# Predictors of School Counselors' Intent to Use Online Counseling

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## Abstract

Our study contributed to the base of knowledge related to the technology acceptance model (TAM) in that the results also suggested that there was a relationship between a counselor's confidence to use technology and their educational experience and intent to use technology, both were related to belief and environmental experience. This possible extension of the TAM allows for an increased understanding of behaviors, training, and beliefs that might contribute to a deeper understanding of behavioral trends as related to technology use. Furthermore, this model might be useful to expand the knowledge of how school counselors use technology and their intention to use the Internet in practice.

*Aim & Scope:* Technology and Counseling Practice
*Keywords:* telecounseling, technology acceptance model, TAM

The Internet and technology have become vital components in peoples' personal and professional lives. While it has been an integral asset and, in many cases, a necessity, there are still a variety of unknowns associated with the use of these tools in school counseling and mental health. Considering that the Internet is a resource that can provide individuals with more immediate access to helping services, education, and information, it may be effectively used by school counselors for a more expansive service delivery and to reach widespread and marginalized populations of youth through the educational environment (Glasheen et al., 2016; Menon & Rubin, 2011). This is even more important when considering limited access to in-person activities as a result of COVID 19.

Many youths experience mental health concerns yet remain untreated for a variety of reasons including access to resources and ongoing treatment (Swick & Powers, 2018). In addition, some youths may feel resistant toward accessing mental health resources via face-to-face methods (Dowling & Rickwood, 2013; Glasheen et al., 2016). Adding to this, Haner and Pepler (2016) suggested that there are increasingly more youth seeking support via technology. Students who are facing barriers and do not receive mental health support could remain untreated and unsupported, thus potentially exacerbating their mental health needs, which can leave youths vulnerable and at-risk with lasting effects (Swick & Powers, 2018).

King et al. (2006) suggested that some youths experiencing resistance to seeking in-person counseling may opt-out of seeking or accessing counseling; therefore, the technological modalities may be a viable alternative for delivering counseling services. It is imperative for school counselors to be acutely aware of potential limits, challenges, and benefits of using the Internet as an intervention strategy in counseling (ASCA; 2022; Dinçyürek & Uygarer, 2012). The American Counseling Association (ACA; 2014) and American School

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Counselor Association (ASCA; 2022) have both recognized that distance counseling has become an avenue and potential tool for providing services.

Technology has become more prevalent within the school counseling profession in education. School counselors can use technology for many purposes such as providing counseling services, progress monitoring, data collection and accountability, as well as to provide students with resources (Goodrich et al., 2020; Steele et al., 2020). Goodrich et al. (2020) suggested that there is a need for school counselors to be digitally responsive, up to date with technological advancements, and develop the appropriate skills to use technology. This is evident as many school counselors transitioned from face-to-face to virtual services to provide students with support during the COVID 19 pandemic. This transition yielded many unknowns while many school counselors faced a transition of services with little training or preparation.

It is important to develop a deeper understanding of the factors that impact technology use among school counselors. This is especially important due to the impact of the COVID 19 pandemic. Paraskeva et al. (2008) posited that an educator's attitude toward technology could impact their use of technological tools. Further, they suggested that factors such as self-efficacy, confidence, age of the counselor, and experience have the potential to further impact the educator's use of technology in the classroom (Paraskeva et al., 2008). Similarly, it is possible that these factors may also impact school counselors and their practice in schools.

Based on the growing mental health concerns and Internet trends among adolescents, Glasheen et al. (2013) examined factors that impacted school counselors' willingness to use online mediums for counseling. They surveyed 210 school counselors in Australia. The researchers found that school counselors' use of online counseling was influenced by their belief in user acceptance, (i.e., the student's receptiveness to online counseling, belief in students' honesty in the counseling session), and the counselor's confidence to use online technology. Additionally, the researchers found that 50% of counselors in their sample size would be willing to use online counseling based on the availability of resources (Glasheen et al., 2013). However, only 13% of counselors felt confident in their ability to maintain client and session privacy through the Internet (Glasheen et al., 2013).

Siyam (2019) examined special education teachers' use, acceptance, and factors that influenced their use of technology. Siyam used the technology acceptance model (TAM) and surveyed participants in the United Arab Emirates. The researcher examined attitudes toward technology, perception of ease and usefulness, and variables, such as self-efficacy, relevancy to job, time, and access to technology. Siyam concluded that participants' self-efficacy, time, and access to technology had a significant impact on participants' use of technology.

While new studies are emerging following the COVID 19 pandemic, more research is needed specifically focusing on school counselors and technology integration to provide counseling support to youth. Our purpose for this quantitative survey study was to examine the relationship between the demographics of school counselors located in the United States (U.S.) their age, the type of counselors' educational experience, the school's learning program in the school in which the counselor works, and the variable of level of counselors' confidence and intent to use online counseling. Understanding these factors may help support training programs, skill development, and ultimately prepare school counselors to intentionally integrate technology in practice when appropriate. While Golden (2017) conducted her dissertation research before the COVID-19 pandemic, it was useful to understand how variables may impact the school counselors' technology use. Through this study and research, we hoped to determine whether these variables were predictive of the dependent variable, which was school counselors' intent to use the Internet for counseling interventions (Golden, 2017).

**Conceptual Framework**

Davis (1985) developed the TAM on the premise that there were predictive variables that influenced individual trends among user's technology use. Researchers have found that the TAM can be useful to help predict an individual's acceptance of

technology based upon the estimation of three core constructs including the individual's perceived usefulness of the technology, the individual's perceived ease of use of the technology and the individual's behavioral intention to actually use the technology (Svendsen et al., 2013). In addition, Schepers and Wetzels (2007) found that an individual's subjective norm impacted how potential users viewed the usefulness of the technology as well as the behavioral intention to actually use it. Further, researchers have used modified versions of the TAM to examine the predictive nature of other variables including demographics (Porter & Donthu, 2006). The TAM model has allowed researchers to gain a deeper understanding of how people use or accept technology.

Researchers have used the TAM to examine use trends among health professionals to predict behavior when using the Internet in professional practice (Kurki et al., 2013; Teo, 2012). In addition, researchers have also used the TAM model to examine other professions such as school counseling and education. Anni et al. (2018) surveyed Indonesian school counselors' intention to use technology. The researchers used the TAM as a framework to bring insights into school counselors' intention to use technology (Anni et al., 2018). The researchers found that when school counselors thought that technology was easy and useful, their attitudes were positive which increased their willingness to use it (Anni et al., 2018).

Porter and Donthu (2006) developed a modified version of the TAM in order to examine how an individual's belief and how they viewed technology was influenced by their demographics including, race, income, age, and education. For example, Kurki et al. (2013) posited that the TAM is useful for increasing insight into trends among nurses' use of the Internet in working with adolescents. The authors proposed that facets such as "computer skills, adolescent-nurse relationships, training, and IT education" may be influential variables in use of the Internet in practice within this group of nurses (p. 100). Understanding the variables that may influence acceptance of technology is useful to provide insights into how technology may effectively be used in school counseling practices. Therefore, we used the TAM to provide a conceptual framework for this study.

## Method

### Participants

Participants in this study included ASCA members serving as school counselors for K through 12th grade students in the U.S. ($N$ = 273). Participants ranged in age from 24 to 68 years ($M$ = 41.85, $SD$ = 10.712) and consisted of 82.1% ($n$ = 224) females, 17.2% ($n$ = 47) males, 0% indicated other ($n$ = 0), and 0.7% ($n$ = 2) persons reporting no response to gender. The participants served in all the different school age levels including 26% elementary grade levels, 19.5% middle/junior high school, 33.7% high school students, 7.7% elementary and middle/junior high school, 7% middle and junior high and high school, and 5.9% in all grade levels from elementary to high school. Just over half of the sample (57.5%, $n$ = 157) reported receiving all their education through traditional, in-person setting while the other half (42.5%, $n$ = 116) indicated experiencing blended education with both in-person and online educational experiences. Most of the sample (82.4%, $n$ = 225) worked in a school that offered a traditional, in-person curriculum with the remaining (17.6%, $n$ = 48) indicating that they worked in a school that offered a blended learning environment or online-only environment.

### Measures

Glasheen et al. (2013) developed the School Guidance Counsellors' Perceptions of Online Counselling Survey (POCS), which is a 23-item self-report instrument that measures a school counselor's perceptions of online counseling. This survey contains seven sections. Following the recommendations of Glasheen et al. (2013), for our study, we only used sections two, three, five, and six, which related to counselors' beliefs about online technology, counselors' perceptions of student use in technology, counselors' intention to use online counseling, and counselors' perceptions of student acceptability of online counseling. Glasheen et al. (2013) reported that in terms of reliability, section two of the POCS was $r$ = .64, section three was $r$ = .70, section five was $r$ = .89, and section six was $r$ =

.77. The Cronbach's alpha scores were the only values the authors provided in terms of reliability and the validity in this study (Glasheen et al., 2013).

**Independent Variables**

The independent variables we examined in this study were the following: (a) age, which we defined as the participant's age in years at the time of completing the survey; (b) type of educational experience, which we categorized by one of three options that described the type of counselor training experienced by the participant (i.e., online and traditional options including a land-based university or college with an educator present, an online only education with programs being solely provided through distance education, and a hybrid option, which includes an educational experience of both online and onsite courses), and (c) the school's learning program, which related to the educational setting where the participant provided school counseling services. This categorical variable included three options discriminating between online and in-person educational settings (i.e., face-to-face traditional education, online education, or a blended learning program).

We measured school counselors' confidence to use online counseling with section five of the POCS. The item provided a 5-point Likert-type scale to rate eight statements about participants' confidence to use online counseling ranging from 1 = very high to 5 = very low. The variable indicated the level of confidence the counselor possessed in using online technology for providing counseling services.

**Dependent Variable**

The dependent variable was counselors' intention to use online counseling. We measured this variable by using sections two, three, and six of the POCS (Glasheen et al., 2013). The nine items included a 5-point Likert-type scale to rate participants' intention to use online counseling with 1 = strongly disagree to 5 = strongly agree. The variable, intention to use online counseling reflected whether the school counselor planned to use the Internet in practice as a school counselor when working with youth. Our research question (RQ) was:

> *Is there a relationship between the combination of the independent variables of the school counselor's demographics (i.e., age, type of education received, and school's learning program) as measured by a demographic survey, the school counselor's confidence to use online counseling as measured by the school guidance counselors' perceptions of online counseling survey, and the dependent variable, the intent to use the Internet for counseling as measured by school guidance counselors' perceptions of online counseling survey?*

**Procedure**

We used a convenience sample and with permission from our university's institutional review board and ASCA, we sent invitation e-mails with a link to the study to a total of 10,694 randomly selected school counselors across the U.S. The response rate for this study was approximately 3.8%. The email included an informed consent which indicated that consent was provided by clicking the link to the online survey. If we received no response from participants after a period of one, two, and three weeks, we sent follow-up email requests. We determined the needed sample size using G*Power 3.1 with an alpha of .05, a power of .80, and a medium effect size of .15 with four predictors. We determined that we needed a sample size of $N = 85$. Participants who indicated they possessed a certification or license as a school counselor were directed to continue with the survey. Demographic items included age, education type, school's learning program, participant's gender, and size of student population with whom the counselor works.

## Results

**Correlations**

The Pearson correlation table (see Table 1) that was generated as a part of our multiple regression analysis indicated several of the independent variables were significantly correlated. The strongest significant correlation was between school counselor's confidence in using online counseling and the school counselor's intent to use the Internet ($r = .43$, $p = .00$). The correlation between participants' type of educational experience was significantly correlated with confidence to use online counseling ($r = .11$, $p = .04$), intent to use online counseling ($r = .17$, $p = .00$),

and school's learning program ($r$ = .22, $p$ = .00). Confidence to use online counseling and school's learning program yielded a significant positive relationship ($r$ = .16, $p$ = .00). Participant's age was not statistically significant with type of educational experience and ($r$ = .00, $p$ = .46), intent to use online counseling ($r$ = -.07, $p$ = .14), and confidence to use online counseling ($r$ = .05, $p$ = .215). The school's learning program and intent to use online counseling was not statistically significant ($r$ = .033, $p$ = .29).

**Table 1**

*Correlation coefficients*

| | | DV: Intent total | IV: Confidence total | IV: Age | IV: Educational experience | IV: School's learning program |
|---|---|---|---|---|---|---|
| Pearson *r* | Confidence | .43 | 1.00 | | .1106 | .16 |
| | Age | -.07 | .05 | 1.00 | | .16 |
| | Educational experience | .17 | .11 | .01 | 1.00 | |
| | School's LP | .03 | .16 | .16 | .21 | 1.00 |
| *p* (1 tail) | Confidence | .00* | | | .04* | .00* |
| | Age | .14 | .22 | | | .01* |
| | Educational experience | .00* | .04 | .46 | | |
| | School's LP | .29 | .003* | .01 | .00* | |

*Note*. * $p$ < .05. DV, dependent variable; IV, independent variable; LP, learning program.

**Multiple Regression Analysis**

As reported in Table 2, the multiple regression analysis was significant ($p$ = .00), thus indicating that there was a positive relationship between the independent variables and the dependent variable, $F(4, 27) = 18.26$, $p < .05$ with an $R^2 = .21$ and adjusted $R^2 = .20$. The results indicated that 20% of the variance of the dependent variable was explained by the model including the independent variables age, confidence to use online counseling, educational experience, and school's learning program.

**Coefficients**

Owing to our further inquiry into the role of the independent variables, the results of examining the coefficients yielded that there was statistical significance ($p < .05$) for two of the four independent variables (See Table 2). This included confidence to use online counseling (ß = .43, $p$ = .00), which was the strongest predictor. Educational experience was also significant (ß =.14, $p$ = .01), but had less of an influence than confidence to use online counseling. The remaining two variables were non-significant predictors ($p > .05$) including age (ß = .-08, $p$ = .16) and school's learning program (ß = -.05, $p$ = .34).

The variable educational experience was a categorical variable that contained two answer options: traditional education or blended education (i.e., with both traditional and online education). Considering this variable was a significant predictor of the dependent variable, intent to use online counseling, we thought this variable warranted further examination.

**Table 2**

*Regression Coefficients*

| | ß | t | Sig. |
|---|---|---|---|
| IV: Confidence TOTAL | .43 | 7.84 | .00* |
| IV: Age | -.08 | -1.42 | .17 |
| IV: Educational experience | .14 | 2.49 | .01* |
| IV: School's learning program | -.05 | -.95 | .34 |

*Note*. * $p$ < .05. IV, Independent Variable.

We conducted a one-way ANOVA to examine the categorical variable, educational experience on the dependent variable, school counselor's intent to use online counseling, thus examining the differences between the means. The traditional education option included 57.5% of participants ($M$ = 27.08). The blended learning option had a sample size of ($n$ = 116 and $M$ = 28.60; See Figure 1). There was a significant difference between groups for the variable of educational experience $F(1, 271) = 8.28$, $p$ = .00.

**Discussion**

We identified several points of consideration for future research. Our independent variables included age, confidence to use online counseling, educational experience, and school's learning program and the regression model explained 20% of the variance of the variable for intent to use online counseling,. Our results aligned with other researchers' conclusions about behavior and variables that influence the adoption of technology suggesting that technology use may be influenced by an individual's demographics such as age, gender, education, and income (Porter & Donthu, 2006) and other experiences of technology related to use, such as ease

of use and the perceived usefulness of the technology to the user (Cheung & Vogel, 2013; Davis, 1989; Schepers & Wetzels, 2007; Teo, 2012).

Because we found that there was a positive relationship between the independent variables and school counselors' intent to use online counseling, we took a step further to evaluate the correlation coefficients. Based upon this analysis, we found that only two variables reflected a significant relationship. Confidence to use online counseling and type of education the participant received were significant and positively correlated while the school counselor's age and the school's learning program were not significantly correlated. Our finding corresponds with a conclusion by Glasheen et al. (2013) who concluded that when school counselors in Australia felt confident to use the Internet, they were more likely to use the Internet for their counseling practice.

Additionally, we identified a positive relationship between the blended learning educational format and the intent to use online counseling which corresponds with the conclusion of Kurki et al. (2013) that nurses' higher level of computer skills influences the use of the Internet, particularly among nurses working with adolescents. Therefore, we argue that school counselors with a background in educational experiences in online settings might possess more computer skills which corresponds to a higher inclination to use the Internet for providing counseling services to their students because of their experience, skill, and comfort level the Internet and computers.

We also identified a positive correlation between school counselors' educational experience and their confidence to use online counseling. We anticipated that confidence and training experiences would be related based upon previous research including Schmidt (2016) who examined counselors' methods, confidence, and preparedness to assess students' suicide risk and concluded that there was a significant positive relationship between counselors' confidence, training, and preparedness in using specific skills.

Teo (2012) proposed that beliefs and positive perception of using a computer and increased computer skills may correlate with use of technology in practice. Therefore, educational experience and skill development may be positively related. We found that counselors with an experience of a blended learning education were more likely to have an intent to use online counseling; so, experience with online education may be connected to increased skills and exposure to technology. Similarly, in our study, one of the components that made up the variable confidence to use online counseling was related to school counselors having the skills to implement online counseling.

In contrast to other researcher's findings, we did not find a significant relationship between the age of participants in our study and their intent to use the Internet for providing counseling services. For example, Thayer and Ray (2006) found that age was significantly and negatively related to a person's online communication preferences; that is, older persons were less likely to prefer to use online communication. Furthermore, the Pew Research Center (2015) found that there was a decline in Internet use as age increased. However, the results we identified paralleled Kilic's (2017) findings among music teachers' technology use, that age and self-confidence did not show a statistically significant relationship.

**Conceptual Framework and Study Results**

Overall, the TAM and adaptations of the TAM have been useful to help provide a framework and insights into the trends related to behavior and technology use, specifically among consumer groups and within several professions (Anni et al., 2018; Kurki et al., 2013; Porter & Donthu, 2006; Teo, 2012). In our study, we found evidence that there was a significant relationship between various predictor variables and school counselors' intent to use technology, specifically online counseling; thus, the results aligned with the conceptual framework of the TAM model. After further examining the results of the variables that were significant predictors, it appeared that the results of our study provided partial alignment with the modified versions of the TAM (Porter & Donthu, 2006).

Based on the TAM and modified versions, researchers found that an individual's belief about the

ease of and usefulness of technology and demographic variables influenced their attitude and behavior related to technology acceptance (Anni et al., 2018; Davis, 1989, Porter & Donthu, 2006). In our current study, the variables of confidence and educational experience aligned with these results. Confidence included the school counselor's level of comfort of the Internet for counseling; thus, asking if a school counselor had the confidence to use online counseling. Similarly, the TAM variables of perceived ease of use and perceived usefulness were related to how an individual perceived the usefulness of the technology and whether they believed that it was easy to use in practice (Anni et al., 2018; Davis, 1989; Porter & Donthu, 2006). These variables influenced the individual's attitude and intention toward the using technology (Anni et al., 2018; Davis, 1989; Porter & Donthu, 2006).

Porter and Donthu (2006) found that in addition to the main constructs of the TAM, demographic variables were influential on an individual's perceived ease of use and perceived usefulness. The researchers suggested that factors such as beliefs about access to technology and demographics such as education, income, and age were also influential on beliefs about technology use and actual use (Porter & Donthu, 2006). As we noted, the variable of educational experience was another significant predictor of intent to use online counseling. This predictor variable was related to the school counselor's personal educational experience and training, which included whether the school counselor received a traditional education or a blend of online and traditional classroom experience. Educational experience closely linked to the TAM suggested that the school counselor's experience gained in their personal education contributed as an influence on intent to use the Internet in practice. Our study is effectual in contributing to this base of knowledge related to the TAM in that the results also suggested that there was a relationship between an individual's confidence to use technology and their educational experience and intent to use technology, both were related to belief and environmental experience. This possible extension of the TAM allows for an increased understanding of behaviors, training, and beliefs that might contribute to a deeper understanding of behavioral trends as related to technology use. Furthermore, this model might be useful to expand the knowledge of how school counselors use technology and their intention to use the Internet in practice.

## Limitations and Future Research

As the Internet has continued to play a vital role in people's daily lives, school counselors' use of the Internet in counseling practices warrants further examination. Recommendations to address the low response rate include allowing the survey to remain open for a longer period of time and sending the survey at different times during the school year. Additionally, another recommendation is to further adapt our survey's structure, which consisted of two parts. The initial section included a screening question that required participants to select yes or no. If participants selected yes, they then needed to select the icon "next" in order to move to the second part of the survey. Some participants may have missed this step. Therefore, the steps for transition through the survey should be clearly stated.

We identified several points of consideration for future research. Comparing our study to other research, we also recommend taking a more in-depth examination of age and school counselors' intention to use the Internet in practice as the results of this study are inconsistent with other studies. In our study, it was evident that there were other variables that had a more significant relationship to the school counselor's use of online counseling. This may warrant further research related to the variables of age.

### Implications for School Counselors

Considering that society is consistently changing, shifting, and evolving, counseling services must also align and adapt with such an evolution to create ethical and useful strategies to meet the needs of the recipient population (Dinçyürek & Uygarer, 2012). Technology and the Internet provide viable options for service delivery to a growing number of individuals and populations (Dinçyürek & Uygarer, 2012; Glasheen & Campbell, 2009). Further, the Internet may be a practical option for counselors providing support and mental health services to

certain groups of individuals, particularly vulnerable youth populations. (Glasheen & Campbell, 2009; King et al., 2006; Leibert et al., 2006; Menon & Rubin, 2011). Additionally, the Internet has become an essential option for service delivery when in-person services are not accessible.

Considering these implications, it is essential to gain insight into school counselors' use of the Internet and the factors that contribute to their intention to use the Internet in professional practice. Trends and patterns that are predictive of the school counselors' willingness to integrate technology and online counseling may be useful to inform training and education programs to potentially prepare more counselors to effectively use online counseling. As a result, this might be beneficial for school counselors to use Internet as a tool to reach and support more youth populations.

Teo (2012) suggested that administrators and educators might benefit from technology related training and use of various technologies. Training opportunities might contribute to help promote counselors' self-efficacy with use of technology, impact counselors' attitudes toward technology, provide counselors with more experience, all of which is associated with technology use (Teo, 2012). Similarly, Porter and Donthu (2006) suggested that understanding how demographics are associated with technology acceptance may be useful to increase Internet and technology use.

Based upon the results of our study, it may be beneficial to focus training programs on developing the school counselors' confidence to use the Internet, thus emphasizing skill development in using technology, thus increasing counselors' use of the Internet as a tool for counseling purposes. In addition, it is imperative to provide counselors with additional training related to counseling and Internet use, specifically, ethical practice, legal requirements, issues related to confidentiality, and student outcomes when using Internet counseling.

Furthermore, it may be useful to provide school counselors with training opportunities that will provide them with diverse educational experiences such as using the Internet in practice (Golden, 2017). In ethical practice, counselors are aware of, and seek to gain understanding of distance counseling and the uses of technology to support clients (ACA, 2014), Additionally, counselors have an ethical obligation to remove barriers that interfere with access to services, thus providing and expanding services based on the needs of communities and advocating services (ACA, 2014). Better equipping and preparing counselors may allow them to feel more confident to adopt technology in practice, when appropriate, thus providing additional tools to reach diverse populations based on need, access to resources, and circumstances that may prevent students access to counseling.

This study presented implications that could be applied to social change. In addition to the conceptual framework of the TAM, this study aligned with a framework that necessitates that counselors are actively cognizant of the needs of individuals and vulnerable populations (ACA, 2014). In relation to our study, this requires that counselors address potential barriers that may interfere with individuals seeking mental health support (ACA, 2014).

Further emphasizing the need to remove barriers to counseling, was the global response related to the COVID-19 pandemic. More so now than ever, there is a need for counselors to use the Internet in counseling practices. In the U.S., many schools responded to safety requirements by offering online learning opportunities but may have been unprepared and faced with a lot of unforeseen challenges related to access, equity, and effective practice (Morgan, 2020).

**Limitations**

There were several limitations in this study. The first is the generalizability of the study. The sampling procedure we used was a convenience sample drawn from school counselors who were ASCA members. The nonrandom process was based on invitation and participant willingness to participate. This type of convenience sample was a limitation as it is not generalizable to the broader population of school counselors in the U.S. who are not affiliated with ASCA (Salkind, 2010).

Another factor that limited generalizability was that this study conducted online, which allowed participants to easily drop out or discontinue the survey (Salkind, 2010). The participant group in our study might have been influenced by certain biases that would also affect our ability to generalize this study to the school counseling population. Because this study was accessible online, it may have attracted more participants who were already comfortable with the Internet and online technology. To demonstrate this further, the sample included only individuals who listed an email address in the online membership database.

Another limitation to note was the wording of the questions in the original survey. The survey was originally designed and used in Australia (Glasheen et al., 2013), thus there may be some differences in terminology or even school counseling programs between the two countries. This may lead to some survey items not being as clear or leading to a loose interpretation for school counselors in the U.S.

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