LEADERSHIP PRACTICES AND THE JOB SATISFACTION AMONG PUBLIC SECONDARY COUNSELORS IN CEBU CITY: BASIS FOR A TRAINING PROGRAM

Marvin A. Ravelo, PhD.
St. Paul University Surigao
pablita@polaristransport.com

Pablita C. Ravelo, PhD.
St. Paul University Surigao
pablita@polaristransport.com

Glenn R. Andrin, PhD.
St. Paul University Surigao
drandringlenn@gmail.com

Godofreda O. Tirol, PhD.
St. Paul University Surigao
fredatirol123@gmail.com

Jiffrey Saguran, PhD.
St. Paul University Surigao
jbs147543@gmail.com

Mary Ann Retorta, MA
retortamm@gmail.com

Liza Chua, PhD.
uc.lchua@gmail.com

Erlita Guerra, PhD.
erlitacguerra@yahoo.com

Maria Lelaine Goyonan,PhD.
Lan.auguis@gmail.com

Regemie Alburo, PhD.
regemie.alburo@deped.gov.ph

Manuel Dayondon, PhD.
manuel.dayondon@deped.gov.ph

Eric Villamar, PhD.
emvillamar@yahoo.com

Nina Lyn Bueno, PhD,
buenonimalyn36@gmail.com

Sr. Marie Rosanne Mallillin, SPC
presidentoffice@spus.edu.ph

Sr. Sahlee Palijo, SPC
sr_sahlee.palijo@spus.edu.ph

European Scholar Journal (ESJ)

INTRODUCTION

Rationale

There has been a consistent call for school counselors to become leaders within the educational environment not only to advance the school counseling profession but to improve students' academic achievement and success, further school reform, and improve the effectiveness of the comprehensive school counseling program (Clark & Stone, 2000). The passage of the bill "No Child Left Behind" (NCLB) moved educational leadership from the positional role of the principal to all those involved in advancing student success, including school counselors (Brott & Myers, 1999). School counselors are being asked to be leaders for the sake of students and stakeholders. While improved student outcomes are the primary reason school counselors are encouraged to take on leadership roles, how are school counselors affected by taking on leadership roles and attributes?

Effective leadership is cited as a strategy to decrease problems of school counselor's role ambiguity (Bemak, 2000; Burnham & Jackson, 2000; Gibson, 1990; O'Dell & Rak, 1996) while job satisfaction has been seen to be positively correlated with having clear lines of authority and clear job descriptions (Kottkamp & Mansfield, 1985; Schiler, Aldage, & Brief, 1977). Historically, school counselors have struggled with their roles being ambiguous, hard to interpret, and difficult to implement (Burnham & Jackson, 2000). This role ambiguity may contribute to frustration and decreased job satisfaction. While school counselors enter the profession with a desire to help students, they are increasingly spending their time on administrative tasks, paperwork, gatekeeping, and quasi-administrative work (Bemak, 2000). School counselors become increasingly discouraged as they are asked to fill administrative roles as attendance keepers, testing coordinators, and instructional staff (Obenshain, 2001). This discouragement may lead to feelings of inadequacy and unhappiness with their jobs.

At the same time, contemporary school counselors are faced with more challenging and complex issues with students. Issues of school violence, drug dependency, economic hardship, changing family structures, social problems, political conditions, child abuse, and family dynamics are being addressed as part of the role of the school counselor (Herr, 2001). School administrators/ principals, now more than ever, are turning to school counselors for leadership and assistance in violence prevention and student safety at school (Fryxell & Smith, 2000). As additional tasks are being added to the role of school counselors, no other roles have decreased with the added demands which contribute to stress and work pressure (Olson and Dilley, 1988).

As expectations of school counselors' increase, sometimes without adequate training and little financial support, school counselors may grow increasingly dissatisfied with their own role and work. According to Spector (1997) job dissatisfaction has been associated with job performance, emotional and physical well-being of the individual, quality of work, and burnout. Job satisfaction is a necessary component to ensure that children receive continuous, high-quality services (Brown, Hohenshill, & Brown, 1998). In order to retain effective school counselors, these counselors must feel some satisfaction about their role and position.

If leadership has been found to decrease role ambiguity and decreased role ambiguity increases job satisfaction, what (if any) relationship exists between leadership skills and the satisfaction school counselors feel regarding their work? While there is evidence that teachers with leadership attributes are more engaged and satisfied with their jobs as teachers (Conley & Levinson, 1993), there is a dearth or no research on counselors' leadership and job satisfaction have been made so far as related literature is concern. With the aforementioned phenomenon, the researcher was prompted to delve into determining the Leadership Practices and Job Satisfaction Among School Counselor in Public Schools in Cebu City: Basis for a Training Program.

LITERATURE REVIEW

This study is anchored on Bass' (1978) theory of Transformational leadership which views the leader as a change agent and addresses the interaction between leader and followers (Bass, 1978.) The traits and behaviors of leaders are emphasized. Transformational theorists believe that leadership skills can be learned, through observation, skill development, and experience (Bass, 1978; Bennis & Goldsmith, 1995; Kouzes & Posner, 2002).

Bass (1978) first proposed the idea of vision, which is a central construct of transformational theory. This vision is an overarching mission of both the current state and future of the organization. Having a vision for the organization means constructing the ideal future of the organization, taking into account the current state, leader's goals, followers' goals, resources, and mission. As well, Bass believed that in order to be a leader, there must be a commitment to raising the morality of both the leader and the followers, with the best interests of all considered. In Bass' view of leadership, those such as Adolph Hitler and David Koresh would not be considered leaders, as they were manipulative and used their power over followers in destructive ways.

Kouzes and Posner (2003) have done extensive research, both alone and together, on leadership. Much of their research is based upon in-depth studies with large numbers of executives, organizational leaders, and those wanting to develop their leadership skills. The authors share the idea that leadership can be developed, taking into account the relational process between leader and followers. As well, Kouzes and Posner have developed inventories for not only self-evaluation of leadership skills, but feedback from others who observe the leader or potential leader.

While critics maintain an overreliance on self-report data, transformational theories of leadership do have empirical support in the literature (Bass, 1985; Kouzes & Posner, 1987, 2002). Transformational leadership has been found to correlate with higher employee satisfaction, lower turnover rates, more commitment to the organization and organizational goals, and more success for the entire organization.

While leadership has frequently been studied, just defining what leadership is has proven to be a difficult endeavor with a review of the literature finding over 350 definitions of leadership (Bennis & Nanus, 1985). To best understand the concepts of leadership and leadership development, a brief review of prominent theories and historical constructs is needed.

Until the 1940's, Great Man and Trait theories dominated both the literature and thinking on leadership. As the name implies, the Great Man theory only addresses men as leaders, with no mention of or consideration for the "Great Women" in history (Klenke, 1996). The Great Man theory assumed that leaders are born and not made (Komives, Lucas, & McMahon, 1998). The "right mix" of genes lead to traits of great leaders, such as high energy, assertiveness, and emotional control. Since this precise genetic makeup was rare, so were leaders.

Researchers attempted to identify what traits made good leaders, in order to find who would make a great leader. However, there was no scientific evidence to support that having these traits would direct someone into being a leader (Mann, 1959). As researchers struggled with a lack of empirical evidence, they turned their attention to developing other theories of leadership.

_____

In the 1950's and 1960's, behavioral theories of leadership were popularized. The Ohio State University and the University of Michigan undertook large scale research projects into the behavioral aspects of leadership (Bass, 1985; Klenke, 1996; Komives et al., 1998). The premise was that there is one best way to lead, which can be found by observing the behaviors of leaders. Researchers studied established leaders and tried to isolate their behaviors to understand the behaviors of leadership.

Though a number of behaviors were identified which correlated with successful leadership, there was no empirical evidence that by doing certain behaviors, one will be a great leader (Kouzes & Posner, 1987). The reliance on self-report used in these behavioral studies has also been criticized in the literature (Komives et al., 1998). Behavioral theories were also discounted because they failed to account for any situational or environmental factors that may influence the acquisition of leadership skills (House, 1971).

In the late 1960's and early 1970's, several situational and contingency theories were proposed. These theories were developed to observe how situational variables affect and produce effective leaders (Komives et al., 1998). An underlying principle of situational and contingency theories was that who emerges as the leader is dependent upon environmental factors and group dynamics, not just the traits of the leader herself/himself. For the first time, researchers were looking at constructs outside of the leader as determining factors in both skills attainment and success as a leader.

One example is House's Path-Goal theory of leadership (House, 1971). House theorized that the influence that leaders and followers have upon one another is paramount to the success of the leader. The leader has a goal, which is negotiated with the followers. In turn, the followers' goals and dynamics determine how successful the efforts of the leader will be. This mutual influence was important in determining the behaviors of both leaders and those involved, as well.

While there was limited support that environmental and situational factors influences behavior, there was no evidence on what situations produced the best leaders. As well, researchers could not establish what behaviors were best in what situations.

PROBLEM STATEMENT

This study intends to determine the relationship between leadership practices and the job satisfaction among public secondary counselors in Cebu City: Basis for Development Program.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile among the respondents in terms of:
    1.1   age;
    1.2   gender;
    1.3   civil status;
    1.4   employment status;
    1.5   number of years at work;
    1.6   guidance counseling license; and
    1.7   highest educational attainment?
2. What is the leadership practices among the respondents   in terms of :
    2.1   challenging the process;
    2.2   inspiring a shared vision;
    2.3   enabling others to act;
    2.4   modeling the way, and
    2.5   encouraging the heart?
3. What is the level of job satisfaction among the respondents in terms of:
    3.1   technical communication;
    3.2   working relations;
    3.3   working condition;
    3.4   technical competence of supervision;
    3.5   job security;

      3.6   job benefits;

      3.7   job demands;

      3.8   job development and progress; and

      3.9   job salary?

4. Is there a significant degree of relationship between the leadership practices of school counselors and

      4.1   Job satisfaction?

      4.2   Demographic variables?

5. Based from the findings, what training program may be proposed?

METHODOLOGY

Design

This study utilized the qualitative-quantitative descriptive method of research to explore the aforementioned research sub-questions and accompanying hypotheses. The general approach of the study will be in the terminology of Mouton & Marais (1989), mainly descriptive (focusing on the classification of and interaction between variables) rather than explorative (investigating an entirely new phenomenon) or explanatory (focusing on cause and effect).

Environment

This study was conducted in all the 26 secondary schools located in Cebu City namely: Adlaon National High School; Camp Lapulapu Nat'l. High School (Day & Night); Babag National High School; Banilad Night High School; Basak National High School (Day & Night); Bulacao National High School; Busay National High School; Ramon Duterte Memorial National High School; Guba National High School; Inayawan National High School; Oprra Night High School; Cebu City National Science High School; Don Sergio Osmeña Sr. Mem. Nat'l. High School; Lahug Night High School; Barrio Luz Night High School; Mabini Integrated School; Florencio Urot Memorial National High School; Mambaling Night High School; Regino Mercado Night High School; Pasil National High School; and Pit-os National High School; Apas National High School; Abellana National High School, City Central Night High School; Talamban National High School; Tisa National High School;

Respondents

This study focused on 35 public school counselor of the different secondary high schools in Cebu City. Since there are only few counselors, the researcher made use of the universal sampling technique, hence, all 35 public secondary school counselors will serve as the sources of data of this investigation.

Instruments

Two standardized instruments were utilized in this study, in addition to demographic information. The instruments are The Leadership Practices Inventory—Third Edition, Self (LPI) by Kouzes and Posner (2003) and Job Satisfaction Questionnaire by Lavina (2007).

RESULTS AND DISCUSSION

Data gathered from the research conducted are herein presented, analyzed, and interpreted in this chapter to answer the specific problems of the study. The presentation and analysis were made on the following: (1) Demographic Profile; (2) Leadership Practices; (3) Job Satisfaction; (4) Significant degree of relationship between the leadership practices on Job Satisfaction and Demographic Variables.

PROFILE OF THE RESPONDENTS

This section presents the profile of the respondents in terms of their age, gender, employment status, number of years at work, guidance counseling license, and educational background.

On Age. This terms refers to the age distribution among respondents. The data below shows the range.

Table 1
Profile of the Respondents in Terms of Age

Age	Frequency	(Percentage)
< 30 years	3	(8.33%)
30 - 39 years	18	(50.00%)
40 - 49 years	6	(16.67%)
≥ 50 years	9	(25.00%)
Mean ± SD	41.00 ± 10.76	

The above table shows that there 18 or 50 % of the respondents belong to the 30-40 age bracket while followed by 9 or 25 % of the respondents   belong to 50-60 age bracket. Those who fall under the 40- 49 age bracket are 6 or 16.67 % while the remaining 3 or 8.33 % belongs to the 30 and below age bracket. The data revealed that majority of the respondents can be categorize as middle adulthood, hence, life experiences made them wiser and effective leaders. This particular statement is supported by Komives et.al. (1998) who postulated that situational variables (life and work experiences) affect and produce effective leaders.

On gender. The gender of the respondents is also an important factor since they are dealing with children. The gender profile is shown in the table below.

Table 2
Profile of the Respondents in Terms of Gender

Gender	Frequency	(Percentage)
Male	9	(25.00%)
Female	27	(75.00%)

At a quick glance, there are 27 or 75 % female respondents while 9 or 25 % male respondents. Based on the above data, majority of the respondents are female. Women's beliefs about their capabilities and their career aspirations are shaped by undermining social practices within the family, the educational system, peer relationships, the mass media, the occupational system, and the culture at large (Bandura, 1997).

On Civil Status. Table 3 shows the civil status distribution among the respondents.

Table 3
Profile of the Respondents in Terms of Civil Status

Marital Status	Frequency	(Percentage)
Single	12	(33.33%)
Married	24	(66.67%)

As shown in the above table, there are 24 or 66.67 % married while 12 or 33.33 % are single. The data revealed that majority of the respondents are married. According to Bandura (1997) People also rely partly on inferences from their physical and emotional states in judging their capabilities hence, affecting their work attitude and efficacy.

On Employment Status. This refers to the respondents' status of employment as regular, contractual, casual or temporary. Table 4 shows the respondents current employment status.

Table 4
Profile of the Respondents in Terms of Employment Status

Employment Status	Frequency	(Percentage)
Permanent	36	(100%)

As shown in the above data, 36 or 100 % of the respondents have permanent employment status. Passing the Licensure Examination for Teachers will automatically grant permanency to all employee in the Basic Education Department before which would explain the data above. This however is no longer the case for new guidance and counseling aspirants/ applicants since they need to pass the board examination for guidance counselor thus becoming

_____

a Registered Guidance Counselor as stipulated in **Republic Act 9258**, more popularly known as the **Guidance and Counseling Act of 2004**, which is a law crafted and designed to professionalize the practice of guidance and counseling in the Philippines.

On Number of Years. This term refers to the actual number of years working as a Guidance Counselor. The table below shows the data gathered for this.

Table 5

Profile of the Respondents in Terms of Number of Years Working

No. of Years Working	Frequency	(Percentage)
2	21	(58.33%)
3	6	(16.67%)
9	3	(8.33%)
10	3	(8.33%)
30	3	(8.33%)

As can be gleaned from the above table, 21 or 58.33 % of the respondents have been working as a guidance counselor for 2 years while 3 or 16.67 % of the respondents have 3 years experience. The remaining 9 respondents have experiences of 9, 10 and 30 years respectively. It can be deduced from the above data that majority of are considered novice on their field of work.

On Professional License. PRC License is necessary to be gainfully employed as a guidance counselor especially in the public school. This is a provision in the wake for professionalization of guidance counselor. The profile in this regard is shown in table 6.

Table 6

Profile of the Respondents in Terms of Licenses

Licenses	Frequency	(Percentage)
CE, Civil Service	3	(8.33%)
Geodetic Engineer, LET for MAEd SPED	3	(8.33%)
LET	12	(33.33%)
Guidance Counselor	3	(8.33%)
PBET	3	(8.33%)
No response	12	(33.33%)

As shown in the above table, there are 12 or 33.33 % who are Licensure Examination (LET) passer while an equal number of respondents or 33.33 % for no response. Three or 8.33 % of the respondents holds a Civil Engineering License and/ or Civil Service Eligibility; 3 or 8.33 % are either Geodetic Engineer or a LET passer major in Special Education; 3 or 8.33 % are PBET passer while a dismal figure of 3 or 8.33 % of the respondents are actual passer of the Guidance Counselor Examination given by PRC. It can then be deduced that majority of the respondents are not qualified guidance counselor as **Republic Act 9258**, more popularly known as the **Guidance and Counseling Act of 2004**, which is a law crafted and designed to professionalize the practice of guidance and counseling in the Philippines.

On Highest Educational Attainment. Table 7 presents the frequency and percentage distribution of the respondents in terms of educational attainment.

Table 7

Profile of the Respondents in Terms of Educational Attainment

Degree Status	Frequency	(Percentage)
AB Philosophy, MA Pastoral Ministry	3	(8.33%)
Geodetic Engineering, SPED	3	(8.33%)
Guidance and Counseling	6	(16.67%)
Industrial Education, Guidance & Counseling	3	(8.33%)
MAEd Guidance & Counseling	3	(8.33%)
Mathematics, Guidance & Counseling	3	(8.33%)
Psychology	6	(16.67%)
Religious Education, MMBM	3	(8.33%)
Religious Education, Special Education	3	(8.33%)
Social Work	3	(8.33%)

As can be gleaned from the data presented in Table 7, a low percentage of the respondents were able to finish the Bachelor of Science in Psychology degree at 16. 67 % followed by an equal number of graduates who took Bachelor of Science in Psychology major in Guidance and Counseling at 16.67 %. While the rest of the respondents took and finished degrees not relevant to their current nature of work.   It could be deduced from the findings that majority of the respondents doesn't have adequate or appropriate degrees to be lawfully employed as guidance counselor as stipulated in **Republic Act 9258**, more popularly known as the **Guidance and Counseling Act of 2004.**

On Correlation between Job Satisfaction and Leadership Practices. The tables below show the degree of relationship between these two variables.

Leadership Practices	Computed r	Critical values of r	Significance
Challenging the process	-.5072	.3298	Significant
Inspiring a shared vision	-.7413	.3298	Significant
Enabling others	-.5295	.3298	Significant
Modeling the way	-.7173	.3298	Significant
Encouraging the heart	-.4871	.3298	Significant

The above table results vividly depicts that the absolute values of all computed r values are greater than the critical value of .3298 which led to the rejection of all null hypotheses. This means that job satisfaction among the subject is significant related to their leadership practices in terms of challenging the process, inspiring a shared vision, enabling others, modeling the way and encouraging the heart. In general, one's practice of his leadership is a reflection of his satisfaction with his job.

Correlation Between Leadership Practices and Job Satisfaction

	Computed r	Critical Value of r	Significance
Correlation between Leadership practices and Job Satisfaction	- .6561	.3298	Significant

___

From the table above, the absolute value of the computed r which is -.6561 is greater than the critical value of r which is .3298 with 34 df at .05 level of significance. Hence, the null hypothesis is to be rejected and that job satisfaction is significantly related to leadership practices. Furthermore, this implies that the practice of one's leadership or the kind of leader that a person is, is reflective of whether or not he is satisfied with his job.

Correlation Between Leadership Practices and Demographic Profile

Demographic Profile	Computed r	Critical value of r	Significance
Age	.4043	.3298	Significant
Gender	.6316	.3298	Significant
Civil Status	.02895	.3298	Not Significant
Number of Years at Work	-0.2329	.3298	Not Significant

The table shows that the computed r for age correlation to leadership practices is .4043 which is greater than .3298. This means that the null hypothesis is to be rejected and that there is a significant relationship between leadership practices and age among the guidance counselors. The table also reveals that the computed r value for gender correlation which is .6316 is greater than the critical value of r at .05 which is .3298. This result led the researcher to reject the null hypothesis and accept the alternative hypothesis that there is a significant relationship between leadership and gender among guidance counselors. It further implies that the leadership of a guidance counselor depends on whether the counselor is male or female.

Furthermore, the table shows that the critical r value at .05 which is .3298 is greater than the computed r value of .0285, thus, the acceptance of the null hypothesis which states that there is no significant relationship between leadership and civil status. In furtherance, the researcher would like to say that a guidance counselor's leadership is not a reflective of whether he/she is single or married. In furtherance, the above table shows that the computed r value of -.2329 is less than the critical r value at .05 which is .3298. This finding has made the researcher accept the null hypothesis which says that there is no significant relationship between number of years in service and leadership among the guidance counselors, which are the respondents and subjects as well of this study. The mentioned insignificant relationship means that a guidance counselor's leadership is independent on whether he/she is still new or not in her service as a guidance counselor.

FINDINGS

Based from the data gathered, the following findings are presented below:

Job satisfaction among the subject is **significantly related to their leadership practices** in terms of challenging the process, inspiring a shared vision, enabling others, modeling the way and encouraging the heart. In general, one's practice of his leadership is a reflection of his satisfaction with his job.

There is a significant relationship between leadership and gender among guidance counselors. It further implies that the leadership of a guidance counselor depends on whether the counselor is male or female. Furthermore, **there is no significant relationship between leadership and civil status**. In furtherance, the researcher would like to say that a guidance counselor's leadership is not a reflective of whether he/she is single or married. In addition, it also shows that **there is no significant relationship between number of years in service and leadership among the guidance counselors, which are the respondents and subjects as well of this study**. The mentioned insignificant relationship means that a guidance counselor's leadership is independent on whether he/she is still new or not in her service as a guidance counselor.

CONCLUSIONS

Based from the findings, the following conclusions are deemed warranted:

Based on the data gathered, **there is a significant correlation between Job Satisfaction and the 5 dimension of Leadership practices.** While the **correlation between leadership practices between age shows that the computed r value was .4043 which is greater than the critical value thus rejecting the null hypothesis**; **correlation between leadership practices and gender shows the computed r at .6316 which is greater than the critical value r that led to the rejection of the null hypothesis.**

On the other hand, the **degree of relationship between leadership practices and civil status shows the acceptance of the null hypothesis which states that there is no significant relationship between leadership and civil status**. Lastly, the **correlation between leadership practices and number of years at work generated a computed r value of -.2329 is less than the critical r value at .05 which is .3298 as a result, researcher accept the null hypothesis which says that there is no significant relationship between number of years in service and leadership among the guidance counselors**, which are the respondents and subjects as well of this study.

It can be deduced from the data gathered that the guidance counselors demonstrated or showed a high leadership practice since they themselves are ones' the manning their respective offices thus, full autonomy and discretion of the said office is given to them. Despite such high level of leadership practices shown by the respondents, it has been noted that in terms of their job satisfaction, a not so high degree of satisfaction was known since the sub-variables under the independent variables such as Technical Communication, On working Relation, On Working condition, On Technical competence of supervision, On Job Security, On Job Benefits, On Job Demand, On Job Development, and On Job Salary is a different matter since these dimensions of job satisfaction are considered of constant value under this circumstance.

REFERENCES

1. Ames, C.A. (1987). Enhancing Student Motivation. Greenwich, CT: JAI Press.
2. Bass, B.M. (1978). *Leadership, psychology, and organizational   behavior*. New York: Bass Publisher.
3. Bandura, A. (1986). *Self-efficacy mechanism in human agency*. American Psychologist, 37, 122-147.
4. Bemak, F. (2000). Transforming the role of the counselor to provide leadership in educational reform through collaboration. *Professional School Counseling*, 3, (5), 323- 331.
5. Bennis, W. & Nanus, B. (1985). *Leaders: The strategies for taking   charge*. New York: Harper & Row. Harper & Brothers.
6. Brown, M. B., Hohenshil, T. H., & Brown, D. T. (1998). Job satisfaction of school psychologists in the United States. *School Psychology International*, 19, (1), 79- 89.
7. Brott, P. E., & Myers, J. E. (1999). Development of professional school counselor identity: A grounded theory. *Professional School Counseling*, 2(5), 339.
8. Burnham, J. J., & Jackson, C. M. (2000). School counselor roles: Discrepancies between actual practice and existing ` models. *Professional School Counseling*, 4, 41-49.
9. Campion, M. A. (1988). Interdisciplinary approaches to job   design: A constructive replication with extensions. *Journal of Applied Psychology*, 73, 467-481.
10. Clark, M. A., & Stone, C. (2000).   *Managing your school   counseling program: K-12 developmental strategies* (2nd   ed). Minneapolis, MN: Educational Media.
11. Conley, S., & Levinson, R. (1993). Teacher work redesign and job   satisfaction. *Educational Administration Quarterly*, 29, 453-478.
12. Fryxell, D., & Smith, D. C. (2000). Personal, social, and family characteristics of angry students. Professional School Counseling, 4, (2), 86-94.
13. Furnham, A. (1992). Personality and intelligence at work: exploring and explaining individual. USA: *Psychology Press*.
14. Herzberg, F. (1959). *The motivation to work*. New York, NY: Wiley.

15. Herzberg, F. (1992). *Work and the nature of man*. London: Crosby   Lockwood Staples.

16. Herr, E. L. (2001). The impact of national policies, economics, and school reform on comprehensive guidance programs. *Professional School Counseling*, *4*, (4) 236-245.

17. Herr,   E. L. (1988). School reform and perspectives on the role of school counselors: A century of proposals for change.   *Professional School Counseling, 5*, 220-234.

18. Hidi, S. (1990). Interests and Its Contribution as a Mental Resource for learning. *Review of Educational research, 60,* 549-571.

19. House, R. M. (1971). School counselors: Becoming key players in school reform. *Professional School Counseling,* 5, 249-256.

20. Karin Klenke (1996). *Women and Leadership: A Contextual   Perspective*. : New York: Harvard Press.

21. Komives, S. R., Lucas, N., & McMahon, T.R. (1998). *Exploring Leadership for College Students Who Want to Make a   Difference.* San Francisco, CA: Jossey-Bass Publisher.

22. Kottkamp, R. B., & Mansfield, J. R. (1985). Role conflict, role ambiguity, powerlessness and burnout among high school supervisors. *Journal of Research and Development in Education, 18*, (4), 29-38.

23. Kouzes, J.M. and Posner, B.Z. (1989) *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass Publishers.

24. Krapp, A. (1992). *Interest, Learning and Development*. Hillsdale,   NJ: Erlbaum.

25. Locke, E. (1969). What is job satisfaction? Organizational Behavior and Human Performance, 4, 309-336.

26. Obenshain, M. (2001). Schools legislative report. *The VirginiaCounselor, 44*, (2), 1.

27. Olson, M. J., & Dilley, J. S. (1988). A new look at stress and the school counselor. *The School Counselor, 35*, 194-198.

28. Oldham, G. R. (1996). Job design. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 33-60).

29. Orpen, C. (1974). Environmental Theory on Job Satisfaction.

30. *Journal of Psychology*., 87,3-8.

31. Smith, P.C., Kendall, L.M. and Hulin, C.L. (1969).   *The Measurement   of Satisfaction in Work and. Retirement: A Strategy for the Study of Attitudes. Chicago*: Randy McNally Publishing.

32. Spector, P. E. (1997). *Job Satisfaction*. Thousand Oaks, CA: Sage Publications, Inc.

33. Tichy, N.M. and Devanna, M.A. (1990).*The Transformational   Leader*. New York, NY: John Wiley and Sons.

34. Urdan, T.C. & Maehr , M.L. (1995). Beyond a Two-Goal Theory of Motivation and Achievement: A Case for Social Goals. Review of Educational Research, 65 (3), 213-243.