

STRESS AND WORK-TASK SATISFACTION: SCHOOL COUNSELORS' PERSPECTIVE

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STRESS AND WORK-TASK SATISFACTION: SCHOOL COUNSELORS'
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DOCTOR OF PHILOSOPHY

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ABSTRACT

The study's first purpose was to give school counselors a "voice" regarding their perceived stress. The second purpose was to investigate the relationship between school counselors' work satisfaction across 12 counselor-related activities and perceived stress as measured by the Perceived Stress Scale-10 (PSS-10). A question about stressors and the variables of gender, age, prior teaching experience, years of experience as a school counselor, school setting, and caseload added definition to the study. This research attempted a census of all North Dakota's school counselors who had practiced for the last 30 days prior to completing the survey. Initially, participants self-administered and self-selected the survey mode via a URL, QR code, or hyperlink; later, a paper option was offered. When asked about their stressors, 64.6% (n = 204) of the school counselors reported that their greatest stressors in the last 30 days were work-related. The PSS-10 average score was 13.55 on a scale of 0-32, indicating a low-moderate level of stress. As the years of prior teaching experience and experience as a school counselor increased, the perceived stress decreased. No relationship was found between the school counselors' practice setting or caseload and their perceived stress. Overall, as school counselors' work satisfaction decreased, school counselors' perceived stress increased. This relationship was statistically significant for all twelve of the appropriate school counselor activities, but the strength of the relationships varied from a Spearman's Rho of -.16 for classroom guidance to -.41 for individual academic advising. School counselors who were required to perform ASCA-defined inappropriate activities had a statistically significant, higher perceived stress score than school counselors who were not required to perform those activities. The results, limitations of this study, and recommendations for future research are discussed.

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DEDICATION

In memory of my mother, Loretta, who taught me to care for others and who asked me, while I was caring for her in the last months of her life, to promise that this work would be completed.

In memory of my grandfather, Peter, a kind, gentle man, who taught me patience, tolerance,
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CHAPTER 1. INTRODUCTION

Professional school counseling in the 21st century has seen a significant transformation (McMahon, Mason, Daluga-Guenther, & Ruiz, 2014; Wilkerson, 2010). More than ever, school counselors are encouraged to use data to make decisions and to evaluate those choices against the impact on student success and achievement (American School Counselor Association [ASCA], 2016c; Sabella, 2006). Increasingly, students from different social, cultural, and racial backgrounds are being served by our schools (Myrick, 2003). Walker, Ramsey, and Gresham (2004, as cited in Kern, White, & Gresham, 2007) noted that, for more than 40 years, students with behavioral challenges have been a concern in classrooms. Mental-health needs among children and adolescents have increased, resulting in the necessity for trained school professionals to assist students (Karch, 2010). The school counselor's role is multi-faceted and includes developmental guidance instructor; mentor; individual interventionist; small-group interventionist; large-group interventionist; educator and facilitator of the student's academic, career, and personal/social development; consultant; advocate; collaborator; coordinator; crisis interventionist; liaison; conflict-resolution facilitator; evaluator; and interpreter of student records and of cognitive, aptitude, and achievement tests (ASCA, 2015; Gündüz, 2012; Myrick, 2003). School counselors regularly provide services to students dealing with complex situations, such as suicide attempts, grief and loss issues, pregnancy, substance abuse, child abuse, bullying, and school violence (Page, Pietrzak, & Sutton, 2001; Paisley & McMahon, 2001). School counselors need to be prepared to lead in the event of a crisis at school (Fein, Carlisle, & Isaacson, 2008). School counselors deal with a significant number of demands, which can be overwhelming (Lambie, 2002) and stressful.

Statement of the Research Problem

In today's world, school counselors are called upon to address an ever-expanding list of issues and concerns related to the student's academic, career, and social/emotional development. School counselors have demanding jobs, which can be stressful. The Transactional Model of Stress and Coping defines stress as a "relationship between the" individual and the environment that is appraised in terms of relevance to well-being and in which personal "resources are taxed or exceeded" (Folkman & Lazarus, 1985, p. 152). An individual's appraisal of stressful life events impacts his/her mental and physical dimensions of health; it is proposed that appraisal of a stressful event may determine mental-health outcomes of that event more than the actual stressful event itself (Lazarus & Folkman, 1984). The concept of stress has been assessed from three major perspectives: (a) environmental, which focuses on stressors or life events; (b) psychological, which assesses subjective stress appraisal and affective reactions; and (c) biological, which assesses the activation of the physiological systems involved with the stress response (Cohen, Kessler, and Underwood Gordon, 1997; Kopp et. al., 2010). "The person's appraisal, in the context of the environment, determines the degree to which the event will be perceived as stressful. Therefore, appraisal influences how an individual copes with stressful events and life crises" (Carpenter, in press). Addressing school counselors' stress and emotional well-being is vital because the stability of school-counseling professionals has direct implications on the services which they provide to their students and to their fellow school personnel (Morrisette, 2000).

Purpose of the Study

The purpose of the Stress and Work-Task Satisfaction: School Counselors' Perspective research study was twofold. The first purpose was to give school counselors a "voice" regarding

their perceived stress. The second purpose was to investigate the relationship between school counselors' perceived stress, as measured by the Perceived Stress Scale-10 (PSS-10), and work-task satisfaction, as measured by a matrix and questions about the school counselors' activities or work tasks. Noting a significant gap in the research, following a Literature Review on school counselors and their perceived stress, a desire to expand the research base related to school counselors, especially the ones working in North Dakota, launched this study. The following questions were utilized to further this research:

1. What level of perceived stress are school counselors working in North Dakota reporting?
2. Which stressors, personal or work-related, do school counselors report as the most stress provoking?
3. To what extent do school counselors report having time to complete work-related task to their satisfaction?

To further detail these overall questions, the following research areas were explored:

1. What correlation, if any, exists between years worked as a teacher prior to becoming a school counselor and perceived stress?
2. What correlation, if any, exists between years worked as a school counselor and perceived stress?
3. Do school counselors in one school setting (elementary, middle, or high school) have different perceived stress than school counselors in other settings?
4. What correlation, if any, exists between the number of children on school counselors' caseloads and perceived stress.

5. What correlation, if any, exists between school counselors' satisfaction with school-counselor activities and school counselors' perceived stress?
6. Are school counselors expected to perform non-counseling tasks, and if so, what correlation, if any, exists between non-counseling tasks and school counselors' perceived stress?

Significance of the Study

The American Counseling Association's (ACA, 2014) *2014 ACA Code of Ethics* outlines the ethical obligations for counselors, who are members of the ACA, and provides guidance regarding ethical practice. The *2014 ACA Code of Ethics* (C.2.g., Impairment) mandates counselors to be aware of "their own physical, mental, or emotional problems"; "refrain from offering or providing professional services when impaired"; "seek assistance for problems" when they occur; "limit, suspend, or terminate their professional responsibilities until . . . they may safely resume their work"; and "assist colleagues . . . in recognizing their own professional impairment and provide consultation . . . to prevent harm to" those they serve (p. 9).

School counselors who are members of the American School Counselor Association (ASCA) are called to follow the *ASCA Ethical Standards for School Counselors*. The *Ethical Standards for School Counselors* highlights the tenets of professional responsibility and "the principles of ethical behavior necessary to maintain the high standards of integrity, leadership, and professionalism" among school professionals (ASCA, 2016b, para 3). The standards serve as a "guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association" (ASCA, 2016b, para 3). School professionals should monitor their physical and emotional health, practice wellness to

ensure effectiveness, seek referrals to ensure competence, monitor their personal responsibility and “high standard of care a professional in this critical position of trust must maintain on and off the job,” remain “cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness,” and nurture personal self-awareness (ASCA, 2016b, Section E.1.b. & c.). One of the first steps in recognizing whether counselor impairments exist is for counselors to examine their perceived stress and stressors in relation to work-task satisfaction. Counselors can look to professional journals and research literature to gain greater awareness about how to do so. What does the literature say about perceived stress, stressors, and work-task satisfaction in relation to school counselors?

A comprehensive literature search in EBSCOMegaFILE, WorldCat, WorldCat Dissertations, ProQuest, and the journals associated with the practice of school counseling—*The School Counselor*, *Elementary School Guidance & Counseling*, and *Professional School Counseling*—resulted in no articles about school counselors, perceived stress and work-task satisfaction, or school counselors and perceived stress. The literature was significantly lacking research on school counselors, perceived stress, and work-task satisfaction. The current study gave school counselors a “voice” regarding their perceived stress as well as the relationship between perceived stress and work-task satisfaction. Not only did this study gather some data in relation to North Dakota school counselors regarding these aspects, this study will hopefully prompt school counselors to more closely examine the implications of these aspects on their clientele: the students they serve.

Limitations and Delimitations of the Study

The study’s limitations and delimitations are as follows:

1. The survey instruments were accessed via the Internet (online option) or via a Quick Response Code (QR Code; Smartphone option) through North Dakota State University's Group Decision Center using Qualtrics, an electronic data-collection and survey-analysis software system. Some surveys were accessed via mail (paper option).
2. The risks to confidentiality with data collection on an electronic site are considered minimal. Utilizing the Internet for survey collection has the risk of interception by a third party whether the survey is completed in private or public settings.
3. Data were only accessible to the primary and co-principal investigators. The data remained confidential, and individual data were not reported in this study. A participant's identity was not linked to his/her responses.
4. Participation in the study was limited to school counselors who were working in North Dakota schools and were listed with the North Dakota Department of Public Instruction (NDDPI) as currently licensed, credentialed, and employed throughout the state.
5. To be as comprehensive as possible, all school counselors listed with the NDDPI were invited to participate in the study.

Researcher's Perspective

This researcher has worked her entire career in the human-service and education fields in North Dakota. The education received while earning a Bachelor of Science degree in Child Development-Family Science and a master's degree in Guidance and Counseling is valued every day, both at home and at work. With over 10 years of experience teaching students and clients effective coping skills to manage stress, the researcher's passion continues to be facilitating the

client's personal growth and development as well as teaching effective coping skills. The desire to conduct this study stems from the researcher's career-long interest in stress and effective coping strategies for managing stress as well as the researcher's graduate fellowship with school counselors who shared their stress, stressors, and experiences with work tasks.

The theoretical approach for this study was based on the work of Lazarus and Folkman (1984) who originated the transactional model of stress which "views the person and the environment in a dynamic, mutually reciprocal, bidirectional relationship" (p. 293). Lazarus and Folkman's transactional model of stress was the foundation upon which they built the cognitive theory of stress. The transactional model viewed the separate environmental element(s) and person as joined together to form a new meaning in the context of their relationship (Lazarus & Folkman, 1984). "The characteristics of the separate variables are subsumed" (Lazarus & Folkman, 1984, p. 293). Lazarus & Folkman's approach to psychological stress placed an emphasis on cognitive appraisal, which centers on the person's evaluation of challenge, threat, and harm (Lazarus & Folkman, 1984). Lazarus and Folkman viewed the process as the unfolding of events, a "transactional model." A view of cognitive appraisal as a fundamental component of psychological stress, is useful to understand school counselors' stress.

Assumptions of the Study

The assumptions of this study include

1. The responding participants voluntarily took part without pressure from anyone.
2. The responding participants understood the survey instrument's questions.
3. The responding participants honestly answered the survey questions.

4. The responding participants who utilized technology were knowledgeable about how to use the computer or a Smartphone to access the survey instruments via the Internet or a Quick Response (QR) code.

Institutional Review Board Approval

North Dakota State University's Institutional Review Board (IRB) approved this study; please see Appendix A. One protocol change was requested and approved by the IRB; please see Appendix B.

Definition of Acronyms

For this research, the following acronyms and their definitions are used:

ACA: American Counseling Association

ASCA: American School Counseling Association

CACREP: Council for Accreditation of Counseling and Related Educational Programs

IRB: Institutional Review Board

NDCA: North Dakota Counseling Association

NDSCA: North Dakota School Counseling Association

NDSU: North Dakota State University

QR Code: Quick Response Code

Definition of Terms

American Counseling Association (ACA): "The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings" (ACA, 2016, para 1).

American School Counselor Association (ASCA): A professional organization with members- some of whom are licensed/certified school counselors in school counseling with “qualifications and skills to address pre-K-12 students’ academic, career and social/emotional development needs” (ASCA, 2016b, para 1). ASCA members may also be school-counseling program directors or supervisors and counselor educators (ASCA, 2016a).

ASCA Ethical Standards for School Counselors: The *ASCA Ethical Standards for School Counselors* consists of a list of professional responsibilities and the “principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism” among its members (ASCA, 2016b, para 8). The *Ethical Standards for School Counselors* were developed to “serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs, and school-counselor educators” (ASCA, 2016b, para 9).

ASCA National Model: A Framework for School Counseling Programs: An executive summary which encourages “school counselors design and deliver comprehensive school counseling programs” (ASCA, 2016c, para 1) and that has a preventive design and a developmental nature, which focuses on improving student achievement. It includes a curriculum organized around the students’ academic, career, and personal/social development to assist the students in preparation for their future. The *ASCA National Model* consists of four components: foundation, management, delivery, and accountability (ASCA, 2016c).

ASCA School Counselor Competencies: A list of competencies for school counselors that “outline the knowledge, abilities, skills, and attitudes that ensure school counselors” (ASCA, 2016d, para 1) are prepared to meet their professional demands and the needs of their students.

The competencies encompass the areas of school counseling, foundations, management, delivery, and accountability (ASCA, 2016d).

Bakken Formation: An oil formation found in western North Dakota, eastern Montana, northwestern South Dakota, and southern Saskatchewan. Oil from this formation could not be extracted from the ground until horizontal drilling, also referred to as fracking, was introduced by the industry (Moncrieff, 2012).

Delimitations: Are the choices made by the researcher which should be mentioned, and which describe the boundaries the researcher has set for the study (Simon as cited in Simon, 2016).

Distress: Stress that is unpleasant or damaging (Selye, 1974). A term used to describe negative stress when an individual is under a high level of stress, such as when experiencing an elevated level of sorrow, suffering, or pain. Distress can be short or long term and is often considered to be outside one's ability to cope or manage.

Eustress: "A positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being" (Eustress, n. d).

General-Adaptation-Syndrome (G-A-S): It "is the sum of all non-specific systemic reactions of the body which ensue upon long-continued exposure to systemic stress" (Selye, 1950, p. 12).

Non-Counseling Tasks: Those tasks as defined by the American School Counselor Association as inappropriate activities for school counselors to perform (ASCA, 2016).

Quick Response Code (QR Code): A 2D bar code containing black and white squares and lines, which form complex geometric shapes, and is used to provide quick access to information through a Smartphone application (Hintz, 2012; Tolliver-Nigro, 2009).

School Counselor: An individual who is licensed and credentialed by the North Dakota Education Standards and Practices Board (NDESPB) and the NDDPI, Office of Teacher and School Effectiveness, respectively, to be qualified to work as a school counselor.

State Anxiety: An “unpleasant emotional arousal when faced with threatening demands or dangers” (Schwarzer, 2016, para 3) which requires a cognitive appraisal of a threat to trigger emotions (Lazarus, 1991).

Stress: “The nonspecific response of the body to any demand” placed upon it, which requires adaptation to a problem whether pleasant or unpleasant (Selye, 1973).

Stressor: A stress-producing factor; all factors produce the same biologic stress response (Selye, 1973).

Trait Anxiety: The term trait anxiety refers to the stable tendency to attend to, experience, and report negative emotions, such as fears and anxiety, across many situations including “anticipation of threatening situations” (Schwarzer, 2016, para 3).

Web-Based Survey: A web-based survey is defined as an information-gathering questionnaire which is posted on the Internet and made accessible through a hyperlink using North Dakota State University’s Group Decision Center (GDC); surveys distributed via email are excluded.

Summary and Organization of the Chapters

The Stress and Work-Task Satisfaction: School Counselors’ Perspective research study gave a “voice” to school counselors regarding their perceived stress, stressors, and work-task satisfaction. It is hoped that this study will pave the way for future research regarding school counselors and stress while affecting considerations for school counselors’ professional development and licensure. The information gained from this research is expected to be

beneficial to school counselors, school-counselor supervisors, the school counselor's coworkers, school administrators, school boards, legislators, parents, school-counselor educators, and licensing entities. Additionally, this research may benefit students, the very people whom school counselors are assisting.

This chapter covered the Statement of the Research Problem, Purpose of the Study, Significance of the Study, Limitations and Delimitations of the Study, Researcher's Perspective, Assumptions of the Study, Institutional Review Board Approval, Definition of Acronyms, Definition of Terms, and Summary and Organization of the Chapters. The remaining chapters of the dissertation are Chapter 2. Literature Review, Chapter 3. Methodology, Chapter 4. Results, and Chapter 5. Conclusion.

CHAPTER 2. LITERATURE REVIEW

This Literature Review is divided into six sections: (a) History of School Counseling, (b) School Counselors' Role Today, (c) Research on School Counselors and Stress, (d) School Counselors' Responsibility Regarding Stress, (e) Measures of Stress, and (f) North Dakota Demographics and School Counselors. The section regarding Research on School Counselors and Stress includes information on Stress and Stressors, Counselors and Stress. The section on Counselors and Stress discusses Burnout, and Role Stress.,

History of School Counseling

School counseling emerged in the United States in the late 1800s during the vocational guidance movement (Beesley, 2004; Gysbers & Henderson, 2001; Paisley & Borders, 1995; Schimmel, 2008) which arose as a “partner to vocational education” (Herr, 2013, p. 278). This movement emerged because of a need for trained professionals to do work that had been done by charity workers prior to the industrial revolution. In the early years, vocational counselors were often teachers “who inherited the position of counselor along with a list of duties to accomplish in this role with no relief from his [*sic*] regular teaching duties” (Schimmel, 2008, p. 1). Several individuals and activists contributed to the movement (Savickas, 2009a, 2009b). In *Vocophy: The New Profession*, which was published in 1881, Lysander Richards advocated for a new profession to provide vocational assistance. Frank Parsons, a lawyer and an engineer, emerged as the dominant visionary and founder of vocational guidance and vocational education (Herr, 2013). Parsons was a critic of child labor and the Boston public schools, which were teaching book-based learning only, rather than teaching book-based learning as well as current techniques and skills, to ready students for working in manufacturing, business, and other emerging occupations (Herr, 2013). A social activist, Parsons advocated “for the rights of the

underprivileged, who were being exploited by the new industries” of the industrial revolution (Wilson, 2013, p. 1). Parsons’ passion for improving the lives of the working poor led him to focus on vocational guidance (Wilson, 2013). Our world has changed dramatically since the late 1800s, so much so that Parsons and other early pioneers in school counseling would likely be surprised about how the field of school counseling and the role of school counselors have come to be what they are presently. While the picture for today’s school counselors is different, similarities still exist between those early pioneers and the school counselors working today.

School Counselors’ Role Today

Like Parsons, advocating for and working to improve the lives of the students they serve is an integral component retained by professionals working in the school counseling field today. Additionally, having the “ability to deal with young people in a sympathetic, earnest, searching, candid, helpful, and attractive way” (Parsons, 1909, p. 95) is as important for today’s school counselors as it was for the ones working in the 1800s.

Professional school counseling in the 21st century has seen a significant transformation (McMahon et al., 2014; Wilkerson, 2010). More than ever, school counselors are encouraged to use data in order to make decisions and to evaluate those choices against the influence on student success and achievement (ASCA, 2016c; Sabella, 2006). Increasing numbers of students from different social, cultural, and racial backgrounds are being served in our schools today (Myrick, 2003). The school counselor’s role is multi-faceted and includes developmental guidance; mentor; individual interventionist; small-group interventionist; large-group interventionist; educator and facilitator of the student’s academic, career, and personal/social development; consultant; advocate; collaborator; coordinator; crisis interventionist; liaison; conflict-resolution facilitator; evaluator; and interpreter of student records and of cognitive, aptitude, and achievement tests;

(ASCA, 2015; Gündüz, 2012; Myrick, 2003). School counselors regularly provide services to students who are dealing with complex situations, such as suicide attempts, grief and loss issues, pregnancy, substance abuse, child abuse, bullying, and school violence (Page et al., 2001; Paisley & McMahon, 2001). School counselors need to be prepared to lead in the event of a crisis at school (Fein et al., 2008). School counselors deal with a significant number of demands, which can be overwhelming (Lambie, 2002).

Research on School Counselors and Stress

Stress and Stressors

Addressing school counselor's stress and emotional well-being is vital because the stability of school-counseling professionals has direct implications on the services they provide to the students they serve and to their fellow school personnel (Morrissette, 2000). A brief review of Stress and Stressors is included here to provide an understanding of these concepts prior to examining the literature on school counselors' level of stress.

Stress. "Originally used in the field of engineering to describe a force that exerts physical strain on a structure, stress has eluded precise definition for life sciences ever since the term was coined" (Holsboer & Ising, 2010, p. 82). In the 19th century, stress was viewed as a combination of external forces and internal responses, a model which combined toxic environmental pressures and pathological physiological responses (Hayward, 2005). A Czech-Canadian biochemist, Hans Selye (1907-1982), made the connection between the human body's exposure to stress and the physiological effects of stress in the body (Holsboer & Ising, 2010; Selye, 1936).

Selye (1956) indicated that "stress is essentially the rate of all the wear and tear caused by life" and that, "although we cannot avoid stress as long as we live, we can learn a great deal about how to keep its damaging side-effects to a minimum" (p. viii). The word "stress" is part of our daily vocabulary and "means different things to different people" (Selye, 1973, p. 692).

Modern definitions for stress include the following: “The unfavorable or negative interpretation of an event (real or imagined) to be threatening that promotes continued feelings of fear or anger; also known as distress” (Nielsen, 2014, p.1); a state of mental tension and worry caused by problems in your life, work, etc.; something that causes strong feelings of worry or anxiety; and

“a physical, chemical, or emotional factor that causes bodily or mental tension and may be a factor in disease causation; a state resulting from a stress; *especially*: one of bodily or mental tension resulting from factors that tend to alter an existent equilibrium” (“Stress,” 2016).

Stressors. Stressors can be internal or external. Internal stressors come from within a person and include his/her thoughts, desires, expectations, personal goals, and perceptions. Internal stressors have an impact on how we choose to cope with and manage external stressors. The external stressors include divorce, discrimination, getting laid off at work, assignments from your work supervisor, illness, noise, pollution, and natural disasters. We do not have much control over external stressors. Lazarus, DeLongis, Folkman, and Gruen (1985) indicated:

Stress lies not in the environmental input but in the person’s appraisal of the relationship between that input and its demands and the person’s agendas (e.g., beliefs, commitments, goals) and capabilities to meet, mitigate, or alter these demands in the interests of well-being (Folkman & Lazarus, 1985; Lazarus, 1981; Lazarus & Folkman, 1984; Lazarus, Kanner, & Folkman, 1980; Lazarus & Launier, 1978). (p. 770).

Simply stated, stress is experienced when a person perceives that demands “are taxing or exceeding his or her resources and endangering his or her well-being” (Lazarus & Folkman, 1984, p. 19).

“Whether we master these stressors and prosper or become their victim, there is little question that they provide the scientist (and layperson) with vital and abundant material for the observation and systematic study of human adaptation” (Monat & Lazarus, 1991, p. 6).

Lazarus et al. (1985) said, “No issue in the psychology of health is of greater interest and importance than whether and how stress influences adaptational outcomes such as well-being, social functioning, and somatic health” (p. 770). Many professional books and journals are devoted to research and theory in the stress and coping field (Monat & Lazarus, 1991).

Counselors and Stress

Moracco, Butcke, and McEwen (1984) studied school-counselor stress using the Counselor Occupational Stress Inventory (COSI) which contains 50 Likert-type items. The study’s results indicated that occupational stress was perceived as multidimensional and was comprised of the following six factors: (a) lack of decision-making authority, (b) financial security, (c) nonprofessional duties, (d) professional job overload, (e) counselor-teacher professional relationships, and (f) counselor-principal professional relationships. In the study, “counselors who would not choose to be counselors again perceived significantly greater stress,” and “based on the results of the factor analysis of the responses, occupational stress was perceived as a multidimensional concept” (Moracco et al., 1984, p. 113). Sears and Navin (2001) found that the most frequent sources of stress were not having enough time to see students, too much paperwork, not enough time to do the job, too large a caseload, and too many non-counseling guidance duties. Baggerly and Osborn (2006) studied school counselors, career satisfaction, and commitment, finding that inappropriate work duties and stress were negative predictors of career satisfaction.

Burnout. Much has been studied about mental-health professionals, job burnout, and wellness (Puig et al., 2012); self-efficacy and burnout in professional school counselors (Gündüz, 2012); and burnout and non-counseling duties among a national sample of professional school counselors (Bardhoshi, Schweinle, & Duncan, 2014). Burnout is a complex psychological syndrome that “involves a prolonged response to chronic interpersonal stressors on the job. The three key dimensions of this response are an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment” (Maslach, 2005, p. 99). One recent North Dakota study examined burnout; however, the population studied was teachers. In *Teacher Burnout in North Dakota*, Mowers (2010) examined teacher burnout and the extent to which No Child Left Behind was a major stress factor for teachers. “The highest stress factors for North Dakota teachers were salaries and school funding” (Mowers, 2010, p. iv). School counselors, like teachers, can be impacted by burnout, a work-related syndrome divided into three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 2003).

Role stress. Other studies examined role stress, role conflict, and role incongruence. “Given the conflicting and inconsistent messages school counselors receive and their personal viewpoints, there is a potential for school counselors to experience role stress” (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005, p. 59). Role stress consists of three separate, yet related, constructs: role conflict, role ambiguity, and role incongruence (Coll & Freeman, 1997). Role conflict arises when a school counselor is faced with incongruent role demands from two or more role senders (e.g., administrator, other school counselor, teacher, or counselor educator) or when the school counselor has different expectations than those associated with his/her position (Coll & Freeman, 1997; Van Sell, Brief, & Schuler, 1981). Role incongruence

exists when there are too many roles to be fulfilled without the necessary support or when the school counselor is caught between the expectations of two groups (Coll & Freeman, 1997).

School Counselors' Responsibility Regarding Stress

Counselors, who are experiencing significant stress, are likely unable to offer the highest level of counseling services to their clients; may, in fact, harm their clients; and may begin experiencing negative consequences in their own life (Cummins, Massey, & Jones, 2007; Lambie, 2006; Lawson, 2007; Lawson, & Myers, 2011; Lawson, Venart, Hazler, & Kottler, 2007; Maslach, 2003; Maslach, Schaufeli, & Leiter, 2001). Bryant and Constantine (2006) studied 135 female school counselors and found that a greater multiple role-balance ability was correlated with increased satisfaction with life, which was beneficial for overall psychological health. The ACA's *Code of Ethics* (ACA, 2014) outlines the counselors' ethical obligation and provides them with guidance regarding ethical practice. The *ACA Code of Ethics* indicates that counselors must

monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. (ACA, 2014, p. 9)

Counselors are encouraged to take a holistic approach to caring for their own spiritual, mental, physical, and emotional health in order to perform their duties to the best of their abilities (ACA, 2014). Counselors are also encouraged to “assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with

colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients” (ACA, 2014, p. 9). The *ACA Code of Ethics* clearly indicates the importance of counselor well-being. School counselors who are psychologically healthy can best serve their clients and their profession. Where do counselors learn about stress and how it impacts them?

Stress and Counselor Licensure

Research shows how graduate students who study counseling benefit from learning about and attending stress-management courses as they acquire stress-management strategies to better cope with their stress (Abel, Abel, & Smith, 2012). “Stress and stress-related symptoms are a part of the lives of graduate students, including those in counselor preparation programs” (Abel et al., 2012, p. 64). To fill a shortage of school counselors in North Dakota, the NDDPI and the NDESPB allow individuals in school counselor graduate-training programs to practice as school counselors while completing their graduate work to become a fully licensed school counselor. The potential number of stressors increases with each added role as a student and counselor; many of these individuals are new to the counseling field, which carries with the potential for added stress. Graduate programs have a responsibility to support students by offering educational opportunities for preventative services and programs to assist students with managing their stress (Abel et al., 2012), whether through formal coursework or informal classroom/advising discussion.

While graduate programs have a responsibility to equip their school-counseling students with the skills to work effectively in the field, counselor-licensing boards have the responsibility to ensure that school counselors are working effectively in the field. Nielsen (2015) surveyed the 53 counselor-licensing jurisdictions in the United States via email about whether the counselor-

licensing boards representing the jurisdictions accepted stress-management continued-education units (CEUs) as qualifying for license renewal. Of the 25 licensing boards that responded to the survey, 17 of them accepted CEUs and graduate credit for license renewal after careful review of those educational experiences; 5 of the licensing boards indicated that they accepted stress-management CEUs and graduate credit for license renewal; and 3 boards indicated that they did not have a continuing-education requirement for counselors' licensure renewal (Nielsen, 2015). The study showed how professional licensing boards have a "strong recognition regarding the importance of stress management education in the continuing licensing of practicing counselors" (Nielsen, 2015, p. 3). The process of obtaining licensure and credentialing as well as maintaining one's licensure status can be a stressor for counselors; therefore, stress-management continuing education is valuable for practicing school-counseling professionals and, in the long run, for their students.

Measures of Stress

The 1967 pioneering work of psychiatrists Thomas Holmes and Richard Rahe who developed the Social Readjustment Rating Scale (SRRS), commonly referred to as the Holmes and Rahe Stress Scale or the Schedule of Recent Events, opened the door for studies about the effects of environmental stress on the human body (Holmes & Rahe, 1967; Linn, 1986).

Holmes and Rahe (1967) built on their prior work with colleagues Merle Meyer and Michael Smith, systematically examining the relationship between environmental variables to the time of illness onset in order to develop the SRRS (Rahe, Meyer, Smith, Kjaer, & Holmes, 1964). The SRRS attributed a different "weight" to each life event, whether positive or negative, such as marriage, death of a spouse, pregnancy, divorce, personal injury or illness, etc. The more events an individual experienced and the higher their "weight," the higher the score, and the more likely

the individual was to become ill (Holmes & Rahe, 1967; Rahe et al., 1964). Much has been learned about stress and the onset of disease through the early pioneers' work in the field of stress and the development of stress measurements (Linn, 1986).

“Various components of the stress response system have been operationalized and measures have been developed that assess environmental, psychologic, and biologic aspects of stress (see Table 1)” (J. I. Cohen, 2000, p. 194). The biological measurements of stress, while accurate in measuring an individual's physiological responses, including physical and chemical processes to a stressor, are not practical applications for the current research study and do not address the cognitive and/or affective aspects of stress. Environmental measures of stress, while helpful in assessing the stressors encountered in life, do not measure perceived stress. S. Cohen (2000) reviewed numerous instruments to measure psychological stress; he categorized the techniques as “checklist measures of major life events” (para. 5), “interview measures of major life events” (para. 8), “chronic stress measures” (para. 12), “daily event measures” (para. 14), “perceived stress measures” (para. 19), and “negative affect measures” (para. 22). Of the psychological measures of stress, the Perceived Stress Scale (PSS) (S. Cohen, Kamarck, & Mermelstein, 1983) is the most widely used instrument for measuring the perception of stress (S. Cohen, 1994).

Table 1

Measurements of Stress¹

Environmental (stressors)	Psychological (cognitive/affective)	Biological
Schedule of Recent Events (Holmes & Rahe, 1967)	Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983)	Neurological axis heart rate
Paykel Brief Life Event List (Paykel, 1983)	Impact of Event Scale (Horowitz, Wilner, & Alvarez, 1979)	Blood pressure Heart-rate variability
Stressful Situations Questionnaire (Hodges & Felling, 1970)	Stress Appraisal Measures (Peacock & Wong, 1990)	Neuroendocrine axis Norepinephrine (plasma, urinary)
Daily Hassles (Lazarus & Folkman, 1989)	Stress/Arousal Adjective Checklist (King, Burrows & Stanley, 1983)	Epinephrine (plasma, urinary)
	State-Trait Anxiety Inventory (Spielberger, Gorsuch, & Lushene, 1970)	Endocrine axis free cortisol (saliva)
	Profile of Mood States (McNair, Lorr, & Droppleman, 1971)	Total cortisol (plasma, urinary)
	Multiple Affect Adjective Checklist (Zuckerman & Lubin, 1965)	

North Dakota Demographics and School Counselors

North Dakota has seen a population increase from 642,196 in 2000 to 672,591 in 2010 (United States Census Bureau, n.d.). “The state led the nation in 2015 with the fastest-growing population, increasing by 15,625 people since 2013 to a total 739,482 according to the United States Census Bureau” (Johnson, 2015, para. 23). North Dakota had an estimated population of 756,927 in 2015, and it was estimated that 22.8% of the population was under age 18 (United States Department of Commerce, 2016). The oil boom in the Bakken Formation (Moncrieff, 2012) generated interest in moving to North Dakota (Dalrymple, 2012), attracting oil-field workers to and supporting industry personnel in the state (Falstad, 2010), thus contributing to the

¹From “Stress and Mental Health: A Biobehavioral Perspective,” by J. I. Cohen, 2000, *Issues in Mental Health Nursing*, 21(2), p. 195. Copyright 2000 by Taylor & Francis. Reprinted with Permission of Taylor & Francis Ltd, <http://www.tandfonline.com>

state's changing culture (Jeffries, 2013) and population (Bakken, 2009; Nicas, 2012), the housing shortage (Garrett, 2014), the increased traffic (Jacobs, 2012), the increased need for air transportation (Phelps, 2013), and the increased kindergarten to grade 12 school enrollment (Devitt, 2012; Johnson, 2015). North Dakota school educators, including school counselors, and administrators work hard to meet the students' educational needs.

In April of 2016, North Dakota had 406 practicing school counselors (S. Saylor, personal communication, April 6, 2016) who were providing services to 117,340 youth attending school in public, non-public, state-institution, and Bureau of Indian Education settings throughout the state (North Dakota Department of Public Instruction [NDDPI], 2016) during the 2015-2016 school year. A review of North Dakota Local Education Agencies' enrollments from 2010 to 2016 showed that North Dakota school counselors have seen a steady increase of 13,112 students during this time (NDDPI, 2010, 2011, 2012, 2014, 2015, 2016). The North Dakota Counseling Association (NDCA), which provides opportunities for professional development and networking, advocacy for the counseling profession, promotion of leadership activities, and encourages active involvement in the organization, has 422 members (M. Foss, NDCA Executive Director, personal communication, February 10, 2016; NDCA, 2016). Of those 422 members, 253 individuals belong to the North Dakota School Counselors Association (NDSCA), a Division of the NDCA (M. Foss, NDCA Executive Director, personal communication, February 10, 2016).

Recognizing the importance of school counselors to North Dakota students, a comprehensive, literature search in EBSCOMegaFILE, WorldCat, WorldCat Dissertations, ProQuest, and the journals associated with the practice of school counseling—*The School Counselor*, *Elementary School Guidance & Counseling*, and *Professional School Counseling*—resulted in no articles about school counselors, perceived stress and work-task satisfaction, or

school counselors and perceived stress. The literature is significantly lacking regarding school counselors and perceived stress, especially regarding North Dakota school counselors.

Following the Literature Review about school counselors and perceived stress, and noting a significant gap in the research, a desire to expand the research base related to school counselors, especially the ones working in North Dakota, launched this study. The purpose of the research was twofold. The study's first purpose was to give school counselors a "voice" regarding their perceived stress. The second purpose was to investigate the relationship between school counselors' perceived stress, as measured by the Perceived Stress Scale-10 (PSS-10), and work-task satisfaction, as measured by a matrix and questions about school-counselor activities or work tasks. Questions about stressors and the variables of gender, age, prior teaching experience, years of experience as a school counselor, school setting, and caseload were used to help add definition to the study.

CHAPTER 3. METHODOLOGY

Design Overview

This study employed a survey to examine school counselors' demographic characteristics and to address the research questions using responses from the participants' web or mail questionnaires. The sample was one of convenience (Denscombe, 2014), that is, a study of school counselors in the researcher's home state. In addition, given the modest population of school counselors, this study attempted a census of all the state's school counselors. Respondents self-selected the survey mode and self-administered the questionnaire. The survey gathered data regarding demographics, PSS-10 questions, stressors, counseling activities, and work-task satisfaction related to school-counselor activities. A copy of the survey's three research components—demographic questions, the PSS-10, and work satisfaction/counselor activity questions—can be found in Appendix C (online survey) and Appendix D (paper survey). Permission to use the Perceived Stress Scale-10 Item Survey was verified from the scale's author, Sheldon Cohen, via the author's Carnegie Mellon website on February 1, 2016. This Methodology chapter presents the process utilized for the study. Following this introduction, the chapter is divided into five subsections: (a) Procedures, (b) Sample Profile, (c) Instruments, (d) Data Analysis, and (e) Summary.

Procedures

Mode of Delivery

The late 1980s and early 1990s saw the start of using the Internet to gather survey data (Schonlau, Fricker, & Elliot, 2002). From 1990 to the present time, the use of the Internet to collect data has grown primarily because of one significant advantage: its lower cost per respondent as compared to other data-collection modes (Groves, 2011). In the last several years,

Internet collection of surveys at North Dakota State University has become more popular (K. Shirley, personal communication, April 6, 2016). Utilizing the Internet for the current research study was chosen as an initial means of collecting surveys because school counselors have ready access to the Internet at their work location; this technique also provided school counselors with a choice and the convenience of using an electronic device.

Potential research participants were invited to respond to the survey via a mailed invitation letter. Initially, they were offered three options to respond to the survey anonymously (No IP addresses were collected.) via any one of the following paths: (a) using an electronic device by typing a URL into their web browser (<http://tinyurl.com/schcounsur>), (b) using a smartphone by scanning a Quick Response (QR) code, or (c) requesting a hyperlink via an email to the author. Later, participants were offered a fourth option to respond to the instrument, a paper survey.

The potential participants were asked to identify whether they “practiced as a school counselor for the last 30 days” because only results from school counselors working in North Dakota during the last 30 days were analyzed. Responses for each survey question were voluntary, and forced choices were not required. All participants, whether taking the survey via the use of technology or with paper and pencil, could “back up” and review prior questions as well as partially completing some questions and “saving it” to continue the survey later.

Delivery Schedule

After obtaining committee and NDSU Institutional Review Board (IRB) approval (Appendices A and B), the delivery schedule, based upon the recommendations by Dillman (1991) and Dillman, Smyth and Christian (2009; 2014), for introduction and invitation, reminders, and instruments was as follows:

Survey collection opened at 12:00 A.M. on April 17, 2016. The survey closed on May 31, 2016, at 11:59 P.M.

1. First contact: An introductory letter and invitation to participate in the research study, dated April 16, 2016, was typed on 24 lb., ivory, parchment paper with colored NDSU School of Education letterhead; mailed in a 28-lb., 10 x 13 envelope, which was hand addressed and bearing postage stamps; contained a \$1.00 token of appreciation for the participant's time; and informed participants that, once they completed the survey, they would be automatically directed to a completely separate survey to enter a drawing for \$100.00 cash; participation was voluntary and confidential (Appendix F). The 406 first-contact letters were mailed to potential subjects, inviting participation via the use of technology.
2. Second contact: A letter dated April 23, 2016, was typed on 20-lb., bright, white paper with colored NDSU School of Education letterhead and mailed in a 24 lb., white, woven, 4 1/8 x 9 1/2-inch security envelope with postage stamps (Appendix G). The 294 second-contact reminder letters were mailed to potential subjects who had not yet entered their name into the drawing, inviting participation via the use of technology.
3. Third contact: A letter dated May 1, 2016, was typed on 20 lb., bright, white paper with colored NDSU School of Education letterhead and mailed in a 24-lb., white, woven, 4 1/8 x 9 1/2-inch security envelope with postage stamps (Appendix H). The 192 third-contact reminder letters were mailed to potential subjects who had not yet entered their name into the drawing, inviting participation via the use of technology.
4. Fourth contact: A letter dated May 10, 2016, was typed on 20-lb., pastel-colored paper with colored NDSU School of Education letterhead; mailed in a 24-lb., white, woven,

4 1/8 x 9 1/2-inch security envelope, bearing postage stamps; and contained a printed copy of the informed consent that was typed on colored NDSU School of Education letterhead, a paper copy of the survey, and two self-addressed stamped envelopes to return the paper survey and to enter the optional cash drawing. (Appendix I). The 162 fourth-contact letters were mailed to potential subjects who had not yet entered their name into the drawing, inviting participation via the use of a paper survey or technology.

5. Fifth contact: A final letter dated May 16, 2016, was typed on 20-lb., white paper with colored NDSU School of Education letterhead; it was mailed in a 24-lb., white, woven, 4 1/8 x 9 1/2-inch security envelope and had postage stamps (Appendix J). The 157 fifth-, and final-, contact reminder letters were mailed to potential participants who had not yet entered their name into the drawing.

Initially, indirect collection of the web-based surveys occurred via the North Dakota Group Decision Center's Qualtrics Program through a secure account that the author opened online. Participants utilizing this technology were able to view the Informed Consent document (See Appendix E) and could access, save, and continue their survey during a two-week access window as long as the survey was started two weeks prior to the closing date and time. Once participants completed their survey, or their access time expired, access was not allowed to prevent "ballot-box stuffing." The collection of paper surveys was done through a post-office box with limited access to only the author. The returned surveys were analyzed to report the results.

Sample Profile

The population for this study was all licensed and credentialed school counselors who were practicing in the state of North Dakota. According to the North Dakota Department of

Public Instruction (NDDPI), the number of school counselors fluctuates throughout the academic year depending upon staff changes at schools across the state (G. Marback, personal communication, November 23, 2015). The sampling frame for the study consisted of 406 school counselors who were listed on NDDPI Management Information Systems' School Year 2015-2016 School Counselor Contact List, which was provided by the NDDPI (S. Saylor, personal communication, April 6, 2016), and who were working in some or all of grades kindergarten through 12 as of April 6, 2016.

Given the relatively small population size, a census of all 406 school counselors was attempted. Every school counselor on the list was sent an introductory letter and an invitation to participate in the study through the United States Postal Service. After multiple follow-ups, the response rate was 81.3% (n = 330). To double-check that the respondents were indeed active school counselors, the initial survey question asked, "I have practiced as a school counselor for the last 30 days?" Respondents had the option of answering "Yes" or "No." Of the 330 respondents, 99.7% (n = 329) self-identified as having practiced as a school counselor for the last 30 days. These 329 participants' responses were included for the data analysis. Of the 329 school counselors, who completed the survey, 90.3% (n = 297) responded via the use of technology and 9.7% (n = 32) responded by submitting a paper survey.

Instruments

Preparation

The survey was developed and prepared by the researcher with guidance from the dissertation committee members. The questionnaire was created following the recommendations of Dillman, Smyth, and Christian (2009, 2014) and S. Smith (2016). These authors' suggestions were followed: the survey should be simple, use scales whenever possible, keep coded values

consistent, explain why questions are being asked, speak the respondents' language, follow a logical order, and be taken for a test drive. Both the online and paper versions of the survey were tested by a former graduate student who was a counselor living in another state, a graduate school-counseling internship student, the author's academic adviser, and the author prior to launch with the participants. The test time to complete the survey's three sections varied from 6-10 minutes.

Measurements

As noted, the survey included three sections. There were demographic questions, stress questions, and work-satisfaction/counselor-activity questions.

Demographics. The first section consisted of seven demographic questions as illustrated in Figure 1. Only a limited number of basic demographic questions were in the survey's first section to avoid asking questions that might be perceived as potentially identifying the respondents, such as questions about specific age, highest degree obtained, type of school setting (private or public), and region of the state where the school counselor practiced.

First Section

In this section, I would like to ask some background questions about you and your experience in school counseling.

- 1) I have practiced as a school counselor for the last 30 days? _____ Yes _____ No

- 2) I am _____ Female _____ Male

- 3) My age is (*circle*)

21-25	46-50
26-30	51-55
31-35	56-60
36-40	60-65
41-45	65+

- 4) Prior to becoming a school counselor, I worked as a **teacher** for _____ number of years.
(No teaching experience = zero.)

- 5) I have worked as a **school counselor** for _____ years.
(If this is your first year as a school counselor, enter 1)

- 6) In the last month, in which school setting have you done the most counseling?

An elementary school	A middle school	A high school
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- 7) The number of children on my caseload. (Note: If you provide services at more than one school, please provide the total number of children served at all schools.) (*Circle or fill in*)

0-50 students	250-299 students
51-99 students	300-349 students
100-149 students	350-399 students
150-199 students	Other _____
200-249 students	

Figure 1. The Survey's First Section: Demographics.

Stress-measure PSS-10. The second section consisted of the 10 questions on the Perceived Stress Scale-10 (see <http://www.psy.cmu.edu/~scohen/> scales or Figure 2) and one additional question, which will be addressed under “Stressors” in the next section, regarding most stress-provoking stressors (Figure 3). These questions were included to address this

study's first research question: "What level of perceived stress are school counselors who work in North Dakota reporting?"

The PSS-10 questions were as follows: 1) In the last month, how often have you been upset because of something that happened unexpectedly?; 2) In the last month, how often have you felt that you were unable to control the important things in your life?; 3) In the last month, how often have you felt nervous and "stressed"?; 4) In the last month, how often have you felt confident about your ability to handle your personal problems?; 5) In the last month, how often have you felt that things were going your way?; 6) In the last month, how often have you found that you could not cope with all the things that you had to do?; 7) In the last month, how often have you been able to control irritations in your life?; 8) In the last month, how often have you felt that you were on top of things?; 9) In the last month, how often have you been angered because of things that were outside your control?; and 10) In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? Each of the PSS-10 questions asked the respondent to choose one response from the options of Never, Almost Never, Sometimes, Fairly Often or Very Often.

Cohen, S., Kamarck, T., & Mermelstein, R., "A Global Measure of Perceived Stress," in *Journal of Health and Social Behavior*, 24 (1983), 385-396.

Sheldon Cohen & Gail Williamson, "Perceived Stress in a Probability Sample of the United States," in *Social Psychology of Health*, ed. S. Spacapan & S. Oskamp (Sage, 1988).

Figure 2. The Survey's Second Section: PSS-10 References.

The original PSS-14 was shortened to 10 items (PSS-10) using a factor analysis based on data from 2,387 United States residents (Lee, 2012). A four-item PSS (PSS-4) was developed for use in situations when a short scale would be helpful or for telephone interviews (S. Cohen & Williamson, 1988; Lee, 2012) and was not considered to be appropriate for the current study.

The PSS is a self-reported questionnaire that was designed for use in community samples with at least a junior-high school education (S. Cohen & Williamson, 1988). The PSS assesses the respondents' perception of stressful experiences by asking people to rate the frequency of their feelings and thoughts related to events and situations that occurred during the last month. Items on the PSS evaluate the degree to which individuals believe their life has been unpredictable, uncontrollable, and overloaded during the prior month (S. Cohen et al., 1983; S. Cohen & Williamson, 1988). Assessed items are general in nature rather than focusing on specific events or experiences (Lee, 2012). "The Perceived Stress Scale is not a diagnostic instrument; there are no score cut-offs. There are only comparisons within your own sample" (S. Cohen, n.d.; S. Cohen, 2014). Regarding the recall period, S. Cohen and his research-team members indicated that they have not collected psychometrics with other time periods. "Our guess is that the longer the retrospective period becomes, the less accurate the measure will be. *Shorter* time periods (e.g., daily intervals) should not be a problem" (S. Cohen, n.d.). *Cohen's Laboratory for the Study of Stress, Immunity, and Disease* (S. Cohen, n.d.) lists 31 different language translations for the PSS.

The PSS-10 assesses perceived stress without any loss of psychometric quality, a tighter factor structure, and a slightly better internal reliability than the PSS-14 (S. Cohen & Williamson, 1988). "In general, the psychometric properties of the PSS-10 were found to be superior to those of the PSS-14," and "it is recommended that the PSS-10 be used to measure perceived stress, both in practice and research" (Lee, 2012, p. 126).

Frank (1992), in his compilation of psychosocial measurement tools for use in family medicine patient-care settings and for clinical research, noted that the PSS "has excellent face validity" (p. 239). Lee (2012) noted, while the psychometric properties of the PSS have been

evaluated in a number of countries and cultures (Andreou et al., 2011; Chaaya, Osman, Naassan, & Mahfoud, 2010; Jovanovic & Gavrilov-Jerkovic, 2015; Lee, Chung, Suh, & Jung, 2015; Lesage, Berjot, & Deschamps, 2012; Leung, Lam, & Chan, 2010; Mimura & Griffiths, 2004; Örüciü & Demir, 2009; Ramírez & Hernández, 2007; Reis, Hino, & Añez, 2010; Remor, 2006; Roberti, Harrington, & Storch, 2006; K. J. Smith, Rosenberg, & Timothy Haight, 2014; Wang et al., 2011), they had not been reviewed across studies. Across 19 studies using the PSS, Lee (2012) evaluated a number of psychometric properties and concluded that “the PSS is an easy-to-use questionnaire with established, acceptable psychometric properties” (p. 121).

In the 19 articles using the PSS-10 that were reviewed, Lee (2012) found the following: Cronbach’s alpha of the PSS-10 was evaluated at $>.70$ in all 12 studies in which it was used; and the test-retest reliability of the PSS-10 (interval between first and second administrations ranged from 2 days to 6 weeks) was assessed in four studies and met the criterion of $>.70$ in all cases. (Lee, 2012, p. 122).

S. Cohen’s (n.d.) *Laboratory for the Study of Stress, Immunity, and Disease* (2016) reports the 10-item scale reliability at $.78$ and indicates that the validity correlates in a predicted way with other measures of stress, including life-event scales. The PSS is not a diagnostic instrument, so there are no cut-offs.

Stressors. The second section of the survey instrument included an additional question about stressors to address the second research question: “Which stressors, personal or work-related, do school counselors report as the most stress provoking?” Figure 3 illustrates the additional question about stressors. The survey question asked, “In the last 30 days, my most stress provoking stressors were?”

Second Section

Additional Question

In the last 30 days, my most stress provoking stressors were (circle only one)

Personal stressors

Work related stressors

Figure 3. The Survey's Second Section: Additional Stressor Question.

Work-activity measure. The third, and final, section of the survey was divided into three questions which focused on school-counselor activities. The first two questions addressed what the American School Counselor Association (ASCA) defines as appropriate school-counselor activities. Participants were asked to review a matrix that listed school-counseling activities. The instructions said:

In this section, which will take 3-5 minutes to complete, I would like to ask you a few questions about your activities as a school counselor. 1) The American School Counselor Association (ASCA) National Model: Framework for School Counseling Programs Executive Summary lists appropriate and inappropriate activities for school counselors. Listed below are some of the appropriate tasks school counselors engage in during their work.

See Figure 4 or Appendix C (Final Section on the first page) for the tasks and response options.

For the work-activity measure, respondents were asked to “list the % of time spent on each task during the last month.” Respondents received the following instructions:

The twelve tasks listed do not have to add up to a total of 100% of your time as you may have performed other tasks during the last month which are not listed; however, the percent should be no more than 100% if all the tasks you completed during the last month are listed.

Nevertheless, many respondents accounted for more than 100% of their time with this survey item. This question does not address any of the study's research questions, so in light of the ambiguous data, no analysis will be provided in relation to the percentage of time spent on work activity. However, the second question in this matrix does provide data about a key measure, work satisfaction.

Work satisfaction. The work-satisfaction measure was also part of this matrix. Respondents were asked to "please choose the most appropriate response regarding to what extent did you have time to complete each of these tasks to your satisfaction during the last month." Participants chose "Not at All Enough Time," "Almost Never Enough Time," "Sometimes Enough Time," "Fairly Often Enough Time," "More Than Enough Time," and "Not Applicable." See Figure 4.

Final Section - School Counselor Activities

In this section, which will take 3-5 minutes to complete, I would like to ask you a few questions about your activities as a school counselor.

1) The American School Counselor Association (ASCA) National Model: Framework for School Counseling Programs Executive Summary lists appropriate and inappropriate activities for school counselors. Listed below are some of the appropriate tasks school counselors engage in during their work.

In the first column, list the % of time spent on each task during the last month. The twelve tasks listed do not have to add up to a total of 100% of your time as you may have performed other tasks during the last month which are not listed; however, the percent should be no more than 100% if all the tasks you completed during the last month are listed.

In column 2-6, please choose the most appropriate response regarding to what extent did you have time to complete each of these tasks to your satisfaction during the last month.

	List the % of time spent on each task during the last month.	To what extent, did you have the time to complete each of these tasks to your satisfaction during the last month?					
		Not At All Enough Time	Almost Never Enough Time	Sometimes Enough Time	Fairly Often Enough Time	More Than Enough Time	Not Applicable
	xxxxxx xxxxxx						
Classroom guidance							
Individual counseling							
Individual academic advising or program planning							
Small Group Counseling							
Career Counseling and Testing							
Crisis Counseling							
Consulting or collaborating with administrators to identify and/or resolve student issues, needs and problems							
Consulting or collaborating with teachers							
Consulting with parent(s)							
Advocating for students							
Interpreting cognitive, aptitude and achievement tests							
Ensuring student records are maintained as per state and federal regulations							

Figure 4. The Survey's Final Section: School-Counselor Activity Question 1.

The last two survey questions asked the participants about any inappropriate activities that they might have been asked to perform (Figure 5). First, participants were asked, “In your role as a professional school counselor, has your administration required you to perform any inappropriate activities during the last month?” Participants chose either “Yes” or “No.” Then, participants were asked, “If you replied yes to the above question, please list the most stressful inappropriate activity you have been required to perform and the % of time spent on the activity in a typical month.” Participants were told:

Some examples of inappropriate activities for school counselors as listed in the *ASCA National Model: Framework for School Counseling Programs Executive Summary* include: coordinating paperwork and data entry of all new students; coordinating cognitive, aptitude and achievement testing programs; performing disciplinary actions or assigning discipline consequences; teaching classes when teachers are absent; and keeping clerical records.

Then, the participants were asked to list the “Inappropriate activity” and the “% of time.”

2) In your role as a professional school counselor, has your administration required you to perform any inappropriate activities during the last month?

_____ Yes_No

3) If you replied yes to the above question, please list the most stressful inappropriate activity you have been required to perform and the % of time spent on the activity in a typical month.

Some examples of inappropriate activities for school counselors as listed in the ASCA National Model: Framework for School Counseling Programs Executive Summary include: coordinating paperwork and data entry of all new students; coordinating cognitive, aptitude and achievement testing programs; performing disciplinary actions or assigning discipline consequences; teaching classes when teachers are absent; and keeping clerical records.

Inappropriate activity:

% of time:

Thank-you for completing the survey. Your assistance with making this a meaningful study is appreciated!

Figure 5. The Survey's Final Section: School-Counselor Activity Questions 2 and 3.

Data Analysis

The researcher entered the paper-and-pencil surveys into Qualtrics; these results were combined with the surveys that participants completed by entering data via computer or Smartphone. Raw data from the surveys were coded and analyzed using the Statistical Analysis Software (SAS). This study's survey items are listed in Table 2 along with a description of the data used to answer each question. As noted, the first several questions simply require data from the individual responses (i.e., univariate distributions). The remaining questions explore relationships and require statistical analysis (e.g., using the Pearson Correlation Coefficient, Analysis of Variance [ANOVA], or Spearman correlation coefficients). The data-analysis results can be found in Chapter 4.

Table 2

Research Questions and Data Analysis

Research Questions	Data Analysis
What level of perceived stress are school counselors working in North Dakota reporting?	PSS-10 descriptive statistics.
Which stressors, personal or work-related, do school counselors report as the most stress provoking?	Question asking about the perceived source of stress.
To what extent, do school counselors report having time to complete work-related tasks to their satisfaction?	Matrix questions about task-completion satisfaction for 12 activities.
What correlation, if any, exists between years worked as a teacher prior to becoming a school counselor and perceived stress?	Pearson Correlation Coefficient for years worked as a teacher prior to becoming a school counselor and PSS-10 overall score.
What correlation, if any, exists between years worked as a school counselor and perceived stress?	Pearson Correlation Coefficient for years worked as a school counselor and PSS-10 overall score.
Do school counselors in one school setting (elementary, middle, or high school) have different perceived stress than school counselors in other settings?	One-way ANOVA for the school setting's influence on the PSS-10's overall score.
What correlation, if any, exists between the number of children on school counselors' caseloads and perceived stress.	One-way ANOVA for the caseload's influence on the PSS-10's overall score.
What correlation, if any, exists between school counselors' satisfaction with school-counselor activities and the school counselors' perceived stress?	Spearman Correlation Coefficients for each of the 12 task-completion satisfaction scales with the PSS-10's overall score.
Are school counselors expected to perform non-counseling tasks, and if so, what correlation, if any, exists between non-counseling tasks and school counselors' perceived stress?	Question about the expected performance of non-counseling tasks followed by a one-way ANOVA for the school setting's influence on the PSS-10's overall score.

Summary

This chapter provided a summary of the design, Procedures followed, Sample Profile, Instruments, and plan for Data Analysis. The reader is directed to Chapter 4 for the Results.

CHAPTER 4. RESULTS

This chapter begins with data about the respondents' background, including Demographics, Work Experience, Work Setting, and Caseload. These data provide insight about the nature of the sample (e.g., gender and age distributions) and information on factors for use later when studying some of the relationships specified by this study's research questions. Subsequently, the study's research questions, which were listed in Chapter 1, are examined in detail.

Background Information

Demographics

Participants were asked, "I have practiced as a school counselor for the last 30 days? __Yes_No." For this question, 329 participants responded that, "Yes," they had practiced as a school counselor for the last 30 days, and 1 participant responded that he/she had not practiced as a school counselor in the last 30 days. Data were analyzed for the 329 participants who had been practicing as counselors in the last 30 days.

Data for two demographic characteristics, gender and age, were collected. Participants were asked to identify their gender; 318 participants chose to respond to this question (frequency missing = 11). Of the participants who chose to respond, 83.6% (n = 266) were female, and 16.4% (n = 52) were male. These sample percentages closely align with the official data from the NDDPI for the 406 school counselors who were invited to participate in the survey; 83.7% (n = 340) were female, and 16.4% (n= 66) were male.

Participants were also asked to indicate their age. All 329 participants chose to respond to this question. The respondents were provided with 10 age categories, beginning with "21-25" and increasing in increments of 10 to the final category, "66+." With the exception, of the first

and last categories, the categories were collapsed. The age distribution was relatively even from “26-35” to “56-65.” A majority of the participants (54%) were age 45 or younger. Table 3 shows the frequencies and percentages of the participants by age.

Table 3

Age Distribution

Age Distribution	Frequency	Percentage
21-25	8	2.4
26-35	99	30.1
36-45	69	21.0
46-55	78	23.7
56-65	67	20.4
66+	8	2.4
Total	329	100.0
Missing	0	
Total	329	

Work Experience

Two background questions measured the respondents’ work experience. To begin, school counselors were asked, “Prior to becoming a school counselor, I worked as a teacher for ____ number of years. (No teaching experience = zero.)” A total of 318 school counselors chose to respond to this free-choice question (frequency missing = 11). The continuous responses were collapsed for the ease of discussion. Roughly a third of the counselors reported no prior teaching experience, and nearly another third indicated that they had “1-5” years of teaching experience; 15% (n = 51) of the respondents indicated that they had “6-10” years of teaching experience, which was the third-largest category of responses. Table 4 shows the frequencies and percentages for the number of years worked as a teacher prior to becoming a school counselor.

Table 4

Years Worked as a Teacher Prior to Becoming a School Counselor

Years Worked as a Teacher Prior to Becoming a School Counselor	Frequency	Percentage
0 years	129	39.5
1-5 years	91	27.8
6-10 years	51	15.6
11-15 years	28	8.6
16-20 years	20	6.1
More than 20 years	8	2.5
Total	318	100.0
Missing	11	
Total	329	

Participants were also asked to respond to the question “I have worked as a school counselor for ____ years. (If this is your first year as a school counselor, enter 1.)” Everyone (100%, n=329) chose to respond to this question. Respondents were allowed a free choice when responding. For an easier discussion, the responses were then collapsed into eight categories, beginning with “1 year” and “2-5 years,” proceeding in increments of 5 years from “6-10 years” through “26-30 years,” and ending with “31+ years.” Half of the respondents reported their years of experience as a school counselor between 2 and 10 years while the replies for all the remaining categories were evenly distributed, containing 4-11% of the responses. Table 5 shows the frequencies and percentages for the number of years worked as a school counselor.

In summary, a majority of school counselors had no, or relatively few, years of teaching experience before becoming a school counselor. They were new, or fairly new, to the school-counseling profession with 10 or fewer years of experience.

Table 5

Years Worked as a School Counselor

Years Worked as a School Counselor	Frequency	Percentage
1 year	33	10.0
2-5 years	96	29.2
6-10 years	70	21.3
11-15 years	36	10.9
16-20 years	32	9.7
21-25 years	35	10.6
26-30 years	14	4.3
31+ years	13	4.0
Total	329	100.0
Missing Total	0	
	329	

Work Setting

Finally, two background questions asked about the school counselors’ work setting. First, participants were asked, “In the last month, in which school setting have you done the most counseling?” On the paper surveys, several participants (n = 11) chose multiple school-setting categories in response to this question. Of those 11 individuals, 3 people circled middle and high school; 4 individuals circled both elementary and middle school; 3 individuals circled elementary, middle, and high school; and 1 person circled elementary and high school. The online survey participants could only make one choice for the school-setting category; therefore, only the first school setting that was circled on paper surveys was entered in Qualtrics for the data analysis.

A total of 328 participants chose to respond to this question (frequency missing = 1). Of the participants who responded, 43.9% (n = 144), 18.0% (n = 59), and 38.1% (n = 125) indicated

that they have done the most counseling in the last month in an elementary-school setting, middle-school setting, and high-school setting, respectively. Table 6 shows the frequencies and percentages of the responses about school settings.

Table 6

Setting for Most Counseling in the Last Month

Setting for Most Counseling in the Last Month	Frequency	Percentage
Elementary school	144	43.9
Middle school	59	18.0
High school	125	38.1
Total	328	100.0
Missing	1	
Total	329	

Caseload

Participants were asked to identify “The number of children on my caseload.” The instructions for this question included a note: “If you provide services at more than one school, please provide the total number of children served at all schools.” A total of 328 participants chose to respond to this question (frequency missing = 1). Of the responding participants, 11.3% (n = 37) and 14.3% (n = 47) indicated that they had “0-99 children” and “100-199 children” on their caseload, respectively. Nearly 40% of the participants (n = 120) indicated that they had “200-299 children” on their caseload. In addition, 22% (n = 73) indicated that they had “300-399 children” on their caseload, and 15% (n = 51) indicated that they had “400 or more children” on their caseload. Table 7 summarizes the number of children on school counselors’ caseload.

Overall, nearly half of the respondents indicated that they had done the most counseling in an elementary-school setting during the last month. The majority of counselors had large caseloads of either “200-299 children” or “300-399 children.”

Table 7

Number of Children on Caseload

Number of Children on Caseload	Frequency	Percentage
0-99 children	37	11.3
100-199 children	47	14.3
200-299 children	120	36.6
300-399 children	73	22.3
400 or more children	51	15.5
Total	328	100.0
Missing	1	
Total	329	

Research Questions

This study’s research questions fall into two general categories. First, there are several questions that seek to understand the general distribution for the perceived stress, work satisfaction, and perceived sources of stress. Second, the study asked several questions about the relationship between the several factors mentioned and the counselors’ stress or work satisfaction. The following results provide answers to both sets of questions.

Univariate Research Questions

Perceived Stress Profile. The first research question asked, “What level of perceived stress are school counselors who work in North Dakota reporting?” As noted earlier, stress was measured using the PSS-10, a global measure of stress (Figure 6). The PSS-10 measure led to an overall score which was treated as interval data. In the present study, the Perceived Stress Scale-10 items were scored according to the protocol established by the scale’s authors (S. Cohen & Williamson, 1988): PSS-10 scores were obtained by reversing the scores on the four positive items, e.g., 0 = 4, 1 = 3, 2 = 2, etc., and they were summed across all 10 items. Items 4, 5, 7, and 8 were the positively stated items. All study participants (100%, n = 329) responded to the

Perceived Stress Scale-10 questions. The 329 subjects who responded could yield 3,290 potential responses on the Perceived Stress Scale-10. Only 6 of the 3,290 potential responses were missing. The number of valid responses was 329.

The PSS-10 scores were summed across all scale items (S. Cohen, 1994). A total score for all respondents was then obtained. The mean, which is the average derived by adding the respondents' scores in the data set to obtain a total for all scores and then dividing by the total number of observations (Moore, 2007), was 13.53. The standard deviation, or the data's measure of spread from their mean (Moore, 2007), was 6.38. The histogram in Figure 6 illustrates the Participants' Final Perceived Stress Scores. The response percentages for each of the PSS-10 questions can be found in Appendix K.

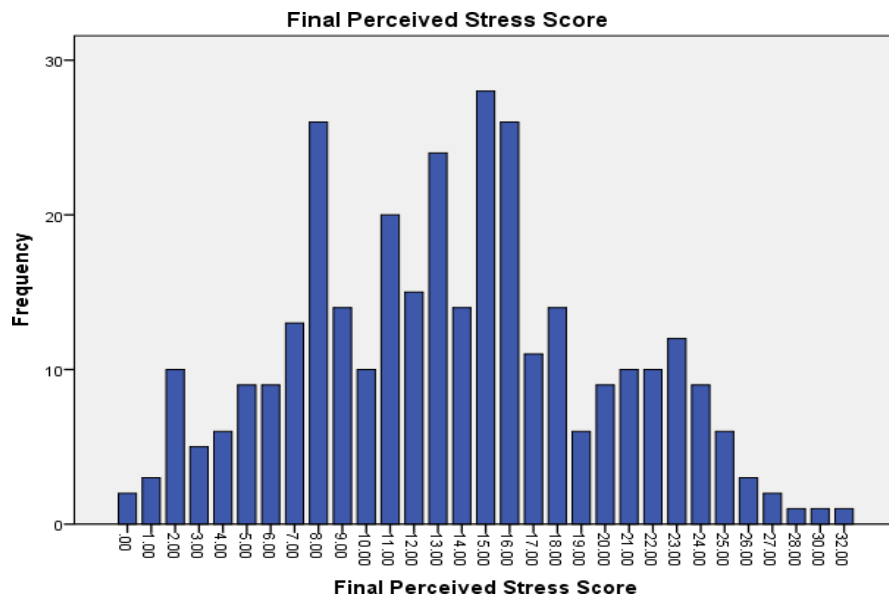


Figure 6. Participants' Final Perceived Stress Scores.

The median, mean, and standard deviations for each item in the PSS-10 are provided in Table 8. In the table, the PSS-10 items are ordered from low to high based on the items' means.

Table 8

PSS-10 Questions: Median, Mean, and Standard Deviation

PSS-10 Questions: Median, Mean, and Standard Deviation	Median	Mean	Standard Deviation
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	1.00	.79	.775
7. In the last month, how often have you been able to control irritations in your life?	1.00	1.09	.861
5. In the last month, how often have you felt that things were going your way?	1.00	1.11	.789
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	1.00	1.16	.960
8. In the last month, how often have you felt that you were on top of things?	1.00	1.26	.880
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	1.00	1.36	1.027
2. In the last month, how often have you felt that you were unable to control the important things in your life?	1.00	1.37	.945
9. In the last month, how often have you been angered because of things that were outside your control?	2.00	1.59	.914
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.00	1.66	.848
3. In the last month, how often have you felt nervous and "stressed"?	2.00	2.16	.952

Note: Ordered from low to high by mean; reverse format is displayed for questions 4, 5, 7, and 8.

Stressors. “Which stressors, personal or work-related, do school counselors report as the most stress provoking?” In the second section, participants were asked an additional question following the Perceived Stress Scale-10: “In the last 30 days, my most stress provoking stressors were?” To respond, participants were asked to choose between “personal stressors” and “work-related stressors.” A total of 96% (n = 316) of the participants chose to respond to this question (frequency missing = 13). Of the responding participants, 35.4% (n = 112) reported that personal stressors were their most stress-provoking stressors in the last 30 days. In contrast, 64.6% (n =

204) of the participants reported that work-related stressors were their most stress-provoking stressors in the last 30 days. Table 9 illustrates the frequencies and percentages for the school counselors' stressors.

Table 9

Most Stress-Provoking Stressors

Most Stress-Provoking Stressors	Frequency	Percentage
Personal stressors	112	35.4
Work-related stressors	204	64.6
Total	316	100.0
Missing	13	
Total	329	

The results of the PSS-10 across a variety of different items indicate that, overall, counselors are not reporting high levels of stress. Even though counselors are reporting that their overall stress is not all that high, more of it is coming from work-related stressors versus personal stressors.

Work-Task Satisfaction. The third, and final, section of the research study sought to understand the school counselors' satisfaction in relation to work-related school-counselor activities. Work-related activities were divided into two types, appropriate and inappropriate, as listed in the ASCA's (2015) *National Model: A Framework for School Counseling Programs Executive Summary* (2015). The appropriate and inappropriate activities were explored with three questions.

ASCA-defined appropriate activities. "To what extent, do school counselors report having time to complete work-related tasks to their satisfaction?" The third section of the research study sought to understand school counselors' satisfaction in relation to the ASCA *National Model: A Framework for School Counseling Programs Executive Summary's* (ASCA,

2015) appropriate work-related school-counselor activities. In the first question of this section, the activities reviewed included (a) classroom guidance; (b) individual counseling; (c) individual academic advising or program planning; (d) small-group counseling; (e) career counseling and testing; (f) crisis counseling; (g) consulting or collaborating with administrators to identify and/or resolve student issues, needs, and problem; (h) consulting or collaborating with teachers; (i) consulting with parents(s); (j) advocating for students; (k) interpreting cognitive, aptitude, and achievement tests; and (l) ensuring that student records are maintained per state and federal regulations. See Table 10 for the median, mean, and standard deviation for each work-related activity. See Appendix L for the frequencies and percentages of responses for each task.

Table 10

Counseling Activities: Median, Mean, and Standard Deviation

Counseling Activities: Median, Mean, and Standard Deviation	N	Median	Mean	Standard Deviation
Small-Group Counseling	232	2.00	1.62	1.32
Interpreting Cognitive, Aptitude, and Achievement Tests	184	2.00	1.90	1.24
Individual Counseling: Personal/Social/Emotional	297	2.00	1.96	1.10
Consulting or Collaborating with Teachers	295	2.00	2.04	1.08
Crisis Counseling	238	2.00	2.06	1.22
Consulting or Collaborating with Administrators to Identify and/or Resolve Student Issues, Needs, and Problems	292	2.00	2.08	1.09
Ensuring that Student Records are Maintained as per State and Federal Standards	170	2.00	2.09	1.28
Individual Academic Advising or Program Planning	242	2.00	2.10	1.18
Advocating for Students	277	2.00	2.25	1.11
Consulting with Parents(s)	289	2.00	2.26	1.04
Career Counseling and Testing	224	2.00	2.27	1.27
Classroom Guidance	287	3.00	2.31	1.27

Note: 0 = Not at All Enough Time, 1 = Almost Never Enough Time, 2 = Sometimes Enough Time, 3 = Fairly Often Enough Time, and 4 = More Than Enough Time.

The order of means shows that school counselors were less satisfied that they had enough time to complete counseling activities, especially small-group counseling, interpretation of testing, and individual counseling, than they were satisfied with the time that they had for classroom guidance. Counseling is at the heart of the school counselor’s concerns, and counselors did not feel fully satisfied that they had enough time to complete this aspect of their position.

ASCA-defined inappropriate activities. School counselors were also asked, “Are school counselors expected to perform non-counseling tasks?” (This research question had a second part that will be addressed later: “What correlation, if any, exists between non-counseling tasks and school counselors’ perceived stress?”.) Of the participants, 64.2% (n = 201) indicated that they had not been asked by their administration to perform inappropriate, or non-counseling, activities during the last month. On the other hand, 35.8% (n = 112) of the participants said that they had been asked to perform inappropriate, or non-counseling, activities during the last month. The frequencies and percentages for the question “In your role as a professional school counselor, has your administration required you to perform inappropriate activities during the last month?” are illustrated in Table 11.

Table 11

Required to Perform Inappropriate Activities During the Last Month

Required to Perform Inappropriate Activities During the Last Month	Frequency	Percentage
Yes	112	35.8
No	201	64.2
Total	313	100.0
Missing	16	
Total	329	

Due to the range of possible responses regarding non-counseling related tasks, qualitative responses were categorized for the data analysis to report the results. The 112 individuals who responded to this question provided 158 answers regarding the inappropriate activities that they had been asked to perform. Inappropriate activities or work tasks were categorized and reported as follows: (a) Teaching or classroom activities, which included tutoring, 29 responses (18.3%); (b) Administrative activities, 7 responses (4.4%); (c) Coordination of weekend and evening crisis activities, 30 responses (18.9%); (d) Supervision during recess, lunch, and study hall activities, 13 responses (8.2%); (e) Discipline activities, 23 responses (14.5%); (f) Testing and assessments, 54 responses (34.2%); and (g) Other, 2 responses (1.5%).

Relationship Questions

Several relationship questions were explored to determine if there was a relationship between the independent variables and perceived stress. The independent variables included teaching experience, counseling experience, school setting, the caseload size, work-task satisfaction, and performance of non-counseling tasks.

Teaching Experience and Perceived Stress

“What correlation, if any, exists between years worked as a teacher prior to becoming a school counselor and levels of perceived stress?” The years of work as a teacher prior to becoming a school counselor and the counselor’s perceived stress were examined to see if there was a relationship between the two.

A Pearson Product-moment Correlation Coefficient was computed to assess the relationship between the years worked as a teacher prior to becoming a school counselor and perceived stress. There was a weak negative correlation between the two variables, $r = -.11$, $n = 322$, $p = 0.042$. Overall, as the teaching years increased, the perceived stress decreased slightly.

Counseling Experience and Perceived Stress

“What correlation, if any, exists between the years worked as a school counselor and level of perceived stress?” The years worked as a school counselor and perceived stress were examined to see if there was a relationship between the two variables.

A Pearson Product-Moment Correlation Coefficient was computed to assess the relationship between the number of years working as a school counselor and the perceived stress. There was a weak negative correlation between the two variables, $r = -.28$, $n = 323$, $p = <0.0001$. Overall, as the years of experience as a school counselor increased, the perceived stress decreased. In general, then, it can be stated that, as the years of experience as a school counselor increase, school counselors can expect to have less stress.

School Setting and Perceived Stress

“Do school counselors in one school setting (elementary, middle, or high school) have different levels of perceived stress than school counselors in other settings?” Perceived stress and the school counselors’ practice setting (elementary, middle, or high school) were examined to see if there was a relationship between the two items. On the paper surveys, some participants ($n = 11$) chose multiple school-setting categories for this question. Of those 11 individuals, 3 people circled middle and high school; 4 individuals circled elementary and middle school; 3 people circled elementary, middle, and high school; and 1 person circled elementary and high school. The online survey participants could only make one choice for the school-setting category; therefore, only the first school setting circled on the paper surveys was entered in Qualtrics for the data analysis.

A one-way, between-subjects ANOVA was conducted to compare the elementary-, middle-, and high-school counseling settings and the levels of perceived stress. There was no

significant statistical difference in the levels of perceived stress at the $p < .05$ level for the three counseling settings, $F(2, 319) = 0.73, p = 0.484$ ($M_s = 14.1, 13.2, 13.2$). Taken together, these results suggested that school counselors across the elementary-, middle-, and high-school counseling settings are not reporting a significant difference in their levels of perceived stress.

Caseload and Perceived Stress

“What correlation, if any, exists between the number of children on the school counselors’ caseload and perceived stress?” The number of children on the school counselors’ caseload and perceived stress were examined to see if there was a relationship between the two variables. The number of children on school counselors’ caseload were grouped as 0-99 children, 100-199 children, 200-299 children, 300-399 children, and 400 or more children.

A one-way, between-subjects ANOVA was conducted to compare the number of children on the school counselors’ caseload and perceived stress. There was no statistically significant statistical in the perceived stress at the $p < .05$ level for the school counselors’ caseload, $F(4, 317) = 1.16, p = 0.328$ ($M_s = 14.2, 11.9, 13.4, 14.0, 14.3$). Taken together, these results suggested the school counselors’ caseloads do not influence the perceived stress.

Work-Task Satisfaction and Perceived Stress

“What correlation, if any, exists the between school counselors’ satisfaction with school-counselor activities and the perceived stress?” Each of the 12 school-counselor activities which were identified in the study were examined to see if there was a relationship between the school counselors’ satisfaction with school-counselor activities and perceived stress. Only the statistically significant relationships are reported.

A Spearman Correlation Coefficient (Rho) was conducted to examine the relationship between each of the appropriate school-counseling activities and perceived stress. Table 12 displays the results.

Table 12

Spearman Correlation Coefficients (Rho) for PSS-10 and Work Satisfaction for 12 Activities by the Correlation's Size

School-Counseling Work Activity	Rho	N	p
Classroom guidance	-.16	281	.01
Small-group counseling	-.24	228	.001
Consulting with teachers	-.27	289	.0001
Crisis counseling	-.28	234	.0001
Consulting with administrators	-.29	286	.0001
Maintaining records per state/federal guidelines	-.29	165	.0001
Consulting with parents	-.30	284	.0001
Advocating for students	-.32	272	.0001
Interpreting tests	-.32	179	.0001
Individual counseling	-.33	291	.0001
Career counseling	-.33	218	.0001
Individual academic advising	-.41	236	.0001

School counselors who reported decreased work satisfaction also reported higher levels of perceived stress. Dissatisfaction with the inability to complete work to one's satisfaction had the least impact on perceived stress for the activities of classroom guidance and small-group counseling and the most impact for the activity of individual academic advising. The remaining relationships were generally similar.

Non-counseling Tasks and Perceived Stress

The final question is the second part of the following research question: "Are school counselors expected to perform non-counseling tasks, and if so, what correlation, if any, exists between the non-counseling tasks and the school counselors' perceived stress?" Data for the distribution of school counselors who were or were not expected to perform non-counseling

activities were reported earlier. Using these responses, a one-way ANOVA was conducted to compare the inappropriate activities which school counselors were required to perform and perceived stress. There was a statistically significant difference in perceived stress at the $p < .0001$ level for the inappropriate activities, $F(1, 305) = 18.17, p = <0.0001$ ($M_s = 15.7, 12.5$). School counselors who were required, by their administration, to perform inappropriate activities during the last month reported significantly higher perceived stress than the school counselors who had not been required to perform inappropriate activities.

Chapter Summary

This chapter included the research findings from the Stress and Work-Task Satisfaction: School Counselors' Perspective surveys that were submitted by 329 North Dakota school counselors during April and May of 2016. The survey and research questions were presented throughout the chapter along with the findings for the Univariate Research Questions and the Relationship Questions. The summary, conclusions, and recommendations are presented in Chapter 5.

CHAPTER 5. CONCLUSION

Summary of Results

The purpose of the research was twofold. The study's first purpose was to give school counselors a "voice" regarding their perceived stress. The second purpose was to investigate the relationship between the school counselors' perceived stress, as measured by the Perceived Stress Scale-10 (PSS-10), and work-task satisfaction, as measured by a matrix and questions about the school counselors' activities or work tasks. Noting a significant gap in the research, following the literature search about school counselors and perceived stress, a desire to expand the research base related to school counselors, especially the ones working in North Dakota, launched this study.

The 406 potential research participants were sent an introductory letter and an invitation to participate in the study through the United States Postal Service. In the end, 81.3% (n = 330) of the individuals responded to the survey invitation. The high response rate is a strength of the study. Of the 330 respondents, 99.7% (n = 329) self-identified as having practiced as a school counselor for the last 30 days.

Most research participants were female (n = 266; male, n = 52). This gender distribution closely mirrors the information provided by the NDDPI for all 406 school counselors in the state. The respondents ranged in age from the early 20s to more than 66 years of age. A majority of participants (54%) were age 45 or younger. Some respondents had teaching experience prior to becoming a school counselor (n = 198); the range was from 1 year to more than 21 years of teaching experience (M = 5.02 years). The participants' years of experience in the school-counseling field varied from first-year school counselors (n = 33) to school-counselor career veterans with 31+ years of school-counseling experience (n = 13; M = 10.97). Participants

reported counseling in elementary- (n = 144), middle- (n = 59), and high-school (n = 125) settings most frequently in the last 30 days prior to taking the survey, and they had caseloads from 0-99 students (n = 37) up to 400 + students (n = 51).

The Perceived Stress Scale-10 questions were scored according to the protocol established by the scale's authors (S. Cohen & Williamson, 1988), with a range of scores from 0 to 32. A total PSS-10 score for all respondents was obtained. The mean was 13.55 or roughly near the midpoint of the range of possible scores, which was 16. The standard deviation was 6.38. Cronbach's alpha, α , was run on the 10 items of the PSS-10 and was found to be .89, suggesting a high level of reliability.

In summary, a majority, of the school counselors had no, or a relatively low number of, prior years of teaching experience before becoming a school counselor, and they were new, or fairly new, to the school-counseling profession with 10 or fewer years of experience. Surprisingly, the school counselors' caseload and practice setting were not related to their perceived stress. School counselors reported that their greatest stressors were work-related stressors. A correlation was found between work-task satisfaction and perceived stress. The majority of the school counselors had not been required to perform ASCA-defined inappropriate activities. Of the 35.8% (n = 112) who had been required to perform inappropriate, or non-counseling, activities during the last month, a statistically significant higher perceived-stress score was reported by school counselors who were required to perform inappropriate activities than by school counselors who had not been asked to perform inappropriate activities. Table 13 displays the findings.

Table 13

Research Questions and Summary of the Data Analysis

Research Questions	Summary of the Data Analysis
What level of perceived stress are school counselors working in North Dakota reporting?	Mean = 13.55; Median = 13.0; Standard deviation = 6.38; Cronbach's alpha = .89.
Which stressors, personal or work-related, do school counselors report as the most stress provoking?	A majority of participants, 64.6% (n = 204), reported work-related stressors were their most stress provoking stressors.
To what extent do school counselors report having time to complete work-related tasks to their satisfaction?	Table 10; Page 52; School counselors were less satisfied that they had enough time to complete counseling activities, especially small-group counseling, interpretation of testing, and individual counseling, than they were satisfied with the time they had for classroom guidance.
What correlation, if any, exists between years worked as a teacher prior to becoming a school counselor and perceived stress?	$r = -.11, n = 322, p = 0.042$; Overall, as teaching years increased, school counselors' perceived stress decreased slightly.
What correlation, if any, exists between years worked as a school counselor and perceived stress?	$r = -.28, n = 323, p = <0.0001$; Overall, as years of experience as a school counselor increased, the school counselors' perceived stress decreased.
Do school counselors in one school setting (elementary, middle, or high school) have different perceived stress than school counselors in other settings?	$F(2, 319) = 0.73, p = 0.484$ ($M_s = 14.1, 13.2, 13.2$); A statistically significant relationship was not found between the school counselors' practice setting and the school counselors' perceived stress.
What correlation, if any, exists between the number of children on school counselors' caseloads and perceived stress.	$F(4, 317) = 1.16, p = 0.328$ ($M_s = 14.2, 11.9, 13.4, 14.0, 14.3$); A statistically significant relationship was not found between the school counselors' caseload and the school counselors' perceived stress.

Table 13

Research Questions and Summary of the Data Analysis (continued)

Research Questions	Summary of the Data Analysis
What correlation, if any, exists between school counselors' satisfaction with school-counselor activities and school counselors' perceived stress?	Table 12; page 57; Spearman Rho; School counselors reporting decreased work satisfaction reported higher levels of perceived stress. Dissatisfaction with the inability to complete work to one's satisfaction had the smallest influence on perceived stress for the activities of classroom guidance and small-group counseling and the greatest effect for the activity of individual academic advising. The remaining relationships were generally similar.
Are school counselors expected to perform non-counseling tasks, and if so, what correlation, if any, exists between the non-counseling tasks and school counselors' perceived stress?	$F(1, 305) = 18.17, p = <0.0001 (Ms= 15.7, 12.5);$ There was a significant statistical difference in perceived stress at the $p < .0001$ level for the school counselors who were asked to perform appropriate vs. inappropriate activities. School counselors who were required to perform inappropriate activities (as defined in the study) had higher perceived-stress scores than school counselors who were not required to perform inappropriate activities.

Limitations

A number of limitations are noted. Surveys were mailed to 406 North Dakota school counselors, who were invited to participate in this research. Of those 406 potential participants, 76 (18.7%) chose not to respond to the survey invitation. The study was only conducted in the state of North Dakota, limiting its generalizability outside the state. A representative sample of school counselors across a multi-state area or across the United States could be of benefit to furthering research in this area. The response rate was relatively high; perhaps indicative of the school counselors' desire to have their "voice" heard regarding their level of stress. Participants

may have been motivated or influenced by the topic of the study regarding school counselors and stress, which may have influenced the results.

Recommendations for Future Research

Some recommendations for the reader, who might be contemplating replication of this study, to consider are as follows:

- 1) In the demographic section, consider adding a question asking whether the respondent works part time or full time as well as a question regarding how many hours a week the person worked in the last month. That information may bring greater clarity to the information which respondents provide regarding counseling activities.
- 2) The present study asked participants, “In the last month, in which school setting have you done the most counseling?” The options of choosing an elementary school, a middle school, and a high school were provided. Respondents who completed paper surveys provided multiple responses for this question. Future researchers may consider adding these two questions: (a) “Are you an elementary-school counselor, a middle-school counselor, a high-school counselor, a K-12 school counselor, or a grade 7-12 school counselor?” and (b) “If you are a K-12 school counselor or a grade 7-12 school counselor, in which setting, elementary, middle or high school have you done the most counseling in the last month?” Modifying the practice-setting question will, hopefully, eliminate multiple responses.
- 3) In the present study, the third, and final, section matrix of counseling activities yielded many responses which added to over 100% of the counselor’s time spent

on the activities. Consider asking the respondents to indicate the number of hours in a typical week over the last month that they spent on each activity rather than asking for the percent of time.

- 4) Adding a question to the third, and final, section, such as “Is there anything else you would like to share regarding stress and/or work-task satisfaction?” may yield new information or give some suggestions for future research.
- 5) Having practiced as a school counselor, the author fully realizes that the spring of the year is a very busy time for most school counselors to respond to a survey. Future researchers may consider administering the questionnaire at another time during the academic year.

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APPENDIX A. INSTITUTIONAL REVIEW BOARD APPROVAL



April 14, 2016

Dr. Robert Nielsen
Counselor Education

Re: IRB Certification of Exempt Human Subjects Research:
Protocol #HE16248, "Stress and Work Task Satisfaction: School Counselors' Perspective"

Co-investigator(s) and research team: Kathleen Schmaltz

Certification Date: 4/14/2016 Expiration Date: 4/13/2019
Study site(s): varied
Sponsor: n/a

The above referenced human subjects research project has been certified as exempt (category # 2b) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, Protection of Human Subjects). This determination is based on the revised protocol submission (received 4/12/2016).

Please also note the following:

- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- The study must be conducted as described in the approved protocol. Changes to this protocol must be approved prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.

Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.
Sincerely,

Digitally signed by Kristy Shirley
DN: cn=Kristy Shirley, o=NDSU,
ou=The National/Online Board,
email=kshirley@regaffairs.ndsu.edu, c=US
Date: 2016.04.14 14:25:11 -0700

Kristy Shirley, CIP, Research Compliance Administrator

For more information regarding IRB Office submissions and guidelines, please consult http://www.ndsu.edu/research/integrity_compliance/irb/. This Institution has an approved FederalWide Assurance with the Department of Health and Human Services: FWA00002439.

INSTITUTIONAL REVIEW BOARD

NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb

Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo ND 58102

NDSU is an ND State University

APPENDIX B. INSTITUTIONAL REVIEW BOARD CHANGE/APPROVAL



INSTITUTIONAL REVIEW BOARD

office: Research 1, 1735 NDSU Research Park Drive, Fargo, ND 58102
mail: NDSU Dept. #4000, PO Box 6050, Fargo, ND 58108-6050
p: 701.231.8995 f: 701.231.8098 e: ndsu.irb@ndsu.edu w: www.ndsu.edu/irb

Date Received

5/10/2016

IRB Protocol #:

HE16248

Protocol Amendment Request Form

Changes to approved research may not be initiated without prior IRB review and approval, except where necessary to eliminate apparent immediate hazards to participants. Reference: SOP 7.5 Protocol Amendments.

Examples of changes requiring IRB review include, but are not limited to changes in: investigators or research team members, purpose/scope of research, recruitment procedures, compensation strategy, participant population, research setting, interventions involving participants, data collection procedures, or surveys, measures or other data forms.

Protocol Information:

Protocol #: HE16248 Title: Stress and Work Task Satisfaction: School Counselors' Perspective

Review category: [X] Exempt [] Expedited [] Full board

Principal investigator: Dr. Robert Nielsen Email address: robert.nielsen@ndsu.edu
Dept: Counselor Education- Professor Emeritus, Retired


Co-investigator: Kathleen Schmaltz Email address: kathleen.schmaltz@ndsu.edu
Dept: Counselor Education


Principal investigator signature, Date: Robert Nielsen (email) 5/10/2016

In lieu of a written signature, submission via the Principal Investigator's NDSU email constitutes an acceptable electronic signature.


Description of proposed changes:

- 1. Date of proposed implementation of change(s)*: 05/09/16
* Cannot be implemented prior to IRB approval unless the IRB Chair has determined that the change is necessary to eliminate apparent immediate hazards to participants.
2. Describe proposed change(s), including justification:
Revision of the 4th Contact Letter to Participants: to include a review of options previously provided for participation in the survey, to inform participants the online survey times out after two weeks and if their survey timed out they may submit a paper copy, and inclusion of a second envelope for participants to voluntarily enter their name for the incentive drawing.

3. Will the change(s) increase any risks, or present new risks (*physical, economic, psychological, or sociological*) to participants?
 No
 Yes: *In the appropriate section of the protocol form, describe new or altered risks and how they will be minimized.*
4. Does the proposed change involve the addition of a vulnerable group of participants?
 Children: no yes - include the *Children in Research* attachment form
 Prisoners: no yes - include the *Prisoners in Research* attachment form
 Cognitively impaired individuals: no yes*
 Economically or educationally disadvantaged individuals: no yes*
- *Provide additional information where applicable in the revised protocol form.*
5. Does the proposed change involve a request to waive some or all the elements of informed consent or documentation of consent?
 no
 yes -  Attach the *Informed Consent Waiver or Alteration Request*.
6. Does the proposed change involve a new research site?
 no
 yes

 If information in your previously approved protocol has changed, or additional information is being added, incorporate the changes into relevant section(s) of the protocol. Draw attention to changes by using all caps, asterisks, etc. to the revised section(s) and attach a copy of the revised protocol with your submission. (If the changes are limited to addition/change in research team members, research sites, etc. a revised protocol form is not needed.)

Impact for Participants (future, current, or prior):

1. Will the change(s) alter information on previously approved versions of the recruitment materials, informed consent, or other documents, or require new documents?
 No
 Yes -  attach revised/new document(s)
2. Could the change(s) affect the willingness of *currently* enrolled participants to continue in the research?
 No
 Yes - describe procedures that will be used to inform current participants, and re-consent, if necessary:
3. Will the change(s) have any impact to *previously* enrolled participants?

No
 Yes - describe impact, and any procedures that will be taken to protect the rights and welfare of participants:

-----FOR IRB OFFICE USE ONLY-----

Request is: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Review: <input checked="" type="checkbox"/> Exempt, category #: <u>2b</u>	<input type="checkbox"/> Expedited method, category # ____ <input type="checkbox"/> Convened meeting, date: ____ <input type="checkbox"/> Expedited review of minor change
IRB Signature: <u>Kristy Smiley</u>	Date: <u>5/11/2016</u>
Comments:	

NDSU NORTH DAKOTA
STATE UNIVERSITY

Revised Fourth Contact: Paper Survey (05/09/16)

NDSU Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

May 10, 2016

Dear School Counselor-*Name will be insert like other letters,*

About a month ago, an invitation to participate in a study titled Stress and Work Task Satisfaction: School Counselor's Perspective was mailed to you. If you have already completed the survey, thank-you! I greatly appreciate your assistance in making this a meaningful study.

If you have not yet had time, please consider responding on the paper survey enclosed with this letter as I am interested in hearing your perspective. For your convenience, I have also enclosed a stamped, addressed envelope for you to return the survey. Additionally, I have enclosed a form for you to sign up for a drawing for \$100 cash, *if you choose to do so via the second, stamped, addressed envelope enclosed.* Participation is voluntary and confidential. Your response would be greatly appreciated by May 31, 2016.

Of course, if you prefer, you may also participate in the survey via one of the following options:
Computer- record, then type, this URL into your web browser: <http://tinyurl.com/schcounsur>

or Smartphone- (Quick Response-QR scanner must be downloaded on your phone) scan this Quick Response (QR) code:



or Hyperlink- email kathleen.schmaltz@ndsu.edu and type hyperlink in the subject line; a hyperlink will be emailed to you. Your name and email address will be kept confidential.

Once a survey is started on-line, it times out two weeks after it is initiated and doesn't allow you to return to finish the survey. If you started a survey and it has timed out, you may complete a paper survey and enter the drawing.

If you have any questions please email me at kathleen.schmaltz@ndsu.edu or email my advisor, Dr. Robert Nielsen, at robert.nielsen@ndsu.edu. We are grateful for your help with this important study.

Sincerely,

Kathleen Schmaltz, MEd
Doctoral Candidate, NDSU

SCHOOL OF EDUCATION
NDSU Dept 2625 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.7921 | Fax 701.231.7416 | www.ndsu.edu/education

Counselor Education
5GC Suite C

Educational Leadership
210 Family Life Center

Education Doctorate
210 Family Life Center

Teacher Education
155 EML Hall

NDSU is an EO/AA university.

APPENDIX C. ONLINE COPY OF SURVEY

10/18/2016

Qualtrics Survey Software

Stress and Work Task Satisfaction: School Counselors' Perspective

Default Question Block

NDSU North Dakota State University

Title of Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

This study is being conducted by: Dr. Robert Nielsen, Professor Emeritus, NDSU. Email address: robert.nielsen@ndsu.edu

Why am I being asked to take part in this research study? You are invited to participate because you have been identified as a school counselor working in North Dakota as indicated by inquiry with the North Dakota Department of Public Instruction.

What is the reason for doing the study? We are interested in learning more about school counselors' level of stress and satisfaction with work related tasks.

What will I be asked to do? You will be asked to complete an online survey about demographics, level of stress, and work related tasks.

Where is the study going to take place, and how long will it take? The survey used for this study is hosted online through NDSU Qualtrics and can be accessed at your convenience from a computer or a smartphone with a Quick Response (QR) scanner. The survey will take 8-12 minutes to complete.

What are the risks and discomforts? There are no known risks to completing this study. Although it is not possible to identify all the potential risks in research procedures, the researchers have taken reasonable safeguards to minimize any known risks. The survey is anonymous; no one, not even the researcher, will know the information you provide comes from you as IP addresses and identifying information will not be collected. Respondents, who choose to participate in a cash drawing via a second, separate survey, will be asked to provide their name and email address.

What are the benefits to me? Participating in this study may provide you with a better awareness and understanding of your own level of stress and satisfaction with work related tasks. However, you may not benefit at all from participating in this study.

What are the benefits to other people? This study may provide new insights regarding school counselors and their level of stress and satisfaction with work tasks. This research could be useful to those seeking to become a school counselor, other school counselors, administrators, licensing boards, legislators, and/or other researchers.

<https://ndstate.oo1.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview>

Do I have to take part in the study? Your participation in this research is your choice. If you decide to participate in the study, you may change your mind and stop participating at any time without penalty or loss of benefits to which you are already entitled.

What are the alternatives to being in this research study? Instead of being in this research study, you can choose not to participate.

Who will see the information that I give? This study is anonymous. That means that no one, not even members of the research team, will know that the information you give comes from you. Your information will be combined with information from other people taking part in the study, we will write about the combined information that we have gathered. You will not be identified in these written materials. We may publish the results of this study. If you wish to receive a copy of the research results, please email kathleen.schmaltz@ndsu.edu.

Will I receive any compensation for taking part in this study? You received \$1 with your introductory letter and invitation as a small token of appreciation for your time spent. To thank you for your time and effort in this project, you will have the opportunity to enter your name in a drawing for a chance to win \$100 of cash. After you have completed the survey, you will automatically be connected to a second, separate survey, titled Drawing ND School Counselors, where you can provide your name and email address if you wish to voluntarily be entered into the drawing. The probability of winning the drawing is at most 1:406 and dependent upon the number of school counselors responding to the survey.

What if I have questions? Before you decide whether to accept this invitation to take part in the research study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the primary researcher, at robert.nielsen@ndsu.edu.

What are my rights as a research participant?

You have rights as a participant in research. If you have questions about your rights, or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program by:
Telephone: 701.231.8995 or toll-free 1.855.800.6717; Email: ndsu.irb@ndsu.edu; or Mail: NDSU HRPP Office, NDSU Dept. 4000, PO Box 6050, Fargo, ND 58108-6050. The role of the Human Research Protection Program is to see that your rights are protected in this research; more information about your rights can be found at: www.ndsu.edu/irb.

Documentation of Informed Consent:

You are freely making a decision whether to be in this research study. Clicking to start the survey means that:

1. you have read and understood this consent form
2. you have had your questions answered, and
3. you have decided to participate in the study

IRB Protocol #HE16248

Thank-you for agreeing to participate in the survey. Your assistance with this research project is greatly appreciated!

First Section

In this section, I would like to ask some background questions about you and your experience in school counseling.

I have practiced as a school counselor for the last 30 days?

- Yes
 No

I am

- Female
 Male

I am ____ years old

- 21 - 25
 26 - 30
 31 - 35
 36 - 40
 41 - 45
 46 - 50
 51 - 55
 56 - 60
 61 - 65
 66+

Prior to becoming a school counselor, I worked as a **teacher** for ____ number of years.
(No teaching experience = zero.)

I have worked as a **school counselor** for ____ years.

<https://ndstate.cof.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview>

In the last month, in which school setting have you done the most counseling

- An elementary school
- A middle school
- A high school

The number of children on my caseload.

(Note: If you provide services at more than one school, please provide the total number of children served at all schools.)

- 0-50 students
- 51-99 students
- 100-149 students
- 150-199 students
- 200-249 students
- 250-299 students
- 300-349 students
- 350-399 students
- Other

Second Section

This section, which will take 3-5 minutes to complete, asks about your perception of stress.

The PSS-10 Questions followed. Please see the PSS-10 at <http://www.psy.cmu.edu/~scohen/> or check references:

Cohen, S., Kamarck, T., & Mermelstein, R., "A Global Measure of Perceived Stress," in *Journal of Health and Social Behavior*, 24 (1983), 385-396.

Sheldon Cohen & Gail Williamson, "Perceived Stress in a Probability Sample of the United States," in *Social Psychology of Health*, ed. S. Spacapan & S. Oskamp (Sage, 1988).

Second Section: Additional Question

In the last 30 days, my most stress provoking stressors were (check only one)

- Personal stressors
- Work related stressors

Final Section - School Counselor Activities

In this section, which will take 3-5 minutes to complete, I would like to ask you a few questions about your activities as a school counselor.

The American School Counselor Association (ASCA) National Model: Framework for School Counseling Programs Executive Summary lists appropriate and inappropriate activities for school counselors. Listed below are some of the appropriate tasks school counselors engage in during their work.

1) *In the first column*, list the % of time spent on each task during the last month. The twelve tasks listed do not have to add up to a total of 100% of your time as you may have performed other tasks during the last month which are not listed; however, the percent should be no more than 100% if all the tasks you complete during the last month are listed.

2) *In the second column*, choose from the drop down menu to what extent did you have time to complete each of these tasks to your satisfaction during the last month.

Note for participants completing the survey on your smartphone:
Please scroll horizontally and vertically to display both columns as you work through the question.

	List the % of time spent on each task during the last month.	To what extent, did you have time to complete each of these tasks to your satisfaction during the last month?
1) Classroom guidance	List the % of time spent on each task during the last month.	To what extent, did you have time to complete each of these tasks to your satisfaction during the last month?
2) Individual counseling-personal/social/emotional	<input type="text"/>	<input type="text"/>
3) Individual academic advising or program planning	<input type="text"/>	<input type="text"/>
4) Small Group Counseling	<input type="text"/>	<input type="text"/>
5) Career Counseling and Testing	<input type="text"/>	<input type="text"/>
6) Crisis Counseling	<input type="text"/>	<input type="text"/>
7) Consulting or collaborating with administrators to identify and/or resolve student issues, needs and problems	<input type="text"/>	<input type="text"/>
8) Consulting or collaborating with teachers	<input type="text"/>	<input type="text"/>
9) Consulting with parent(s)	<input type="text"/>	<input type="text"/>
10) Advocating for students	<input type="text"/>	<input type="text"/>
11) Interpreting cognitive, aptitude and achievement tests	<input type="text"/>	<input type="text"/>
12) Ensuring student records are maintained as per state and federal regulations	<input type="text"/>	<input type="text"/>

In your role as a professional school counselor, has your administration required you to perform any inappropriate activities during the last month?

- Yes
- No

Please list the most stressful inappropriate activity you have been required to perform and the % of time spent on the activity in a typical month.

Some examples of inappropriate activities for school counselors as listed in the ASCA National Model: Framework for School Counseling Programs Executive Summary include: coordinating paperwork and data entry of all new students; coordinating cognitive, aptitude and achievement testing programs; performing disciplinary actions or assigning discipline consequences; teaching classes when teachers are absent; and keeping clerical records.

Inappropriate activity

% of time

Thank-you for completing the survey. Your assistance with making this a meaningful study is appreciated!

Survey Powered By Qualtrics

APPENDIX D. PRINT COPY OF SURVEY



Stress and Work Task Satisfaction: School Counselors' Perspective Survey

If you have already taken the survey online, please discard this paper copy.
Thank-you for completing the survey and making this a meaningful study!

First Section

In this section, I would like to ask some background questions about you and your experience in school counseling.

8) I have practiced as a school counselor for the last 30 days? _____ Yes _____ No

9) I am _____ Female _____ Male

10) My age is (*circle*)

21-25	46-50
26-30	51-55
31-35	56-60
36-40	60-65
41-45	65+

11) Prior to becoming a school counselor, I worked as a **teacher** for _____ number of years.
(No teaching experience = zero.)

12) I have worked as a **school counselor** for _____ years.
(If this is your first year as a school counselor, enter 1)

13) In the last month, in which school setting have you done the most counseling?

An elementary school

A middle school

A high school

14) The number of children on my caseload. (Note: If you provide services at more than one school, please provide the total number of children served at all schools.) (*Circle or fill in*)

0-50 students	250-299 students
51-99 students	300-349 students
100-149 students	350-399 students
150-199 students	Other _____
200-249 students	

Second Section

This section, which will take 3-5 minutes to complete, asks about your perception of stress.

The PSS-10 Questions followed. Please see the PSS-10 at <http://www.psy.cmu.edu/~scohen/> or check references:

Cohen, S., Kamarck, T., & Mermelstein, R., "A Global Measure of Perceived Stress," in *Journal of Health and Social Behavior*, 24 (1983), 385-396.

Sheldon Cohen & Gail Williamson, "Perceived Stress in a Probability Sample of the United States," in *Social Psychology of Health*, ed. S. Spacapan & S. Oskamp (Sage, 1988).

Second Section: Additional Question

In the last 30 days, my most stress provoking stressors were (circle one)

Personal stressors

Work related stressors

Final Section - School Counselor Activities

In this section, which will take 3-5 minutes to complete, I would like to ask you a few questions about your activities as a school counselor.

- 1) The American School Counselor Association (ASCA) National Model: Framework for School Counseling Programs Executive Summary lists appropriate and inappropriate activities for school counselors. Listed below are some of the appropriate tasks school counselors engage in during their work.

In the first column, list the % of time spent on each task during the last month. The twelve tasks listed do not have to add up to a total of 100% of your time as you may have performed other tasks during the last month which are not listed; however, the percent should be no more than 100% if all the tasks you completed during the last month are listed.

In column 2-6, please choose the most appropriate response regarding to what extent did you have time to complete each of these tasks to your satisfaction during the last month.

	List the % of time spent on each task during the last month. xxxxxxx xxxxxxx	To what extent, did you have the time to complete each of these tasks to your satisfaction during the last month?					
		Not at All Enough Time	Almost Never Enough Time	Sometimes Enough Time	Fairly Often Enough Time	More Than Enough Time	Not Applicable
Classroom guidance							
Individual counseling							
Individual academic advising or program planning							
Small Group Counseling							
Career Counseling and Testing							
Crisis Counseling							
Consulting or collaborating with administrators to identify and/or resolve student issues, needs and problems							
Consulting or collaborating with teachers							
Consulting with parent(s)							
Advocating for students							
Interpreting cognitive, aptitude and achievement tests							
Ensuring student records are maintained as per state and federal regulations							

2) In your role as a professional school counselor, has your administration required you to perform any inappropriate activities during the last month?
_____ Yes _____ No

3) If your replied yes to the above question, please list the most stressful inappropriate activity you have been required to perform and the % of time spent on the activity in a typical month.

Some examples of inappropriate activities for school counselors as listed in the ASCA National Model: Framework for School Counseling Programs Executive Summary include: coordinating paperwork and data entry of all new students; coordinating cognitive, aptitude and achievement testing programs; performing disciplinary actions or assigning discipline consequences; teaching classes when teachers are absent; and keeping clerical records.

Inappropriate activity:

% of time:

Thank-you for completing the survey. Your assistance with making this a meaningful study is appreciated!

Drawing ND School Counselors

The information provided here is not linked to your responses on the 2016 North Dakota School Counselors' Survey. The drawing will be held on June 1, 2016.

To enter the \$100 cash drawing, please provide your name and email address, which will be kept strictly confidential, and return in the stamped, addressed envelope provided.

Name:

Email Address:

Thank-you for participating in the survey!

APPENDIX E. INFORMED CONSENT



Title of Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

This study is being conducted by: Dr. Robert Nielsen, Professor Emeritus, NDSU. Email address: robert.nielsen@ndsu.edu

Why am I being asked to take part in this research study? You are invited to participate because you have been identified as a school counselor working in North Dakota as indicated by inquiry with the North Dakota Department of Public Instruction.

What is the reason for doing the study? We are interested in learning more about school counselors' level of stress and satisfaction with work related tasks.

What will I be asked to do? You will be asked to complete an online survey about demographics, level of stress, and work related tasks.

Where is the study going to take place, and how long will it take? The survey used for this study is hosted online through NDSU Qualtrics and can be accessed at your convenience from a computer or a smartphone with a Quick Response (QR) scanner or by using the paper copy enclosed. The survey will take 8-12 minutes to complete.

What are the risks and discomforts? There are no known risks to completing this study. Although it is not possible to identify all the potential risks in research procedures, the researchers have taken reasonable safeguards to minimize any known risks. The survey is anonymous; no one, not even the researcher, will know the information you provide comes from you as IP addresses and identifying information will not be collected. Respondents, who choose to participate in a cash drawing via a second, separate survey, will be asked to provide their name and email address.

What are the benefits to me? Participating in this study may provide you with a better awareness and understanding of your own level of stress and satisfaction with work related tasks. However, you may not benefit at all from participating in this study.

What are the benefits to other people? This study may provide new insights regarding school counselors and their level of stress and satisfaction with work tasks. This research could be useful to those seeking to become a school counselor, other school counselors, administrators, licensing boards, legislators, and/or other researchers.

Do I have to take part in the study? Your participation in this research is your choice. If you decide to participate in the study, you may change your mind and stop participating at any time without penalty or loss of benefits to which you are already entitled.

What are the alternatives to being in this research study? Instead of being in this research study, you can choose not to participate.

Who will see the information that I give? This study is anonymous. That means that no one, not even members of the research team, will know that the information you give comes from you. Your information will be combined with information from other people taking part in the study, we will write about the combined information that we have gathered. You will not be identified in these written materials. We may publish the results of this study. If you wish to receive a copy of the research results, please email kathleen.schmaltz@ndsu.edu.

Will I receive any compensation for taking part in this study? You received \$1 with your introductory letter and invitation as a small token of appreciation for your time spent. To thank you for your time and effort in this project, you will have the opportunity to enter your name in a drawing for a chance to win \$100 of cash, if you so choose. If you would like to enter the drawing, please complete the drawing form titled Drawing ND School Counselors and return it in the stamped, addressed envelope provided. The probability of winning the drawing is at most 1:406 and dependent upon the number of school counselors responding to the survey.

What if I have questions? Before you decide whether to accept this invitation to take part in the research study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the primary researcher, at robert.nielsen@ndsu.edu.

What are my rights as a research participant?

You have rights as a participant in research. If you have questions about your rights, or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program by:

- Telephone: 701.231.8995 or toll-free 1.855.800.6717
- Email: ndsu.irb@ndsu.edu
- Mail: NDSU HRPP Office, NDSU Dept. 4000, PO Box 6050, Fargo, ND 58108-6050.

The role of the Human Research Protection Program is to see that your rights are protected in this research; more information about your rights can be found at: www.ndsu.edu/irb.

Documentation of Informed Consent:

You are freely making a decision whether to be in this research study. Completing the survey and returning it means that:

1. you have read and understood this consent form
2. you have had your questions answered, and
3. you have decided to participate in the study.

IRB Protocol Number: HE16248

APPENDIX F. INTRODUCTORY LETTER TO PARTICIPANTS



NDSU Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

April 16, 2016

Dear FIRST NAME LAST NAME,

My name is Kathleen Schmalz. I am a graduate student in Counselor Education at North Dakota State University. I am conducting research to look at stress and work related tasks from a North Dakota school counselors' perspective. It is hoped, that with this research, we will learn more about school counselors' level of stress and satisfaction with work related tasks.

You are invited to participate in this study because you are a school counselor in North Dakota. The only criteria for participating is that you have worked as a school counselor in the last month. Your participation is entirely voluntary and anonymous. You may change your mind or quit participating at any time, with no penalty; however, your assistance is greatly appreciated in making this a meaningful study.

I know your time is valuable. It will take about 8-12 minutes to complete the online survey on demographics, level of stress, and work tasks. If you are willing to assist with this important study, please choose one of the following access methods:

Computer- record, then type, this URL into your web browser:
<http://tinyurl.com/schcounsur>



or Smartphone- (Quick Response-QR scanner must be downloaded on your phone) scan this Quick Response (QR) code:

or Hyperlink- email kathleen.schmalz@ndsu.edu and type hyperlink in the subject line; a hyperlink will be emailed to you. Your name and email address will be kept confidential.

Your response would be appreciated as soon as possible as the survey closes on May 31, 2016.

Your identity will not be linked to your survey responses. Your information will be combined with information from other people taking part in the study, we will write about the combined information that we have gathered. You will not be identified in these written materials. We may publish the results of this study. If you wish to receive a copy of the research results, please email kathleen.schmalz@ndsu.edu. As a small token of appreciation for your time spent you have received \$1 with this invitation. Once you have completed the survey you will automatically be directed to a completely separate survey to enter a drawing for \$100 cash; participation is voluntary and confidential.

If you have any questions, please email me at kathleen.schmalz@ndsu.edu or contact my advisor, Dr. Robert Nielsen, Professor Emeritus, who can be reached by email at robert.nielsen@ndsu.edu. If you have questions about the rights of human participants in research, or to report a problem, you may contact the NDSU Human Research Protection Program at (701) 231-8995, toll-free at 1-855-800-6717, or via email at ndsu.irb@ndsu.edu.

Thank you for your consideration of this request.

Best Regards,

Kathleen Schmalz, MEd, Doctoral Candidate - NDSU



APPENDIX G. SECOND CONTACT LETTER



NDSU Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

April 23, 2016

Dear FIRST NAME LAST NAME,

Last week, an invitation to help in the study Stress and Work Task Satisfaction: School Counselors' Perspective was mailed to you. If you have already completed the survey, I greatly appreciate your assistance in making this a meaningful study, and please accept my sincere thanks. If you have not yet had time to get to it, I understand and know you are busy and your time is valuable. I hope you will consider responding soon as your perspective is important.

Please choose one of the following survey access methods:

Computer- record, then type, this URL into your web browser:
<http://tinyurl.com/schcousur>



or **Smartphone-** (Quick Response-QR scanner must be downloaded on your phone) scan this Quick Response (QR) code:

or **Hyperlink-** email kathleen.schmaltz@ndsu.edu and type hyperlink in the subject line; a hyperlink will be emailed to you. Your name and email address will be kept confidential.

Please remember you have an option to sign up for the \$100 cash drawing on a separate survey. Participation is voluntary and confidential.

Your response would be appreciated as soon as possible as the survey closes on May 31, 2016.

If you have any questions please email me at kathleen.schmaltz@ndsu.edu or email my advisor, Dr. Robert Nielsen, at robert.nielsen@ndsu.edu. We are grateful for your help with this important study.

Sincerely,

Kathleen Schmaltz, MEd
Doctoral Candidate, NDSU

APPENDIX H. THIRD CONTACT LETTER



NDSU Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

May 1, 2016

Dear FIRST NAME LAST NAME,

A couple of weeks ago, an invitation to participate in a study titled Stress and Work Task Satisfaction: School Counselor's Perspective was mailed to you. If you have already completed the survey, thank-you! I greatly appreciate your assistance in making this a meaningful study. If you have not yet had time, please consider responding as I am interested in hearing your perspective.

Please choose one of the following survey access methods:

Computer- record, then type, this URL into your web browser:
<http://tinyurl.com/schcousur>



or Smartphone- (Quick Response-QR scanner must be downloaded on your phone) scan this Quick Response (QR) code:

or Hyperlink- email kathleen.schmaltz@ndsu.edu and type hyperlink in the subject line; a hyperlink will be emailed to you. Your name and email address will be kept confidential.

Once you have completed the survey, which is anonymous, you will automatically be directed to a completely separate survey to enter a drawing for \$100 cash; participation is voluntary and confidential. Your response would be greatly appreciated as soon as possible as the survey closes on May 31, 2016.

If you have any questions please email me at kathleen.schmaltz@ndsu.edu or email my advisor, Dr. Robert Nielsen, at robert.nielsen@ndsu.edu. We are grateful for your help with this important study.

Sincerely,

Kathleen Schmaltz, MEd
Doctoral Candidate, NDSU

APPENDIX I. FOURTH CONTACT LETTER



NDSU Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

May 10, 2016

Dear *FIRST NAME*,

About a month ago, an invitation to participate in a study titled Stress and Work Task Satisfaction: School Counselor's Perspective was mailed to you. If you have already completed the survey, thank-you! I greatly appreciate your assistance in making this a meaningful study.

If you have not yet had time, please consider responding on the paper survey enclosed with this letter as I am interested in hearing your perspective. For your convenience, I have also enclosed a stamped, addressed envelope for you to return the survey. Additionally, I have enclosed a form for you to sign up for a drawing for \$100 cash, if you choose to do so via the second, stamped, addressed envelope enclosed. Participation is voluntary and confidential. Your response would be greatly appreciated by May 31, 2016.

Of course, if you prefer, you may also participate in the survey via one of the following options: Computer- record, then type, this URL into your web browser: <http://tinyurl.com/schcounsur>

or Smartphone- (Quick Response-QR scanner must be downloaded on your phone) scan this Quick Response (QR) code:



or Hyperlink- email kathleen.schmaltz@ndsu.edu and type hyperlink in the subject line; a hyperlink will be emailed to you. Your name and email address will be kept confidential.

Once a survey is started on-line, it times out two weeks after it is initiated and doesn't allow you to return to finish the survey. If you started a survey and it has timed out, you may complete a paper survey and enter the drawing.

If you have any questions please email me at kathleen.schmaltz@ndsu.edu or email my advisor, Dr. Robert Nielsen, at robert.nielsen@ndsu.edu. We are grateful for your help with this important study.

Sincerely,

Kathleen Schmaltz, MEd
Doctoral Candidate, NDSU

APPENDIX J. FIFTH CONTACT LETTER



NDSU Research Study- Stress and Work Task Satisfaction: School Counselors' Perspective

May 16, 2016

Dear First Name Last Name,

About a week ago, a paper survey titled Stress and Work Task Satisfaction: School Counselor's Perspective was mailed to you. *If you have already completed the survey, thank-you!* I appreciate you taking the time to share your perspective.

If you have not yet gotten to the survey, *please consider taking the time now to respond as your perspective is important.* Also, please remember to enclose your form for the cash drawing of \$100. Participation is voluntary and confidential. Your response by May 31, 2016 is greatly appreciated.

If you have any questions please email me at kathleen.schmaltz@ndsu.edu or email my advisor, Dr. Robert Nielsen, at robert.nielsen@ndsu.edu. We appreciate your help with this study!

Best Regards,

Kathleen Schmaltz, MEd
Doctoral Candidate, NDSU

APPENDIX K. PSS-10 RESPONSE PERCENTAGES

PSS-10 Response Percentages	Never	Almost Never	Sometimes	Fairly Often	Very Often	Total
1) In the past month, how often have you been upset because of something that happened unexpectedly?	7.3%	34.4%	45.9%	10.0%	2.4%	100% (n = 329)
2) In the past month, how often have you felt unable to control the important things in your life?	18.8%	38.0%	31.6%	10.3%	1.2%	100% (n = 329)
3) In the past month, how often have you felt nervous or stressed?	3.3%	19.5%	43.5%	24.9%	8.8%	100% (n = 329)
4) In the past month, how often have you felt confident about your ability to handle personal problems?	0.0%	2.4%	14.3%	43.0%	40.2%	100% (n = 328)
5) In the past month, how often have you felt that things were going your way?	0.3%	3.4%	25.4%	49.2%	21.7%	100% (n = 327)
6) In the past month, how often have you found that you could not cope with all the things you had to do?	22.5%	35.0%	29.5%	10.3%	2.7%	100% (n = 329)
7) In the past month, how often have you been able to control irritations in your life?	0.3%	5.2%	24.2%	43.4%	26.9%	100% (n = 327)
8) In the past month, how often have you felt that you were on top of things?	0.6%	6.1%	32.9%	39.3%	21.0%	100% (n = 328)
9) In the past month, how often have you been angry because of things that happened that were outside of your control?	11.3%	34.0%	42.6%	9.1%	3.0%	100% (n = 329)
10) In the past month, how often have you felt that difficulties were piling up so high that you could not overcome them?	26.8%	41.6%	21.6%	8.8%	1.2%	100% (n = 329)

APPENDIX L. WORK-TASK SATISFACTION FREQUENCIES AND PERCENTAGES

Note to reader: Columns not adding to 100% fail to do so simply due to round error.

Table L1

Classroom Guidance

	Frequency	Percent
Not At All Enough Time	42	13.8
Almost Never Enough Time	33	10.8
Sometimes Enough Time	46	15.1
Fairly Often Enough Time	126	41.3
More Than Enough Time	40	13.1
Not Applicable	18	5.9
Total	305	100.0
Missing	24	
Total	329	

Table L2

Individual Counseling-Personal/Social/Emotional

	Frequency	Percent
Not At All Enough Time	33	11.0
Almost Never Enough Time	66	22.1
Sometimes Enough Time	99	33.1
Fairly Often Enough Time	78	26.1
More Than Enough Time	21	7.0
Not Applicable	2	.7
Total	299	100.0
Missing	30	
Total	329	

Table L3

Individual Academic Advising or Program Planning

	Frequency	Percent
Not At All Enough Time	28	9.8
Almost Never Enough Time	50	17.5
Sometimes Enough Time	59	20.7
Fairly Often Enough Time	81	28.4
More Than Enough Time	24	8.4
Not Applicable	43	15.1
Total	285	100.00
Missing		
Total		

Table L4

Small Group Counseling

	Frequency	Percent
Not At All Enough Time	66	23.2
Almost Never Enough Time	45	15.8
Sometimes Enough Time	51	18.0
Fairly Often Enough Time	51	18.0
More Than Enough Time	19	6.7
Not Applicable	52	18.3
Total	284	100.00
Missing	45	
Total	329	

Table L5

Career Counseling and Testing

	Frequency	Percent
Not At All Enough Time	26	9.2
Almost Never Enough Time	35	12.4
Sometimes Enough Time	60	21.2
Fairly Often Enough Time	59	20.8
More Than Enough Time	44	15.6
Not Applicable	59	20.8
Total	283	100.0
Missing	46	
Total	329	

Table L6

Crisis Counseling

	Frequency	Percent
Not At All Enough Time	30	10.4
Almost Never Enough Time	47	16.3
Sometimes Enough Time	72	25.0
Fairly Often Enough Time	56	19.4
More Than Enough Time	33	11.5
Not Applicable	50	17.4
Total	288	100.0
Missing	41	
Total	329	

Table L7

Consulting or Collaborating with Administrators

	Frequency	Percent
Not At All Enough Time	26	8.8
Almost Never Enough Time	60	20.2
Sometimes Enough Time	95	32.0
Fairly Often Enough Time	87	29.2
More Than Enough Time	24	8.1
Not Applicable	5	1.7
Total	297	100.0
Missing	32	
Total	329	

Table L8

Consulting or Collaborating with Teachers

	Frequency	Percent
Not At All Enough Time	25	8.5
Almost Never Enough Time	67	22.6
Sometimes Enough Time	98	33.1
Fairly Often Enough Time	82	27.7
More Than Enough Time	23	7.8
Not Applicable	1	0.3
Total	296	100.0
Missing	33	
Total	329	

Table L9

Consulting with Parent(s)

	Frequency	Percent
Not At All Enough Time	17	5.7
Almost Never Enough Time	51	17.2
Sometimes Enough Time	89	30.1
Fairly Often Enough Time	105	35.5
More Than Enough Time	27	9.1
Not Applicable	7	2.4
Total	296	100.0
Missing	33	
Total	329	

Table L10

Advocating for Students

	Frequency	Percent
Not At All Enough Time	21	7.4
Almost Never Enough Time	49	17.2
Sometimes Enough Time	80	28.2
Fairly Often Enough Time	95	33.4
More Than Enough Time	32	11.3
Not Applicable	7	2.5
Total	284	100.0
Missing	45	
Total	329	

Table L11

Interpreting Cognitive, Aptitude, and Achievement Tests

	Frequency	Percent
Not At All Enough Time	29	10.5
Almost Never Enough Time	45	16.4
Sometimes Enough Time	44	16.0
Fairly Often Enough Time	48	17.4
More Than Enough Time	18	6.6
Not Applicable	91	33.1
Total	275	100.0
Missing	54	
Total	329	

Table L12

Ensuring Student Records are Maintained

	Frequency	Percent
Not At All Enough Time	26	9.6
Almost Never Enough Time	29	10.7
Sometimes Enough Time	43	15.8
Fairly Often Enough Time	47	17.3
More Than Enough Time	25	9.2
Not Applicable	102	37.5
Total	272	100.0
Missing	57	
Total	329	