

The Relationship between Implementation of the American School Counselor Association National Model and Secondary School Counselor Burnout

Kellie Giorgio Camelford, PhD, LPC, NCC
Thrive Counseling Center LLC
6660 Riverside Drive Suite 202, Metairie, LA 70003
504-390-9538, kcamelford@thrivecounselingcenterllc.com

Christine H. Ebrahim, PhD, LPC-S, NCC
Assistant Professor and Chair
Department of Counseling
Loyola University New Orleans
6363 St. Charles Avenue, New Orleans, LA 70118
504-864-7864, cebrahim@loyno.edu

Barbara Herlihy, PhD, LPC-S, NCC
University Research Professor
University of New Orleans
2000 Lakeshore Drive, New Orleans, LA 70148
504-280-6662, bherlihy@uno.edu

This manuscript is original work not under review consideration or previously published elsewhere.

Abstract

The purpose of this study was to examine the relationships between the implementation of the American School Counselor Association (ASCA) National Model and burnout in secondary school counselors who were ASCA members (n=494). An inverse relationship was discovered between implementation and burnout based on survey results. Results indicated that secondary school counselors had high levels of emotional exhaustion, depersonalization, and personal accomplishment; and were in a developmental phase of implementing the ASCA National Model.

Keywords: ASCA, secondary school counselor, burnout, school counseling, comprehensive school counseling programs

The Relationship between Implementation of the American School Counselor Association National Model and Secondary School Counselor Burnout

Secondary school counselors deal with the psychological, emotional, and social problems of clients, which require the con-

stant engagement of their active attention and empathic skills (Florio, 2010). Since secondary school counselors are in the business of working with adolescents, their own levels of frustration may negatively affect the counseling relationship and cause workplace burnout. Burnout is based on a combination of interpersonal factors and institutional variables (Galek, Flannelly, Greene, & Kudler, 2011), and tends to occur when there is a significant mismatch between the nature of the job and counselor in six different areas: work overload, lack of control, insufficient rewards, breakdown of workplace community, lack of fairness, and value differences (Maslach, 2003).

Secondary school counselors may be at a heightened risk of burnout due to continual changes in schools, the allocation of inappropriate job duties, and the lack of role clarification (Baggerly & Osborn, 2006). Rayle (2006) found, in a comparative study, that elementary school counselors experienced the greatest level of job satisfaction and lowest level of job-related stress, while secondary school counselors experienced

the lowest level of job satisfaction and the highest level of job-related stress. Much of the research related to burnout in school counselors has been conducted with K-12, elementary, and middle school counselors, rather than specifically targeting secondary school counselors. In addition, only limited research is available on the effectiveness of the implementation of the ASCA National Model within school counseling programs. This study was designed to examine the extent of burnout in relation to the implementation of the ASCA National Model by secondary school counselors across the nation. The research questions included 1) what was the degree of burnout, as measured by the Maslach Burnout Inventory Human Services Survey (MBI-HSS), among a national sample of professional secondary school counselors?, 2) what was the level of implementation of the ASCA National Model, as measured by the School Counseling Program Implementation Survey (SCPIS), among a national sample of professional secondary school counselors?, and 3) was there a relationship between the levels of implementation of the ASCA National Model and the degree of burnout among professional secondary school counselors, as measured by the individual item-level responses of the MBI-HSS and the SCPIS? The purpose of this paper is to review the role of secondary school counselors, the ASCA National Model, and the relationship between the implementation of the ASCA National Model and burnout among secondary school counselors.

Literature Review

Several researchers have found that school counselors have higher levels of burnout compared to other mental health care professionals (Baggerly & Osborn, 2006; Wilkerson, 2009; Wilkerson & Bellini, 2006). Although few studies have focused

on school counselors and burnout, Moyer (2011) found that a lack of supervision and increased non-guidance activities increased the likelihood of school counselor burnout, and that school counselors were less likely to show empathy towards students if they were burnt-out. Wachter, Clemens, and Lewis (2008) assessed the relationship between the impact of Adlerian themes and school counselor burnout among 249 school counselors from one Midwestern state and found that 14.4% of the variance in school counselor burnout was explained by the themes of self-esteem and perfectionism. Finally, results of a study by Gunduz (2012) indicated that self-efficacy predicted depersonalization and personal accomplishment dimensions of burnout in school counselors among 194 school counselors working in public elementary schools (N=94) and secondary schools (N=100) in Mersin, Turkey. These studies indicated that school counselors may experience burnout related to a lack of supervision, increased non-guidance activities, and low levels of self-esteem/self-efficacy.

Secondary School Counselor Role

Today's school counselors are asked daily to multi-task and to be flexible in their job functions, and are often misrepresented or misunderstood by colleagues, counselor educators, staff, administrators, and communities (American School Counselor Association, 2012). Traditionally, the secondary school counselor's role has included making academic recommendations, record keeping, report writing, vocational planning, test administration and scoring, scheduling, and other assigned administrative duties (Tang & Erford, 2004), while also helping students resolve emotional, social, and behavioral problems. Professional secondary school counselors often find

themselves with no clearly defined role in school environments because the school administration lacks education regarding the duties of a school counselor (Cervoni & DeLucia-Waack, 2011). Researchers have attempted to define the role of the secondary school counselor by surveying the perceptions of students, teachers, administrators, and counselors (Amatea & Clark, 2005; Cervoni & DeLucia-Waack, 2011; Coogan & DeLucia-Waack, 2007; Falls & Nichter, 2007). As a result, differing definitions of the secondary school counselor's role have evolved and have created confusion.

Currently ASCA is attempting to clarify the specific role of the secondary school counselor to school counselors and school communities (American School Counselor Association, 2013b). ASCA states that secondary school counseling programs are "essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community" (American School Counselor Association, 2013b, para. 13). Secondary school counselors can implement a comprehensive school counseling program by providing classroom guidance (e.g., academic skills support, coping strategies), individual student planning (e.g., goal setting, transition plans), responsive services (e.g., peer facilitation, referrals), and system support (e.g., consultation, program management) (American School Counselor Association, 2013b). To further address the roles and responsibilities of secondary school counselors, ASCA created a comprehensive school counseling program for school counselors to have a voice.

American School Counselor Association National Model

The ASCA model serves as a best practice model for a comprehensive school counseling program (American School Counselor Association, 2012) and is considered "the premier blueprint for the development and implementation of comprehensive school counseling programs" (Dahir, Burnham, & Stone, 2009, para. 2). The ASCA model was created to unify and clarify the role of the school counselor and assist them in creating and evaluating comprehensive school counseling programs (American School Counselor Association, 2012). The ASCA model focuses on eliminating the achievement gap, meeting the needs of all students, connecting programs to the school's mission, and evaluating data to drive student outcomes (McGannon, Carey & Dimmitt, 2005).

School counselors utilize the ASCA model to (a) create equity in access to help every student, (b) standardize school counseling across state lines, and (c) emphasize the critical impact school counseling has on students' educational functioning (American School Counselor Association, 2012). Overall, the ASCA model provides guidelines so that school counseling programs can be "comprehensive in scope, preventative in design and developmental in nature" (American School Counselor Association, 2012, p. xii).

To date, 45 states have adopted comprehensive school counseling programs based on the ASCA model (American School Counselor Association, 2013a). This is an increase from 2008, when 17 states had established models, 24 states were in progress, and 10 were at the beginning stage of development (Martin, Carey, & DeCoster, 2009). Because the ASCA model is rela-

tively new, some concerns exist regarding the implementation and effectiveness of the model. Cervoni and DeLucia-Waack (2011) found that, although the ASCA model is widely distributed, there is still much ambiguity surrounding the role of the school counselor at the institutional level, creating concerns for job satisfaction. They further found that role conflict, time spent on counseling duties, time spent on consultation related duties, and time spent on non-ASCA tasks were all significant predictors of job dissatisfaction (Cervoni & DeLucia-Waack, 2011). In addition, the true effects of the ASCA model on increased student academic achievement has been debated (Brown & Trusty, 2005). Brown and Trusty (2005) asserted that the ASCA model focused too heavily on academic components and that not all components of the ASCA model should be devoted to scholastic achievement.

Burnout and the ASCA National Model

According to ASCA, "The ASCA model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement" (2012, p. xii). The ASCA model framework attempts to create structure and clarity to promote the role of the school counselor and may provide as a protective factor against burnout. If a school counseling program can prevent or effectively manage burnout symptoms, the school can sustain productive and dedicated school counselors without having to train new employees.

The strength of the ASCA model focuses on school counselors creating evidence-based programs, which may alleviate burnout. Sabella (2006) reported that "the ASCA National Model has empowered counselors

and other stakeholders to develop goals and plans instead of only responding to events and issues" (p. 412). According to Dimmitt and Carey (2007), clear expectations about the role of the secondary counselor and functions are critical to the application of the ASCA model. The ASCA model themes of leadership, advocacy, collaboration, and systematic change give role clarification and can prevent job dissatisfaction (Pyne, 2011). If counselors have defined roles, this reduces role ambiguity and the possibility of burnout (Cervoni & DeLucia-Waack, 2011; Moyer, 2011). Benefits of using the ASCA model for secondary school counselors include limiting inappropriate job duties, gaining administrative support, using data for advocacy, staying organized, and improving teamwork through collaboration (Gomez-Lee, 2012; Moyer, 2011). These benefits can be linked to protective factors for burnout among secondary school counselors, and are factors that may reduce burnout in the profession, based on recent research (Lambie & Williamson, 2004; Moyer, 2011).

Method

A survey method was used to collect data to correlate the level of burnout based on the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) score, and the implementation of the ASCA National Model. The goal was to understand ASCA secondary school counselors' perceptions of their implementation of the ASCA National Model (not implemented, development in progress, partly implemented, or fully implemented) and to determine whether there was a correlation between burnout and degree of implementation.

The research questions for this study were 1) what was the degree of burnout, as measured by the Maslach Burnout Invento-

ry (MBI-HSS), among a national sample of professional secondary school counselors?, 2) what was the level of implementation of the ASCA National Model, as measured by the School Counseling Program Implementation Survey (SCPIS), among a national sample of professional secondary school counselors?, and 3) was there a relationship between the levels of implementation of the ASCA National Model and the degree of burnout among professional secondary school counselors, as measured by the individual item-level responses of the MBI-HSS and the SCPIS?

Participants

Participants were identified from the ASCA membership directory, which is available to members of the organization on the ASCA website (www.schoolcounselor.org) and listed 27,267 members' email addresses. The e-mail addresses of those ASCA members who identified themselves as secondary school counselors were entered into a generic electronic mailing list. All states and regions were included with only the work setting of "High/Secondary" selected. A total of 5,003 secondary school counselors had provided email addresses on the membership website. Of the 5,003 surveys distributed, 277 surveys failed in distribution and 573 surveys were returned. Due to incomplete or unusable responses, list-wise deletions were used to reduce the sample to 494 secondary school counselor members of ASCA. After inaccurate email addresses, non-respondents, and incomplete surveys were eliminated, the response rate was 9.88%. No stratification was used in sampling. Participation was anonymous and voluntary.

Participants were asked to provide demographic information to describe the

sample. The average age of participants was 46. A large majority of the participants were female (79.8%). Most participants identified as Caucasian (86.6%), with smaller percentages self-identifying as African American (6.5%), Hispanic American (3.6%), Asian American (0.4%), and Other (1.2%). Most respondents indicated that they held a master's degree in counseling (71.9%), while others held a master's degree in education (17.6%), master's degree in psychology (2.2%), master's degree in social work (0.6%), doctoral degree in counseling (4.9%), doctoral degree in education (2.4%), or a doctoral degree in psychology (0.4%).

Measures

The instruments used for this study included the first author's demographic survey which included regarding age, gender, ethnicity, and highest educational level, Elsner and Carey's (2010) School Counseling Program Instrumentation Survey, and Maslach, Jackson and Leiter's (2010) Maslach Burnout Inventory-Human Services Survey.

The SCPIS measured the level of implementation of the ASCA National Model as not present, development in progress, partly implemented, and fully implemented (Clemens, Carey, & Harrington, 2010). In addition, the SCPIS had two sub-scales including program orientation and school counseling services. The SCPIS was located at <http://www.umass.edu/school-counseling/schoolcounseling-program-implementation-survey.php> and is available for free use. The first author contacted the the creator of the SCPIS and received permission for use in this study. The three-factor model found 53% variance and a two-factor model was performed with 47% of the variance accounted for in

the intercorrelation matrix (Clemens et al., 2010). Through these statistical procedures, it can be assumed that the SCPIS is a valid instrument for assessing the ASCA National Model (Clemens et al., 2010). The SCPIS is valid and reliable, despite the small amount of variance explained by the factor solutions (Clemens et al., 2010). The SCPIS was used for this study since it focused on the implementation of the ASCA National Model and is one of the few instruments available on the topic of implementation of comprehensive school counseling programs.

The MBI-HSS measured levels of burnout on three sub-scales: emotional exhaustion (EE), depersonalization (Dp), and personal accomplishment (PA) (Maslach et al., 2010). The MBI-HSS is available for purchase from www.mindgarden.com and was specifically purchased for the purpose of this study. Based on the longitudinal nature of the MBI-HSS, there has been a high degree of consistency within each subscale making it a reliable tool (Maslach et al., 2010). The reliability coefficients for the three sub-scales were .90 for EE, .79 for Dp, and .71 for PA with a standard error of measurement of 3.80 for EE, 3.16 for Dp, and 3.73 for PA (Maslach et al., 2010). Five samples reported data on test-retest reliability of the MBI-HSS, and all samples found a high degree of consistency and stability within each subscale. In addition, the MBI-HSS had convergent and discriminate validity.

Procedures

The survey was prepared through a web-based quantitative survey solution, QualtricsTM. The survey was sent by email through QualtricsTM to participants and included a study description, a participant anonymity statement, consent form to

participate, and access to the survey via a secured electronic link. All potential participants were sent a "reminder" email message after two weeks and the end of data collection was announced by a final email message after one month.

Participants, after opening the on-line version of the survey, were asked to provide demographic information to provide descriptive data. Following the demographic information, the survey presented the SCPIS and the MBI-HSS. The last question on the survey allowed for participants to provide an optional, free response to communicate their perceptions of the implementation of the ASCA National Model and/or burnout in secondary school counselors. Once all questions were answered, the survey thanked participants for their time and offered participants an opportunity to receive a summary of the study's results by submitting an email to the researcher. Upon the deadline of the survey, data were logged into an Excel spreadsheet and the Statistical Package for Social Sciences (SPSS Version 22) was used to run analyses including descriptive statistics and inferential statistics.

Results

Burnout

Descriptive statistics were computed to measure the degree of burnout. The MBI-HSS scale assessed frequency of burnout on a scale where 0 = never, 1 = a few times a year or less, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, and 6 = every day. Burnout scores were obtained using the three MBI-HSS subs scales of emotional exhaustion (EE), depersonalization (Dp), and personal accomplishment (PA). The scores were compared to the Mental Health Occupational Subgroup

on the MBI-HSS. For the Mental Health subgroup, the EE scale categorized as high burnout (21 or over), moderate burnout (14-20), and low burnout (0-13); the Dp scale categorized as high burnout (8 or over), moderate burnout (5-7), and low burnout (0-4); and the PA scale categorized as high burnout (0-28), moderate burnout (29-33), and low burnout (34 or over) (Maslach et al., 2010). The PA scores are interpreted in the opposite direction of the EE and Dp scores. A high degree of burnout is determined when there are high scores in both EE and Dp, and a low score in PA. A low degree of burnout is determined when there are low scores in both EE and Dp, and a high score in PA. An average degree of burnout is determined when all three sub-scales are moderate score averages.

The mean EE (emotional exhaustion) score for all respondents was 3.52 (SD = 1.36), with a total score of 31.7 indicating a high level of EE for both mental health and the overall MBI sample. This indicated that participants felt emotional exhaustion a few times a month on average. The mean Dp (depersonalization) score was 2.06 (SD = 1.01), with a total score of 10.28 indicating a high level of Dp for mental health, yet a moderate level of Dp for the MBI overall sample. This indicated that participants felt depersonalization once a month or less on average. The mean PA (personal accomplishment) score was 5.96 (SD = 0.76), with a score of 47.72 indicating a low level of PA for both mental health and the overall MBI sample. This indicated that participants felt personal accomplishment a few times a week to almost daily on average.

Implementation of the ASCA National Model

Descriptive statistics were computed to

measure the degree of implementation of the ASCA National Model. The SCPIS questionnaire was used to obtain participants' implementation of the ASCA model scores. The SCPIS scores ranged from 1-4, with 1 = not present, 2 = development in progress, 3 = partly implemented, and 4 = fully implemented. For this study, the two-factor model was calculated for program orientation by summing items 1, 3, 4, 5, 9, 10, and 14; and for school counseling services by summing items 2, 11, 12, 13, 18, 19, and 20 (Clemens et al., 2010). Higher scores indicated more fully implemented ASCA model programs.

The mean SCPIS value indicated the level of the implementation of the ASCA model was between "development in progress" and "partly implemented" (M = 2.85, SD = 0.64). Similar results were found for the two subscales, including the program orientation subscale (M = 2.58, SD = 0.79) and the school counseling services subscale (M = 2.84, SD = 0.70). The results indicated that participants perceived the implementation of the ASCA model as transitioning from "development in progress" to "partly implemented."

Correlation between Burnout and Implementation of the ASCA National Model

A Spearman's rho correlation coefficient was calculated for the relationship between participants' overall implementation of the ASCA model, based on the SCPIS, and degree of burnout, based on three sub-scales (EE, Dp, and PA). For emotional exhaustion, a weak inverse correlation was found ((492) = -.26, $p < .00$), indicating a significant relationship between the level of implementation of the ASCA model and degree of burnout (see Table 1). Implementation of the ASCA model by participants was

associated with reduced emotional exhaustion. For depersonalization, a weak inverse correlation was found ((492) = -.19, $p < .00$), indicating a significant relationship between the level of implementation of the ASCA National Model and degree of burnout (see Table 1). Implementation of the ASCA model by participants was associated with reduced depersonalization. For personal accomplishment, a moderate positive correlation was found ((492) = .31, $p < .00$), indicating a significant relationship between the level of implementation and the degree of burnout (see Table 1). Implementation of the ASCA model by participants was associated with increased personal accomplishment.

A Spearman's rho correlation coefficient was calculated for the relationship between the sub-scale of program orientation regarding the level of implementation by the SCPIS and degree of burnout, based on the three sub-scales of burnout (see Table 1). For emotional exhaustion, a weak inverse correlation was found ((492) = -.16, $p < .00$), indicating a significant relationship between program orientation and degree of burnout (see Table 1). Program orientation of the ASCA model was associated with reduced emotional exhaustion. For depersonalization, a weak inverse correlation was found ((492) = -.15, $p < .00$), indicating a significant relationship between program orientation and degree of burnout (see Table 1). Program orientation of the ASCA model by participants was correlated with reduced depersonalization. For personal accomplishment, a weak positive correlation was found ((492) = .25, $p < .00$), indicating a significant relationship between program orientation and degree of burnout (see Table 1). Program orientation of the ASCA model by participants was associated with increased personal accom-

plishment. A significant relationship was found between burnout and the program orientation sub-scale of the implementation of the ASCA model, although the correlations were weak.

A Spearman's rho correlation coefficient was calculated for the relationship between the sub-scale school counseling services based on the SCPIS and degree of burnout, based on the three sub-scales of burnout (see Table 1). For emotional exhaustion, a moderate inverse correlation was found ((492) = -.35, $p < .00$), indicating a significant relationship between school counseling services and degree of burnout (see Table 1). For depersonalization, a weak inverse correlation was found ((492) = -.22, $p < .00$), indicating a significant relationship between school counseling services and degree of burnout (see Table 1). For personal accomplishment, a moderate positive correlation was found ((492) = .34, $p < .00$), indicating a significant relationship between school counseling services and degree of burnout (see Table 1). A significant relationship was found between burnout and the school counseling services sub-scale of the implementation of the ASCA model, although only weak to moderate correlations were found.

Discussion

This study differs from previous studies in that it surveyed secondary school counselors regarding their perceptions and practices of implementing the ASCA model and the relationship to burnout. Previous studies have examined burnout within schools (Butler & Constantine, 2005; Gunduz, 2012; Lambie, 2007; Moyer, 2011) and the relationship of implementation of the ASCA model to job satisfaction (Cervoni & DeLucia-Waack, 2011; Pyne, 2011; Rayle, 2006). The main objectives of this

study were to examine the overall degree of burnout, level of implementation of the ASCA model, and relationship between burnout and implementation of the ASCA model. Results of this study indicated that significant relationships existed between burnout and implementation of the ASCA model. This is significant because currently there is limited evidenced-based research that promotes the benefits of the ASCA National Model and this study contributes to the support of the ASCA National Model.

Burnout

Based on results of the MBI-HSS, the participants in this study indicated, on average, high levels of emotional exhaustion ($M = 3.52$), depersonalization ($M = 2.06$), and personal accomplishment ($M = 5.96$). These results were unusual because, typically, high levels of emotional exhaustion and depersonalization are associated with low levels of personal accomplishment, which causes burnout in professionals. However, these findings are parallel to Butler and Constantine's (2005) finding of high levels of emotional exhaustion, depersonalization, and personal accomplishment in school counselors. This may indicate that, although secondary school counselors experience emotional exhaustion and depersonalization, they still experience a high level of personal accomplishment which may combat burnout in the work place.

Implementation of the ASCA National Model

Based on results on the SCPIS, the participants in this study indicated "development in progress" regarding the implementation of the ASCA model. The level of implementation was higher on the school counseling services sub-scale ($M = 2.84$) as compared to the program orientation sub-scale ($M = 2.58$). A mean

score of "partly implemented" was found for the following items: "School counselors use computer software to access student data" ($M = 3.67$), "The program has an effective referral and follow-up system for handling student crises" ($M = 3.27$), and "The program ensures that all students have academic plans that include testing, individual advisement, long-term planning, and placement" ($M = 3.23$). These scores suggested that the more traditional components of school counseling, such as academic planning and student referrals, are still the most implemented components of school counseling.

Items on which the lowest mean implementation scores were found included: "School counseling priorities are represented on curriculum and education committees" ($M = 2.43$), "School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps" ($M = 2.37$), and "Needs assessments are completed regularly and guide program planning" ($M = 2.36$). These findings suggested (a) under-representation of school counseling on educational committees, (b) lack of data to document student success, and (c) minimal data for program evaluation, which are newer elements of the role of professional secondary school counselors articulated in the ASCA model. Results of this study lend support to previous research findings that suggested a comprehensive school counseling program is beneficial to both the school counselor and the school community (Moore-Thomas, 2004; Pyne, 2011; Rayle, 2011), but that professional secondary school counselors appear not to have fully implemented the ASCA model.

Relationship between Burnout and the ASCA National Model

An inverse relationship was found between emotional exhaustion ($r(492) = -.26, p < .00$) and depersonalization ($r(492) = -.19, p < .00$) on the MBI-HSS and the implementation of the ASCA model on the SCPIS. A positive relationship was found between personal accomplishment ($r(492) = .31, p < .00$) on the MBI-HSS and the implementation of the ASCA model on the SCPIS. In other words, as the implementation of the ASCA model increased, feelings of emotional exhaustion and depersonalization decreased and feelings of personal accomplishment increased.

These findings were consistent with Pyne (2011) and Rayle's (2006) results that, if school counselors utilized a comprehensive school counseling program, they had higher levels of job satisfaction. It seems reasonable to assume that, if professional secondary school counselors had higher levels of job satisfaction, their programs would have a more engaged counseling staff and there would be a reduction in feelings of burnout, although Pyne (2011) did not measure burnout directly. Typically, school counselors with job dissatisfaction have higher levels of burnout. Rayle (2006) found that school counselors who utilized a comprehensive school counseling program had greater perceptions of mattering. Although this study did not measure mattering directly, the results indicated that professional secondary school counselors who utilized the ASCA model had greater perceptions of personal accomplishment.

Limitations

Certain limitations and delimitations applied to this investigation. Participants' responses may have been biased based on personal beliefs or opinions. Furthermore,

the ASCA model and burnout are defined constructs (American School Counselor Association, 2012; Maslach, 2003), yet it is possible that participants in the study may have had differing definitions of implementation of the ASCA model and burnout. Finally, the participants who completed the survey may have been more interested in the topic than those who did not complete the survey; therefore, the sample may not be representative of the larger population. Finally, the results of this study are generalizable only to secondary school counselors who are members of ASCA.

Implications for Counselors and Future Research

The authors sought to understand the relationship between the implementation of the ASCA model and burnout among secondary school counselors. Evidence suggested that secondary school counselors understand the ASCA model, yet feel that the ASCA model is difficult in actual implementation based on the developmental level of implementation found in this study. Few tools are available to measure the implementation of the ASCA model, and none are specifically designed to evaluate attitudes regarding the ASCA model and burnout. As counselor educators work to prepare secondary school counselors, they might consider including more practical application assignments in school counseling coursework. ASCA, as the premier organization for school counseling, should consider creating more tools and training for secondary school counselors to learn skills and strategies for advocacy and integration of the ASCA model. Secondary school counselors seem to understand the ASCA model, yet need assistance and support with the actual implementation of the ASCA model from mentors and school administration. Therefore, school coun-

selors need to advocate and help bring awareness regarding the ASCA model to their school communities.

In the future, a quantitative study could investigate specific areas of the ASCA model related to burnout, such as the ASCA components of foundation, management, delivery, and accountability or the ASCA themes of leadership, advocacy, collaboration, and systematic change. For qualitative researchers, it could be valuable to conduct interviews with a range of stakeholders to better understand the implementation of the ASCA model and burnout in secondary school counseling. A focus group might be able to shed light on why professional secondary school counselors have high levels of emotional exhaustion, depersonalization, and personal accomplishment.

Further investigation is recommended into the MBI-HSS and the role of the secondary school counselor. This study could be replicated with a national population of secondary school counselors that is not limited to ASCA members. A qualitative study might be implemented to explore variables related to personal accomplishment and how these relate to professional secondary school counselors' prevention of burnout. Such a study could have implications for self-care practices and prevention of burnout among mental health professionals. This study analyzed multiple variables; future researchers may want to analyze each variable on a more detailed level utilizing a quantitative, qualitative, or mixed methods approach.

Conclusion

The results of this study suggested a relationship between the implementation of the ASCA model and burnout in secondary school counselors. The findings indicated

that secondary school counselors have made some strides in the implementation of the ASCA model, yet barriers still exist which impeded full implementation of the ASCA model. This study provided evidence-based support for the ASCA National Model and contributed to the literature surrounding school counseling, the implementation of the ASCA model, and secondary school counselors' burnout. Overall, secondary school counselors' perceptions and practices of implementing the ASCA model had an inverse relationship with burnout. Findings indicated that implementation of the ASCA model was associated with lower levels of burnout.

References

- Amatea, E. S. & Clark, M. A. (2005). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor role. *Professional School Counseling*, 9(1), 16-27.
- American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.
- American School Counselor Association. (2013a). *State school counseling programs and websites*. Retrieved from <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=280>
- American School Counselor Association. (2013b). *Why secondary school counselors?*
- Retrieved from <http://www.schoolcounselor.org/content.asp?contentid=233>
- Baggerly, J., & Osborn, D. (2006). School counselors' career satisfaction and commitment: Correlates and predictors. *Professional School Counseling*, 9(3),

197-205.

Brown, D. & Trusty, J. (2005). School counselors, comprehensive school counseling programs, and academic achievement: Are school counselors promising more than they can deliver? *Professional School Counseling*, 9(1), 1-8.

Butler, S., & Constantine, M.G. (2005). Collective self-esteem and burnout in professional school counselors. *Professional School Counseling*, 9(1), 55-62.

Cervoni, A., & DeLucia-Waack, J. (2011). Role conflict and ambiguity as predictors of job satisfaction in high school counselors. *Journal of School Counseling*, 9(1), 30 pp.

Clemens, E. V., Carey, J. C., & Harrington, K. M. (2010). The school counseling program implementation survey: Initial instrument development and exploratory factor analysis. *Professional School Counseling*, 14(2), 125-134.

Coogan, T., & DeLucia-Waack, J. (2007). Students' reported contact with and perception of the role of high school counselors: An examination of the ASCA role standards domains. *Journal of School Counseling*, 5(5), 25 pp., Retrieved on May 14, 2013 from <http://www.eric.ed.gov/PDFS/EJ901166.pdf>.

Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the Voices: School Counselors and Comprehensive School Counseling Programs. *Professional School Counseling*, 12(3), 182-192.

Dillman, D. A., Smyth, J.D., & Christian, L. M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Dimmitt, C., & Carey, J. (2007). Using the ASCA National Model to facilitate school transitions. *Professional School Counseling*, 10(3), 227-232.

Elsner, D., & Carey, J. (2010). *School Counseling Program Implementation Survey*.

Retrieved from <http://www.umass.edu/schoolcounseling/school-counseling-program-implementation-survey.php>.

Falls, L., & Nichter, M. (2007). The voices of high school counselors: Lived experience of job stress. *Journal of School Counseling*, 5(13), 32 pp.

Florio, C. (2010). *Burnout & compassion fatigue: A guide for mental health professionals and care givers*. Lexington, KY.

Galek, K., Flannelly, K. J., Green, P. B., & Kudler, T. (2011). Burnout, secondary traumatic stress, and social support. *Pastoral Psychology*, 60, 633-649. Doi: 10.1007/s11089-011-0346-7

Gomez-Lee, V. (2012). Implementing the ASCA National Model at the high school level. In American School Counselor Association National Model (Ed.) *The ASCA national model: A framework for school counseling programs* (pp. 79-81) Alexandria, VA: Author.

Gunduz, B. (2012). Self-efficacy and burnout in professional school counselors. *Educational Sciences: Theory & Practice*, 12(3), 1761-1767.

Hatch, T. (2004). The ASCA National Model: A framework for school counseling programs, one vision, one voice for the profession. In B. T. Erford (Ed), *Professional school counseling: A handbook of theories, programs, & practices* (pp. 235-248). Austin, TX: CAPS Press.

Lambie, G.W. (2007). The contribution of ego development level to burnout in school counselors: Implications for professional school counseling. *Journal of Counseling & Development, 85*(4), 82-88. Doi: 10.1002/j.1556-6678.2007.tb00447.x

Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling, 8*(2), 124-131.

Martin, I., Carey, J., & DeCoster, K. (2009). A national study of the current status of state school counseling models. *Professional School Counseling, 12*(5), 378-386. Doi: 10.5330/PSC.n.2010-12.378

Maslach, C. (2003). *Burnout: The cost of caring*. Cambridge, MA: Malor Books.

Maslach, C., Jackson, S. E., & Leiter, M. P. (2010). *Maslach burnout inventory manual and non-reproducible instrument and scoring guides* (3rd ed.). Mountain View, CA: CPP, Inc. Retrieved from <http://www.mindgarden.com/products/mbi.htm>.

McGannon, W., Carey, J., & Dimmitt, C. (2005). The current status of school counseling outcome research. Research monograph, number 2. Center for School Counseling Outcome Research, 30 pp.

Moore-Thomas (2004). Comprehensive developmental school counseling programs. In B. T. Erford (Ed), *Professional school counseling: A handbook of theories, programs, & practices* (pp. 257-263). Austin, TX: CAPS Press.

Moyer, M. (2011). Effects of non-guidance activities, supervision, and student-to-counselor ratios on school counselor burnout. *Journal of School Counseling, 9*(5), 31 pp.

Pyne, J.R. (2011). Comprehensive School Counseling Programs, Job Satisfaction, and the ASCA National Model. *Professional School Counseling, 15*(2), 88-97. Doi: 10.5330/PSC.n.2011-15.88

Qualtrics™ Lab Inc. (2013). Research Suite. Provo, UT. <http://www.Qualtrics.com>.

Rayle, A. (2006). Do school counselors matter? Mattering as a moderator between job stress and job satisfaction. *Professional School Counseling, 9*(3), 206-215.

Remley, T. P., & Herlihy, B. (2010). *Ethical, legal, and professional issues in counseling* (3rd ed.). Upper Saddle River, NJ: Pearson.

Sabella, R. A. (2006). The ASCA national school counseling research center: A brief history and agenda. *Professional School Counseling, 9*(5), 412-415.

Wachter, C. A., Clemens, E. V., & Lewis, T. F. (2008). Exploring school counselor burnout and school counselor involvement of parents and administrators through an Adlerian theoretical framework. *The Journal of Individual Psychology, 64*(4), 432-449.

Wilkerson, K. (2009). An examination of burnout among school counselors guided by stress-strain-coping theory. *Journal of Counseling and Development, 87*(4), 428-437. Doi: 10.1002/j.1556-6678.2009.tb00127.x

Wilkerson, K., & Bellini, J. (2006). Intrapersonal and organizational factors associated with burnout among school counselors. *Journal of Counseling and Development, 84*(4), 440-450. Doi: 10.1002/j.1556-6678.2006.tb00428.x

Table 1

Spearman's Rho Correlation Coefficients for the Relationship between Maslach Burnout Inventory-Human Services Survey (MBI-HSS) and School Counseling Program Implementation Survey (SCPIS)

Variable	SCPIS	Total	Program Orientation		School Counseling Services	
			P	P	P	P
Emotional exhaustion scale, MBI-HSS	-.26	.00*	-.16	.00*	-.35	.00*
Depersonalization scale, MBI-HSS	-.19	.00*	-.15	.00*	-.22	.00*
Personal accomplishment scale, MBI-HSS	.31	.00*	.25	.00*	.34	.00*

Note. *p < 0.01