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Job Satisfaction of Nebraska Elementary School Counselors

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JOB SATISFACTION
of
NEBRASKA ELEMENTARY SCHOOL COUNSELORS

A Thesis
Presented to the
Department of Guidance and Counseling
and the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

By
Margie K. Lambrecht
July, 1974

9371/66

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THESIS ACCEPTANCE

Accepted by the faculty of the Graduate College of
the University of Nebraska at Omaha, in partial fulfillment
of the requirements for the degree Master of Arts.

Graduate Committee

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Department

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<i>Scott Harrington</i>	<i>Counseling and Guidance</i>
<i>Jane Hill</i>	<i>Special Education</i>

PREFACE

This thesis on Job Satisfaction of Nebraska Elementary School Counselors reflects the feelings of Nebraska Elementary Counselors toward their careers as counselors in the public elementary schools of Nebraska.

The author feels that only the surface has been skimmed in this area of research as this area has apparently had little or no research which the author could discover to date.

However, the author feels that the findings of this research are significant enough to draw varied conclusions about job satisfaction among Nebraska elementary school counselors and to offer suggestions to interested readers on how to help improve the situation of Nebraska elementary school counselors. Also, as the author is an apparent pioneer in this area of research, suggestions will be made on possible other research which would be beneficial for others to follow up on.

The author has helped set a precedent for other research in the Graduate College of Guidance and Counseling as she is the first in the history of this College to elect to do research as partial fulfillment of the requirements for the degree of Master of Arts in the Graduate College of Guidance and Counseling at the University of Nebraska at Omaha.

This should also set a precedent for the Women's Liberation Movement at the University of Nebraska at Omaha because the author is a conservative woman's liberationist and has been one for as long as she can remember, a generation before it became a popular trend.

The author acknowledges the invaluable assistance of Dr. Harl Jarmin, Professor of Guidance and Counseling at the University of Nebraska at Omaha, in selecting the topic to be researched, follow-up encouragement, and instruction to make this paper a success.

Other Board members, Dr. Scott Harrington and Dr. James Akers, are acknowledged for their time, encouragement and constructive criticism thereof.

The author acknowledges the patience and endurance of her typist, Nancy Rehberg.

Special acknowledgement goes to the author's five children whose cooperation allowed her the time to devote to this research.

She acknowledges the constant encouragement from her parents to continue in the academic environment to enrich her life.

Final acknowledgement goes to her husband Don, who never ceased to help her and who never let her leave a class in the winter evenings without first arriving at the parking lot to warm up her car for her.

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CHAPTER I

INTRODUCTION

The purpose of this study was to investigate job satisfaction of Nebraska elementary school counselors. Is this satisfaction or the lack thereof enough to warrant more attention from educators, administrators and counseling organizations, or can it be ignored?

This research will investigate the following:

1. Is the counselor spending the amount of time he desires in actual counseling.
2. Is the counselor satisfied with the financial reimbursement he is receiving.
3. Does the counselor feel that administration understands the counselor's role.
4. Does the community cooperate with the counselor and understand the counselor's role.
5. Does the counselor have feelings of accomplishment.

METHOD OF STUDY

Specifically, the purpose of this study was to investigate the job satisfaction of Nebraska elementary school counselors. The procedure was as follows:

A questionnaire relating to the five statements mentioned in the hypothesis of this paper was designed by the author who felt that the presence of these conditions would contribute to job satisfaction.

This questionnaire was mailed to one hundred forty (140) Nebraska elementary school counselors. The questionnaire was filled out and returned by one hundred thirteen (113) Nebraska elementary school counselors who wished to participate in this study.

These one hundred thirteen (113) participants constituted eighty one percent (81%) of the total one hundred forty (140) counselors who were asked to contribute to the study.

This data was charted and the data was turned into percentages for the purpose of comparisons and reporting.

Related research was carried out by the author through reading. Very little direct research was uncovered in the area of job satisfaction, as this particular area of counselling apparently hasn't been given much attention by professionals. This research will attempt to cover job satisfaction of Nebraska elementary school counselors more directly and comprehensively than has been done in the past.

CHAPTER II

RELATED READINGS

The school systems have acknowledged the urgency to meet the needs of the whole child in education by deserting the "old school" of the three R's and meeting the demands of the changing roles of the school and its relative importance in the lives of the children therein.

A new field is forming and it needs a name. It can be defined - - roughly - - as a new direction in education, stemming from the cooperation of psychologists and educators and balancing the traditional emphasis on skills and cognitive information with explicit attention to the important areas of feelings, values, and interpersonal behavior. (Terry Bortan, 1970, pp. 135)

Frank Parsons has been associated with the beginnings of the guidance movement. This program was needed to help children adjust to the changing programs and to assist in choosing courses. (Donald G. Paterson, 1960, pp. 102)

School policies and curriculum are left, for the most part, in the hands of local school boards and educators. Therefore, today we see schools without counselors and schools with counselors; and we see some with staff members who have the name "counselor" only.

The fortunate schools have both. Similarly, differences in administrative leadership, school policies, counselor competencies, as well as accreditation and certification policies has lead to differences in the work of counseling itself. This diversity is the trademark of a free society . . . It has its advantages and disadvantages . . . (Edward C. Roeber, 1963, pp. 3)

This is the reason we see such diversity among school systems on whether or not to provide counselors. To provide counselors is to recognize the child as a whole person individualistically.

A kindergartner or first-grade child, regardless of his potential or limitations, wants to share his accomplishments. He is anxious to demonstrate sensitivities and anxieties in talk and play. It is important for the child to know someone who understands his feelings and can assist him in learning about himself. It is important for a child to know he has the choice in the way he can act toward others . . . The school that has the foresight to provide teachers with the service of an elementary counselor does much to meet these needs. (Martin L. Stamm and Blossom Nissman, 1971, pp. 17, 18, 19)

With these thoughts in mind we know that it is the right, not the privilege, of every elementary child to have a counselor at his disposal when he feels the need of one. What needs to be done to insure this right is fulfilled for every child.

Hitchcock in "Counselors; Supply, Demand, Need, pp. 83 - 100" states "that there should be one counselor for every seven teachers."

There is no question that there is an urgent need for more counselors. The short supply of counselors available today is placing stress on the counselors already in the field. This stress will be magnified each year that this situation remains unremedied.

DEFINITION OF TERMS

For reasons of clarity these terms have been defined and used in this research.

Nebraska

The State of Nebraska as a geographical setting for public schools.

Elementary

Elementary refers to the K-6 grades of a public school.

Counselor

A State certified counselor or an individual employed by a public school system for the purpose of working with children in the area of counseling.

Elementary Counselor

A person employed by a Nebraska school system in Nebraska to counsel children in grades K-6 for the contractual school year 1973-74.

Elementary Full-Time Counselor

A person employed by a Nebraska school system to counsel children in grades K-6 on a full-time basis receiving full financial reimbursement for the contractual school year 1973-74. He and his colleagues will be referred to as members of Group I on the table in this study.

Elementary Part-Time Counselor

A person employed by a school system of Nebraska to counsel children in grades K-6 on a part-time basis receiving partial financial reimbursement for the contractual period of 1973-74. He and his colleagues will be referred to as members of Group II on tables in this study.

Counselor School Wide

A counselor hired by a Nebraska school system for the purpose of counseling children in grades K-12 on a full-time basis with full reimbursement for the contractual period 1973-74. He and his colleagues will be referred to as members of Group III on tables in this paper.

Counselor Teachers School Wide

A counselor hired by a Nebraska elementary school system for the purpose of counseling children in grades K-12. For various reasons they also have the responsibility of class room instruction. He and his colleagues will be referred to as members of Group IV on tables in this paper.

LIMITATIONS OF STUDY

This study was limited to one hundred thirteen (113) school counselors in Nebraska who were under contract for the 1973-74 school year.

Related research was limited to the lack of relevant material available because apparently little research had previously been done in this area.

CHAPTER III

THE STUDY

This study included one hundred thirteen (113) Nebraska elementary school counselors for the contract year 1973-74.

These counselors included four (4) distinct groups:

Group I - - Elementary Full-Time Counselors

Group II - - Elementary Part-Time Counselors

Group III - - Counselors School-Wide

Group IV - - Counselor-Teachers School-Wide

Questionnaires were sent to one hundred forty (140) Nebraska elementary school counselors. One hundred thirteen (113), or eighty-one percent (81%) of the counselors responded to this research. The group of one hundred thirteen (113) counselors responding can be broken down into four (4) distinct groups: Group I consisted of seventeen (17) elementary full-time counselors, for fifteen percent (15%) of the total number of counselors responding. Group II consisted of four (4) elementary part-time counselors, or four percent (4%) of the total number of counselors responding. Group III consisted of thirty-eight (38) counselors school-wide, or thirty-four percent (34%) of the total number of counselors responding. Group IV consisted of fifty-four (54) counselor-teachers school-wide, or forty-eight percent (48%) of the total number of counselors responding.

Refer to Table I for total percentile comparisons.

TABLE I
Percentile Comparisons of Respondents

Group	Number Responding	Percentage of Total
I	17	15%*
II	4	4%
III	38	34%
IV	54	48%

*All percentages in this research have been rounded off to the nearest percentile.

Age

Table II shows percentile comparisons of the ages of the respondents in Group I. Sixteen (16) counselors responded to this statement. Most of them are between the ages of twenty-eight (28) and forty two (42) years. Five (5) are between thirty-six (36) and forty-two (42) years of age, and four (4) are between twenty-eight (28) and thirty-five (35) years of age.

TABLE II
Percentile Comparisons of the Ages
of the Respondents in Group I

Age	Percentage	Total Responding
20-27 Years	18%	3
28-35 Years	24%	4
36-42 Years	29%	5
43-50 Years	12%	2
51-Older	12%	2
Not Respond	6%	1

Table III shows the percentile comparisons of the ages of the respondents in Group II. All four counselors in this group are between the ages of twenty-eight (28) and thirty-five (35) years.

TABLE III
Percentile Comparisons of the Ages
of the Respondents in Group II

Age Group	Percentage	Total Responding
20-27		
28-35	100%	4
36-42		
43-50		
51-Older		

Table IV shows the percentile comparisons of the ages of the respondents in Group III. Twenty (20) of the counselors are between the ages of twenty-eight (28) and forty-two (42). We see only one (1) older than fifty (50).

TABLE IV

Percentile Comparisons of the Ages
of the Respondents in Group III

Age Group	Percentage	Number Responding
20-27	21%	8
28-35	26%	10
36-42	26%	10
43-50	24%	9
Older	3%	1

Table V shows the percentile comparisons of the ages of the respondents in Group IV. Twenty-three (23) of these counselors are between the ages of twenty-eight (28) and thirty-five (35).

TABLE V
 Percentile Comparisons of the Ages
 of the Respondents in Group IV

Age Group	Percentage	Number Responding
20-27	22%	12
28-35	43%	23
36-42	7%	4
43-50	11%	6
Older	17%	9

Gender

Table VI shows the percentile comparisons of the gender of each of the one hundred thirteen (113) counselors responding to this questionnaire. Eleven (11) of the elementary full-time counselors (the majority) are female; and two (2) of the part-time counselors are female. The majority, thirty-one (31) of the respondents in Group III; and the majority, forty-five (45), of the respondents in Group IV are male.

TABLE VI

Percentile Comparison of the Genders of
One Hundred Thirteen (113) Counselors
Responding to this Questionnaire

Group	M	F	Number Responding
I	35%	65%	17
II	50%	50%	4
III	82%	18%	38
IV	83%	15%	53*

*One did not respond.

Time Spent Counseling

It was found that of the one hundred thirteen (113) counselors, fifteen percent (15%)--seventeen (17) counselors--were working full-time at the elementary level; and four percent (4%)--four (4)--of the counselors were working on a part-time basis. These part-time counselors were being reimbursed for the percentage of time for which they were employed. This is based upon a full school day. The time spent on counseling was as follows: Of these four (4), one (1) part-time counselor worked twenty percent (20%) of the time; One (1) counseled fifty percent (50%) of the time. Another spent seventy-five percent (75%) of the time counseling. One (1) did not indicate the percentage of time spent in counseling.

The counselors school-wide are full-time counselors, but because of other duties and/or responsibilities, only a limited amount of their time could be spent counseling. School-wide counselors responded with twenty-six (26) of them counseling one hundred percent (100%) of the time. The remaining twelve (12) indicated these facts: One (1) each responded with these responses: ninety-five percent (95%); eighty percent (80%); seventy-five percent (75%); sixty percent (60%); twenty-five percent (25%). Two (2) responded with fifty percent (50%) and one (1) responded with four (4) periods out of seven (7); and three (3) gave no response.

So, even though their responsibilities are those of full-time counselors, only sixty-eight percent (68%) of them are able to function as full-time counselors.

Counselor-teachers school-wide are counselors with teaching responsibilities. This research found that there were fifty-four (54) counselor-teachers. Thirteen (13) indicated that they spent one hundred percent (100%) of their time counseling. The remaining forty-one (41) indicated that their time spent counseling was as follows: five (5) spent thirty to forty percent (30-40%) of their time counseling; twenty-two (22) spent forty-nine to fifty percent (49-50%) of their time counseling; four (4) spent

fifty-one to sixty percent (51-60%) of their time counseling; four (4) spent sixty-one to seventy percent (61-70%) of their time counseling; four (4) spent seventy-one to eighty percent (71-80%) of their time counseling; and one (1) indicated that he spent eighty-one to ninety percent (81-90%) of his time counseling. One (1) did not respond to this question.

Years Experience as Counselor

The newest counselors were found among elementary full-time and elementary part-time employees. Refer to Table VII. The combined total responding from the two (2) groups was twenty-one (21). None of the twenty-one (21) had more than four to seven (4-7) years of experience.

The majority of the other two (2) groups had only one to seven (1-7) years of experience.

TABLE VII

Percentile Comparisons of the Years
of Experience of the Respondents

Group	1-3 Yrs.	4-7 Yrs.	8-11 Yrs.	12-15 Yrs.	16 or more	Total
I	41%	59%				17
II	50%	50%				4
III	42%	42%	16%			38
IV	41%	30%	22%	7%		54

Years at Present Position

This research found an interesting fact. Even though there are counselors with as much as twelve to thirteen (12-13) years of experience, this research found that these counselors were relatively new at their present positions. Refer to Table VIII. Most of the respondents had seven (7) years or less of experience. More than fifty percent (50%) of them had one to three (1-3) years of experience at their present positions.

TABLE VIII

Percentile Comparisons of the Respondents'
Years at Their Present Positions

Group	1-3 Yrs.	4-7 Yrs.	8-11 Yrs.	12-15 Yrs.	Above	Total
I	59%	41%				17
II	50%	50%				4
III	50%	45%	5%			38
IV	50%	31%	15%	2%	2%	54

Salary

The counselors in the elementary part-time group had more respondents, percentage-wise, receiving higher salaries than did any other group. Three (3) received salaries of \$11,000 to \$15,999.

Lowest salaries were received by Group IV.

Group IV received the lowest salaries. Twenty-six percent (26%) received between \$5,000 and \$8,000 for the 1973-74 school year.

TABLE IX

Percentile Comparisons of Respondents' Salaries

Group	\$5,-6,000	7-8,000	9-10,000	11-15,999	16,000	Above	Total
I			35%	65%			17
II	25%*			75%			4
III		25%	53%	36%	3%		38
IV	2%	24%	44%	30%			54

*One (1) part-time counselor had less than \$5,000 salary.

College Preparation in Guidance and Counseling

The highest percentage of all the one hundred thirteen (113) counselors responding have Masters' Degrees or above. This would indicate that most of Nebraska's elementary guidance counselors have excellent academic backgrounds. Refer to Table X.

TABLE X

Percentile Comparisons of Respondents in
College Hours of Preparation for Counseling

Group	0Hrs.	3-11 Hrs.	12-21 Hrs.	22-31 Hrs.	Beyond MA.	Total
I					17	17
II	1				3	4
III	2		1	5	30	38
IV		2	7	7	38	54

Coding of Further Research

This part of the research deals with feelings more than with factual material. For reasons of clarification and simplicity of recording, a five-point system was used to compile the data. Counselors were asked a question and then told to respond as follows:

- If you strongly agree, encircle SA
- If you just agree, encircle A
- If you are uncertain, encircle ?
- If you disagree, encircle D
- If you strongly disagree, encircle SD

Monetary Reimbursement

In response to the statement, "I feel monetary reimbursement is satisfying," the majority of all counselors in all groups agreed. Refer to Table XI. The highest number agreeing percentage-wise was in Group I where three (3) strongly agreed and nine (9) agreed.

TABLE XI

Percentile Comparisons of the Feelings of the Respondents about Financial Reimbursement

Group	SA	A	?	D	SD	Total
I	18%	53%	18%	12%		17
II		50%	25%		25%	4
III	8%	39%	28%	21%	3%	38
IV	4%	54%	19%	19%	5%	54

Administrative Understanding of the Counselor's Role

In response to the statement, "I feel the Administration understands my role as a counselors," Group I responded with the majority of its respondents feeling that their role was understood by the Administration. Refer to Table XII. Thirty-three percent (33%) of Group IV felt that the Administration did not understand their role as counselors.

TABLE XII

Percentile Comparisons of Respondents to Administrative Understanding of the Role of the Counselor

Group	SA	A	?	D	SD	Total
I	35%	29%	12%	12%	12%	17
II	25%		50%			3*
III	24%	5%	11%	13%		38
IV	17%	33%	17%	24%	9%	54

*One (1) counselor did not respond

The School Community's Understanding of the Role of the Counselor

In response to the statement, "I feel my role as a counselor is understood by the school community." Fifty-two percent (52%) of the respondents in Group II agreed most strongly that their role as counselor was understood by the school community. Refer to Table XIII. Twenty-four percent (24%) of the respondents in Group IV felt that their role as counselor was not understood by the school community.

TABLE XIII

Percentile Comparisons of the Respondents' Feelings about the Community's Understanding of the Role of the Counselor

Group	SA	A	?	D	SD	Total
I	24%	28%	24%	18%		17
II	25%	50%	25%			3*
III	11%	53%	24%	11%	3%	38
IV	4%	31%	41%	15%	9%	54

*One (1) part-time counselor did not respond.

The Importance of the Counselor's Role as Seen by the School Community

In response to the statement, "I feel the school community sees the counselor's role as important," Group I responded with the majority of its respondents feeling that their role as counselor was seen as important by the school community.

Refer to Table XIV. It was interesting to note that nineteen (19) respondents from Group III were uncertain how the community saw their roles as counselors.

TABLE XIV

Percentile Comparisons of the Respondents' Feelings about the Community's Feelings about the Importance of the Role of the Counselor

Group	SA	A	?	D	SD	Total
I	35%	41%	12%	12%		17
II	25%	25%	25%	25%		4
III	16%	32%	50%	3%		38
IV	8%	56%	26%	9%	2%	54

Clear Goals

In response to the statement, "I have clear goals for my counseling," Group IV was in the strongest agreement with fourteen (14) respondents strongly agreeing and thirty-six (36) agreeing with this statement. Refer to Table XV.

TABLE XV
 Percentile Comparisons Concerning
 Individual Goals in Counseling

Group	SA	A	?	D	SD	Total
I	53%	36%	12%			17
II	50%		25%			3*
III	36%	53%	5%		5%	38
IV	26%	66%	6%	2%		54

*One (1) did not respond.

Accomplishments as a Counselor

In response to the statement, "I feel that I am accomplishing something as a counselor," Group I respondents had the strongest feelings about their accomplishments. Refer to Table XVI. Even though Group I had the strongest feelings about their accomplishments, all of the groups had a high percentage of respondents who felt that they were accomplishing as a counselor.

TABLE XVI
 Percentile Comparisons Concerning the Respondents
 Feelings of Accomplishment in the Role of Counselor

Group	SA	A	?	D	SD	Total
I	65%	18%	18%			17
II	50%	25%	25%			4
III	48%	48%	5%			38
IV	24%	70%	6%			54

Improvements for Greater Satisfaction

In response to the statement, "These things can be done to give me better job satisfaction," Elementary part-time counselors responded to this statement with fifty percent (50%) giving no answer and twenty-five percent (25%) responding with:

1. Full time employment would give more time for counseling
2. The need for more education in this area

Twenty-five percent (25%) responded with:

1. Will not be employed next year; however, these things would have made for greater satisfaction:
 - a. Clearer definition of responsibilities and work load and
 - b. More administrative support

Elementary full-time counselors responded with forty-one percent (41%) offering no suggestions. Fifty-nine percent (59%) responded. These are their combined statements for things which needed improvement in the counselor's environment.

1. Work load unrealistic. Need fewer schools to work with. Amount of work is overwhelming in developmental guidance.
2. Better physical plant set up. Attractive surroundings with an office and private telephone
3. Needed closer relationship with administration and Board of Education

4. More public education about the elementary counselor's role in the school
5. Teachers and administration need more education on the role of the counselor
6. Needed backing of a strong professional organization
7. Counselors need to be made to feel a part of the staff with more staff support and more team work involved with counselors as key persons.
8. More counselors need to be hired with more flexibility in school schedules allowing children greater flexibility in seeing counselors.
9. Counselors need more training in area of learning disabilities and counseling the emotionally disturbed
10. Counselors need more observation and feed back from fellow counselors and experts in area of counseling

Elementary part-time counselors responded with twenty-five percent (25%) giving no response.

The other seventy-five percent (75%) offered these suggestions:

1. Full time employment
2. More education in counseling
3. More definite administration support with a clearer definition of counselor's responsibilities and work load.

Counselors school-wide responded with twenty-six percent (26%) offering no suggestions. Seventy-four percent (74%) offered these suggestions as to what could be done to help them attain greater satisfaction in their respective roles as counselors: highest on the list were:

1. Better facilities
 - a. eye-appealing
 - b. large
 - c. private
 - d. elementary play therapy rooms
 - e. elementary conference rooms are needed
 - f. clerical assistance
2. More full time counselors with more time to work directly with the students
3. Riddance of professional jealousy of head professionals with stronger support by the complete faculty without feelings of insecurity on part of the other faculty members
4. K-12 job is too difficult. Need to hire more elementary counselors. Counselors working now need more training at elementary level and there is a need for schools to get rid of those with training in this area and don't use it.
5. Principals need better understanding of jobs and duties of a counselor, less substituting for elementary teachers, quit doing duties that are the

principal's, less testing time. Counselor effectiveness is much determined by Board of Education and principal.

6. Train faculty to do more than teach the 3-R's to the average; erase apathy toward comprehensive education K-12
7. Separate counseling from guidance.
8. Greater parent and community involvement, more community cooperation, in-service programs are needed for the community and staff, better communication from the public
9. Better professional improvement courses are needed, more help from State agencies are needed
10. Spend money to expand the curriculum, larger budget for vocational education and awareness, better salary, commensurate with education and experience
11. More behavioral changes are needed in the counselors.

Counselor-teachers school-wide responded with fifteen percent (15%) offering no suggestions, two percent (2%) said nothing could be done, thirty-seven percent (37%) stated that they needed to be full time counselors without teaching duties. Some said they would be full-time for the next contract period. Eleven percent (11%) stated they needed better office facilities with more room to expand with

clerical help to take over record keeping and allow time for more counseling, eleven percent (11%) stated they needed better qualified elementary principals; principals who understood the counselor's role; principals who would stop using counselors for administration duties, and as study hall supervisors, and substitute teachers and who wouldn't feel the counselor is just killing time by talking to students. Seven percent (7%) suggested larger budgets to get more materials, to enable the counselors to do more for the students; and more field trips. Four percent (4%) want more money (purpose not clear whether it is for salary or for program). Four percent (4%) want better scheduling so that they are free from other duties while the students are free so the counselors can have more time together. The rest of the suggestions are as follows:

1. Ten (10) month contracts
2. Let me be free without censorship and interference
3. Educate school board, teachers, school community and administration to what my role really is. Job description in school board policy.
4. Better parent-teacher-student understanding of purpose of school
5. More time for small group counseling

6. Better acceptance by faculty, more awareness of counselor's role, all teachers take guidance classes and philosophy. In-service classes for teachers on staff, some closed minded teachers
7. Not tied to office - free to move in community
8. More programs added to counselor training geared to working with exceptional child
9. More research time
10. Get rid of corporal punishment in our school
11. The Science Unit in our area is used and helpful

CHAPTER IV

SUMMARY AND CONCLUSION

This research was undertaken for the purpose of determining job satisfaction or the lack thereof of Nebraska elementary school counselors. Early in the research, it became apparent that the number of elementary full-time counselors was very few. This research brought to light the fact that the school children of Nebraska were being counseled not so much by full-time counselors but by individuals with various combinations of responsibilities along side counseling responsibilities.

This is a very serious fact to consider because Nebraska, with a population of approximately over one million people had only one hundred thirteen (113) respondents participating in this study and only one hundred forty (140) counselors could be found to be solicited to participate because their positions were considered relevant to this study. These facts strongly indicate that Nebraska is very negligent in that it is failing to provide its children with adequate counseling personnel and facilities which need to be available in order that the needs of the total child can be met.

The study indicates that seventeen (17) or fifteen percent (15%) of the respondents in this study are highly

satisfied with their positions. These seventeen (17) are full-time elementary counselors who were in positions for which they were trained and were qualified to handle. These counselors have strong feelings of accomplishment in their roles. The majority of this group are female.

Counselors school-wide or forty-eight percent (48%) of the respondents in this study were the most dissatisfied with their positions. They indicated that they were frustrated with the large number of children which they are expected to counsel without clerical help and with poor physical facilities.

Although the most satisfied group is predominately female and the most dissatisfied group is predominately male, it is not a sex related factor, but a role related factor. It is a role related factor because the majority of the males are in a school-wide position which is very frustrating because of the large number of children involved.

RECOMMENDATIONS

This study indicates that further research needs to be taken to determine:

1. Why there are so few female counselors in school-wide positions and so few male counselors in full-time elementary positions

2. More specific job-related problems that are causing the dissatisfaction of the counselors school-wide
3. Specifically what the counselor-student ratio is in Nebraska
4. The number of counselors without proper facilities and clerical assistance
5. Why Nebraska is so far afield in meeting the needs of its children by neglecting to provide adequate counseling personnel and facilities for its children

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