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COUNSELOR EDUCATION AND
SUPERVISION

THE IMPACT OF IMPLEMENTING THE AMERICAN SCHOOL COUNSELOR
ASSOCIATION (ASCA) NATIONAL MODEL AND RELATED FACTORS ON
SCHOOL COUNSELORS' LEVEL OF BURNOUT (268 pp.)

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The purpose of the study was to determine the predictive value of the level of implementation of the American School Counselor Association (ASCA) National Model, several demographic variables, perceived job satisfaction, perceived job stress, coping styles and responses, level of role ambiguity, and level of role conflict on school counselors' level of burnout (research question one). Additionally, the purpose of this study was to determine the impact of several demographic and environmental factors to explain the variance in the ASCA National Model implementation in different school settings (research question two). A demographic survey and several instrumentations were used to investigate the research questions. Participants completed the instrumentations in Qualtrics.

The participants were 208 school counselors working full-time with at least one year of experience as a school counselor and a member of the ASCA. Multiple linear regression analyses were conducted for the research questions. Results of research question one showed perceived job stress, level of role conflict, perceived job satisfaction, level of role ambiguity, and the amount of time engaged in consultation monthly accounted for 62.0% of the variance in level of burnout for school counselors. Results of research question two revealed the percentage of non-counseling duties school

counselors engaged in weekly and level of role ambiguity accounted for 35.3% of the variance in level of implementation of the ASCA National Model. A discussion of the results, implications, limitations of the study, and recommendations for future research were presented in relation to the present study.