson (1993) found that mattering is critical to employees' ability to cope with stress at work. When workers feel that they matter, their morale and self-confidence are boosted, enabling them to manage their work stress because they feel more self-assured in their abilities. Amundson (1993) stated that in the workplace mattering starts at the top, meaning that the way management interacts with employees has a direct impact on employees' feelings of mattering.

For counselors, feelings of mattering are important because they impact the quality of services that counselors provide to their clients. Amundson (1993) also stated that "In undertaking the challenge of communicating to clients that they matter, counselors need to reflect on their own sense of mattering in the workplace" (p. 151). Administrators impact counselors' feelings of mattering because their style of interacting with counselors does not only impact the administrator–counselor relationship, but ultimately the children, teachers, and parents who receive services from counselors (Amundson, 1993).

In a study of leaders who work with volunteers, Helgesen (2006) found that mattering is a main non-monetary benefit in the workplace. The author suggested four tenets for leaders to practice to raise levels of mattering in employees. First, leaders need to think of employees as volunteers. Second, they need to encourage the use of individual skills and talents. Third,

leaders need to encourage open communication. Fourth, leaders need to embrace the world

outside of work.

In addition to these four tenets, Helgesen (2006) stated that inspiration is the most

important factor associated with mattering and that mattering and inspiration have a reciprocal

relationship. For instance, inspiration comes from the leader and brings about a sense that

employees are contributing to something significant and are part of something with meaning.

Employees thus experience feelings of mattering, which raises productivity. Leaders are then

inspired and experience feelings of mattering within themselves, which starts the cycle all over

again. He explained that "eliciting superior performance from people requires building an

awareness that they matter, they are contributing, [and] they are making a difference" (Helgesen,

2006, p. 64).

Other factors correlated with mattering in several studies are wellness (Connolly &

Myers, 2003; France & Finney, 2009), job satisfaction (Connolly & Myers, 2003), attention from

peers and supervisors (Elliot et al., 2007), and feelings of belonging (Connolly & Myers, 2003;

Helgesen, 2006). Rayle (2006a, 2006b) conducted two studies examining counselors' feelings of

mattering. The results of her studies indicated that job satisfaction is positively correlated with

mattering (Rayle, 2006a, 2006b). She also found that wellness, positive self-concept, social and

peer support, and a sense of purpose at work were all correlated to higher levels of mattering in

counselors (Rayle, 2006a, 2006b).

Conversely, Elliot et al. (2007) indicated that a lack of attention, acknowledgment, and

reliance from other people lowers feelings of mattering. Connolly and Myers (2003) showed in

their study that a lack of mattering is correlated to job dissatisfaction, low wellness, low

productivity, and low feelings of belonging. Rayle (2006a, 2006b) suggested that counselors'

low feelings of mattering are correlated with depression, academic stress, job stress, no sense of purpose in work, and job dissatisfaction.

Wellness. Wellness refers to the total health of a person. Myers and Sweeny (2005) defined wellness as an optimal lifestyle with a balance of mental, physical, and spiritual health. According to these authors, wellness is a measure of overall well-being. Fetter and Koch (2009) also defined wellness as reaching and keeping a state of a healthy body, mind, and spirit. Connolly and Myers (2003) defined wellness as a person functioning at his or her maximum capacity, which encompasses the individual's social, occupational, spiritual, physical, intellectual, and emotional worlds. Wellness is not just the absence of disease or distress, but rather, it is the concept of optimal well-being that is achieved by the integration of a healthy spirit, emotions, mind, and body. Thus, wellness is a comprehensive and holistic approach that takes into account the entire being of a person (Connolly & Myers, 2003; Cummins et al., 2007; Lawson et al., 2007).

Overall, in the literature, wellness is a concept that is associated with life satisfaction, quality of life, and happiness (Fetter & Koch, 2009), with a link between wellness and work. Taking work home has contributed to the blurring of the boundary between home and work (Leatherman et al., 2003). Feelings and attitudes related to the workplace are not confined to the workplace dimension, but rather spill over into the family and social dimension (Bryant & Constantine, 2006). This has been termed "the spillover effect," and is defined as the effects of work and home on one another (Leatherman et al., 2003). For example, if a counselor's workplace induces in that counselor a positive mind frame and emotional state, positivity will likely be taken home with the counselor at the end of the day.

For many people, a job does not end when the work day is over. Taking work home, whether in the form of a task or residual emotions from work experiences, is common for people (Leatherman et al., 2003). Additionally, with the rapid increase of technology, work that was traditionally completed at the workplace can be done at home (Leatherman et al., 2003). In today's fast-paced and hectic world, improving the quality of life and increasing the total well-being of employees has become a national trend in research and in practice (Fetter & Koch, 2009).

Myers and Sweeny (2005) found that counselors who were educated about wellness had higher levels of wellness than those who were not. The authors also found that spiritual beliefs, attachment to others, and coping skills were correlated with wellness. Young and Lambie (2007) found that a collaborative management style; opportunities for professional growth, respect, and appreciation in the workplace; and safe working environments all raised wellness levels in counselors. Both job satisfaction and mattering have been shown to be positively correlated with wellness. As levels of satisfaction or mattering increase, so do levels of wellness (Connolly & Myers, 2003; Lawson et al., 2007; Myers & Sweeny, 2005). Supervisor support, social/peer support, and a positive relationship with peers and supervisors have also been positively correlated with wellness.

The more positively people rate their relationships with peers and supervisors, and the more support they feel they receive, the higher the levels of wellness shown (Cummins et al., 2007; Lawson et al., 2007; Young & Lambie, 2007). Additional factors that have been correlated with wellness are balanced caseloads, role definition (Lawson et al., 2007), sense of control at work, self-awareness (Lawson & Myers, 2010), and leaders who promote wellness and self-care (Cummins et al., 2007).

Lack of attention to counselors by administrators causes a great deal of work stress that goes unaddressed, which can lead to lower levels of wellness (Lawson et al., 2007; Lawson & Myers, 2007; Myers & Sweeny, 2008; Young & Lambie, 2007). Lawson et al. (2007) also found that a lack of support, lack of resources, and lack of accountability all decrease wellness in counselors. Additionally, several researchers found that job dissatisfaction contributes to decreased wellness (Myers and Sweeny, 2005; Young and Lambie, 2007; Lawson et al., 2007). Lawson et al. (2007) and Young and Lambie (2007) also found that lack of peer and supervisor support, role uncertainty, and high caseloads all contribute to decreased counselor wellness.

Wellness can be an important defense against high stress levels and burnout in the counseling field (Young & Lambie, 2007). Wicken (2000) studied the benefits of employers who have implemented wellness programs in the workplace and found that wellness programs have benefits for both the worker and the employer, such as lower health care costs, fewer sick days taken, and reduced poor health or health issues. Additionally, wellness has a positive relationship with performance, productivity, satisfaction, and mattering (Connolly & Myers, 2003; Wicken, 2000).

Burnout. Moyer (2011) described burnout as "a debilitating psychological condition caused by unrelieved work stress. Symptoms may include: depleted energy, lowered resistance to illness, increased depersonalization in interpersonal relationships, increased dissatisfaction and pessimism, increased absenteeism, and work inefficiency" (p. 3). Counselors who exhibit symptoms of burnout have a loss of empathy for clients, which may lead to dehumanization of clients. They may also experience a drop in professional behaviors (Bryant & Constantine, 2006; Lawson et al., 2007). Rates of burnout rise as the level of job satisfaction within a workplace decreases (Ybema, Smulders, & Bongers, 2010). In order to recover from burnout, a short leave

from work or even a prolonged leave of absence may be needed. In the most serious of cases, a

person may change jobs or even professions due to burnout (Ybema et al., 2010).

Burnout is one of the most concerning trends in school counseling. Rayle (2006a)

pointed out that school counselors exhibit high levels of stress and rates of burnout, which has

taken a toll on the profession as a whole. Rayle suggested that if the current trend of burnout and

stress continues, school counselors will leave the profession. Butler and Constantine (2005)

indicated that low job satisfaction, negative interactions with administrators, diminished feelings

of mattering, and diminished feelings of value were found to be higher in counselors with higher

rates of burnout. Similarly, Lawson et al. (2007) found that negative administrator–counselor

contact was paired with higher rates of burnout. The type of relationships administrators

establish with counselors influences the burnout risk of counselors.

On the other hand, social support may help to prevent or moderate burnout. Butler and

Constantine (2005) found that peer and administrator support is a strong type of social support in

the workplace for school counselors. School counselors have direct contact and provide direct

services to many different populations within schools, such as students, parents, teachers, and

staff. The quality of counselor services can be affected by burnout. Strong and supportive

relationships between administrators and school counselors can be a defense against burnout

(Butler & Constantine, 2005).

Administrator Leadership Styles

Lawson et al. (2007) established that the working environment and style of

administration play a large role in the burnout rate of counselors. They wrote, "Although

burnout occurs in the counselor, it is rooted in the environment" (p. 46). In recent years,

administrators have been called on to reassess the manner in which they are leading, since

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leadership has an effect on the performance of employees and the functions of the institution (Armstrong et al., 2010; Luthans, 2002b). The dictatorial style of leadership is becoming non-functional in today's society. Instead, collaborative decision making is a new trend in schools and leadership (Amatea & Clark, 2005). There are many styles of leadership depicted in the literature. Four prominent leadership styles are: (a) positive leadership, (b) transformational leadership, (c) transactional leadership, and (d) passive-avoidant leadership.

Positive and transformational leadership. Positive and transformational leadership styles are collaborative, solution focused, and centered on knowing the strengths of each person within an institution (Eeden et al., 2008; Jones & Rudd, 2008; Linley et al., 2007; Luthans, 2002a; Luthans & Avolio, 2009).

Positive leadership. Positive leadership is defined as a style that focuses on the things that enhance productivity, positive behavior, and positive experience, and seeks to reward desired behaviors in order to increase the occurrence of desired behaviors (Peterson, 2009). Positive leaders focus on individual skills and also strengths of employees, as well as the overall climate of the workplace. Positive leaders focus on collaborating and interacting with employees in order to learn their strengths. Leaders can work to enhance each employee's performance by using their individual skills and strengths (Luthans, 2002a). For example, if an administrator notices a counselor is skilled at working with teachers, but struggles to connect with parents, the administrator may help the counselor brainstorm on what works with the teachers and how to use those same ideas with the parents.

Positive leaders also encourage creativity and teamwork within the workplace (Luthans & Avolio, 2009). For instance, the administrator may encourage the counselors to work together to create an inter-grade curriculum for an issue that has been noticed throughout multiple grade

levels. Positive leaders strive to use positive language in the workplace, and use it as a tool to instill encouragement and confidence in employees (Luthans, 2002b; Luthans & Avolio, 2009). For example, if a leader notices counselors are not writing notes in a timely manner, he or she may send a memo with a general thank you for doing the work of the important task of keeping notes.

Employees under positive leaders' report feeling appreciated (Luthans, 2002b; Luthans & Avolio, 2009). They see their tasks and work as being significant, and view their contributions as important. Employees also report feeling valued for their individual skills, contributions, ideas, and creativity. Employees working under positive leaders also value and feel valued by their peers.

Transformational leadership. Transformational leadership is defined as a style of leadership characterized by inspiration, teamwork, collaborative goal setting, learning about individual employees, and creating a supportive work environment (Bass, 1999; Bass & Avolio, 1997; Bycio, Hackett, & Allen, 1995; Sarros & Santora, 2001). Transformational leadership style has four main dimensions: (a) individual consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence.

Individual consideration is the extent to which the leader attends to employee needs. The leader has the role of a mentor and a coach, as well as a leader (Avolio & Bass, 2004; Bass, 1999; Sarros & Santora, 2001). Transformational leaders are open to communicate with and listen to employees, and provide support and empathy. Individual successes and contributions of employees are celebrated in the workplace.

The next dimension, intellectual stimulation, captures how leaders challenge the status quo of the institution by encouraging employees to take risks. Transformational leaders are open

to employee ideas and encourage employees to take initiative (Avolio & Bass, 2004; Bass, 1999; Sarros & Santora, 2001). Employees are encouraged to become knowledgeable and independent thinkers, as well as creative problem solvers.

Inspirational motivation is a third dimension included in transformational leadership. Inspirational motivation articulates a vision and a goal that employees can feel inspired by and invested in (Avolio & Bass, 2004; Bass, 1999; Sarros & Santora, 2001). Transformational leaders are optimistic, and help employees to develop a sense of meaning and purpose in their work. As a result, employees feel energetic and encouraged.

Idealized influence is the final dimension of transformational leadership. Employees see the leader as a role model and the transformational leader acts as such by modeling behavior, following rules set for employees and may also work alongside employees (Avolio & Bass, 2004; Bass, 1999; Sarros & Santora, 2001). The leader sets high standards of behavior and follows these standards. In turn, employees respect and trust the leader, and aspire to meet the high standards themselves.

In practice, transformational leaders work with employees to set common goals and devise strategies to meet those goals (Bass, 1999; Bass & Avolio, 1997; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). They also motivate employees to use creativity and problem solving to keep up with institutional change. They inspire employees to feel personally invested in the organization by getting to know them and helping them set personal and achievable goals. When transformational leaders show an interest in individual employees, employees are inspired to have a personal stake in the goals of an institution and to personally invest in the performance of the leader.

Similarly, Jones and Rudd (2008) posited that the essence of transformational leadership is successfully influencing others to share in the leader's view and work toward a common goal. Eeden et al. (2008) wrote that successful transformational leaders have employees who are motivated to perform well for the good of the group and toward the goals of the institution.

Jones and Rudd (2008) further stated that transformational leaders mentor, coach, and listen to employees to create supportive environments. Transformational leaders treat employees with respect and care, and take the time to learn individual employees' skills. After learning about employees' skills, transformational leaders delegate tasks to challenge them to grow personally and professionally. Leaders from a transformational perspective are motivated by both personal success and the goals of their workplace (Bass, 1999; Bass & Avolio, 1997; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001).

Employees working under a transformational leader are empowered to make decisions (Bass, 1999; Bass & Avolio, 1997; Sarros & Santora, 2001). They are also motivated to work toward a common goal and share in the institutional goal and vision of the leader. Employees have knowledge of and ability to use strengths and skills, both in individual work and in team collaboration. Employees under transformational leaders have high levels of confidence, competence, and self-efficacy.

Transactional and passive-avoidant leadership. Transactional and passive-avoidant leadership styles can be dictatorial, problem focused, use reward, punishment and negative messages as motivation and/or take a hands-off approach to leadership (Bass, 1999; Chaudhry & Jayed, 2012; Sarros & Santora, 2001).

Transactional leadership. Transactional leadership is characterized by leaders who base their leadership style on rewards and punishment, goal and criteria setting, and

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micromanagement of employees. Transactional leadership has two dimensions: (a) contingent rewards and (b) active management-by-exception (Bass, 1999; Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001).

The contingent rewards dimension consists of making a specific goal clearly known to employees. The transactional leader then sets forth rewards for achieving the goal and clear expectations around how the goal is to be met (Bass, 1999; Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). Employees are given resources to work toward the leader-determined goal. When employees successfully complete the goal, the leader provides them with the agreed upon reward.

With respect to the active management-by-exception dimension, transactional leaders act as micro-managers (Bass, 1999; Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). Transactional leaders closely watch their employees. The leader monitors for mistakes, employees who stray from set expectations, and employees who are failing to meet their goals. Corrective action or penalization/punishment is then exercised with the unsuccessful employee.

In practice, transactional leaders motivate employees to reach institutional goals, but their motivation is driven by personal benefits, gaining rewards, avoidance of punishments, or all three (Bass, 1999; Chaudhry & Jayed, 2012; Sarros & Santora, 2001). Similar to transformative leaders, transactional leaders communicate clear goals; however, transactional leaders give employees rewards for meeting goals or punishment for not meeting goals. They also provide small steps to follow when working toward goals, and resources to use to reach the specific goals.

Unlike transformational leaders, transactional leaders watch performances and activities of employees closely, and look for goals met, mistakes made, or poor performance. Transactional leaders point out mistakes, and use punishment to boost performance and prevent future mistakes (Bass, 1999; Chaudhry & Jayed, 2012; Sarros & Santora, 2001). For example, if a counselor has a goal of getting three students to have passing grades, the transactional administrator will provide praise, but only for performance that goes toward preset goals (if those three students also join a club this will not be recognized). Alternatively, they will provide chastisement when the goal is not met. In addition, transactional leaders value rules and adherence to rules to prevent mistakes (Jones & Rudd, 2008).

Employees of transactional leaders may report job satisfaction, as they are meeting goals and gaining the personal rewards preset for meeting each goal. However, other employees may feel penalized for not meeting standards or goals, and hampered by the lack of individual expression (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001).

Passive-avoidant leadership. Passive-avoidant leadership is defined as an absence of leadership (Eeden et al., 2008; Jones & Rudd, 2008). Passive-avoidant leadership has two dimensions: (a) passive management-by-exception and (b) laissez faire (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). In passive management-by-exception, leaders do not interact with employees until they have failed to meet expectations and goals. Expectations, tasks, or goals may not be made clear to the employees; however, once the leader determines that the employee has failed and steps in, punishment/penalization may be used.

The second dimension of passive-avoidant leadership is laissez faire. In this case, the passive-avoidant leader gives employees many opportunities to make decisions, without direction or background knowledge (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). The employees under this leader often lacks a sense of purpose or meaning. The leader uses as little authority as possible.

In practice, passive-avoidant leaders rarely make decisions; they offer little feedback about performance, assistance, or direction (Jones & Rudd, 2008). They do not provide information about institutional goals; rather, they give duties and responsibilities to employees. Passive-avoidant leaders perceive that employees possess the motivation to work toward and achieve institutional goals without the direction of leaders. Employees under passive-avoidant leaders work without leader direction (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). Often employee expectations are not fulfilled by the leader, and employees may not find assistance available when requested. Additionally, employees may find the leader is absent until a mistake has been made or a goal has not been reached, which is when the leader will step in to penalize the worker.

Comparing Styles of Leadership

Positive, transformational, and transactional leadership styles all have similar and different elements and qualities that are displayed by the leaders that practice them. Passive-avoidant leadership style is different and the leaders who use this style practice differently from positive, transformational and transactional leaders (Bass, 1994; Eeden et al., 2008; Jones & Rudd, 2008). Positive leaders are similar to transformational leaders in that both employ collaboration, teamwork, creativity, and goal setting (Linley et. al, 2007; Luthans, 2002a, 2002b; Luthans & Avolio, 2009). Both leaders have philosophies that hinge on employees investing in

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the organization and the organizational goals. These leaders also deem interacting in a professional and personal manner with employees as important. Both positive and transformational leaders seek to create a supportive work environment characterized by respect and communication. However, several scholars claim that positive leaders primarily focus on identifying and using the strengths of employees (Linley et al., 2007; Luthans, 2002a; Luthans 2002b; Luthans & Avolio, 2009). Using employee strengths is only one aspect of the transformational leader.

Positive leaders are different from transactional leaders. Although both leaders interact and collaborate with employees, transactional leaders focus mainly on offering an incentive to employees, thereby ensuring performance (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). According to Millick (2008), positive leaders focus on employees having a personal connection to the goals of the organization. Also, transactional leaders use punishment and focus on mistakes (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). However, positive leaders focus on positives and strengths, and use those aspects to work on problem areas (Linley et al. 2007; Luthans, 2002b; Luthans and Avolio, 2009).

Finally, positive leaders are different from passive-avoidant leaders. Positive leaders are involved and collaborative (Linley et al., 2007). Positive leaders get to know employees, learn the skills and strengths of employees, and use these to enhance productivity and employee experience in the workplace (Linley et al., 2007; Luthans, 2002b; Luthans & Avolio, 2009; Millick, 2008). Passive-avoidant leaders have little contact with employees and have a minimal role in the workplace (Bycio et al., 1995; Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001).

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Transformational and transactional leaders have similarities as well as differences. Both transformational and transactional leaders set institutional goals, interact with employees, and give praise for meeting goals (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). The two types of leaders also have a range of differences. Transformational leaders are proactive, whereas transactional leaders are reactive (Odumeru & Ogbonna, 2013). Transformational leaders encourage employees to change the organizational culture through further education, thinking creatively, and openness to new ideas.

In contrast, transactional leaders encourage employees to work within the existing system and may reprimand employees for stepping outside of those expectations (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Odumeru & Ogbonna, 2010; Sarros & Santora, 2001).. Transformational leaders encourage employees to work toward goals through inspiration, motivation, and getting the employee to make a personal connection with the success of the institution. On the other hand, transactional leaders encourage employees to work toward goals through rewards and punishment. Lastly, transformational leaders seek to motivate employees by having them feel a connection to the work that they are doing, which in turn encourages them to put the interests of the group before their personal interests. Transactional leaders seek to motivate employees by appealing to their self-interest (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Odumeru & Ogbonna, 2010; Sarros & Santora, 2001).

Passive-avoidant leaders are different from both transformational and transactional leaders. Passive-avoidant leaders use as little authority as possible. A passive-avoidant leader prefers to let employees set goals, make decisions, direct themselves, and handle problems when they arise (Chaudhry & Jayed, 2012; Eeden et al., 2008; Jones & Rudd, 2008; Sarros & Santora, 2001). Both transformational and transactional leaders work actively with their employees.

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Summary

In summary, the role of the school counselor is every changing and evolving. The ASCA model provides a framework to describe the duties of school counselors. In school settings, the duties are often assigned by both administrators and school counselors, yet much of the time administrators do not know which duties are appropriate for school counselors. In school settings, the collaboration of administrators and the daily routine of counselors is the start of the administrator-counselor relationship, and this relationship affects the overall job experience of school counselors.

School counselors' job experience is defined by job satisfaction, feelings of mattering and overall wellness. Job satisfaction is important for work performance and institutional success of school counselors. Feelings of mattering are important to the quality of services provided and the ability of counselors to cope with stress. Also, wellness is important to the counselors' ability to separate work from home life, and level of work productivity.

A positive partnership between school counselors and administrators can further progress institutional goals, while a strained partnership can be a roadblock to those goals. An important factor in the success of this partnership, as well as the school counselors' job experience, is the leadership style of school administrators. Research indicates that positive and transformational leadership styles are associated with higher levels of job satisfaction, feelings of mattering and overall wellness. On the other hand, transactional and passive-avoidant leadership styles are not conducive to collaborative school counselor-administrator partnerships. These latter leadership styles are associated with lower job satisfaction, feelings of mattering, and overall wellness.

Introduction

This chapter explains the methodology used, beginning with the rationale for the study, followed by the purpose statement, research questions, and research hypotheses. Additionally, the participants, sampling method, instrumentation, data collection, and data analysis are described.

Research Questions and Hypotheses

An exploratory survey study was used to answer the following research questions:

Research question 1. What is the degree of job satisfaction as measured by the job satisfaction subscale of the SCAALSJEQ for a national sample of ASCA professional school counselors (score range 10-60)?

Research hypothesis 1. There will be a high level of job satisfaction reported by a national sample of ASCA professional school counselors.

Data analysis 1. Descriptive data was conducted on the frequency of school counselors' job satisfaction (mean, standard deviation, and range).

Research question 2. What is the degree of wellness as measured by the wellness subscale of the SCAALSJEQ (score range 11-55)?

Research hypothesis 2. There will be a high level of wellness reported by a national sample of ASCA professional school counselors.

Data analysis 2. Descriptive data was conducted on frequency of school counselors' wellness (mean, standard deviation, and range).

Research question 3. What is the degree of mattering to administrators and mattering to teachers as measured by the mattering subscales of the SCAALSJEQ (score range of 5-20 for mattering to administrators and 5-20 for mattering to teachers)?

Research hypothesis 3. There will be a high level of mattering reported by a national sample of ASCA professional school counselors.

Data analysis 3. Descriptive data was conducted on frequency of school counselors' mattering (mean, standard deviation, and range).

Research question 4. What are the levels of positive and transformational leadership and transactional and passive-avoidant leadership as measured by the leadership subscales of the SCAALSJEQ (score range of 20-100 for positive and transformational leadership and 10-50 for transactional and passive-avoidant leadership) for a national sample of professional school counselors?

Research hypothesis 4. There will be moderate to high levels of positive and transformational leadership style reported by a national sample of ASCA professional school counselors.

Data analysis 4. Descriptive data was conducted on the frequency of school counselors' positive and transformational and transactional and passive-avoidant leadership styles (mean, standard deviation, and range).

Research question 5. Are there significant relationships between levels of both positive and transformational and transactional and passive-avoidant leadership styles and the degree of job experience, with the subscales of job satisfaction, wellness, and mattering for a national sample of ASCA professional school counselors?

Research hypothesis 5. There will be significant relationships between the degree of job experience (i.e., job satisfaction, wellness, and mattering) to the levels of both positive and transformational and transactional and passive-avoidant leadership style; that is, lower scores on job satisfaction, wellness, and mattering will be associated with higher transactional and passive-avoidant styles of leadership style among school counselors.

Data analysis 5. Spearman correlations were used to indicate the relationships between job satisfaction, wellness, mattering, both positive and transformational and transactional and passive-avoidant leadership styles.

Research question 6. What is the most influential predictor of a national sample of ASCA professional school counselors' demographics (i.e., personal and occupational) and levels of leadership style that contribute both individually and together to job experience (i.e., job satisfaction, wellness, and mattering)?

Research hypothesis 6. Level of leadership style will be the most influential predictor of job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors.

Data analysis 6. A multiple regression was used to determine the influential predictors of job experience.

Research question 7. Are there significant relationships between the demographics (i.e., personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors?

Research hypothesis 7. There will be a statistically significant correlation between demographics (i.e., personal and occupational) and job experience (as measured by job

satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors.

Data analysis 7. Spearman correlations were run on the data between the demographics (i.e., personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for school counselors.

Research question 8. Are there significant relationships between the demographic variables (i.e., personal and occupational) and levels of leadership style for a national sample of ASCA professional school counselors?

Research hypothesis 8. There will be a statistically significant relationship between the demographic variables and levels of leadership style for a national sample of ASCA professional school counselors.

Data analysis 8. Spearman correlations were run between the demographic variables (i.e., personal and occupational) and levels of leadership style for school counselors.

Research Design

The present study was an exploratory, descriptive study with a quantitative design. Creswell (2009) stated that quantitative research is a way to test theories by looking at the relationships between variables. A survey method was chosen for the present study because surveys are a way to gather a large amount of data from a diverse sample group at a moderate price and length of time (Vogt, 2007). The relationship between the independent variable (i.e., administrative leadership style) and the dependent variable (i.e., job experience) was examined. Job experience of school counselors was examined across three areas: job satisfaction, feelings of mattering, and overall wellness. The SCAALSJEQ was used to measure leadership style (i.e.,

positive and transformational, and transactional and passive-avoidant) and job experience (i.e., job satisfaction, overall wellness, and feelings of mattering).

Participants

For the present study, participants were members of the American School Counselor Association, also known as ASCA. ASCA has approximately 30,000 members. ASCA (2007) was contacted and the members' email directory was obtained. No other identifying information was used from the directory. ASCA members were requested via email that they volunteer to participate in the present study.

Sample Size and Criteria

According to Zemke and Kramlinger (1986), for a significance level of 95% ($p < .05$) and a degree of accuracy of $\pm .05$ with a population of 30,000, a minimum sample of 379 is required. Initially, for the present study, 568 school counselors responded to the survey link. After incomplete surveys were filtered out, the total number of participants was 437, for a completion rate of 76.9%.

Demographics and Profiles

Participants indicated their demographic information using nine questions: two personal demographic questions and seven occupational demographic questions.

Personal demographics. The first questions was, "What is your gender?" For gender, the highest percentage was female (87.4%, $n = 382$); 12.4% ($n = 54$) were male, and one (0.2%) was missing (see Table 1).

Table 1

Frequencies by Gender (N = 437)

Variable	*n*	%
Female	382	87.4
Male	54	12.4
Missing	1	0.2

The second question was, "What is your ethnicity?" For ethnicity, the highest percentage

of participants was Caucasian (88.1%, *n* = 385). The next highest percentage was African-

American (5.5%, *n* = 24); the third highest was Hispanic/Latino (3.9%, *n* = 17); the fourth

highest was biracial (1.1%, *n* = 5); the fifth highest was Asian/Pacific Islander (0.7%, *n* = 3); the

sixth highest was American Indian or Alaskan Native (0.5%, *n* = 2); and last was other

ethnicities (0.2%, *n* = 1) (see Table 2).

Table 2

Frequencies by Ethnicity (N = 437)

Variable	*n*	%
Caucasian	385	88.1
African-American	24	5.5
Hispanic/Latino	17	3.9
Bi-racial	5	1.1
Asian/Pacific Islander	3	0.7
American Indian or Alaskan Native	2	0.5
Other	1	0.2

Occupational demographics. The third question was, "What type of school setting are you primarily employed?" The highest percentage of respondents were employed by public/charter schools (92.9%, $n = 406$); the second highest by parochial schools (3.9%, $n = 17$); the third highest by private schools (2.5%, $n = 11$); and the fourth highest by other types of schools (0.7%, $n = 3$) (see Table 3).

Table 3

Frequency by Type of School Setting (N = 437)

Variable	n	%
Public/Charter	406	92.9
Parochial	17	3.9
Private	11	2.5
Other	3	0.7

The fourth question was, "What level of school are you primarily employed?" The highest percentage of respondents were from elementary schools (36.4%, $n = 159$); the second highest from high schools (33.4%, $n = 146$); the third highest from middle or junior high schools (20.1%, $n = 88$); the fourth highest from K-12 schools (6.9%, $n = 32$); and the fifth highest from other school levels (3.2%, $n = 14$) (see Table 4).

Table 4

Frequency by Level of School (N = 437)

Variable	*n*	%
Elementary	159	36.4
High	146	33.4
Middle/Junior High	88	20.1
K-12	30	6.0
Other	14	3.2

The fifth question was, "What area is your school located?" The highest percentage of respondents were located in a rural area (40.5%, $n = 177$); the second highest in a suburban area (34.3%, $n = 150$); and the third highest in an urban area (24.3%, $n = 111$) (see Table 5).

Table 5

Frequency by Area of School (N = 437)

Variable	*n*	%
Rural	177	40.5
Suburban	150	34.3
Urban	110	25.2

The sixth question was, "How many years have you been working as a school counselor?" The highest percentage of respondents had been working 3-6 years as a school counselor (27.2%, $n = 119$); the second highest 7-12 years (22.4%, $n = 98$); the third highest 0-2 years (19.7%, $n =$

86); the fourth highest 13-19 years (18.1%, $n = 79$); and the fifth highest 20 or more years

(12.6%, $n = 55$) (see Table 6).

Table 6

Frequency by Number of Years as a School Counselor (N = 437)

Variable	*n*	%
3-6	119	27.2
7-12	98	22.4
0-2	86	19.7
13-19	79	18.1
20 +	55	12.6

The seventh question was, "Did you work as a teacher before becoming a school

counselor?" The highest percentage of respondents indicated they had not (54.5%, $n = 238$) and

45.5% said they had ($n = 199$) (see Table 7).

Table 7

Frequency as a Previous Teacher (N = 437)

Variable	*n*	%
No	238	54.5
Yes	199	45.5

The eighth question was, "Do you hold a professional license or certification? (Check all

that apply)." The highest percentage of respondents indicated that they held a School Counselor

Certification/Licensed School Psychologist (66.4%, $n = 290$); the second highest indicated that

they held a LPC/LMHPC (9.6%, n = 42); the third highest indicated that they held an NCC

(8.5%, n = 37); the fourth highest indicated they held no license or certification (7.6%, n = 33);

the fifth highest indicated "other" (5.7%, n = 25); the sixth highest indicated NCSC (1.4%, n =

6); the seventh highest indicated LCSW/BCSW (0.7%, n = 3); and the eighth highest indicated

LMFT (0.2%, n = 1) (see Table 8).

Table 8

Frequency by Professional License or Certification (N = 437)

Variable	n	%
SCC/LSP	290	66.4
LPC/LMHPC	42	9.6
NCC	37	8.5
None	33	7.6
Other	25	5.7
NCSC	6	1.4
LCSW/BCSW	3	0.7
LMFT	1	0.2

The ninth question was, "What is your highest education level?" The highest percentage of

respondents indicated that they held a MA/MS/ME (86.8%, n = 387); the second highest

indicated that they held a PhD/PsyD (8.3%, n = 32; the third highest indicated "other degree

(3.5%, $n = 14$); the fourth highest indicated BA/BS (0.8%, $n = 4$); the fifth highest indicated that they held a MSW (0.4%, $n = 2$). (See Table 9.)

Table 9

Frequency by Highest Education Level (N = 437)

Variable	n	%
MA/ME/MS	387	86.8
PhD/PsyD	32	8.3
Other	12	3.5
BA/BS	4	0.8
MSW	2	0.4

Data Collection Methods

Before the data was collected, the researcher sought permission to conduct this study from the University of New Orleans' Office of Human Subjects Research. After permission was granted, the researcher entered the SCAALSJEQ into Qualtrics™ (http:www.qualtrics.com), an online program, to begin the data-collection process. School counselors were surveyed using an email directory of counselors in the ASCA.

Instruments

School counselor assessment of administrative leadership style and job experience questionnaire (SCAALSJEQ). The School Counselors Assessment of Administrative Leadership Style and Job Experience Questionnaire (SCAALSJEQ) contains 63 items that measure school counselors' perceptions of their administrators' leadership styles (i.e., positive and transformational and transactional and passive-avoidant) and school counselors' job

experience (i.e., job satisfaction, feelings of mattering, and overall wellness). The present researcher developed 14 of the 63 items included in the SCAALSJEQ based on the professional literature to measure the positive leadership style of school administrators. The remaining 49 items were taken from four previously established instruments: (a) 18 items are from the Multifactor Leadership Questionnaire 5x Short form (MLQ-5X short) developed by Avolio and Bass (2004); (b) 11 items are from the Wellness Evaluation of Lifestyle form S (WEL-S) developed by Myers, Sweeny and Witmer (2004); (c) 10 items are from the Job Satisfaction Survey (JSS) developed by Spector (1994); and (d) 10 items are from the Interpersonal General Mattering Assessment (IGMA) developed by Rayle (2006a).

The SCAALSJEQ is divided into five sections. Section I contains 32 items that are related to leadership style. Fourteen items assess positive leadership (i.e., items 2, 4, 5, 7, 11, 13, 14, 18, 20, 23, 24, 30, 31, and 32), six items assess transformational leadership (i.e., items 1, 12, 16, 21, 25, and 29); five items assess transactional leadership (i.e., items 6, 8, 15, 26, and 27), and five items assess passive-avoidant (i.e., items 3, 9, 10, 22, and 28). Items 17 and 19 are from an outcome scale and were not used in data analysis. Section II consists of 10 items that are related to job satisfaction; Section III contains 11 items that are related to overall wellness; and Section IV consists of 10 items that are related to feelings of mattering. Section V contains the demographics (see Appendix A).

Section I: Leadership. The leadership section of the SCAALSJEQ comprised two instruments: (a) the Multifactor Leadership Questionnaire, assessing for transformational, transactional, and passive-avoidant leadership styles, and (b) researcher-developed items assessing for positive leadership.

Multifactor Leadership Questionnaire (MLQ). In 1995, the Multifactor Leadership

Questionnaire 5x Short form (MLQ-5X Short) was developed by Avolio and Bass (2004), and is

an updated version of 1985's MLQ. According to Avolio and Bass (2004), the MLQ-5X Short is

designed to differentiate highly effective leaders from ineffective leaders based on the

assessment of a full range of specific leadership behaviors. The MLQ-5X Short was normed on

a sample of 27,285 people, including 4,600 leaders and 23,485 employees. The questionnaire

consists of 45 items on a Likert scale ranging from 0 (*not at all*) to 4 (*frequently, if not always*).

The 45 items measure a full range of leadership behaviors and attributes based on three

leadership styles classified by Bernard Bass: (a) transformational leadership, (b) transactional

leadership, and (c) passive-avoidant leadership. To establish construct validity for the MLQ-5X

Short, Avolio and Bass (2004) compared items in the instrument with items from other

assessments representing similar ideas; these items were found to be correlated. Chi square

difference tests and factor-loading differences indicated that the questionnaire had convergent

and divergent validity.

The MLQ-5X Short contains 12 scales—nine leadership scales and three outcome scales.

The leadership scales are: (a) Transformational Idealized Attributes/Idealized Influence, (b)

Transformational Idealized Behaviors/Idealized Influence, (c) Transformational Inspirational

Motivation, (d) Transformational Intellectual Stimulation, (e) Transformational Individualized

Consideration, (f) Transactional Contingent Reward, (g) Transactional Management by

Exception/Active, (h) Passive-Avoidant Management by Exception/Passive, and (i) Passive-

Avoidant Laissez Faire. The outcome scales include (j) Extra Effort, (k) Effectiveness, and (l)

Satisfaction.

For purposes of this research, a total of 18 items from seven scales (six leadership scales and one outcome scale) from the MLQ-5X Short (Avolio & Bass, 2004) were included in the SCAALSJEQ. For transformational leadership style, six items from the MLQ were included in Section I of the SCAALSJEQ. Items 21 and 25 in Section I of the SCAALSJEQ are from the Transformational Intellectual Stimulation scale, $r = .75$. This scale is defined as the extent that a leader encourages employees to be innovative, creative, and exploratory, as evidenced by seeking various perspectives to a problem and finding various ways to complete assigned tasks (Avolio & Bass, 2004). Items 1, 12, 16, and 29 in Section I of the SCAALSJEQ are from the Transformational Individual Consideration scale, $r = .77$. This scale is defined as the extent to which a leader opens new growth and achievement possibilities for each individual employee, as evidenced by the leader coaching/teaching employees, looking at employees as individuals with their own needs and aspirations, and helping employees develop their strengths (Avolio & Bass, 2004).

For transactional and passive-avoidant leadership styles, 10 items from the MLQ were included in Section I of the SCAALSJEQ. Items 8 and 26 in Section I of the SCAALSJEQ are from the Transactional Contingency Reward scale, $r = .69$. This scale is defined as the extent to which a leader offers rewards based on previously clarified expectations, as evidenced by making clear which employee is responsible for what task, making clear what will be received when the task is completed, and showing satisfaction only once the task is completed (Avolio & Bass, 2004). Items 6, 15, and 27 in Section I of the SCAALSJEQ are the Transactional Management by Exception/Active scale, $r = .75$. This scale measures the extent to which the leader sets forth the punishment for not completing a task, and closely watches employees for

performance mistakes, as evidenced by focusing on mistakes and deviations, keeping track of mistakes, and attending to failures (Avolio & Bass, 2004).

Question 28 in Section I of the SCAALSJEQ is from the Passive-Avoidant Management by Exception/Passive scale, $r = .70$. This scale is a measure of the extent to which the leader does not respond to problems and situations, or set guidelines, as evidenced by waiting for problems to become chronic or severe before taking action, and waiting for things to go wrong before addressing any issues (Avolio & Bass, 2004). Items 3, 9, 10, and 22 in Section I of the SCAALSJEQ are from Passive-Avoidant Laissez Faire scale, $r = .71$, the extent to which a leader does not respond to situations, specify goals, or respond to problems, as evidenced by not being there when needed, not being there when problems occur, and avoiding important issues (Avolio & Bass, 2004).

Also, two questions from the outcome scales on the SCAALSJEQ, items 17 and 19 in Section I of the questionnaire, are from the Extra Effort scale, $r = .83$. This scale measures the successful outcome of leadership, as evidenced by employees having a heightened desire to succeed and an increased willingness to try harder (Avolio & Bass, 2004). The outcome measures, items 17 and 19, were not used in data analysis. Permission to use the 18 items was obtained from the authors (see Appendix B).

Positive leadership. Positive leadership is an interactive, cooperative, strength-focused and individualized leadership style (Linley et al., 2007; Church, 2002). No existing instrument was found to assess positive leadership. Therefore, in Section I of the SCAALSJEQ, 14 items (2, 4, 5, 7, 11, 13, 14, 18, 20, 23, 24, 30, 31, and 32) were generated by the researcher from the professional literature. The 14 items were answered on a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*frequently, if not always*).

Expert panel. An expert panel was consulted on the 14 researcher-developed items (2, 4, 5, 7, 11, 13, 14, 18, 20, 23, 24, 30, 31, and 32) of the SCAALSJEQ to evaluate for face validity. Six school counselors were asked to participate: four were elementary-level school counselors, one was a middle- and high school-level school counselor, and one had retired from being an elementary school counselor. Two worked in parochial schools, three worked in private schools, and one previously worked in a public school. Five of the six counselors who participated on the expert panel were females and one was male. All were between the ages of 25 and 60. All had over three years of experience in the field and at least a master's degree in counseling. The request to participate as an expert panelist was sent through a survey link in an email. The researcher encouraged participants to email their feedback if desired. Only one participant offered constructive feedback related to the wording/clarity of a particular item. All other participants indicated that the content, flow, clarity, and ease of reading and responding to the questions were appropriate for the 14 researcher-developed items.

Section II: Job satisfaction. The Job Satisfaction Survey (JSS) was developed by Paul Spector (1999). The JSS measures the attitudes of participants about different aspects of their jobs. The JSS contains 36 items with the following nine subscales: (a) Pay, (b) Promotion, (c) Supervision, (d) Fringe Benefits, (e) Contingent Rewards, (f) Operating Conditions, (g) Coworkers, (h) Nature of Work, and (i) Communication. The items are assessed on a 6-point Likert scale ranging from 1 (*disagree very much*) to 6 (*agree very much*). The JSS was normed on 8,113 people (taken from 52 samples) who came from a range of human services, non-profit, and public sector professions (Spector, 1994). The JSS is widely used in a variety of disciplines and has shown to have high internal consistency, test-retest reliability, and overall validity. For the present researcher's purpose, three of the nine subscales (Supervision, Coworkers, and

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Contingent Rewards) for a total of 10 items were used. Permission to use the 10 items was obtained from the authors (see Appendix C).

Items 3, 5, and 8 in Section II of the SCAALSJEQ represent the Supervision scale, $r = .82$, defined as roles pertaining to the immediate supervisor (Spector, 1994). Items 1, 6, and 10 represent the Coworkers scale, $r = .60$, defined as the people with whom one works. Items 2, 4, 7, and 9 represent the Contingent Rewards scale, $r = .76$, defined as appreciation, recognition, and rewards (Spector, 1994).

Section III: Wellness. In 2004, the Wellness Evaluation of Lifestyle, Form S (WEL-S) (Myers, Sweeny & Witmer, 2004) was created as an updated version of the Wellness Evaluation of Lifestyle assessment. Authors Jane Myers, Thomas Sweeney, and Melvin Witmer (2004) used empirical data to create an evidence-based instrument that was designed to assess wellness across the lifespan from a holistic model. The WEL-S was based on cross-discipline empirical data related to health, longevity, and life quality. The WEL-S consisted of 105 items scored on a 5-point Likert scale ranging from 1 (*strongly agree)* to 5 (*strongly disagree*).

The WEL-S has 20 scales that consist of the composite wellness scale: (a) the composite self-regulation scale, (b) the perceived wellness scale, (c) and 17 factor scales. These scales are divided into eight categories, termed "life tasks," which are: (a) Spirituality, (b) Self-regulation, (c) Work, (d) Leisure, (e) Friendship, (f) Love, (g) Perceived Wellness, and (h) Total Wellness (Myers et al., 2004). The WEL-S has good test-retest reliability and was validated by being compared to tests with similar scales. For the purpose of the present research, the Work and Perceived Wellness categories were used, which include 11 items. Permission to use the 11 items was obtained from the authors (see Appendix B).

Items 1, 2, 4, 5, 7, 8, 9, and 10 in Section III of the SCAALSJEQ represent the Work

scale, $r = .73$. This scale is defined as being satisfied at work, feeling that one's skills are used

appropriately, feeling appreciated at work, being satisfied with work relationships, and being

satisfied with the balance between work and life activities (Myers et al., 2004). Items 3, 6, and

11 in Section III of the SCAALSJEQ represent the Wellness scale, $r = .70$, defined as one's

perception of happiness, health, and satisfaction in life (Myers et al., 2004).

 Section IV: Mattering. The Interpersonal and General Mattering Assessment (IGMA)

was created by Andrea Dixon-Rayle (2006). The IGMA is a 7-item questionnaire that assesses

school counselors' feelings of mattering on a 4-point Likert scale ranging from 1 (*not at all*) to 4

(*very much*). The items assess school counselors' feelings of mattering in relation to students,

parents, administration, and teachers (Rayle, 2006a). The IGMA has three subscales: (a) Overall

Mattering, (b) Administrator, and (c) Teacher. The Overall Mattering scale has a Cronbach

alpha of .91. The administrator scale has a Cronbach alpha of .89, and the teacher scale has a

Cronbach alpha of .87. The IGMA was found to have high internal consistency (Rayle, 2006a).

Items 1-10 in Section IV of the SCAALSJEQ are from the IGMA; five items assessed the

feelings of mattering of school counselors regarding administrators, and five items assessed

feelings of mattering of school counselors regarding teachers in the school workplace. For the

purposes of the present study, only administrators and teachers were rated. Permission to use the

IGMA was obtained from the author (see Appendix D).

 Section V: Demographics. Section V of the SCAALSJEQ, a demographic section,

contains nine items (two personal and seven occupational), which was used to gather the

following information from participants: (a) gender, (b) ethnicity, (c) type of school setting (i.e.,

public, charter, private, parochial, other), (d) school level of employee (i.e., elementary, middle

or junior high, high school, K-12, other), (e) location of school (i.e., rural, urban, or suburban), (f) length of time as a school counselor (i.e., 0-2 years, 3-6 years, 7-12 years, 13-19 years, 20 or more), (g) teacher before a counselor (i.e., yes, no), (h) professional licenses/certificates, (i.e., Licensed Professional Counselor/Licensed Mental Health Professional, Licensed Clinical Social Worker/Board Certified Social Worker, School Counseling Certification, Licensed School Psychologist, other, none), and (i) educational level (i.e., BS, BA, MS, MA, Med, PhD, PsyD, EdD, MSW, other).

Scoring of the SCAALSJEQ. The SCAALSJEQ is comprised of five sections: (a) Leadership, (b) Job Satisfaction, (c) Wellness, (d) Mattering, and (e) Demographics. General scoring for items that are positively worded is straightforward. Scoring for negatively worded items requires reversing of the scores by converting1 to 4, 2 to 3, 3 to 2, and 4 to 1.

Section I, Leadership, was measured with 18 items taken from the MLQ, 5x Short (Avolio & Bass, 2004) and 14 researcher-developed items. Two of the outcome items (17 and 19) were not used for analysis. From the SCAALSJEQ, 30 of the 32 items were used for analyses and scored on a 5-point Likert scale ranging from 1 (*not at all)* to 5 (*frequently, if not always*). The total score for the SCAALSJEQ ranged from 30 to 160. Leadership items was then separated into two groups: (a) positive and transformational leadership, which contained 20 items, with a possible score of 20 to 100, and (b) transformational and passive-avoidant, which contained 10 items, with a possible score of 10 to 50.

Section II, Job Satisfaction, was taken from the JSS (Spector, 1994). Ten items were included in this section of the SCAALSJEQ, scored on a 6-point Likert scale ranging from 1 (*disagree very much*) to 6 (*agree very much*). The scoring for this subscale ranged from a possible score of 10 to 60.

Section III, Wellness, was taken from the Wellness Evaluation of Lifestyle, Form S (Myers et al., 2004). Eleven items were included in this section of the SCAALSJEQ, scored on a 5-point Likert scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). The scoring for this subscale ranged from a possible score of 11 to 55.

Section IV, Feelings of Mattering, was taken from the Interpersonal and General Mattering Assessment (Dixon-Rayle, 2006). Ten items were included in this section of the SCAALSJEQ, scored on a 4-point Likert scale ranging from 1 (*not at all*) to 4 (*very much*). The mattering subscale was separated into two categories: (a) mattering to administrators and (b) mattering to teachers, and each comprised of five questions. The scoring for each subscale ranged from a possible score of 5 to 20.

Sampling Procedures

For this research study, school counselors were surveyed using an email directory of counselors in ASCA. The researcher sent out an email to the entire ASCA directory containing study information, background, and a link to the study. When participants accessed the SCAALSJEQ, they were asked to complete the survey. All potential participants were sent the first electronic email message explaining the research, informed consent, and link to the survey (see Appendix E). After the initial solicitation email was sent, second and third follow-up emails were sent at two and three weeks (see Appendixes F and G) of the study thanking those who already participated. Second and third email requests were sent to help increase response rates. The end of the study was announced by a final, generic, mass message indicating that the data collection was complete and thanking all of those who chose to participate (see Appendix H). The final message also included a statement notifying participants of the opportunity to request an email copy of the final results of the study. This study used a convenience sample, as it was

utilizing a specific type of population, with easy availability to this group through an email list. The responses were limited by time; the survey was closed after a month.

Data gathered was transferred into IBM Statistical Package for the Social Sciences (SPSS) v.19 (IBM, Chicago, IL) for data analysis. All data collected was kept secure through a password-protected account with Qualtrics™ software (2010) and a password-protected computer file belonging to the researcher. In accordance with the IRB approval (see Appendix I), data will be kept confidential for at least three years and destroyed after the three years.

Data Analysis

In this study, school counselors' perceptions of administrator leadership style and job experience were examined across three areas: (a) job satisfaction, (b) feelings of mattering, and (c) overall wellness. The SCAALSJEQ was used to measure leadership style (i.e., positive and transformational, and transactional and passive-avoidant) and job experience (i.e., job satisfaction, overall wellness, and feelings of mattering). The data was then collected in Qualtrics™ and transferred to Excel. It was cleaned by the researcher and then transferred to SPSS for data analysis. Descriptive statistics, frequencies, Spearman correlations, and regression analyses were run on combinations of the variables. The exploratory survey study asked the following descriptive (questions one through four) and inferential (questions five through eight) research questions:

Research question 1. What is the degree of job satisfaction as measured by the job satisfaction subscale of the SCAALSJEQ for a national sample of ASCA professional school counselors (score range 10-60)?

Research hypothesis 1. There will be a high level of job satisfaction reported by a national sample of ASCA professional school counselors.

Data analysis 1. Descriptive data was conducted on the frequency of school counselors' job satisfaction (mean, standard deviation, and range).

Research question 2. What is the degree of wellness as measured by the wellness subscale of the SCAALSJEQ (score range 11-55)?

Research hypothesis 2. There will be a high level of wellness reported by a national sample of ASCA professional school counselors.

Data analysis 2. Descriptive data was conducted on frequency of school counselors' wellness (mean, standard deviation, and range).

Research question 3. What is the degree of mattering to administrators and mattering to teachers as measured by the mattering subscales of the SCAALSJEQ (score range of 5-20 for mattering to administrators and 5-20 for mattering to teachers)?

Research hypothesis 3. There will be a high level of mattering reported by a national sample of ASCA professional school counselors.

Data analysis 3. Descriptive data was conducted on frequency of school counselors' mattering (mean, standard deviation, and range).

Research question 4. What are the levels of positive and transformational leadership style and transactional and passive-avoidant leadership style as measured by the leadership subscales of the SCAALSJEQ (score range of 20-100 for positive and transformational leadership and 10-50 for transactional and passive-avoidant leadership) for a national sample of professional school counselors?

Research hypothesis 4. There will be moderate to high levels of positive and transformational leadership style reported by a national sample of ASCA professional school counselors.

Data analysis 4. Descriptive data was conducted on the frequency of school counselors' leadership styles (mean, standard deviation, and range).

Research question 5. Are there significant relationships between levels of both positive and transformational and transactional and passive-avoidant levels of leadership style and the degree of job experience, with the subscales of job satisfaction, wellness, and mattering for a national sample of ASCA professional school counselors?

Research hypothesis 5. There will be significant relationships between the degree of job experience (i.e., job satisfaction, wellness, and mattering) and the level of both positive and transformational and transactional and passive-avoidant leadership styles; that is, lower scores on job satisfaction, wellness, and mattering would be associated with higher transactional and passive-avoidant of leadership style among school counselors.

Data analysis 5. Spearman correlations were used to indicate the relationships between job satisfaction, wellness, mattering, positive and transformational and transactional and passive-avoidant leadership styles.

Research question 6. What is the most influential predictor of a national sample of ASCA professional school counselors' demographics (i.e., personal and occupational) and levels of leadership style that contributed both individually and together to job experience (i.e., job satisfaction, wellness, and mattering)?

Research hypothesis 6. Levels of leadership style will be the most influential predictor of job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors.

Data analysis 6. A multiple regression was used to determine the influential predictors of job experience.

Research question 7. Are there significant relationships between the demographics (i.e., personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school?

Research hypothesis 7. There will be a statistically significant correlation between demographics (i.e., personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors.

Data analysis 7. Spearman correlations were run on the data between the demographics (i.e., personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for school counselors.

Research question 8. Are there significant relationships between the demographic variables (i.e., personal and occupational) and levels of leadership style for a national sample of ASCA professional school counselors?

Research hypothesis 8. There will be a statistically significant relationship between the demographic variables and levels of leadership style for a national sample of ASCA professional school counselors.

Data analysis 8. Spearman correlations were run between the demographic variables (i.e., personal and occupational) and levels of leadership style for school counselors.

Summary

This chapter described the methodology for this research study, including the introduction to the chapter and the purpose of the study. Next, descriptive statistics of the participants were provided and the sections included in the SCAALSJEQ were described. Lastly, the chapter included a description of the data collection procedures, research questions, and data analysis.

Chapter IV

Introduction

This chapter will present the results of the current study. The purpose of this exploratory study was to examine the relationship between school counselors' perceptions of their administrators' leadership styles and counselors' job experience (i.e., job satisfaction, feelings of mattering, and overall wellness). The survey, the School Counselor Assessment of Administrative Leadership Style and Job Experience Questionnaire (SCAALSJEQ), was distributed through Qualtrics™ to a national email list obtained from the ASCA. A total of 437 surveys were used in the present research study.

Findings by Research Questions

An exploratory survey study was used to answer the following descriptive research questions:

Research question 1. What is the degree of job satisfaction as measured by the job satisfaction subscale of the SCAALSJEQ for a national sample of ASCA professional school counselors (score range of 10 to 60)? The SCAALSJEQ Job Satisfaction section included 10 items, which were scored on a 6-point Likert scale ranging from 1 (*disagree*) to 6 (*agree*). Descriptive statistics for school counselors' job satisfaction scores included a mean of 42.59, a standard deviation of 11.89, and a range of 14.00 to 60.00 (see Table 10).

Table 10

Descriptive Data for Job Satisfaction (N = 437)

Variable	*M*	*SD*	*Range*
Job satisfaction	42.59	11.89	14.00-60.00

Research question 2. What is the degree of wellness as measured by the wellness subscale of the SCAALSJEQ (score range of 11 to 55)? The Wellness section of the SCAALSJEQ included 11 items, which were scored on a 5-point Likert scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). Descriptive statistics for school counselors' wellness scores included a mean of 40.92, a standard deviation of 7.11, and a range of 15.00 to 55.00 (see Table 11).

Table 11

Descriptive Data for Wellness (N = 437)

Variable	*M*	*SD*	*Range*
Wellness	40.92	7.11	15.00-55.00

Research question 3. What are the degrees of mattering to administrators and mattering to teachers as measured by the mattering subscales of the SCAALSJEQ (score range of 5 to 20 for mattering to administrators and 5 to 20 for mattering to teachers)? There were five items on the SCAALSJEQ mattering section, which were scored on a 4-point Likert scale ranging from 1 (*not at all*) to 4 (*very much*). Mattering included two sets of responses: (a) school counselors' mattering in relation to administrators and (b) school counselors' mattering in relation to teachers. The average score for school counselors' levels of mattering to administrators was 16.47, with a standard deviation of 3.60 and a range of 5.00 to 20.00. The average score for school counselors' levels of mattering to teachers was 16.29, the standard deviation was 3.05, and the range was 5.00 to 20.00 (see Table 12).

Table 12

Descriptive Data for Mattering (N = 437)

Variable	*M*	*SD*	*Range*
Mattering to administrators	16.47	3.60	5.00-20.00
Mattering to teachers	16.29	3.05	5.00-20.00

Research question 4. What are the levels of positive and transformational leadership and transactional and passive-avoidant as measured by the leadership subscales of the SCAALSJEQ (score range of 20 to 100 for positive and transformational leadership and 10 to 50 for transactional and passive-avoidant leadership) for a national sample of professional school counselors? There were 32 items on the SCAALSJEQ Leadership section, with 20 items that assessed positive and transformational and 10 items that assessed transactional and passive-avoidant. Two items were not used in the data analysis. The 30 items were scored on a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*frequently, if not always*). Data for leadership style was divided into two groups based on school counselors' perceptions of their administrators' leadership styles: (a) positive and transformational and (b) transactional and passive-avoidant. The division of the two groups for statistical purposes was determined by each counselor's highest score of either positive and transformational or transactional and passive-avoidant leadership style. For example, if a counselor's score was highest on a transactional and passive-avoidant for his or her administrator, that counselor was assigned to the transactional and passive-avoidant group.

From a total of 437 school counselors' ratings of their administrators' leadership styles, using a general linear model, a total of 134 school counselors were grouped as having positive

and transformational leaders and 303 were grouped as having transactional and passive-avoidant leaders. The average score of school counselors who perceived they had positive and transformational leaders was 68.70, with a standard deviation of 17.79 and a range of 20.00 to 99.00. The average score of school counselors who perceived they had transactional and passive-avoidant leaders was 36.86, with a standard deviation of 6.36 and a range of 14.00 to 46.00 (see Table 13).

Table 13

Descriptive Data for Leadership Styles of Administrators (N = 437)

Variable	*n*	*M*	*SD*	*Range*
Positive and Transformational	134	68.70	17.79	20.00-99.00
Transactional and Passive-Avoidant	303	36.86	6.36	14.00-46.00

An exploratory survey study was used to answer the following descriptive research questions:

Research question 5. Are there significant relationships between positive and transformational or transactional and passive-avoidant leadership styles and the degree of job experience, with the subscales of job satisfaction, wellness, and mattering, for a national sample of ASCA professional school counselors? A non-parametric Spearman correlation was used to analyze the relationship between school counselors' perceptions of their administrators' leadership styles and their job experience, as measured by job satisfaction, mattering, and wellness.

Using Cohen's (1992) measure of strength of correlations with greater than .50 as strong, .30 to .50 as moderate, and .10 to .30 as weak, the data analysis showed significant and strong

positive correlations between school counselors' job satisfaction and positive and transformational leadership (r_s = .794, p = .01), job satisfaction and transactional and passive-avoidant leadership (r_s = .782, p = .01), job satisfaction and mattering to administrators (r_s = .643, p = .01), transactional and passive-avoidant leadership and mattering to administrators (r_s = .621, p = .01), transactional and passive-avoidant leadership and positive and transformational leadership (r_s = .818, p = .01), mattering to administrators and positive and transformational leadership (r_s = .779, p = .01), and job satisfaction and wellness (r_s = .591, p = .01). Significant and moderate positive correlations were found between school counselors' transactional and passive-avoidant leadership and wellness (r_s = .430, p = .01), mattering to administrators and wellness (r_s = .419, p = .01), wellness and positive and transformational leadership (r_s = .441, p = .01), and mattering to administrators and mattering to teachers (r_s = .344, p = .01). And, significant but weak positive correlations were found between school counselors' job satisfaction and mattering to teachers (r_s = .237, p = .01), mattering to teachers and positive and transformational leadership (r_s = .170, p = .01), mattering to teachers and transactional and passive-avoidant leadership (r_s = .105, p = .05), and mattering to teachers and wellness (r_s = .216, p = .01) (see Table 14).

Table 14

Spearman's Rho between Leadership Styles, Job Satisfaction, Mattering, and Wellness (N = 437)

	PTF	TPA	MA	MT	Wellness	JS
PTF	-	.818**	.779**	.170**	.441**	.794**
TPA	.818**	-	.621**	.105*	.430**	.779**
MA	.779**	.621**	-	.344**	.419**	.643**
MT	.170**	.105*	.344**	-	.216**	.237**
Wellness	.441**	.430**	.419**	.216**	-	.591**
JS	.794**	.779**	.643**	.237**	.591**	-

**p = .01 level (2-tailed)
*p = .05 level (2-tailed)
Note: PTF= Positive and transformational leadership, TPA = Transactional and passive-avoidant Leadership, MA = Mattering to Administrators, MT = Mattering to Teachers, JS = Job Satisfaction.

Research question 6. What is the most influential predictor of a national sample of ASCA professional school counselors' demographics (i.e., personal and occupational) and levels of leadership style that contributed to job experience (i.e., job satisfaction, wellness, and mattering)?

Job satisfaction. A multiple linear regression was calculated to predict school counselors' job satisfaction, based on their personal and occupational demographic variables and their perceptions of whether their administrators were predominantly positive and transformational or transactional and passive-avoidant leaders. For model one, school counselors' personal and occupational demographics were not significant: $R^2 = .028$, $F(7, 429) = 1.78$, $p = .89$. For model two, leadership style was significant: $R^2 = .718$, $F(2, 427) = 523.50$, $p = .00$. The results of the multiple regression analysis further showed that

while personal and occupational demographics were not significant, administrators' leadership styles accounted for 69% of the variance in school counselors' job satisfaction scores.

For the individual variables in model one, the coefficient for school level (-1.451) is statistically significant because its p-value of .006 was less than .05. For the individual variables in model two, the coefficient for ethnicity (.382) was statistically significant because its p-value of 0.006 was less than .05. The coefficient for school level (-.942) was statistically significant because its p-value of 0.000 was less than .05. The coefficient for positive and transformational leadership (.333) was statistically significant because its p-value of 0.000 was less than .05. The coefficient for transactional and passive-avoidant leadership (.705) was statistically significant because its p-value of 0.000 was less than .05 (see Table 15).

Table 15

Regression Analysis for Demographics and Leadership Styles to Job Satisfaction (N = 437)

	Model 1				Model 2			
Variable	*B*	*SE B*	*β*	p	*B*	*SE B*	*β*	p
Gender	-1.320	1.671	-.038	.430	.179	.903	.005	.954
Ethnicity	.502	.702	.034	.475	.963	.382	.066	*.006
School Type	2.069	0.329	.076	.120	.157	.720	.006	.796
School Level	-1.451	.523	-.135	*.006	-.942	.283	-.088	*.000
School Area	1.025	.658	.074	.120	.307	.356	.022	.376
Length of Time	.014	.448	.001	.976	.250	.242	.027	.397
Prev. a Teacher	-.481	1.166	-.020	.680	-.018	.629	-.001	.994
PTF					.333	.031	.499	*.000
TPA					.705	.087	.377	*.000

** p ≤ .01
*p = .05 level (2-tailed)
Note: Model 1 R^2 = .028, Model 2 R^2 = .718**
Note: Prev. a Teacher = Previously a Teacher, PTF = Positive and Transformational Leadership, TPA = Transactional and Passive-Avoidant Leadership

Wellness. A multiple linear regression was calculated to predict school counselors'

wellness, based on their personal and occupational demographics and their perceptions of their

administrators' predominantly positive and transformational or transactional and passive-

avoidant leadership style. For model one, school counselors' demographics were not significant:

R^2 = .037, $F(7, 429)$ = 2.38, p = .21. For model two, leadership style was significant: R^2 = .242,

$F(2, 427)$ = 57.71, p = .00. The results of the multiple regression analysis further showed that

school counselors' perceptions of their administrators' leadership styles accounted for 20.5% of the variance in school counselors' wellness.

For the individual variables in model one, the coefficient for school type (1.586) was statistically significant because its p-value of .046 was less than .05. The coefficient for school level (-.672) was statistically significant because its p-value of .032 was less than .05. The coefficient for previously a teacher (-1.464) was statistically significant because its p-value of .036 was less than .05. For the individual variables in model two, the coefficient for ethnicity (-.963) was statistically significant because its p-value of 0.006 was less than .05. The coefficient for previously a teacher (-1.316) was statistically significant because its p-value of .035 was less than .05. The coefficient for positive and transformational leadership (.109) was statistically significant because its p-value of .000 was less than .05. The coefficient for transactional and passive-avoidant leadership (.228) was statistically significant because its p-value of .008 was less than .05 (see Table 16).

Table 16

Regression Analysis for Demographics and Leadership Styles to Wellness (N = 437)

Variable	Model 1				Model 2			
	B	*SE B*	*β*	*p*	*B*	*SE B*	*β*	*p*
Gender	-1.906	.994	-.092	.056	-1.423	.887	-.068	.102
Ethnicity	.297	.418	.034	.477	.433	.376	.049	.205
School Type	1.586	.791	.097	*.046	.972	.708	.060	.170
School Level	-.672	.312	-.104	*.032	-.507	.278	-.079	.051
School Area	-.097	.391	-.012	.803	-.327	.349	-.040	.347
Length of Time	.166	.266	.030	.533	.247	.238	.045	.337
Prev. a Teacher	-1.464	.694	-.103	*.036	-1.316	.618	-.092	*.035
PTF					.109	.031	.273	*.000
TPA					.228	.085	.204	*.008

** $p \leq .01$
** $p \leq .05$ (two-tailed)
Note: Model 1 R^2 = .037, Model 2 R^2 = .242**
Note: Prev. a Teacher = Previously a Teacher, PTF = Positive and Transformational Leadership, TPA = Transactional and Passive-Avoidant Leadership

Mattering to administrators. A multiple linear regression was calculated to predict school counselors' perceptions of mattering to their administrators, based on school counselors' personal and occupational demographics and whether their administrators were predominantly positive and transformational or transactional and passive-avoidant leaders. For model one, school counselors' personal and occupational demographics were not significant: R^2 = .013, $F(7, 429)$ = .83, p = .56. For model two, school counselors' perceptions of their administrators' leadership styles were significant: R^2 = .628, $F(1, 428)$ = 287.65, p = .00. The

results of the multiple regression analysis further showed that while personal and occupational demographics were not significant, administrators' leadership styles accounted for 61.4% of school counselors' perceptions of mattering to their administrators.

No individual variables in model one were statistically significant. For the individual variables in model two, the coefficient for positive and transformational leadership (.466) was statistically significant because its p-value of .000 was less than .05. The coefficient for transactional and passive-avoidant leadership (.161) was statistically significant because its p-value of .000 was less than .05 (see Table 17).

Table 17

Regression Analysis for Demographics and Leadership Styles to Administrative Mattering (N =

437)

	Model 1				Model 2			
Variable	*B*	*SE B*	*β*	*p*	*B*	*SE B*	*β*	*p*
Gender	-.567	.510	-.054	.267	-.150	.334	-.014	.991
Ethnicity	-.103	.214	-.023	.630	.125	.142	.028	.261
School Type	.456	.406	.055	.262	-.088	.266	-.011	.541
School Level	.062	.160	.019	.700	.196	.105	.060	.095
School Area	.196	.201	.047	.330	-.014	.132	-.003	.944
Length of Time	.128	.137	.046	.351	.151	.090	.055	.074
Prev. a Teacher	.376	.356	.052	.292	.518	.233	.072	*.034
PTF					.466	.219	.064	.000
TPA					.161	.006	.793	.000

** p ≤ .01
*p ≤ .05
Note: Model 1 R² = .013, Model 2 R² = .628**
Note: Prev. a Teacher = Previously a Teacher, PTF = Positive and Transformational Leadership,
TPA = Transactional and Passive-Avoidant Leadership

Mattering to teachers. A multiple linear regression was calculated to predict mattering

to teachers based on school counselors' personal and occupational demographics and their

administrators' predominantly positive and transformational or transactional and passive-

avoidant leadership styles. For model one, school counselors' personal and occupational

demographics were not significant: $R^2 = .036$, $F(7, 429) = 2.28$, $p = .27$. For model two,

leadership was significant: $R^2 = .059$, $F(2, 427) = 10.46$, $p = .01$. The results of the multiple

regression analysis further showed that school counselors' perceptions of mattering to teachers of their administrators' leadership styles accounted for 2.3% of the variance in the mattering to teachers.

For the individual variables in model one, the coefficient for school level (-.282) was statistically significant because its p-value of .035 was less than .05. The coefficient for length of time (.306) was statistically significant because its p-value of .008 was less than .05 For the individual variables in model two, the coefficient for school level (-.263) was statistically significant because its p-value of .046 was less than .05. The coefficient for length of time (.289) was statistically significant because its p-value of .007 was less than .05. The coefficient for positive and transformational leadership (.026) was statistically significant because its p-value of .042 was less than .05. The coefficient for transactional and passive-avoidant leadership (-.034) was statistically significant because its p-value of .037 was less than .05 (see Table 18).

Table 18

Regression Analysis for Demographics and Leadership Styles to Teacher Mattering (N = 437)

Variable	Model 1				Model 2			
	B	*SE B*	*β*	*p*	*B*	*SE B*	*β*	*p*
Gender	.434	.427	.048	.311	.506	.421	.057	.214
Ethnicity	-.098	.180	-.026	.586	-.010	.178	-.003	.751
School Type	-.258	.340	-.037	.448	-.358	.665	-.051	.290
School Level	-.282	.134	-.102	*.035	-.263	.132	-.095	*.046
School Area	.077	.168	.022	.647	.035	.166	.010	.794
Length of Time	.306	.115	.130	*.008	.289	.113	.123	*.007
Prev. a Teacher	-.224	.298	-.037	.453	-.193	.293	-.031	.479
PTF					.026	.008	.153	*.042
TPA					-.034	.022	-.102	*.037

** p ≤ .01
* p ≤ .05
Note: Model 1 R² = .036*, Model 2 R² = .073**
Note: Prev. a Teacher = Previously a Teacher, PTF= Positive and Transformational Leadership, TPA = Transactional and Passive-Avoidant Leadership

Research question 7. Are there significant relationships between the demographics (i.e., personal and occupational) and job experience (i.e., job satisfaction, wellness, and mattering) for a national sample of ASCA professional school counselors?

Personal demographics. For school counselors' personal demographics (i.e., gender and ethnicity), the data analysis showed negative and weak correlations that were not significant between gender and job satisfaction (r_s = -.016), gender and wellness (r_s = -.090), gender and mattering to administrators (r_s = -.045), gender and mattering to teachers (r_s = .055), gender and

ethnicity ($r_s = .011$), and ethnicity and wellness ($r_s = .025$). Also, the data indicated weak

negative and not significant correlations between ethnicity and job satisfaction ($r_s = -.001$),

ethnicity and mattering to administrators ($r_s = -.046$), and ethnicity and mattering to teachers ($r_s = -.038$) (see Table 19).

Table 19

Spearman's Rho between Personal Demographics and Job Experience (N = 437)

	JS	Wellness	MA	MT	Gender	Ethnicity
JS	-	.591**	.643**	.237**	-.160	-.001
Wellness	.591**	-	-.415**	-.227**	-.090	.025
MA	.643**	-.419**	-	.344**	-.045	-.046
MT	.237**	.216**	.344**	-	.055	-.038
Gender	-.016	-.090	-.045	.055	-	.011
Ethnicity	-.001	.025	-.046	-.038	.011	-

**p = .01 level (2-tailed)
*p = .05 level (2-tailed)
Note: JS = Job Satisfaction, MA = Mattering to Administrators, MT = Mattering to Teachers

Occupational demographics. For school counselors' occupational demographics (i.e.,

type of school, area of school, level of school, length of time as a counselor, and teacher

previously), data analysis showed weak positive relationships between level of school and type

of school ($r_s = .161$, $p = .01$), mattering to teachers and length of time as a school counselor ($r_s = .154$, $p = .01$), and length of time as a school counselor and holds a license/certification

($r_s = .158$, $p = .01$). Also, the data analysis showed weak negative relationships between school

counselors' job satisfaction and level of school ($r_s = -.141$, $p = .01$), mattering to teachers and

level of school (r_s = -.139, p = .01), and previous teaching experience and length of time as a counselor (r_s = -.195, p = .01).

No significant relationship was found between school type and school area (r_s = .094, p = .05), school counselors' school type and job satisfaction (r_s = .058), school type and wellness (r_s = .050), school type and mattering to administrators (r_s = .055), school type and mattering to teachers (r_s = -.014), school type and length of time as a school counselor (r_s = .078), school type and having previously been a teacher (r_s = .018), school type and holding a license/certification (r_s = .068), school level and wellness (r_s = -.088), school level and mattering to administrators (r_s = -.009), school level and school area (r_s = .078), school level and length of time as a school counselor (r_s = .017), school level and having previously been a teacher (r_s = -.074), school level and holding a license/certification (r_s = .006), school area and job satisfaction (r_s = .071), school area and wellness (r_s = -.009), school area and mattering to administrators (r_s = .059), school area and mattering to teachers (r_s = .000), school area and school level (r_s = .023), school area and length of time as a school counselor (r_s = -.044), school area and having previously been a teacher (r_s = .001), school area and holding a license/certification (r_s = -.069), length of time as a school counselor and job satisfaction (r_s = -.005), length of time as a school counselor and wellness (r_s = .039), length of time as a school counselor and mattering to administrators (r_s = .071), having previously been a teacher and job satisfaction (r_s = .018), having previously been a teacher and mattering to administrators (r_s = .023), having previously been a teacher and mattering to teachers (r_s = -.061), having previously been a teacher and holding a license/certification (r_s = .005), holding a license/certification and job satisfaction (r_s = .005), holding a license/certification and wellness (r_s = .053), holding a license/certification and

mattering to administrators ($r_s = .026$), wellness and holding a license/certification ($r_s = -.051$), and holding a license/certification and mattering to teachers ($r_s = .025$) (see Table 20).

Table 20

Spearman's Rho between Occupational Demographics and Job Experience

	JS	W	MA	MT	ST	SL	SA	L	PT	LC
JS	-	.591**	.643**	.237**	.058	-.141**	.071	-.005	.018	.005
W	.591**	-	.491**	.216**	.050	-.088	-.009	.039	-124**	.053
MA	.643**	.491**	-	.344**	.055	-.009	.059	.071	.023	.026
MT	.237**	.216**	.344**	-	-.014	-.139**	.000	.154**	-.061	.025
ST	.058	.050	.055	-.014	-	.161**	.094*	-.078	.018	-.068
SL	-141**	-.088	-.009	-.139**	.161**	-	.023	.017	-.074	.006
SA	.071	-.009	.059	.000	.094*	.078	-	-.044	-.001	-.069
L	-.005	.039	.071	.154**	.078	.017	-.044	-	-195**	.158**
PT	-.020	-.124**	.023	-.061	.018	-.074	.001	-.195**	-	-.064
LC	.005	-.051	.026	.025	.068	.006	-.069	.158**	.005	-

**p = .01 level (2-tailed)
*p = .05 level (2-tailed)
Note: JS = Job Satisfaction, W = Wellness, MA = Mattering to Administrators, MT = Mattering to Teachers, ST = School Type, SL = School Level, SA = School Area, L = Length of Time as a School Counselor, PT = Previously a Teacher, LC = License/Certification Held.

Research question 8. Are there significant relationships between the demographic variables (i.e., personal and occupational) and levels of leadership style for a national sample of ASCA professional school counselors?

For school counselors' personal demographics, the data analysis showed weak and negative correlations that were not significant for gender and transactional and passive-avoidant leadership (r_s = -.011), gender and positive and transformational leadership (r_s = -.063), ethnicity and transactional and passive-avoidant leadership (r_s = -.055), and ethnicity and positive and transformational leadership (r_s = -.083) (see Table 21).

Table 21

Spearman's Rho between Personal Demographics and Leadership Styles

	TPA	PTF	Gender	Ethnicity
TPA	-	.818**	-.011	-.055
PTF	.818**	-	-.063	-.083
Gender	-.011	-.063	-	.011
Ethnicity	-.055	-.083	.011	-

**p = .01 level (2-tailed)
Note: TPA = Transactional and Passive-Avoidant Leadership, PTF = Positive and Transformational Leadership

For school counselors' occupational demographics, data analysis indicated weak positive relationships that were significant between type of school and level of school (r_s = .161, p = .01) and length of time as a school counselor and holds a license/certification (r_s = .158, p = .01). The data analysis indicated moderately weak negative relationships between school counselors' previous teaching experience and length of time as a school counselor (r_s = -195, p = .01). No significant relationship was found between school counselors' transactional and passive-avoidant leadership and school type (r_s = .052), transactional and passive-avoidant leadership and school level (r_s = -.049), transactional and passive-avoidant leadership and school area (r_s = -0.18), transactional and passive-avoidant leadership and length of time as a school counselor (r_s

= -.067), transactional and passive-avoidant leadership and having previously been a teacher (r_s = -.025), transactional and passive-avoidant leadership and holding a license/certification (r_s = .005), positive and transformational leadership and school type (r_s =.073), positive and transformational leadership and school level (r_s = -.041), positive and transformational leadership and school area (r_s = .075), positive and transformational leadership and length of time as a school counselor (r_s = .010), positive and transformational leadership and having previously been a teacher (r_s = -.018), and positive and transformational leadership and holding a license/certification (r_s = -.002) (see Table 22).

Table 22

Spearman's Rho between Occupational Demographics and Leadership Styles (N = 437)

	TPA	PTF	ST	SL	SA	L	PT	LC
TPA	-	.818**	.034	-.048	.045	-.026	-.025	-.005
PTF	.818**	-	.073	-.041	.075	.010	-.018	.002
ST	.034	.073	-	.161**	.094*	-.078	.018	-.068
SL	-.048	-.041	.161**	-	.023	.017	-.074	.006
SA	.045	.075	.094*	.023	-	-.044	-.001	-.069
L	-.026	.010	-.078	.017	-.044	-	-.195**	.158**
PT	-.025	-.018	.018	-.074	-.001	-.195**	-	-.064
LC	.005	.002	-.068	.006	-.069	.158**	-.064	-

**p = .01 level (2-tailed)
*p = .05 level (2-tailed)
Note: TPA = Transactional and Passive-Avoidant Leadership, PTF = Positive and Transformational leadership, ST = School Type, SL = School Level, SA = School Area, L = Length of Time as a School Counselor, PT = Previously a Teacher, LC = License/Certification Held.

Summary

This chapter included the research questions, data analysis, and the findings of the current study. After performing Spearman's rho correlations, the data showed that all of the independent and dependent variables, leadership style (positive and transformational, transactional and passive-avoidant), job satisfaction, mattering (mattering to teachers and mattering to administrators) and wellness, were significantly correlated. Following this, the results of the multiple regressions showed that leadership styles made a significant difference in the variance of the scores of all of the dependent variables (i.e., job satisfaction, mattering to administrators, mattering to teachers, and wellness). Finally, the demographic variables were not shown to have significant relationships to the independent and dependent variables-leadership style (i.e., positive and transformational or transactional and passive-avoidant), job satisfaction, mattering (i.e., mattering to teachers and mattering to administrators) and wellness—in either the Spearman's rho correlations or the multiple regressions.

Chapter V

Introduction

The purpose of this exploratory study was to examine the relationship between school counselors' perceptions of their administrators' leadership style and school counselors' job experience. In this study, positive and transformational leadership style was defined as a style of leadership that encompasses a positive and transformational style of administration. A positive style of leadership focuses on enhancement of productivity, positive behaviors, and experiences that seek to reward desired behaviors in order to increase their occurrence (Peterson, 2009). A transformational style of leadership is characterized by inspiration, teamwork, collaboration, goal setting, knowledge of individual employees, and creation of a supportive work environment (Avolio & Bass, 2004; Bass & Avolio, 1997; Eeden et al., 2008; Jones & Rudd, 2008).

In comparison to positive and transformational leadership, transactional and passive-avoidant leadership was defined as a style of transactional and passive-avoidant leadership. Transactional leadership style describes leaders who work based on rewards and punishments, goal and criteria setting, and micromanaging employees (Avolio & Bass, 2004; Bass & Avolio, 1997; Eeden et al., 2008; Jones & Rudd, 2008). Passive-avoidant leadership style is an absence of leadership.

For the present study, school counselors' perceptions of their administrators' leadership style was measured using the Multifactor Leadership Questionnaire-5x short (Avolio & Bass, 2004) and researcher-developed items. Additionally, the concept of school counselors' job experience was examined by measuring three constructs, job satisfaction, mattering, and wellness. Job satisfaction was defined as positive feelings school counselors have toward their jobs (Roelen et al., 2008), and it was measured using the Job Satisfaction Survey (Spector,

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1994). School counselors' mattering was defined as their perceptions of how important they believe they are to others and that they make a difference to the people and the environment around them (Elliott et al., 2007; France & Finney, 2009; Rayle, 2006b). Mattering was measured using the IGMA, which is inclusive of two categories: (a) mattering to administrators and (b) mattering to teachers (Dixon-Rayle, 2006). School counselors' wellness was defined as their ability to function at maximum capacity, which encompasses three levels of well-being: (a) physical, (b) psychological, and (c) spiritual. Counselor functioning on all three levels comprises total wellness (Connolly & Myers, 2003). Wellness was measured using the WEL-S (Myers et al., 2004).

Research Findings Related to Literature

Leadership style and job satisfaction. In the literature, school counselors' job satisfaction was reported to increase when combined with a supportive and positive working relationship with administrators or supervisors (Clemens et al., 2009; Connolly & Myers, 2003; Skovholt et al., 2001). In the present study, a strong positive relationship was found between school counselors' job satisfaction and their perceptions of their administrators' positive and transformational leadership styles. Also, transactional and passive-avoidant leadership styles had a strong positive relationship with job satisfaction, which was counter to what previous researchers suggested. Leadership style plays an important role in employees' satisfaction levels in their jobs (Clemens et al., 2009; Connolly & Myers, 2003; Skovholt et al., 2001). The way school counselors perceived their administrators' leadership styles accounted for a largest portion-over half-of the variability in their job satisfaction scores.

Leadership style and mattering. In the present study, whether school counselors felt they mattered to teachers had less of a correlation-a weak positive correlation-with positive and

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transformational leadership and transactional and passive-avoidant leadership than school

counselors' mattering to administrators (a strong positive correlation). This follows the previous

literature, where the importance of administrators and leadership style for the mattering of school

counselors was highlighted (Rayle, 2006a; Rayle 2006b).

According to Helgesen (2006), leadership and feelings of mattering within the workplace

are correlated. Administrators play a large role in creating a sense of importance and belonging

for school counselors. Peer support is important to school counselors' feelings of mattering as

well; however, mattering to administrators has a stronger link to importance and belonging than

peer support. In the multiple regression, the demographics (i.e., gender, ethnicity, type of school,

level of school, area of school, length of time as a counselor, having previously been a teacher)

made no difference in the variance in school counselors' scores of mattering to administrators.

However, the leadership style made a significant difference in both school counselors'

perceptions of mattering to teachers and mattering to administrators. Their mattering to

administrators was largely significant, accounting for 61% of the variance in the scores. This

indicates again the importance of administrator leadership style to mattering of school

counselors.

Leadership style and wellness. The more positively a person rated his or her

relationship with peers and supervisors, the higher the levels of wellness shown (Cummins et al.,

2007; Lawson et al., 2007; Young & Lambie, 2007). In the present study, the results showed

that wellness was moderately related to positive and transformational leadership and

transactional and passive-avoidant leadership. The results of the multiple regression showed that

the demographics (i.e., gender, ethnicity, type of school, level of school, area of school, length of

time as a counselor, having previously been a teacher) had no significant amount of variance,

and the leadership style accounted for about a quarter of the variance. Leadership style had a moderately significant effect on wellness levels.

Job experience. In the literature, feelings of mattering in the workplace (Clemens et al., 2009; Connolly & Myers, 2003; France & Finney, 2009; Rayle, 2006a & 2006b) and self-care and wellness in the workplace (Connolly & Myers, 2003; Skovholt et al., 2001) were correlated with higher job satisfaction in counselors. Amundson (1993) found that feelings of mattering were critical to employees' abilities to cope with stress at work.

In the present study, school counselors' job satisfaction was found to have a strong positive significance to both positive and transformational and transactional and passive-avoidant leadership styles. Similarly, mattering to administrators was also found to have a strong positive significance to both positive and transformational and transactional and passive-avoidant leadership styles. Wellness was found to have a moderate, positive significance for both positive and transformational and transactional and passive-avoidant leadership styles. Also, mattering to teachers was found to have a weak positive significance to both positive and transformational leadership and transactional and passive-avoidant leadership.

Implications

General. This study explored the relationship between administrator leadership style and school counselor job experience. It was found that leadership style, both positive and transformational and transactional and passive-avoidant, had a positive relationship with job satisfaction, mattering, and wellness. Also, the three variables all had positive relationships with one another. This implies that when approaching the topic of employee well-being, taking into account only one of these things does not present a full picture. Whether from a research and theory standpoint or through practice, the best method for approaching school counselors' well-

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being from a holistic approach requires looking at each of these areas, administrator leadership style, job satisfaction, mattering, and wellness.

      Implications for school counselors. This study explored the relationship between administrator leadership style and job experience as measured by job satisfaction, administrator and teacher mattering and wellness for a sample of school counselors. Past research indicated that administrator leadership style can increase or decrease individuals' job experience (Amundsen, 1993; Avolio and Bass, 2004; DeMato and Curcio, 2004; Eeden et, al, 2008; Meyers & Sweeny, 2005). Examples of job experience include counselor job satisfaction, feelings of mattering and overall wellness, which have been individually correlated with employees attitudes and perceptions about work, performance, and institutional success (Martin, 2005). Also, Martin suggested that administrator leadership style has the potential to impact employee productivity as a whole. Similarly, past research indicated a link between job satisfaction of school counselors and their interaction with administrators (Clemens et. al, 2009).

      The present research study was the first to examine the constructs of leadership style, job satisfaction, mattering, and wellness together, as they related to school counselors' job experience. The findings showed that job satisfaction was strongly related to school counselors' perceptions of mattering to administrators and administrators' positive and transformational leadership and transactional and passive-avoidant leadership, as well as moderately related to school counselors' perceived wellness. As Roelen et al. (2008) posited, "The relationship between work aspects and job satisfaction is important for occupational health practice, because working conditions can be managed" (p. 433). Therefore, an implication for school counselors is that they can manage and possibly change the working conditions that contribute to their job satisfaction. School counselors could advocate for the conditions and roles that they need, and

take leadership roles to help facilitate optimal working conditions that may then lead to their job satisfaction.

Also, in the present study, positive and transformational leadership and mattering to administrators had a strong positive correlation, which is consistent with the findings in the research that leadership plays a large part in fostering feelings of mattering in the workplace (Helgesen, 2006). If building a collaborative relationship with administrators produces a sense of mattering, (Amundsen, 1993; Helgesen, 2006; Rayle, 2006b), an implication for counselors is that focusing on involving their administrators in important counseling operations (such as staff meetings, training, interviews, and planning) may be a first step to building a partnership with administrators.

Implications for administrators. Consistent with previous research, the findings from the present research indicated that administrator collaboration with school counselors fosters a sense of mattering of school counselors in a school workplace setting. Mattering in the workplace has been shown to raise levels of confidence, increase a person's ability to manage stress, increase levels of productivity, and help in the overall completion of institutional goals (Amundsen, 1993; Helgesen, 2006). As Bringman et al. (2010) suggested, administrators trained and educated about the roles, duties, and responsibilities of counselors can assist in effective collaboration between counselors and administrators. Administrators can also take initiatives to educate themselves and their staff on the ASCA model, to get to know the members of their counseling staff, and to familiarize themselves with the counseling office and its procedures. This proactive step by administrators could be a beginning for better understanding of school counselors and how the process of collaboration could occur between administrative staff and school counselors.

Both leadership styles were found to be strongly related to job satisfaction and administrator mattering—and moderately to wellness. These findings indicated that school counselors' job satisfaction, mattering to administrators, and wellness were linked to their job experience. As previous research indicated, higher levels of job satisfaction, mattering, and wellness produce benefits such as happier workers, more committed workers, less sick leave, goal attainment and productivity, defense against burnout, less turnover, and quality client services (Amah, 2009; Amundsen, 1993; Bogler, 2001; Bryant & Constantine, 2006; Connolly & Myers, 2003; DeMato & Curcio, 2004; Helgesen, 2006; Rayle, 2006b; Wicken, 2000; Young & Lambie, 2007). For school administrators, these findings suggest that adopting a fitting leadership style and using it with purpose and intention may be one step to bettering the job experience of school counselors' and the overall school climate.

Implications for counselor educators. The findings of this study suggest that the relationship between school counselors and administrators is essential to school counselors' work experience. In the research, the educational focus was on the importance of cross-education and training (Bringman et al., 2010; Dahir et al., 2009; Williams & Wehrman, 2010). This training includes administrator training that focuses on the ASCA model and the role and framework of counseling, which gives school administrators a base of knowledge about the school counselor role and profession. This cross training also includes counselor training that clarifies the duties of school administrators, which gives counselors an understanding of the role and responsibilities of a school administrator (Bringman et al., 2010; Dahir et al., 2009; Mason & Perera-Diltz, 2010; Saginak & Dollarhide, 2006; Williams & Wehrman, 2010). An implication is that counselor educators and counselor education programs can work in

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conjunction with education and administration programs to serve as positive collaborative training for future school counselors and school administrators.

Limitations

The present study has several limitations. First, research studies that use the Internet have limitations (McMillan & Schumacher, 1997). In order to be able to participate and complete the instruments used in this study, participants must have had access to a computer and understand how to navigate the online software. Also, people often check email and work on a computer while simultaneously engaging in other tasks; thus, outside distractions while working on the online survey could have led to skewed responses from participants. Second, the instruments used in this study relied on school counselors' self-reports. Thus, participants may have exhibited certain social behaviors while taking the survey that could have potentially altered the way they answered (e.g., a desire to respond to the questions in ways that they believed to be socially acceptable). And, participants may have agreed with a statement or question rather than disagree when they were unsure or ambivalent about it.

Third, leadership style was examined from two groups for statistical purposes: (a) positive and (b) transformational and transactional and passive-avoidant. The current study did not include a total leadership scale in the data analysis. Fourth, the survey used in the current study was composed of portions of several instruments. This may have yielded incomplete results for each construct, as opposed to measuring the construct with the entire instrument.

Fifth, the sample was a convenience sample. The survey was sent out to the ASCA database as it was easily available for use. The data used was that of the first set of respondents to answer the survey. This data set may not be representative of the school counselor population. Lastly, the sample was taken from the ASCA email server. While this list is made up of

practicing school counselors, there are school counselors whom may not belong to ASCA or may not be on the published email list.

Recommendations for Future Research

Based on the results of this study, the researcher has several recommendations for future research. First, the national sample of school counselors were only given a month to respond; with a longer time-frame to gather data, a larger sample could be generated. Second, job satisfaction is a well-studied topic, although less so within the school counseling profession. Job satisfaction was correlated to almost all of the variables in the present study. Further research is needed on job satisfaction in the school counseling profession, as well as factors that may mitigate workplace influences, such as the benefits of being in a helping profession. Knowing what factors raise and lower the job satisfaction of school counselors, especially those factors that are outside of the workplace, could be a valuable tool for school counselor educators, school counselors, and school administrators.

Third, wellness within the workplace has also been well studied. The findings of this study are consistent with the overall view on wellness; workplace wellness is only one facet of overall wellness. However, wellness related to school counselors and their administrators has not been as well researched. Further research could be specifically geared toward school counselors. Research could initially be aimed at seeking to determine what impacts school counselors' wellness levels in and out of the workplace. This information could then be used to combat the burnout and stress associated with the school counseling profession.

Fourth, mattering is the least studied concept of the three, and more research is needed on mattering in the workplace in general. Specifically, mattering for school counselors can be

studied especially from the angle of the counselor–administrator relationship. This could lead to new avenues in training, program development, and collaboration between the two roles.

Fifth, leadership style was examined from two groups for statistical purposes: (a) positive and (b) transformational and transactional and passive-avoidant. The current study did not include a total leadership scale in the data analysis. Future studies could include a total leadership category to see what new information and avenues it would bring about.

This study was the first to explore leadership style, job satisfaction, mattering, and wellness together. Additional research on the impact of leadership style on school counselors' job experience as a whole could yield valuable information for both the counseling and leadership professions.

Conclusions

This chapter included the findings of the literature and the findings of the present study. The implications of the findings for school counselors, administrators, and counselor educators were then discussed. The implications for future research were discussed next, followed by the limitations of the study.

This quantitative, exploratory study was designed to examine administrator leadership style as it relates to the job experience of school counselors. The purpose of this exploratory study was to examine the relationship between school counselors' perceptions of their administrators' leadership styles and school counselors' job satisfaction, feelings of mattering, and overall wellness. The findings of this study were that both positive and transformational and transactional and passive-avoidant leadership styles were correlated with job satisfaction, wellness, and mattering to administrators. Leadership style made a significant contribution to the variation in scoring for job satisfaction, wellness, and mattering to administrators.

Administrator leadership style was shown to have an impact on the job experience of school

counselors. Job satisfaction, mattering, and wellness were shown to be related to one another as

well, through previous findings as well as in this study.

Appendix A: School Counselor Assessment of Administrator Leadership Style and Job Experience Questionnaire (SCAALSJEQ)

Section I: Leadership

The following statements are used to describe your perceptions of your school administrator's (principal) leadership style (leader behaviors and manner of providing direction). Please use the following rating scale:

Not At All	*Once In A While*	*Sometimes*	*Fairly Often*	*Frequently, if Not Always*
1	2	3	4	5

My School Administrator

1. Treats me as an individual rather than just a member of the group
2. Does not emphasize successes of employees
3. Avoids making decisions
4. Encourages me to try doing new things, even if I am not sure I will be successful
5. Teams people up based on complimentary skills and strengths
6. Keeps track of all mistakes
7. His/Her personality changes when interacting with different groups of people (i.e., students, parents, teachers)
8. Expresses satisfaction when I meet expectations
9. Avoids getting involved when issues arise
10. Is absent when needed
11. Is not approachable
12. Helps me to develop my strengths
13. Knows me well
14. Gives feedback on work performance that includes specific examples
15. Focuses attention on irregularities, mistakes, exceptions and deviation from standards
16. Considers me as having different needs, abilities and aspirations from others
17. Heightens my desire to succeed
18. Open to communicate and problem solve about weaker areas of employees work skills
19. Increases my willingness to try harder
20. Assigns me a variety of tasks and duties
21. Gets me to look at problems from many different angles
22. Delays responding to urgent questions
23. Makes me feel poorly about myself when giving feedback
24. Encourages collaboration and teamwork
25. Seeks differing perspectives when solving problems
26. Discusses in specific terms who is responsible for achieving performance targets
27. Directs my attention towards failure to meet standards
28. Waits for things to go wrong before taking action
29. Gives more negative than positive feedback
30. Spends time teaching and coaching

31. Assigns tasks based on skills
32. Notices and points out when people do things well

Section II: Job Satisfaction

The following statements are used to assess your level of satisfaction with your present job/workplace. Please use the following rating scale:

Disagree Very Much	*Disagree Moderately*	*Disagree Slightly*	*Agree Moderately*	*Agree Very Much*	*Agree*
1	*2*	*3*	*4*	*5*	*6*

1. There is too much bickering and fighting at work.
2. When I do a good job, I receive the recognition for it that I should receive.
3. My supervisor is unfair to me.
4. I do not feel that the work I do is appreciated.
5. My supervisor shows too little interest in the feelings of subordinates.
6. I find I have to work harder at my job because of the incompetence of people I work with.
7. There are few rewards for those who work here.
8. I like my supervisor.
9. I don't feel my efforts are rewarded the way they should be.
10. I enjoy my coworkers.

Section III: Wellness

The following statements are used to describe how you perceive aspects of your workplace and your life. Please use the following rating scale:

Strongly Disagree	*Disagree*	*Undecided or Neutral*	*Agree*	*Strongly Agree*
1	*2*	*3*	*4*	*5*

1. I am satisfied with the balance between my work and my leisure.
2. The work I do allows me to make use of my abilities and skills.
3. Overall, I am a happy person.
4. I look forward to the work I do each day.
5. My finances are adequate to support my current lifestyle.
6. Most of the time I can handle any workload expected of me.
7. Overall, I am satisfied with my life.
8. Overall, the work I do is not very stressful.
9. I am appreciated by those with whom I work.
10. I have a great deal of control over conditions affecting the work I do.
11. Overall, I am a healthy person.

Section IV: Mattering

The following questions are designed to measure the degree to which you believe that you matter to others in your school workplace. Please use the following rating scale.

Not At All	*A Little*	*Somewhat*	*Very Much*
1	*2*	*3*	*4*

1. How *important* do you feel you are to the following persons in your school workplace?
   a. Administrators
   b. Teachers
2. How much do you feel the people in your school workplace pay *attention* to you?
   a. Administrators
   b. Teachers
3. How much do you feel the people in your school workplace would *miss* you if you went away?
   a. Administrators
   b. Teachers
4. How interested are the people in your school workplace generally in what you have to *say*?
   a. Administrators
   b. Teachers
5. How much do people in your school workplace *depend* on you?
   a. Administrators
   b. Teachers

Section V: Demographics

1. What is your gender?
   Male
   Female

2. What is your ethnicity?
   Caucasian
   African-American
   Hispanic
   Asian or Pacific Islander
   American Indian or Alaskan Native
   Biracial
   Other

3. What type of school setting are you primarily employed?
   Public (charter)
   Private
   Parochial
   Other

4. What level of school are you primarily employed?
   Elementary
   Middle or Junior High
   High
   K-12
   Other

5. What area is your school located?
   Rural
   Urban
   Suburban

6. How many years have you been working as a school counselor?
   0-2
   3-6
   7-12
   13-19
   20 or more

7. Did you work as a teacher before becoming a school counselor?
   Yes
   No

8. Please select each of the following licenses/certificates that you possess.
   Licensed Professional Counselor/Licensed Mental Health Professional
   Licensed Clinical Social Worker/Board Certified Social Worker
   School Counseling Certification
   Licensed School Psychologist
   Other
   None

9. What is your highest educational level?
   BS, BA
   MS, MA, MEd
   PhD, PsyD, EdD
   MSW
   Other

Appendix B: Permission to Use the MLQ and WELL

Hello Lacey,   9/29/2014

As we discussed via today's telecon, based on your purchases of the Multifactor Leadership Questionnaire (MLQ) manual and the Wellness Evaluation of Lifestyle (WELL) manual, you have Mind Garden's permission to make one copy of the MLQ (from the MLQ manual) and one copy of the WELL (from the WELL manual) for presenting in your proposal for your Committee's review.

Permission to use the MLQ and the WELL will be provided when the MLQ and WELL reproduction licenses are purchased. Because we do **not** provide refunds for purchased licenses, we recommend that the purchase of the licenses be made "after" you receive approval on your proposal.

If you have any questions, please let me know.

Best regards,
Chris
Mind Garden, Inc.
650-322-6300

Appendix C: Permission to Use the JSS

http://shell.cas.usf.edu/~pspector/scales/jsspag.html

Job Satisfaction Survey, JSS Page

JSS overview

JSS scoring instructions

JSS score interpretation How do you know if someone is satisfied or dissatisfied?

JSS bibliography

JSS norms

Sharing results

JSS scale: Original English

Translations of the JSS

JSS development article From the American Journal of Community Psychology, 1985. Adobe (.pdf) format

Home

Page last modified July 10, 2011.

Appendix D: Permission to Use the IGMA

February 19, 2013

RE: Permission for use of IGMA instrument

To Whom It May Concern:

I am writing this letter as the author of the Interpersonal and General Mattering Assessment (IGMA). As the author, I am granting Ms. Lacey Chandler permission to use this assessment in her dissertation research project.

Please feel free to contact me with any further questions or comments.

Sincerely,

Andrea L. Dixon

Andrea L. Dixon, Ph.D., NCC
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Appendix E: First Electronic Message

Dear School Counselor:

        Hello, my name is Lacey Chandler and I am a doctoral candidate at the University of New Orleans. I am seeking your assistance with my dissertation study titled, *The Relationship Between Administrator Leadership Style and Job Experience of School Counselors*. The purpose of the study is to assess the perceptions held by school counselors on the leadership style of their school administrators (i.e., principal) and school counselors' job experiences. Additional questions will be to gather demographic information. Your answers on the survey will provide valuable information that has the potential to ultimately strengthen the school counseling profession. All information that you provide is anonymous, there will be no identifying information submitted in the survey. The survey will take approximately 20 minutes to complete. Please be as honest as possible when answering the questions to ensure proper results. Your completion of the survey will be your consent to participate. If you are willing to assist me, please click the following link or copy and paste it into your browser:

        http://www.qualtrics.com.

        Your participation in this study is entirely voluntary; you may withdraw your consent and terminate participation at any time. The risks associated with this study are minimal. If you would like additional information about this study or would like to discuss any discomfort you may experience, please send your request to me, Lacey R. Chandler, by email at lchandle@my.uno.edu. You may also contact Dr. Roxane Dufrene, my adviser by email at rdufren1@uno.edu if you seek additional information regarding this study.
Thank you in advance for your participation!
Sincerely,
Lacey R. Chandler, Doctoral Candidate, University Of New Orleans
Note: If you do not wish to receive any more emails concerning this research, please click the following link: https://www.qualtrics.com/optout.

Dear School Counselor:

       Hello, my name is Lacey Chandler and I am a doctoral candidate at the University of New Orleans. I am seeking your assistance with my dissertation study titled, *The Relationship Between Administrator Leadership Style and Job Experience of School Counselors*. Thank you to all who have participated so far! For those who have not yet had the chance to participate, the purpose of the study is to assess the perceptions held by school counselors on the leadership style of their school administrators (i.e., principal) and school counselors' job experiences. Additional questions will be to gather demographic information. Your answers on the survey will provide valuable information that has the potential to ultimately strengthen the school counseling profession. All information that you provide is anonymous, there will be no identifying information submitted in the survey. The survey will take approximately 20 minutes to complete. Please be as honest as possible when answering the questions to ensure proper results. Your completion of the survey will be your consent to participate. If you are willing to assist me, please click the following link or copy and paste it into your browser:

       http://www.qualtrics.com.

       Your participation in this study is entirely voluntary; you may withdraw your consent and terminate participation at any time. The risks associated with this study are minimal. If you would like additional information about this study or would like to discuss any discomfort you may experience, please send your request to me, Lacey R. Chandler, by email at lchandle@my.uno.edu. You may also contact Dr. Roxane Dufrene, my adviser by email at rdufren1@uno.edu if you seek additional information regarding this study.
Thank you in advance for your participation!
Sincerely,
Lacey R. Chandler, Doctoral Candidate, University Of New Orleans
Note: If you do not wish to receive any more emails concerning this research, please click the following link: https://www.qualtrics.com/optout.

Appendix G: Third Electronic Message

Dear School Counselor:

      Hello, my name is Lacey Chandler and I am a doctoral candidate at the University of New Orleans. I am seeking your assistance with my dissertation study titled, *The Relationship Between Administrator Leadership Style and Job Experience of School Counselors*. Thank you to all who have participated so far! For those who have not, this is the last opportunity to participate in this survey. The purpose of the study is to assess the perceptions held by school counselors on the leadership style of their school administrators (i.e., principal) and school counselors' job experiences. Additional questions will be to gather demographic information. Your answers on the survey will provide valuable information that has the potential to ultimately strengthen the school counseling profession. All information that you provide is anonymous, there will be no identifying information submitted in the survey. The survey will take approximately 20 minutes to complete. Please be as honest as possible when answering the questions to ensure proper results. Your completion of the survey will be your consent to participate. If you are willing to assist me, please click the following link or copy and paste it into your browser:

      http://www.qualtrics.com.

      Your participation in this study is entirely voluntary; you may withdraw your consent and terminate participation at any time. The risks associated with this study are minimal. If you would like additional information about this study or would like to discuss any discomfort you may experience, please send your request to me, Lacey R. Chandler, by email at lchandle@my.uno.edu. You may also contact Dr. Roxane Dufrene, my adviser by email at rdufren1@uno.edu if you seek additional information regarding this study.

Thank you in advance for your participation!

Sincerely,

Lacey R. Chandler, Doctoral Candidate, University Of New Orleans

Note: If you do not wish to receive any more emails concerning this research, please click the following link: https://www.qualtrics.com/optout.

Appendix H: Final Electronic Message

Dear School Counselor:

   Thank you to everyone who took the time to participate in my dissertation study titled, *The Relationship Between Administrator Leadership Style and Job Experience of School Counselors*. If you would like additional information about this study, to obtain the results of the study, or would like to discuss any discomfort you may experience, please send your request to me, Lacey R. Chandler, by email at lchandle@my.uno.edu. You may also contact Dr. Roxane Dufrene, my adviser by email at rdufren1@uno.edu if you seek additional information regarding this study.

Thank you again for your participation!
Sincerely,
Lacey R. Chandler, Doctoral Candidate, University Of New Orleans
Note: If you do not wish to receive any more emails concerning this research, please click the following link: https://www.qualtrics.com/optout.

Appendix I: IRB Approval

University Committee for the Protection of Human Subjects in Research University of New Orleans _____
Campus Correspondence

Investigator: Roxane L. Dufrene
Co-Investigator: Lacey Chandler
Date: January 12, 2015
Protocol Title: The Relationship Between Administrator Leadership Style and Job Experience of School Counselors
IRB#: 02Jan15

The IRB has deemed that the research and procedures described in this protocol application are exempt from federal regulations under 45 CFR 46.101category 2, due to the fact that any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
Exempt protocols do not have an expiration date; however, if there are any changes made to this protocol that may cause it to be no longer exempt from CFR 46, the IRB requires another standard application from the investigator(s) which should provide the same information that is in this application with changes that may have changed the exempt status.
If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.
Best wishes on your project.

Sincerely,
Robert D. Laird, Ph.D., Chair UNO Committee for the Protection of Human Subjects in Research

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Vita

Lacey Ruth Chandler Ducote was born in Harvey, Louisiana. She graduated with a Bachelor of Arts degree in Psychology from Loyola University of New Orleans in 2004. She then obtained a Master of Arts degree in Counseling, with a concentration in Marriage and Family Counseling, from Our Lady of Holy Cross College in 2008. Lacey then joined the University of New Orleans Counselor Education program to pursue her PhD in counselor education.