

2020

Self-Efficacy and Burnout and Their Impact on School Counselors

Jacqueline Jacobs
Walden University

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Walden University

College of Counselor Education & Supervision

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Jacqueline Jacobs

has been found to be complete and satisfactory in all respects,
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Walden University
2020

Abstract

Self-Efficacy and Burnout and Their Impact on School Counselors

By

Jacqueline Jacobs

MEd, Bowie State University, 2008

BA, Messiah College, 1984

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

Walden University

November 2020

Abstract

Policymakers focused on school and mental health proposals in the wake of shooting in Newton, Connecticut. Since this incident a policy is being considered to restrict gun use and increase mental health and student support services. In 2012, the Department of Education explored five emerging issues that impact learning: (a) school discipline, (b) gender-based violence, (c) behavioral health, (d) bullying, and (e) school safety. These five issues, when they impact the learning environment, the school counselor may exhibit increased anxiety that may lead to burnout. Additionally, the school climate may be impacted by the relationship with administrators and staff. If there is a decrease in the quality of the school climate, it may impact the school counselors self-efficacy and increase burnout. Therefore, the purpose of this quantitative study was to identify how the decreasing quality of school climate and the heightened stressors can lead to burnout among counselors and burnout leads to decreased self-efficacy. Using a correlational design, the Counselor Burnout Inventory was used to measure burnout and school climate and the School Counselor Self-Efficacy scale was used to measure self-efficacy. Both surveys was administered to 62 school counselors in elementary, middle, and high school. The data were analyzed using a multiple linear regression and analysis of variance. The findings indicated that (a) there is a relationship between self-efficacy, school climate and burnout and that (b) there was no difference between school levels for self-efficacy or burnout. One recommendation for future research is to interview administrators to establish their perceptions about school counselor burnout. Social change implications include creating healthier school counselors who can do a better job developing positive school climates which will also impact their clients.

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Dedication

I dedicated this to my dear friend Elissa. She passed away on December 6, 2018 and was unable to see me accomplish this goal. She was very encouraging and supportive throughout this process. Rest in peace, Lisa in your heavenly home.

Acknowledgments

To my Lord and Savior, Jesus Christ who gave me the wisdom needed to complete this program. He kept me healthy, mentally, and spiritually to endure all the stress that I encountered. He gave me the confidence to believe that I can do it despite my obstacles.

To my mom, who was there from the beginning. She listened to all my frustrations and accomplishments. She was there to proofread my papers over the years. She encouraged me when needed. Thank you, mom, for being there.

To my sister-in-law Nicole, who was there to support and encourage me over the years. She was my grammar teacher from the beginning. I learned a lot about writing from her. She was there to proofread my papers despite her busy life as a housewife and mother. Thank you, Nicole, for helping me accomplish this milestone.

To my son Courtney, I thank you for supporting me over the years. I thank you for understanding when I needed to put in the long hours. I thank you for being a strong independent young man. Thank you for allowing me to reach my goal.

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Chapter 1: Introduction to the Study

Introduction

United States' schools are being affected by myriad issues involving students' welfare, such as depression, suicidal ideation, alcohol, marijuana use, bullying, and school shootings. School shootings and other traumatic events can cause students to experience posttraumatic stress, necessitating a trauma-informed educational stance for all stakeholders, including teachers. Stressors can affect students' mental health and daily functioning as well as how educators and counselors interact with students. While school counselors' primary role is to support the social and emotional well-being of students, limited budgets are creating crowded classrooms and high caseloads for school counselors. These factors can increase school counselor burnout and decrease the effectiveness of the school climate.

In the professional literature, *burnout* is described in several ways. Maslach and Jackson (1986) characterized burnout as having three dimensions: (a) emotional exhaustion, (b) depersonalization of clients, and (c) a reduced sense of accomplishment. Freudenberg (1990) described symptoms of burnout as (a) adverse changes in individuals' attitudes and decision making; (b) physiological states; mental; emotion; and behavioral health; and (c) occupational motivation. Stephan (2005) found that in a national sample of school counselors, 66% of middle-school counselors scored at moderate-high levels of emotional exhaustion. Wachter (2006) found that 20% of the

school counselors surveyed ($N = 132$) experienced feelings of burnout; 16% scored at moderate levels, and 4% scored at severe levels.

Due to the effects of burnout, the ethical standards of the American School Counselor Association (ASCA, 2014) note that school counselors are responsible for maintaining their health, physically and emotionally. The ethical standards of the American Counseling Association (ACA, 2014) state that school counselors have a responsibility to monitor themselves for burnout. The purpose of this study was to identify how the decreasing quality of school climate and heightened stressors lead to burnout and how burnout leads to decreased self-efficacy among counselors.

This study was essential for counselor educators to help prepare school counselors to identify, treat, and prevent burnout. Determining if there is a relationship between self-efficacy and school climate can help school counselors manage burnout. The results of this study were expected to create positive social change by identifying how self-efficacy and school climate relate to burnout in order to treat it more effectively and thus reduce the turnover of school counselors. The study may impact school counselors' perception of burnout, leading them to identify signs of it earlier. The findings were expected to help administrators build better relationships with school counselors, while creating policies and programs that foster a positive school climate and meet the needs of teachers for long standing sustainability. Long sustainability can apply to counselors and teachers when the quality of the school climate is more positive it creates a more collaborative environment which counselors and teachers can thrive more in, which ultimately impacts

the students. Another implication for positive social change was to ultimately identify stressors that impact schools so that stakeholders can make more informed decisions about strategies to decrease student-to-counselor ratios.

In this chapter, I cover the following topics: background, problem and purpose of the study, the research questions and hypotheses, operational definitions, theoretical framework, and assumptions and limitations.

Background

Professionals in the school setting—teachers, administrators, especially school counselors—are susceptible to burnout (Moyer, 2011; Wilkerson, 2009). Burnout is conceptualized as having three domains: (a) emotional exhaustion, (b) depersonalization, and (c) a reduced sense of personal accomplishment (Maslach & Jackson, 1981). In human service workers (i.e. school counselors, psychologist, social workers, therapist) burnout occurs due to emotional expectations, which need to be managed to maintain personal goals and relationships (Maslach, Schaufeli, & Leiter, 2001; Maslach & Leiter, 1997) .

Factors contributing to burnout may occur at the organizational, individual, or client level (Newell & McNeil, 2010). Organizational factors include high caseloads, low peer support, low supervisory support, and a lack of on-the-job training (Maslach & Leiter, 1997). Individual factors include negative coworker interactions, coping styles, and difficulty interacting with clients (Barak, Nissly, & Levin, 2001; Lloyd, King, & Chenoweth, 2002). Client level factors may include dealing with ongoing crisis

interventions with clients. Professionals with high caseloads of trauma-related situations despite having little clinical experience practicing with trauma clients are particularly vulnerable to the effects of these conditions (Lerias & Byrne, 2003; Pearlman & MacIan, 1995).

Counselors experiencing feelings of burnout often demonstrate a reduced quality of service to clients; lower job commitment, lower productivity, and turnover (Maslach et al., 2001). Negative factors may impact the school counselor's effectiveness with clients. Based on the domains of burnout, emotional exhaustion or depersonalization can interfere with effectiveness (Maslach et al., 2001). Therefore, it is likely that burnout affects self-efficacy, that is, belief in one's ability to achieve personal accomplishments.

Also, the constructs of counselor self-efficacy (CSE) involves individuals' beliefs about their ability to counsel a client effectively (Larson & Daniels, 1998). Researchers have evaluated how self-efficacy impacts work-related performance. The researchers focused on cognitive ability, personality, and experience. (Judge et al., 2007). Studies on the influence of CSE among mental health professionals, including counseling trainees, masters-level counselors, psychologists, and school counselors have yielded mixed findings (Schiele, Weist, Youngstrom, Stephan, & Lever, 2014). My study did confirm that CSE does impact work performance.

However, there is a gap in research on how self-efficacy may interact with burnout. Therefore, this study gathered the perceptions of school counselors about self-efficacy and burnout. This study was essential to help counselor educators better prepare

counselors for school settings. It could also benefit supervisors and administrators by considering how school level (elementary, middle, high), along with self-efficacy and school climate, may cause burnout. Also, it could allow administrators a way to better support school counselors. Finally, the study could help school counselors become more aware of factors that may impact their performance, while also supporting a plan to prevent burnout and achieve more success in the field, thus changing all of society for the better.

Problem Statement

Burnout is a problem that professional school counselors experience (Bardhoshi, Schweinte, & Duncan, 2014). When they are required to perform various duties daily that are not related to school counselors such as lunch duty and testing, this may cause burnout (Wilkerson & Bellini, 2006). Counselors' assignments and demands on school counselors continue to grow, which could increase their stress level. When the stress level increases, it may impact the job performance (Wilkerson & Bellini, 2006).

Research has shown some additional variables that deter professional school counselors from performing these duties, including case overload, low organizational support, low work satisfaction, and lack of training (Bardhoshi et al., 2014; Schiele, Weist, Youngstrom, Stephen, & Lever, 2014). The American School Counseling Association (2014) recommends a 250:1 ratio of students to counselors; however, the national average is closer to 471:1. Large caseloads correlate with high burnout (Gunduz,

2012). One study revealed that counselors with a caseload of 1000-1500 students had low self-efficacy which resulted in an increase of burnout (Atici, 2014).

In addition to caseload, low organizational support from colleagues and supervisors may cause burnout (Bardhoshi et al., 2014). A longitudinal study on counselor turnover by Eby and Rothrauff-Laschober (2012) found that 47% of participants voluntarily left throughout the study due to a lack of organizational support. When school counselors experience low organizational support, it may cause burnout and a change in their career. Gunduz's study (2012) revealed that counselors with high self-efficacy beliefs received social support. Due to the connection between burnout and self-efficacy, the American Counseling Association Code of Ethics (2014, C.2.g. Impairment) mandates that counselors monitor themselves for impairment due to physical, mental, or emotional problems, and to refrain from offering services when so impaired.

Although there is literature on burnout among teachers and mental health professionals, there are few studies on the impact of burnout on professional school counselors (Gunduz, 2012). Nor are there studies on burnout and the relationship between gender, work setting, and the number of years employed as a school counselor (Gunduz, 2012). Due to the lack of literature on burnout for school counselors and how burnout relates to self-efficacy, counselor educators are not prepared to provide training on best practices that can help reduce stress for this population.

Purpose

The purpose of this study was to improve and add to the literature on burnout and to improve understanding of burnout among school counselors and how it impacts their self-efficacy. Self-efficacy and school climate were the independent variables and school counselor burnout was the dependent variable. To address the gap in literature on school counselor burnout I used a quantitative predictive design to study variables of burnout, such as school climate and self-efficacy. A quantitative survey approach was used to describe school counselors' perceptions of self-efficacy; self-efficacy has been considered an important variable in determining counselors' attitudes toward the profession (Atici, 2014). The development of counselor self-efficacy is enhanced by social support from school personnel, work experience, and training (Atici, 2014).

To bridge the gap in the literature, this study explored the relationship between burnout and the quality of school climate with respect to school counselors. As a result of this study, counselor educators can be better prepared to help school counselors identify signs of burnout and how burnout impacts self-efficacy. This is essential to identify interventions to prevent burnout. Another essential part of the study is to identify outside stressors that impact the school climate and the level of burnout.

Research Questions and Hypotheses

RQ1: Is there a statistically significant predictive relationship between school counselor self-efficacy and school climate to school counselor burnout?

H₀₁: There is no statistically significant predictive relationship between school counselor self-efficacy, school climate, and burnout in school counselors.

H_{A1}: There is a statistically significant predictive relationship between school counselor self-efficacy, school climate, and burnout in school counselors

RQ2: Is there a difference in school counselor self-efficacy among school levels (elementary, middle, and high)?

H₀₂: There is no difference in school counselor self-efficacy among school levels (elementary, middle, and high).

H_{A2}: There is a difference in school counselor self-efficacy among school levels (elementary, middle, and high).

RQ3: Is there a difference in school counselor burnout among school levels (elementary, middle, and high)?

H₀₃: There is no difference in school counselor burnout among school levels (elementary, middle, and high).

H_{A3}: There is a difference in school counselor burnout among school levels (elementary, middle, and high).

Theoretical Framework

The theoretical base for this study was Bandura's (2012) social cognitive theory (SCT). This theory addresses the properties of perceived self-efficacy, and four

theoretical orientations, which include SCT, control theory, trait self-efficacy, and the big five trait theory. Bandura's work has been used in many studies about self-efficacy. The SCT is based on the casual structure of the triadic reciprocal (personal influences, behavior engagement, environment) (Bandura, 2012). All of these factors of the triadic reciprocal impact self-efficacy. Furthermore, Bandura's (2012) theory shows how other factors, such as experience, modeling, or verbal persuasion, impact self-efficacy.

Nature of the Study

This study sought information about school counselors' experience with burnout and how it impacts their self-efficacy. A quantitative approach, in this case, a survey, was used because numerical data were needed to compare patterns and trends about burnout and self-efficacy and how burnout relates to self-efficacy. The variables measured in this study include self-efficacy and school climate as the independent variable and school counselor burnout as the dependent variable. The variables were analyzed using multiple regression analysis and two one-way analyses of variance (ANOVA).

Participants were chosen using the ASCA membership directory. Each participant had to meet one criterion: currently working as a school counselor in an elementary, middle, or high school. The survey was administered online using SurveyMonkey.com. A link was available to participants on several social media websites and through the ASCA website.

Definitions

This section includes critical terms used throughout the study.

Burnout: Prolonged exposure to chronic emotional and interpersonal stressors on the job (Maslach, Schaufeli, & Leiter, 2001). Burnout is defined by three core dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981).

Self-efficacy: Beliefs about one's ability to successfully perform a given behavior (Bandura, 1986).

School climate: Based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (National School Climate Council, 2007).

Assumptions

I assumed that some school counselors were experiencing some burnout. While others burnout was low due to testing right after Christmas break. I assumed that school counselors were honest in answering the survey. I assumed that all questions would be answered and not skipped over. Assumptions were important to help guide my study. Assumptions helped with developing demographic questions. Assumptions help me think about how I would like the results to be represented.

Scope and Delimitations

Due to convenience sampling, there may be an issue with internal validity. Internal validity occurs when the variables cannot be controlled. My sample of participants I was unable to control. Also, there was some external validity that occurred. My study excluded school counselors that were not working currently in the field. Also,

school counselors were excluded if they were not part of the different membership platforms I used. Due to the internal and external issues the study may not be generalized to all counselors, all levels of counseling, and may not be widespread to the entire United States.

Limitations

One limitation may be selection bias since only school counselors will participate in the study. Another limitation is “self-report” data. Surveys are dependent on participants answering truthfully on their attitudes, opinions, or behaviors.

Significance

As a result of this study, awareness about burnout might increase amongst supervisors and administrators. This study could encourage supervisors to put something in place to help school counselors when experiencing burnout. School districts might hire more school counselors to reduce caseloads, which may decrease burnout. A smaller workload could increase self-efficacy. Administrators might try to change the school climate to help lower burnout, which would result in a more positive school climate. When the school climate is positive it can increase the counselor’s motivation and self-efficacy which would build better relationships with student and have more positive outcomes. Additionally, positive school climate would build more positive collaboration amongst staff members.

Additionally, as a result of this study, colleges may include self-care and burnout in the curriculum as part of the internship process. Then counselor interns could identify

strategies to use in the future when they experience burnout. Counselor educators could have more discussions about burnout with interns

Summary

In this study, I used a quantitative predictive survey approach to analyze the perception of school counselors to determine whether high counselor self-efficacy and positive school climate had a negative relationship with counselor burnout. The opinions of school counselors help add to the gap in the literature on the relationship between self-efficacy, school climate and burnout.

Chapter 2 will discuss the literature review for the history of school counselors, counselor's self-efficacy, school climate, and Maslach's theory of burnout as well as SCT.

Chapter 2: Literature Review

Introduction

Burnout is a problem that professional school counselors experience (Bardhoshi, Schweinte, & Duncan, 2014). The purpose of this study was to add to the understanding of burnout among school counselors, and how it impacts their self-efficacy when performing school counselor duties. Counselor Self-Efficacy (CSE) means an individual's beliefs about his or her ability to counsel a client effectively (Larson & Daniels, 1998).

Although research has explored the association of CSE with variables such as counselor training, aptitude, and level of experience, little attention has been given to CSE among school mental health counselors (Schiele, Weist, Youngstrom, Stephan, & Lever, 2014). Although there is literature on burnout in teachers and mental health professionals, there are few studies on the impact of burnout on professional school counselors (Gunduz, 2012). Due to the lack of literature on burnout for school counselors and how it relates to self-efficacy, counselor educators are not prepared to provide training on best practices that can help reduce burnout for this population.

The purpose of this review was to establish literature that help guide the focus of my study. This review shows how my study evolved from previous research. The analysis of literature is organized as follows: school counselor role, description of the ASCA model, explanation of self-efficacy, burnout, self-care, and an overview of SCT.

Literature Search Strategy

I utilized the following databases: PsycInfo, Eric, PsycArticles, and Google Scholar; I used the Mental Measurement Yearbook database to search for instruments. When searching for articles, following keywords were used: self-efficacy, burnout, counselor burnout, self-care, strategies for self-care, school counselor, school counselor and self-efficacy, school counselor self-care, wellness, compassion fatigue, empathy fatigue, counselor burnout inventory, and school counselor self-efficacy scale. Sometimes I searched by titles of articles I found in the reference section of other reports. At times, I searched by author or DOI number. Most of the literature I reviewed was published starting in 2014; the history of burnout and school counselors went back to the 1900s or early 2000s. The sources I used for my research were peer-reviewed articles, E-books, and Walden dissertations.

Theoretical Foundation

Social Cognitive Theory

Self-efficacy is rooted in a broader SCT that encompasses other theories to help explain self-efficacy. The construct of self-efficacy by Albert Bandura, a psychologist, who used Social Learning Theory (later labeled as SCT) as a conceptual basis for the analysis of self-efficacy (Bandura, 1977). Social Cognitive Theory provides details about the triadic reciprocal causation of personal influences, behavior engagement, and environment, which are continually interacting with one another (Bandura, 1977, 2012). Thus, the behavior is not a result of the environment and the person, just as the

environment is not a result of the person and behavior (Bijl & ShortRidge-Bagget, 2001); a change in one has implications for the other. Cognitive, social, and behavior subskills help a person control events in their life. According to Bandura, the effective use of these subskills is strongly related to people's beliefs of personal efficacy.

Researchers have used SCT to support the construct of self-efficacy. Social Cognitive Theory has been expanded by Lent, Brown, and Hackett (1994) to the Social Cognitive Career Theory (SCCT) to explain career behaviors. When used in career decision making the SCCT helps with career formation, performance, and persistence in education opportunities (Lent, Brown and Hackett, 1994). Significantly, the SCCT focuses on the differences between intentions and behaviors (Lent et al., 1994). People behave based on what they believe. As people are successful, their interest and self-efficacy are encouraged (Dos Santos, 2018). Social Cognitive Theory has been used with teachers (Rubenstein, Ridgley, Callan, Karami, & Ehlinger, 2018). Social Cognitive Theory was applied to the teacher's perception of their preferences, beliefs, and motivational factors (Rubenstein et al., 2018).

My research studied the impact of burnout on self-efficacy in school counselors. I chose this theory because it helps explain the self-efficacy of school counselors. The theory will help support how a counselor's beliefs determine how they behave. Additionally, this theory will explain how the environment may impact a school counselor's behavior.

Maslach's Theory of Burnout

By definition, burnout has reduced emotional energy (exhaustion, decreased levels of compassion towards clients (depersonalization), and lack of satisfaction with one's work (Morse, 2012). There are three dimensions of burnout: exhaustion, depersonalization, and inefficacy (Maslach, Schaufli, & Leiter, 2001). Exhaustion is the central quality of burnout and is the dimension that is widely reported and analyzed. Emotional exhaustion is feeling fatigued, mentally and physically. Although exhaustion reflects stress, it does not capture the relationship people have with their work. In human services, fatigue can impact the services offered to clients. For example, if a school counselor feels exhausted due to work demands, it often can change the counselor's response to the needs of the students.

In the second dimension, depersonalization, people distance themselves from others to protect themselves from exhaustion and disappointment (Maslach & Leiter, 1997). Distancing is an immediate reaction to exhaustion and has been considered a type of cynicism (Maslach et al., 2001). The third dimension is inefficacy, which is a reduced personal accomplishment. Additionally, personal accomplishment is feeling ineffective and inadequate. A work situation with overwhelming demands may lead to exhaustion, depersonalization, and feelings of being useless. In my study, Maslach's Theory will help support how burnout may impact a school counselor's effectiveness.

Literature Review

History of School Counselors

The profession of school counseling has changed over the years. Since the inception of school counseling, there has been confusion about the role of the school counselor. The counseling school model focused on academic, personal/social, and career development (ASCA, 2003). Due to the counseling school model implementation, the history of school counselors evolved from career preparation to more emphasis on mental health issues. Based on policy discussions about the mental health of children, it discovered that there was a gap between the mental health needs of children and adolescents and the availability of effective services in schools (Kataoka, Zhang, & Wells, 2002). In recent years, school mental health programs supported by school staff (school psychologist, social workers, counselors) and school-based community mental health clinicians have emerged as a resource for students and families (Weist, Sander, Walrath, Link, Nabors, Adelsheim, Moore, Jennings, & Carrillo, 2005). It appears that throughout time, the cultural needs of students within schools such as chronic depression, anxiety, suicidal ideation, and now trauma due to numerous accounts of school violence has also led to a shift if the role and identity of the school counselor.

Although the profession has identified a National Model (American School Counselor Association, 2012) that provides an approach to counseling, many counselors and administrators are using outdated models (Lambie & Williamson, 2004). Some of the confusion may contribute to the school counselor's burnout.

At the beginning of the counseling profession, the role of the school counselor was that of vocational guidance to prepare students for life after high school (Gysbers & Henderson, 2006). In the 1930s, during the Great Depression, there was a need to assess workers' abilities and aptitudes, along with helping young people cope with personal issues (Myrick, 1997). At this time, school administrators determined the responsibilities of the school counselor (Gysbers & Henderson, 2006). In the 1950s, school counselors placed in the category of pupil personal services, along with psychologists, social workers, and nurses (Cinotti, 2014). Additionally, in 1952, the American School Counselor Association (ASCA) was formed to advance the standards for training and ethical behavior (Myrick, 1997).

In the 1970s, school counseling became a comprehensive, developmental program, which included goals, objectives, interventions, planning strategies, and evaluative measures (Gysberg & Henderson, 2006). In the 1980s, the National Commission of Excellence in Education published "A Nation at Risk," which examined the quality of education (Lambie & Williamson, 2004). This publication led to the accountability and testing movement, which resulted in counselors' involvement in testing. Finally, in the 2000s, the American School Counselor Association created a national model (ASCA) for school counselors, which helps define the school counselor's professional identity. The ASCA model linked the work of school counselors to the development of a comprehensive school counseling program (DeKruyf, Auger, & Trice-Black, 2013).

ASCA Model

The ASCA (2012) National Model provides a framework to aid in identifying school counselors' roles, responsibilities, and tasks. Furthermore, the ASCA's (2012) School Counselor Competencies provide standards for school counselors' aptitudes, including the facilitation of direct and indirect services. The ASCA National Model designed to support students in academic, career, and personal/social domains (Hatch, Poynton & Perusse, 2015). The framework intended to unify the profession to fit every school counseling program (Hatch et al., 2015). School counselors who are not comfortable implementing the ASCA model may become burnout and have low self-efficacy.

Self-Efficacy

Bandura's (1977) conceptualization of self-efficacy (initially labeled "efficacy expectancy"), was distinguishing between (a) a person's motivation to perform a target behavior based on expected outcomes of the behavior and (b) his or her perceived capability to perform the act. Outcome expectation is a person's estimate that a given action will lead to specific outcomes (Bandura, 1977). An efficacy expectation is someone's belief that they can produce the desired result (Bandura, 1977). According to the self-efficacy theory, self-efficacy and outcome expectancy are separate (Williams & Rhodes, 2016). However, self-efficacy influences outcome expectancy, particularly when the performance of the behavior and the potential outcomes of the action are closely tied together (Bandura, 1997).

The self-efficacy portion of SCT addresses the origin of self-efficacy beliefs, their structure, and functional properties, their different effects, the processes through which they work, and how to develop and enlist such ideas for personal and social change (Bandura, 1997). The sources of people's opinions in their abilities develop in four ways: mastery experience, social modeling, social persuasion, and processing choices (Bandura, 2012).

Mastery experiences. In mastery experience, when people only experience success, they are discouraged by setbacks and failures (Bandura, 2012). Resilient self-efficacy requires one to be able to overcome obstacles. Resilience is learning how to manage failure. When a school counselor is always feeling successful and then faces a setback, it may cause burnout and may decrease his or her resilient self-efficacy to overcome obstacles. A resilient school counselor will continue to overcome setbacks until he or she is thriving.

Social modeling. In social modeling, people see others being successful, and it increases one's motivations and beliefs (Bandura, 2012). In social modeling, if a school counselor is faced with many obstacles, seeing other counselors be successful may increase their self-efficacy and decrease his or her burnout. Just like students who look up to famous athletes or admire family members, it motivates them to become like them. Social modeling can help direct one's path.

Social persuasion. Social persuasion is the third way of developing self-efficacy. When people are encouraged to believe in themselves, it may increase self-efficacy.

Determination increases the chance of success. Individuals measure success through self-improvement. People are encouraged to measure success through self-improvement and rely on their physical and emotional state (Bandura, 2012). A school counselor, when supported by supervisors, principals, and co-workers, may increase their self-efficacy. “Efficacy beliefs are strengthened by reducing anxiety and depression, building physical strength and stamina, and correcting the misreading of physical and emotional state, (p.13, Bandura, 2012).” Self-efficacy beliefs affect the quality of human functioning and influence how well people motivate themselves (Bandura, 2012).

Processing choices. The final way processing choices include the options people consider and the choice they make for important decisions (Bandura, 2012). By the choices of events and environments, people set their life path and what they become (Bandura, 201). The way a school counselor processes choice may impact their beliefs in their counseling self-efficacy.

Counseling Self-Efficacy (CSE)

The construct of counseling self-efficacy is an individual’s beliefs about his or her ability to effectively counsel a client (Larson & Daniels, 1998). CSE is also related to external factors such as work environment, supervisor characteristics, quality of supervisor, family support, and availability of resources (Larson & Daniels, 1998). CSE is an important factor related to anxiety, as well as the amount of effort to learn counseling behaviors. Some counselor educators and researchers suggest that increasing counselor trainees’ self-efficacy is an important goal. Various training interventions such

as academic course work, assigned readings, classroom discussions, self-reflection, modeling, supervision, and hands-on experiences were found to improve competency and perceptions of self-efficacy.

There is common literature regarding school counselor's self-efficacy (Bodenhorn, Wolfe, & Airen, 2010; Scarborough & Culbreth, 2008). Bodenhorn and Colleagues (2010) studied school counselors using the School Counselor Self-Efficacy Scale (SCSE). The study examined school counselors' perceptions of the achievement gap, equity in schools, school counselor self-efficacy, and type of program approach implemented. One result of this study indicated that school counselors with higher levels of self-efficacy seemed to have a different impact on students than those with lower levels of self-efficacy. Additionally, Bodenhorn and colleagues found that school counselors' self-efficacy was positively related to their use of the ASCA (2012a) National Model.

Also, Scarborough and Culbreth (2008) studied elementary, middle, and high school counselors to investigate the discrepancies between the actual practice and the preferred practices of school counselors. Results indicated that school counselors preferred to spend time with best practices. School counselors in this study were more likely to engage in a task that led to a particular outcome and supported by members of the organizational system of the school where they were employed.

Studies of the impact of Counselor Self-efficacy among a variety of mental health professionals yielded mixed findings (Schiele, Weist, Youngstrom, Stephan, & Lever, 2014). While research has explored the association of CSE with variables such as

counselor training, aptitude, and level of experience, not much attention has been on the CSE of mental health practitioners. One study examined the influence of quality training versus peer support and supervision on CSE and the relationship between CSE and practice-related variables (Schiele et al., 2014). The results emphasize the importance of CSE and the impact on effective practice.

An exploratory study examined whether differences in counseling self-efficacy exist between online students and face to face students. (Watson, 2012). Students were enrolled in both types of courses and completed the Counseling Self Estimate Inventory. The results of an analysis of covariance, suggest that students who enrolled in online core counseling skill courses reported stronger counseling self-efficacy beliefs than the students who were trained in traditional face to face (FTF) courses when prior counseling experience was controlled. Watson (2012) alluded that online students are more invested in the learning process and have a greater sense of confidence in their ability. One of the biggest criticisms of online instruction is that counselors do not have the opportunity to do hands-on training to develop their necessary counseling skills. As a result, they may feel confident in their abilities despite the fact they lack the actual hands-on-training and experiences needed to validate their perceptions (Watson, 2012) appropriately.

Studies on CSE reported an indirect impact on positive client outcomes (Urbani, Smith, Maddux, Smaby, Torres-Rivera, & Crews, 2002). Increasing CSE decreases clinician's anxiety; if anxiety is high, it impacts the clinician's judgment and performance

(Urbani et al., 2002). Although research has been done on CSE, there is little research on the relationship to burnout.

School Climate

School climate is a factor that can impact a school counselor's efficacy. Sutton and Fall (1995) indicated that support from staff and administrators were the strongest predictors of high counselor self-efficacy. Colleague support was the strongest predictor of efficacy and outcome expectancy. Colleague support was significantly related to efficacy expectancy when working with individual students. Research has shown that supportive relationships contribute to emotional adjustment, well-being, and ability to maintain identity through stressful times (Cobb, 1976; Gottlieb, 1983; & Moracco, Butcke, & McEwen, 1984). Additionally, the grade level of the school counselor's position also was significantly related to efficacy expectancy. The higher the grade level, the higher the self-efficacy.

Administrative support was shown to influence both outcome expectancy for the counselor behaviors and efficacy expectancy for individual counselors (Sutton & Fall, 1995). It suggested that when principals provide support and resources, counselors gain a sense of empowerment and efficacy. The quality and quantity of the relationship between the principal and the counselor may impact the school counselor's self-efficacy. When teachers and counselors feel supported by their administrative staff, they appear to teach and counsel more effectively and enjoy the ability to be creative, offering autonomy and have a higher work satisfaction, which then impacts their student's learning outcomes.

One of the key elements that influence the perception of the work environment and psychosocial well-being is self-efficacy. So in a sense, administration self-efficacy impacts administration, faculty, and counselor and hence students and clients. According to SCT (Bandura, 1997, p. 3), it seems that people with high levels of self-efficacy tend to interpret demands and problems more as challenges than as hindrances or subjectively uncontrollable events. Job demands that are considered barriers may negatively impact self-efficacy. Hindrance demands are negatively associated with performance, motivation, job satisfaction and organizational commitment (LePine et al., 2005; Podsakoff et al., 2007)

Ponek and Bronk (2000) studied the relationship between elementary school counselors and principals. In this study, the researchers utilized semi-structured personal interviews and shadowing experiences to explore the phenomena of the relationship between elementary school counselors and principals. This qualitative study identified several components helpful to building relationships between elementary school counselors and principals: (a) the role of the counselor should be clearly defined; (b) mutual trust and clear communication need to be developed, and (c) support strategies for working with principals and teachers require frequent maintenance.

The role of the counselor should be established between the principal and the counselor (Ponek & Bronk, 2000). The purpose of the counselor should align with the ASCA (2012) model, which includes integrating a comprehensive school counseling program based on student data and based on standards in academic, career, and

social/emotional development. Furthermore, the counselor's role should be communicated to staff, students, and parents.

Communication between all constituents can be done in several ways, such as newsletters, staff meetings, and the PTA. Most counselors and principals establish a routine form of communication (i.e., time of day, the day of the week, scheduled meetings). As part of my routine, my calendar is shared with my principal, a counselor brochure is given out at the back to school night, and I have a section in the school newsletter. Written communication, such as emails, seems to work well to remind someone of the expectations as communicated to you.

Support strategies for working with principals and teachers require continued maintenance and training to define the role/responsibilities of the school counselor (Ponek & Bronk, 2000). Counselors who clearly defined the role and maintained visibility were deemed beneficial. Principals who knew the role of the counselor helped with support for the counselor. Principals and counselors who developed communication and mutual trust were valued.

Furthermore, an employee's organizational environment has been shown to increase levels of burnout (Maslach et al., 2001; Morse et al., 2012). There are many dimensions of organizational climates, such as role overload, role conflict, role clarity, growth/advancement, and cooperation (James & Sells, 1981). Corporate environments can be functional or stressful (Glisson et al., 2008).

Functional climates characterized by perceptions of opportunities for growth and advancement, role clarity, and high levels of cooperation may lead to a more positive school climate, higher self-efficacy, and less burnout (Glisson et al., 2008). In the functional work environment, the employee receives help from coworkers and administration to successfully complete their job. Additionally, it creates a work environment in which employees understand their roles.

Conversely, stressful climates are characterized by high levels of overload and role conflict (Green et al., 2014). Role overload is an environment in which the employee feels overload in their work from high caseloads and a high proportion of poverty, depression, suicide, and school shootings (Glisson et al., 2008). Overload has been consistently implicated as a predictor of burnout (Maslach et al., 2001). Further, high levels of role conflict, where an employee finds it hard to complete a task, have been associated with burnout (Maslach et al., 2001).

Social Cognitive Theory

The theoretical base for this study was Bandura's (2012) SCT. SCT supports the concept that self-efficacy impacts career performance (Bandura, 1986). Many studies are using Bandura's work when researching self-efficacy (Bodenhorn & Skaggs, 2005; Bodenhorn, Wolfe, & Airen, 2010; Schiele, Weist, Youngstrom, Stephan, & Lever, 2014). The approach provides details about triadic reciprocal causation of personal influences, behavior engagement, and environment forces (Bandura, 2012). Furthermore, Bandura's (2012) theory shows how other variables impact self-efficacy.

In this triadic process, humans function based on the interaction of personal, behavior, and environment. People determine their influence through different forms of agency (personal, behavior, and environment), which is grounded in their efficacy beliefs (Bandura, 1997, 2000). People's beliefs about their capabilities vary across activities and situational conditions (Bandura, 2012). The interaction of personal, behavior, and environment help shape events and the course one's life takes (Bandura, 2012).

As an individual in a personal agency stage, people bring their influence on what they can control (Bandura, 2012). Sometimes people are not able to control the situation and must depend on others who have the resources and knowledge. There are three types of environments—imposed, selected, and constructed (Bandura, 2012). The imposed environment acts on people, whether they like it or not (Bandura, 2012). However, they have a choice in how they react. The imposed environment is connected to the selected environment when a person chooses to interact with that environment. The environments one chooses impact the course their lives take (Bandura, 2012). Finally, people create environments that help them better control their lives (Bandura, 2012). According to this theory, the school counselor's behavior may be impacted by the environment. Sometimes the school counselor's environment is not something they can control. One factor capable of influencing perceived social stress may be an individual's locus of control (Millman et al., 2017). Control of one's environment can be internal or external. Internal locus of control identifies with individuals who believe that rewards and outcomes are brought

about by their actions, an internal locus of control orientation, versus chance, fate, or some outside influence, an external locus of control (Rotter, 1996).

SCT helps support predicting behavior (Bandura, 2012). It is also a theory of learning and change (Bandura, 2012). The learning portion of the theory specifies how an individual acquires knowledge structures: cognitive, social, emotional, and behavioral (Bandura, 1986, 1997). The scope of the theory includes different factors that help regulate and motivate actions (Bandura, 1986). Self-efficacy is the focal point because it affects behavior directly, and it influences other factors: outcome expectations, goals, and environment (Bandura, 2012). The school counselor acquires knowledge through their learning experiences, which may impact their behavior. The impact on behavior may influence the school counselors' outcome expectations, goals, and environment.

Burnout

Burnout has been well researched over decades in the human service profession (Gnilka, Karpinski, & Smith, 2015). The term burnout was first used by Freudenberger (1974) to describe the emotional and physical exhaustion of staff members of a medical clinic. In 1976, Warnath and Shelton advocated in the counseling profession for counselors in training to learn more about burnout. Maslach and Jackson (1981), followed by researching burnout in the human services profession.

Additionally, lack of supervision, high student-to-counselor ratios, and a large amount of non guidance responsibilities also contribute to the daily stress of school counselors (Moyer, 2011). The amount of supervision was seen to be a significant

predictor for incompetence, a negative work environment, and devaluing client factors. Additionally, the amount of guidance was a significant predictor of overall burnout. The number of hours school counselors spent performing non-counseling tasks was found to be a significant predictor of burnout (Moyer, 2011). The Student-to-counselor ratio was not found to be significant. However, it appears that the overload of paperwork, administration responsibilities, and case overload may take away from the counselor's ability to see more clients.

It is generally accepted that the work of Maslach and colleagues is used for the study of burnout as a psychological phenomenon (Bardhoshi, Schweinle, & Duncan, 2014). Maslach, Schaufeli, and Leiter (2001) defined burnout as prolonged exposure to chronic emotional and interpersonal stressors on the job. Burnout is defined by three core dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). As a school counselor, an increase in emotional exhaustion may cause burnout and a decrease in one's self-efficacy.

Emotional exhaustion refers to the depletion of emotional resources (Halbesleben & Buckley, 2004). Employees feel like their energy is depleted, leaving them without resources to do their work. Depersonalization can be defined as disengagement (Halbesleben & Buckley, 2004). It occurs after emotional exhaustion when employees detach from their jobs and those associated with the situation. Personal accomplishment, also is known as personal efficacy in the literature, refers to decreased perceptions of ability on the job (Halbesleben & Buckley, 2004). If a school counselor is emotionally

exhausted or burnout, they may be as effective. Exhaustion may also cause a school counselor to become disengaged from students and parents. Furthermore, exhaustion may leave the school counselor with feelings of low personal accomplishment.

Most of the current research on burnout uses the Maslach Burnout Inventory-Human Services Survey (MBI-HSS; Maslach & Jackson, 1984). Although the MBI-HSS provides insight into burnout, it is not specific to school counselor burnout (Lee, Cho, Kissinger, & Ogle, 2010). Therefore, the present study will be using the Counselor Burnout Inventory (CBI; Lee et al., 2007), which provides norm-referenced measures of a counselor's burnout syndrome on five subscales: Exhaustion, Incompetence, Negative Work Environment, Devaluing Client, and Deterioration of Personal Life.

Summary and Conclusion

Literature shows that school counselors sometimes experience burnout. However, literature does not show how self-efficacy and school climate are related to burnout. Burnout includes exhaustion, depersonalization and inefficacy (Maslach, Schaufli & Leiter, 2001). Based on this definition, school counselors can become exhausted from work demands. Sometimes counselors may distance themselves from others to avoid exhaustion which could impact them working with students (Maslach & Leiter, 1997). Exhaustion can also lead to school counselors feeling inadequate.

According to Bandura, self-efficacy is a person's motivation to perform a task and his or her perception to perform the task. My qualitative survey approach will help

determine the school counselor's self-efficacy and if it is impacted by burnout.

Additionally, school climate is a factor that can impact self-efficacy. One of the key elements that influence perception about the work environment is self-efficacy. If there is a negative work environment it may cause burnout and may impact the ability to work with students.

Chapter 3 will discuss the quantitative predictive approach that I will use to determine if there is a relationship between self-efficacy, school climate and burnout. My approach will help close the gap in literature concerning school counselor burnout.

Chapter 3: Research Method

Introduction

The purpose of this study was to add to the understanding of burnout among school counselors and how burnout affects CSE. I used a quantitative approach to study the perceptions of school counselors. This chapter includes a description of the quantitative research design and the way I identified participants., I discuss the instruments that I used, including the reliability and validity of each. I describe data analysis as well as any threats to validity and ethical procedures.

Research Question

. I developed the following research questions due to the lack of literature on school counselor burnout, the quality of the school climate, and how this affects school counselor self-efficacy. The questions will be answered by a survey to determine the perception of school counselors.

RQ1: Is there a statistically significant predictive relationship between school counselor self-efficacy and school climate to school counselor burnout?

RQ2: Is there a difference among school levels (elementary, middle, high) in school counselor self-efficacy?

RQ3: Is there a difference among school levels (elementary, middle, high) in school counselor burnout?

Research Design and Rationale

Regression Design

According to Mertler and Vannatta (2010), the purpose of a multiple regression design is to predict a dependent variable within a population. Multiple regression also explains the predictive relationship among variables, rather than merely pointing to a correlational relationship.

I used a quantitative approach to establish relationships and patterns and then transferred these patterns into numerical data (Rudestam & Newton, 2015). Quantitative research focuses on testing a hypothesis or theory based on statistical data (Antwi & Hamza, 2015). Quantitative research uses questionnaires to gather data to be statistically analyzed. I collected data using a survey reach method which would help draw conclusions about school counselors perceptions about burnout. Quantitative research measures the variables to determine a relationship between variables using statistics. The variables measured in this study included self-efficacy and school climate as the independent variables and school counselor burnout as the dependent variable.

I analyzed Research Question 1 using multiple regression analysis. A multiple regression analysis helped determine the relationship between the variables (burnout, self-efficacy, and school climate). I used multiple regression analysis to answer RQ1:

Analysis of Variance Design

I analyzed Research Questions 2 and 3 using a one-way analysis of variance (ANOVA). According to Stevens (2001), independent variables tend to act on more than

one dependent variable, and demonstrating how that is happening is much more robust than focusing on single variables. I used an ANOVA to determine if there is a difference among groups for self-efficacy and school counselor burnout. I collected my data using a survey research method with current school counselors. This design helped collect data from a sample of counselors to generalize their perceptions about burnout, self-efficacy, and school climate. Using the survey research method helped me to collect data quickly and generate results promptly.

The timing of this survey, was intended to start at the beginning of the school year because stress levels for school counselors can be high at the beginning of the school year. According to McCormac (2016), the start of a new school year can trigger certain behaviors as students transition back to school. Additionally, new school counselors have to face the same stressors as experienced counselors as they transition from training programs to their roles as school counselors (Curry & Bickmore, 2013). For new school counselors, the beginning of the year may be stressful as they navigate without a mentor or supervision. However, there were delays in collecting the data, and the survey was implemented during Christmas break for 60 days.

Methodology

Sample

I chose participants from the (ASCA) membership directory. I selected ASCA because all the members are past and current school counselors. My study needed current school counselors. As a member of ASCA, my intentions was to email invitations to each

member. Once I contacted the Director of Research Media from ASCA, she advised me to post my research invitation in the ASCA Scene. ASCA Scene is a place where school counselors can network with one another. Due to this process, I was unable to select participants. Interested participants who read my invitation would click on the link at the end of the letter to participate in the study. Additionally, I used the Counseling Education and Supervision Network listserv. The participants were elementary, middle, or high school counselors. Each participant must be currently working as a school counselor.

Sampling and Sampling Procedure

Utilizing G*Power software program and running an a priori computation at alpha .05 and power .80 with medium effect size, a response rate of 74 is needed for research question one for an acceptable sample size (Faul, Erdfelder, Lang, & Buchner, 2007; Green & Salkind, 2014). For Research Questions 2 and 3, I will be using a one-way ANOVA with a .15 effect size, alpha .05 and .95% power. For this analysis, a sample of 66 is necessary. For me to achieve this response rate, I have to consider the percentage of nonresponses. I needed to send at least 300 invitations to potential participants. I used a convenience sample procedure to select the participants for this study. A convenience sample uses subjects that are nearest and available to participate in the research study.

Procedure for Recruitment

Once approval from Walden's Institutional Review Board (12-17-19-0413036) was given, I posted a link on the ASCA website as well as the counselor educators listserv. I included an invitation letter which included an introduction to myself and my

research. It also included a link to the survey if they decided to participate. When the participant clicked on the link, they were taken to SurveyMonkey, a secure web-based site (SurveyMonkey.com, 2008). First, the participant completed a demographic questionnaire. Once the demographic questionnaire was completed, participants clicked next and completed the Counseling Burnout Inventory and the combined School Counselor Self-Efficacy and Scale/School Climate Scale. After several weeks, a second request was sent using Facebook, Twitter, and LinkedIn counselor, groups to gain additional participants

Instrumentation and Operationalization of Constructs

School Counselor Self-Efficacy Scale

I collected data using a scale, which includes the School Counselor Self-Efficacy Scale (SCSE; Sutton & Fall, 1995). The scale was modified from a teacher efficacy scale and used in a study for school counselors (Bodenhorn & Skaggs, 2005). This scale could be used to assess the effectiveness of the education process in school counseling programs, as well as to provide insight into the success of practicing school counselors (Bodenhorn & Skaggs, 2005).

This scale measures the school counselor's self-efficacy to complete counseling duties (Bodenhorn & Skaggs, 2005). It is measured using a 43-item 5-point Likert scale ranging from (1 = *not confident* to 5 = *highly confident*; Bodenhorn, Wolfe, & Airen, 2010; Bodenhorn & Skaggs, 2005). One sample item included in the scale was, "Help

students identify and attain attitudes, behaviors, and skills that lead to successful learning” (Bodenhorn et al., 2010). Counselors would rate themselves on each statement.

When developing the scale, reliability had a coefficient alpha of .95 (Bodenhorn & Skaggs, 2005). The reliability of the items was tested using the Statistical Package for Social Science (SPSS). There was evidence of validity provided. First, after examining the survey, it revealed that counselors with 3 or more years of experience had higher scores than counselors with less experience (Bodenhorn et al., 2010). Second, counselors who had training in the ASCA model had higher scores (Bodenhorn et al., 2010). Third, the scores were correlated ($r = .41$) with a test designed for individual personal counseling (Bodenhorn et al., 2010). Fourth, scores were negatively correlated ($r = -.42$) with anxiety, which indicated that counselors with high self-efficacy had low stress (Bodenhorn et al., 2010).

Additionally, a panel of experts reviewed the survey items (Bodhorn & Skaggs, 2005). Based on the panel’s response, the scale was rewritten and tested with participants at an ASCA conference (Bodenhorn & Skaggs, 2005). The results were analyzed for reliability and then tested with students in a master level program (Bodenhorn & Skaggs, 2005).

Counselor Burnout Inventory Scale

The Counselor Burnout Inventory Scale (CBI) scale is used to examine burnout with five subscales: (a) exhaustion, (b) incompetence, (c) negative work environment, (d) devaluing client, and (e) deterioration in personal life. Validity was tested by comparing

the CBI with the (MBI-HSS). The Emotional Exhaustion subscale of both were positively correlated ($r = .73, p < .01$). followed by the subscales of Negative Work Environment ($r = .62, p < .01$), Deterioration in Personal Life ($r = .62, p < .01$), Devaluing Client ($r = .31, p < .01$), and Incompetence ($r = .30, p < .01$) (Lee et al., 2007). -

Cronbach's alpha was .88, and the alpha coefficients of scores were .80 for the Exhaustion, .83 for the Negative Work Environment, .83 for the Devaluing Client, .81 for the Incompetence, and .84 for the Deterioration in Personal Life subscales (Lee et al., 2007). Test-Retest reliability was established through a Pearson Product moment correlation (Lee et al., 2007). The results were .85 for Exhaustion, .72 for Negative Work Environment, .82 for Devaluing Client, .72 for Incompetence, and .73 for Deterioration in Personal Life (Lee et al., 2007). The correlation coefficient was .81, which indicated excellent overall test-retest reliability (Lee et al., 2007).

Operational Variables

Add an introductory paragraph here to explain what you are doing with the following bulleted list.

- Burnout will be measured using the CBI (Lee et al., 2007). Scores range from 1 (*never true*) to 5 (*always true*). High ratings indicate higher levels of burnout. The CBI assesses components of burnout. The CBI includes items related to the work environment, personal life, and feelings of competence. The participant's scores were broken down into five categories: (a)

exhaustion, (b) incompetence, (c) negative work environment, (d) devaluing

Client, and (e) personal life. Some example questions are:

- Exhaustion: Due to my job as a counselor, I feel tired most of the time.
- Incompetence: I feel I am an incompetent counselor.
- Negative work environment: I am treated unfairly in my workplace.
- Devaluing client: I am not interested in my clients and their problems.
- Personal life: My relationships with family members have been negatively impacted by my work as a counselor.
- School climate will be measured using the negative work environment subscale.
- Self-efficacy will be measured using the School Counselor Self-Efficacy Scale (SCSE, Sutton & Fall, 1995). It is measured using a 43-item 5-point Likert scale ranging from (1 = *not confident* to 5 = *highly confident*)
- *Burnout*- prolonged exposure to chronic emotional and interpersonal stressors on the job (Maslach, Schaufeli, & Leiter, 2001). Burnout is defined by three core dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981).

Data Analysis Plan

I conducted data analysis using the Statistical Package for the Social Sciences (SPSS) with a simple linear regression to answer questions one and a one-way ANOVA to answer questions two and three. SPSS is a statistical software that helps analyze data.

SurveyMonkey assigned anonymous codes to each participant and I assigned codes to all variables and answer choices.

I used descriptive statistics to describe the data, which helps simplify the data and add comparisons. One descriptive analysis was frequency distribution. Frequency distribution represents the number of persons who responded to a variable or the categories of a variable. I used a table to describe the frequencies of gender and years of experience. I also calculated measures of central tendencies such as mean, median, and mode and displayed them on a chart. Also, I presented a chart showing demographic information.

Threats to Validity

The use of surveys to collect data has limitations. One limitation is that surveys rely on self-report. Surveys are more reliable when participants are truthful when reporting their attitudes, opinions, or behaviors. One concern is sampling representation. There may have been lots of counselors that respond that are not experiencing burnout. Insufficient returns are a significant limitation in survey research.

Ethical Procedures

Counselors who conduct research should abide by the standards set by the ACA *Code of Ethics (2014)*. One responsibility of the researcher is to avoid causing injury to participants (Standard G.1.e.). Researchers should protect the rights of participants by providing informed consent and protecting the confidentiality of information received (Section G.2.).

Before collecting data, the research study was approved by the IRB at Walden University. Participants received informed consent about the study before the research begins. Part of the informed consent is to notify participants that the data will be protected. The researcher respected participants' confidentiality after data was collected by removing all identifying information from data and electronic databases. Additionally, data should be reported accurately. Researchers should consider words used to avoid bias against persons based on gender, sexual orientation, race, disability, or age. The results of the study will be made available for participants if requested.

Summary

After gathering the perception of school counselors through a survey, a multiple regression will be used to determine the relationship between self-efficacy, school climate, and burnout. Analysis of variance design will be used to determine if there is a difference in school level(elementary, middle, high) for self-efficacy and burnout. In chapter 4, I will provide the results of this study, addressing each research question individually, and discussing evidence of quality research.

Chapter 4: Results

Introduction

The main purpose of this study was to identify burnout factors for school counselors and to see how self-efficacy and school climate play a role in burnout. Understanding how burnout relates to school counselors' self-efficacy was essential to identifying interventions to prevent burnout. As a result, counselor educators would be better prepared to help counselors identify signs of burnout and how burnout impacts self-efficacy. It was expected that this study would add to the literature on burnout and school counselors. I collected data using a survey research method to answer the following research questions and hypothesis:

RQ1: Is there a statistically significant predictive relationship between school counselor self-efficacy and school climate to school counselor burnout?

H₀1: There is no statistically significant predictive relationship between school counselor self-efficacy, school climate, and burnout in school counselors.

H_A1: There is a statistically significant predictive relationship between school counselor self-efficacy, school climate, and burnout in school counselors

RQ2: Is there a difference in school counselor self-efficacy among school levels (elementary, middle, and high)?

H_{02} : There is no difference in school counselor self-efficacy among school levels (elementary, middle, and high).

H_{A2} : There is a difference in school counselor self-efficacy among school levels (elementary, middle, and high).

RQ3: Is there a difference in school counselor burnout among school levels (elementary, middle, and high)?

H_{03} : There is no difference in school counselor burnout among school levels (elementary, middle, and high).

H_{A3} : There is a difference in school counselor burnout among school levels (elementary, middle, and high).

Data Collection

Data was collected from school counselors (elementary, middle, and high school) who were currently working. A survey was set up in Survey Monkey. First, I listed the demographics: gender, school level, type of school, race, and years of experience. Second, I listed the counselor burnout scale of 20 twenty questions, ranging from *never true* to *always true*. Third, I listed a self-efficacy scale, which consisted of 43 questions using a Likert scale, ranging from *not confident* to *highly confident*. Data collection lasted about 60 days. There were 65 responses, including 63 females and 2 males; three were deleted due to unanswered questions. The years of experience ranged from 1 year to over 15 years of experience (Table 1). The most prevalent races were included in the survey

demographics, and if the race was not listed, participants could select other and fill in the blank(Table 1).

The goal of univariate descriptive statistics is to accurately present data on a variable (Green & Salkind, 2014). The data presents all of the values and their frequencies. The frequency is the simple count of a certain type of response. The frequency tables included gender, school level(elementary, middle, high), race, type of school(public, private, charter), and years of experience.

Results

Descriptive Statistics

Over two months, I collected data electronically using SurveyMonkey. I collected the data using current elementary, middle, and high school counselors from the public, private, and charter schools. Also, I included the Counselor Burnout Inventory and the School Counselor Self-Efficacy Scale.

Sixty-two participants completed the survey. Table 1 shows a description of each category. The final results represented 62 participants, there were 60 females and 2 males. The school levels were close in response rate: elementary (38.1%), middle (28.6%), and high (31%). Most participants were from public (90.5%) schools. Most participants were White (70%) and had one-five years of experience (39.7%).

Table 1

Demographics-Gender, school level, type of school, race, years of experience

	Frequency	Percent		Frequency	Percent
	Sex			Race/Ethnicity	
Male	2	3.2	African American	12	19.0
Female	60	95.2	Asian	1	1.6
Total	62	98.4	White	44	69.8
	School Level			Race/Ethnicity	
Elementary	24	38.1	Hispanic	1	1.6
Middle	18	28.6	Other	4	6.3
High	20	31.7	Missing	1	1.6
Total	62	98.4	Total	62	98.4
	School Type			Years of Experience	
Public	57	90.5	1-5	25	39.7
Private	2	3.2	6-10	15	23.8
Charter	3	4.8	11-15	8	12.7
Total	62	98.5	15+	14	22.2
			Total	62	98.4

Data Analysis

In order to determine the reliability of each scale, an analysis was completed using the Cronbach's Alpha. The closer the data is to 1.0, the stronger the correlation. The CBI scale consisted of five subscales (exhaustion, incompetence, negative work environment, devaluing client, deterioration in personal life). The reliability of the subscale scores was: exhaustion - .90, incompetence - .70, negative work environment - .79, devaluing client - .45, and deterioration in personal life - .82. The total burnout scale with all 20 items was .90. Based on the data, all subscales and the total burnout had a strong correlation. The devaluing client subscale was lower because there were only 4 items. When items are less than 10, there needs to be a correlation greater than 0.5. There were no subscales for the self-efficacy scale. The reliability of the scores was .93, which

indicates a strong correlation.

Statistical Assumptions for Regression

Multiple regression assumptions are a fixed model (experiment) or a random-effect model (nonexperimental). The fixed model used in this study consists of three assumptions. One assumption is that the dependent variable (burnout), is normally distributed in the population for each level of the independent variable (self-efficacy and climate). The normality was tested using the Shapiro-Wilk test. The Shapiro-Wilk significance was $p = .062$. The assumption was met based on these results.

Another assumption tests the linear relationship between the independent variable and the outcome variables. This assumption is tested using a scatterplot (Figure 1). The scatterplot shows there is a linear relationship.

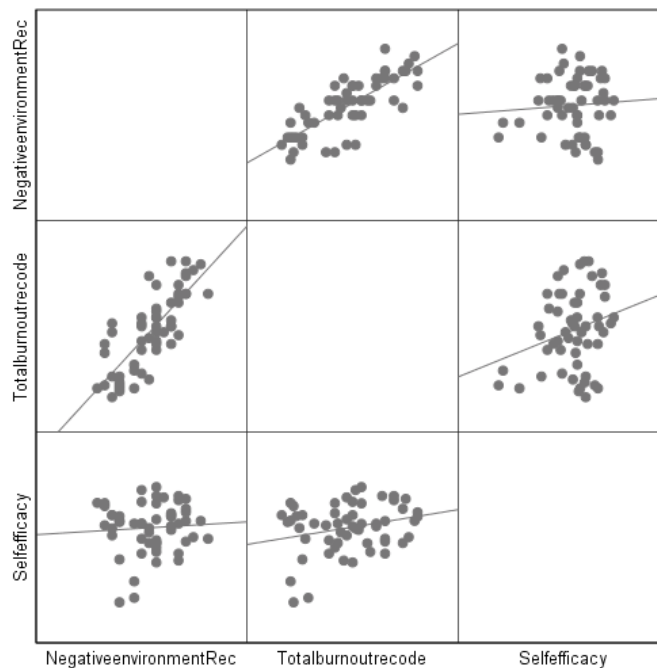


Figure 1. Scatterplot of variables-self-efficacy, negative environment, burnout

Another assumption for multiple regression is the test of multicollinearity.

Multicolonearity test if the independent variables are independent of each other. One way to test for multicollinearity is to run a correlations of the independent variables. The Variance Inflation Factor for self-efficacy and negative environment was 1.005.

Therefore this assumption was met.

Lastly, the assumption of homoscedasticity test whether the residuals at each level of the independent variable have similar variances. Scatterplots can be used to test this assumption(Figure 2 and 3). Homoscedasticity was met.

Figure 2 (Regression of Negative Environment and burnout)

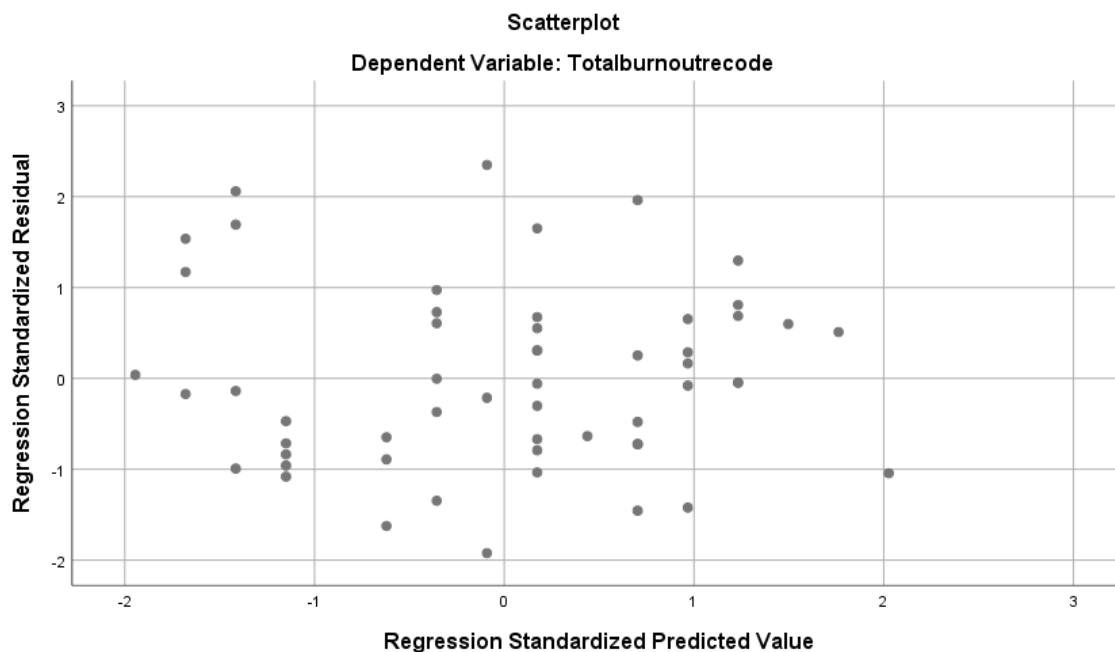
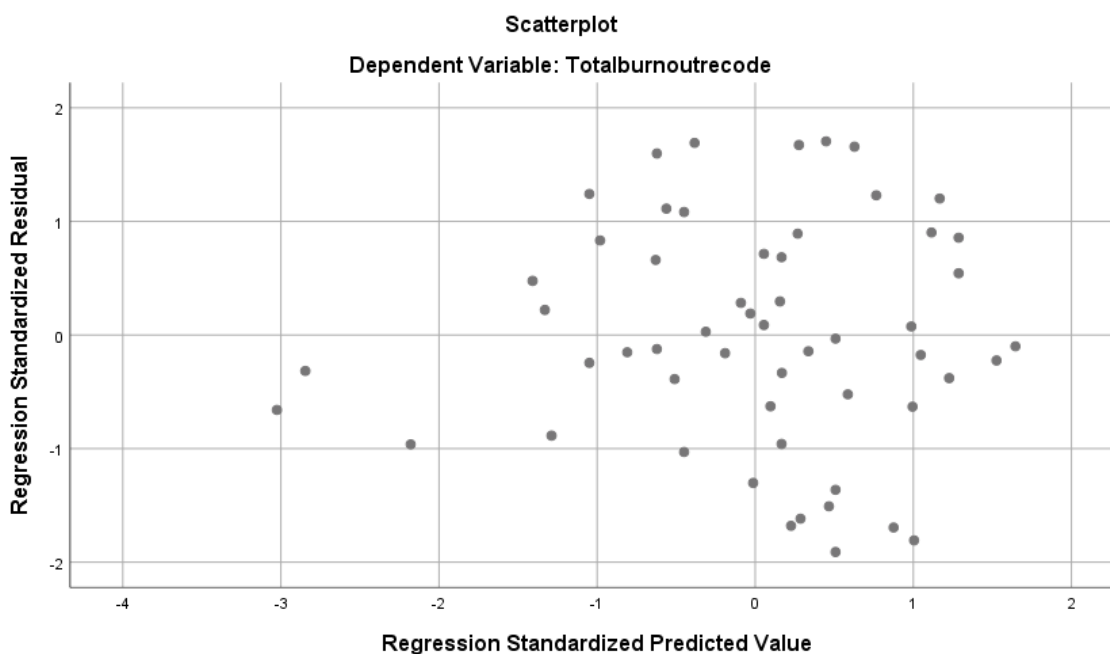


Figure 3 (Regression of Self-efficacy and burnout)



Statistical Assumptions for ANOVA.

The ANOVA test has similar assumptions using different variables from research question two and three:

RQ2: Is there a difference among school levels (elementary, middle, high) in school counselor self-efficacy?

RQ3: Is there a difference among school levels (elementary, middle, high) in school counselor burnout?

One assumption for the ANOVA is that the dependent variables (burnout and self-efficacy) are normally distributed for each population defined by the level of factors (school level; Green & Salkind, 2014). The assumption was met based on Wilk's Lambda test, which reported .94 significance, $p = .931$.

Another assumption is the variances of the dependent variable are the same for all populations (Green & Salkind, 2014). A Levene's test was to determine the homogeneity of variance. The test for homogeneity of variance is nonsignificant for self-efficacy, $p = .16$, and burnout, $p = .15$. therefore the assumption is accepted.

The third assumption test if there is a random sample from the population, and the scores are independent of each other. The assumption met the criteria because the participants are completely independent of any other participant scores.

Research Questions and Results. The data were analyzed using two different procedures: hierarchical multiple regression and ANOVA.

Hierarchical Multiple Regression. Research question one was analyzed using Multiple Regression:

RQ1: Is there a statistically significant predictive relationship between school counselor self-efficacy and school climate to school counselor burnout?

Multiple regression determines the contribution of predictors (self-efficacy, negative environment) to an outcome (burnout). A multiple regression was conducted to see if self-efficacy and school climate predict burnout. Using this method it was found that self-efficacy and negative environment explain a significant amount of the variance of total burnout. I added predictor variables into the equation in two stages (see Table 2). In the first stage, negative school environment was loaded as the lone criterion and found to significantly predict 38% of the variance in total burnout, ($F(1,59) = 36.14$, $p < .05$, $R^2 = .38$, $R^2_{\text{adjusted}} = .36$). In the second stage, self-efficacy was added to negative

school environment, with the combination significantly predicting 45% of the variance in total burnout, ($F(2,58) = 24.13, p < .05, R^2 = .45, R^2_{\text{adjusted}} = .43$). The overall variance are indicated by ΔR^2 values $\geq .02$, the computed ΔR^2 values of .037 and .044 indicate that each predictor significantly added to the model. The analysis shows that negative environment did significantly predict burnout ($\beta = .59, t(60) = 6.06, p < .05$) as well as self-efficacy ($\beta = -.27, t(60) = 2.80, p < .05$). Both models and -predictors was significant. These results suggest that 38% of the variance in school counselors' burnout is from negative work environment. When self-efficacy is combined with a negative environment the variance accounted for rises to 45%. This would indicate that the combination school counselors' negative environment and self-efficacy is practically significant.

The predictor equation for the standardized variable is as follows:

$$.76Z_{\text{negativeenvironment}} - .22Z_{\text{selfefficacy}} = Z_{\text{totalburnout}}$$

Due to these findings, I can accept the alternative hypothesis that there is a statistically significant predictive relationship between self-efficacy, school climate, and burnout in school counselors.

Table 2

Hierarchical Multiple Regression Analyses Using Self-Efficacy and Negative Environment to Predict Total Burnout Excluding Negative Environment

Step and Variable	B	T	sr^2	R	R^2	ΔR^2
Step 1				.62	.38	.37

Negative School Environment	.62	6.01**	.62		
Step 2				.67	.45
Negative School Environment	.59	6.06**	.59		.44
Self-Efficacy	-.17	-.28**	-.27		

Note: (N=62)

Standardized β used

* $p < .05$. ** $p < .01$

Analysis of variance. For RQ2 and RQ3:

RQ2: Is there a difference among school levels (elementary, middle, high) in school counselor self-efficacy?

RQ3: Is there a difference among school levels (elementary, middle, high) in school counselor burnout?

A One-Way ANOVA was used to evaluate the relationship between school level and self-efficacy and burnout. The independent variable, school level, included three levels: elementary, middle, and high school. The dependent variable was the change in burnout and self-efficacy. Each ANOVA was tested at the .05 level. The ANOVA on the burnout scores was not significant, $F(2, 52) = .887, p = .42, \eta^2 = .03$, similarly the ANOVA on the self-efficacy scores was not significant $F(2, 52) = 1.772, p = .18, \eta^2 = .06$. Effect size was determined using the partial eta squared, there was a small effect size for the relationship between school level and self-efficacy ($r = .02$), as well as a small effect size for the relationship between school level and burnout ($r = .03$). An ANOVA

analysis was used to determine the difference between school level and self-efficacy. The results indicated that there was no difference among levels for self-efficacy or burnout; therefore, I can accept the null hypothesis

Summary

Sixty-two participants completed the Counselor Burnout Inventory and the School Counselor Self-Efficacy Scale as well as the demographic questions. The results indicated there is a statistically significant relationship between self-efficacy, school climate, and burnout. Results also showed insignificant differences among school levels and self-efficacy or counselor burnout. In Chapter 4, I described the data collection procedures and sample population of this study, and which adhered to my university's IRB policies and procedures and the protection of human participant's rights.

Additionally, I discussed the sample demographics, including gender, school level, type of school, race, and years of experience. I further presented the results of the study. In the results section, I discussed the regression analysis and multiple analysis of variance used.

In Chapter 5, I will present an interpretation of the findings, discuss the limitations of this study, recommendations for future research, and implications for social change.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

I conducted this research study to find the relationship between self-efficacy, school climate, and burnout. I also wanted to determine if the school level had an impact on self-efficacy or burnout. All the stressors that impact students and the school environment may increase burnout for school counselors. It is essential that school counselors, counselor educators, and school administrators are aware of the signs of burnout, in order to help the counselors in being successful with their school population. This study could increase awareness burnout. It could help counselor educators prepare new school counselors to identify burnout and help school administrators address burnout among school counselors.

The key findings of this regression study indicated that there is a relationship between self-efficacy, school climate, and burnout. Using this method, it was found that self-efficacy and negative environment explain a significant amount of the variance in total burnout. Therefore, high self-efficacy can help decrease burnout and a negative environment can increase burnout. Thus I rejected the null hypothesis for Research Question 1. Since the ANOVA results showed that there was no statistically significant difference in school level for self-efficacy or burnout,, the null hypothesis was accepted for Research Questions 2 and 3.

Interpretation of the Findings

The findings of this study confirm and extend the literature on burnout. Previous research focused mostly on teacher burnout, and my review added to the literature with information on school counselor burnout (Gunduz, 2012). One aspect of Maslach's Theory of Burnout is inefficacy. Inefficacy is defined as a reduced personal accomplishment, feeling ineffective and inadequate (Maslach, Schaufli & Leiter, 2001). My results also confirmed that with high burnout, self-efficacy decreases.

The literature on self-efficacy has shown its association with counselor training, aptitude and level of experience (Schiele, Weist, Youngstrom, Stephan, & Lever, 2014). Self-efficacy is rooted in SCT, which focuses on personal influences, behavior engagement, and the environment (Bandura, 1977, 2012). Self-efficacy plays a key role in maintaining human behavior (Iannelli, 2000). Social Cognitive Theory also supports how counselors' beliefs determine how they behave. Social Cognitive Theory also explains how the environment may impact a school counselor's behavior. The results of this study confirm how self-efficacy, school climate, and burnout are related. This study adds to the literature that low self-efficacy may predict burnout.

Sutton and Fall (1995) indicated that support from staff and administrators were the strongest predictors of high counselor self-efficacy. The grade level of the school counselor's position was also significantly related to efficacy expectancy. The higher the grade level, the higher the self-efficacy. My study seems to disconfirm that the higher the grade level, the higher the self-efficacy. My results showed that the school level

(elementary, middle, high) did not have an impact on self-efficacy. The literature on school climate implied that administrative support impacted both? counselor behaviors and efficacy expectancy for individual counselors (Sutton & Fall, 1995). It was suggested that when principals provide support and resources, counselors gain a sense of empowerment and efficacy (Sutton & Fall, 1995). My results confirmed that self-efficacy, school climate, and burnout have a relationship.

Limitations of the Study

This study has several limitations. One was selection bias. I used a convenience sampling which does not allow for me to control the sample representation. Also, convenience sampling does not represent all school counselors. My research only focused on current school counselors, and there was a small sample size. There was a lack of diversity since 70% of the participants were White. The survey was a self-report survey. Sometimes participants may not be honest and report what they think you want to hear. The timing of the study, after Christmas break, was a limitation because school counselors may be experiencing less burnout at this time of the school year. Due to these limitations, the study may not be generalized to all school counselors, all levels of counseling, and may not be widespread to the entire United States.

Recommendation

A recommendation for further research would be to do a qualitative study. In this study, I would interview school counselors from the beginning of the year to the end of the year. A more extensive study may give me a bigger sample size and more diversity. I

would set them up in different groups (new counselors, counselors with five-ten years, 30+ years). Additionally, I would like to gather the perceptions of school administrators and teachers about school counselor burnout.

Implications

The results of this study could potentially inform counselor education programs as to whether there is a relationship between self-efficacy, school climate, and burnout. This information could be used to add information to the school counselor curriculum about burnout for new counselors during their internship course. Additionally, this study can be shared at conventions and counselors to have more discussions about self-efficacy, school climate, and burnout.

The results of this study are intended to increase the awareness of school administrators and supervisors on the impact of burnout. It will impact the school systems as well as a mental health therapist. This study implies that self-efficacy and a negative work environment contribute to 45% of burnout. As a result of this information, there needs to be more positive relationships between school administrators and school counselors as well as better relationships with supervisors and mental health therapists. When the school climate is more positive, it will result in high-quality services in the school counselor and the mental health field. Also, it may increase more discussions about self-care for school counselors and mental health therapists.

Conclusion

This study showed that there is a relationship between self-efficacy, school climate, and burnout. As a result of this study, school administrators, supervisors, and counselor educators will be more aware of the impact of burnout. Through increased awareness, the college curriculum may be impacted; stronger relationships developed, which would result in a more positive working environment. The study also revealed there was no significant difference in self-efficacy or burnout for the school level. This result means that burnout can be similar at any school level. It is important to continue exploring different aspects of burnout and the impact on counselors. Future studies will continue to increase awareness of identifying burnout and their impact on counselors and their clients. Future studies will result in more conversations about self-care.

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Appendix A: Consent Form

CONSENT FORM

You are invited to take part in a research study about the self-efficacy and burnout of school counselors. The researcher is inviting currently employed school counselors of elementary, middle, and high school to be in the study. I obtained your name/contact info via the American School Counselor Association membership directory. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Jacqueline Jacobs, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to see if there is a relationship between self-efficacy and burnout.

Procedures:

If you agree to be in this study, you will be asked to:

- To complete two surveys, one that covers counselor burnout, the other survey focuses on self-efficacy and school climate. It should take you about 30 minutes to complete.

Here are some sample questions:

- Due to my job as a counselor, I feel tired most of the time.
- I am treated unfairly in my workplace.
- How confident are you to advocate for the integration of student academic, career, and personal development into the mission of my school?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. No one at Walden University will treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time. The researcher will follow up with all volunteers to let them know whether or not they were selected for the study.”

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose a risk to your safety or wellbeing.

The benefit of this study is to add to the literature on the self-efficacy and burnout of school counselors. Also, the study will provide information for administrators and counselor educators to understand burnout and how it impacts the school counselor, school environment, and students/clients.

Payment:

There will be no payments to participate in this study.

Privacy:

Reports coming out of this study will not share the identities of individual participants.

Details that might identify participants, such as the location of the study, also will not be shared. Data will be kept secure under lock and key including password protection, use of codes in place of names, storing names separately from the data. *Data will be kept for a period of at least five years, as required by the university.*

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via jacqueline.jacobs@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here**, and it expires on **IRB will enter an expiration date**.

Please print or save this consent form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to decide, please indicate your consent by replying to this email with the words, "I consent."

Appendix B: Demographic Questionnaire

Directions: Please answer the following questions.

What is your gender?

_____ Male

_____ Female

_____ Other (Specify)

What school level do you counsel?

_____ Elementary

_____ Middle

_____ High

What type of school do you work at?

_____ Public

_____ Private

_____ Charter

_____ Other (Specify)

What is your Race?

_____ African American

_____ Asian

_____ White

_____ Hispanic

_____ Other

How many years of experience as a school counselor?

_____ 1-5

_____ 6-10

_____ 11-15

_____ 15+

Appendix C: Burnout Scales

Counselor Burnout Inventory

Counselor Education Program

Korea University

Instructions: This questionnaire is designed to measure the counselor's burnout level.

There are no right or wrong answers. Try to be as honest as you can. Beside each statement, circle the number that best describes how you feel.

	1 Never True	2 Rarely True	3 Sometime s True	4 Often True	5 Always True
1. Due to my job as a counselor, I feel tired most of the time.	1	2	3	4	5
2. I feel I am an incompetent counselor.	1	2	3	4	5
3. I am treated unfairly in my workplace.	1	2	3	4	5
4. I am not interested in my clients and their problems.	1	2	3	4	5
5. My relationships with family members have been negatively impacted by my work as a counselor.	1	2	3	4	5
6. I feel exhausted due to my work as a counselor.	1	2	3	4	5
7. I feel frustrated by my effectiveness as a counselor.	1	2	3	4	5
8. I feel negative energy from my supervisor.	1	2	3	4	5

9. I have become callous toward clients.	1	2	3	4	5
10. I feel like I do not have enough time to engage in personal interests.	1	2	3	4	5
11. Due to my job as a counselor, I feel overstressed.	1	2	3	4	5
12. I am not confident in my counseling skills.	1	2	3	4	5
13. I feel bogged down by the system in my workplace.	1	2	3	4	5
14. I have little empathy for my clients.	1	2	3	4	5
15. I feel I do not have enough time to spend with my friends.	1	2	3	4	5
16. Due to my job as a counselor, I feel tightness in my back and shoulders.	1	2	3	4	5
17. I do not feel like I am making a change in my clients.	1	2	3	4	5
18. I feel frustrated with the system in my workplace.	1	2	3	4	5
19. I am no longer concerned about the welfare of my clients.	1	2	3	4	5
20. I feel I have poor boundaries between work and my personal life.	1	2	3	4	5

Appendix D: Scoring Information for the Counselor Burnout Inventory

This inventory is designed to assess the five dimensions of counselor burnout.

Dimension 1 = Exhaustion

Item 1, Item 6, Item 11, Item 16

Dimension 2 = Incompetence

Item 2, Item 7, Item 12, Item 17

Dimension 3 = Negative Work Environment

Item 3, Item 8, Item 13, Item 18,

Dimension 4 = Devaluing Client

Item 4, Item 9, Item 14, Item 19

Dimension 5 = Deterioration in Personal Life

Item 5, Item 10, Item 15, Item 20

All the questions were recoded to ensure correlation accuracy with the self-efficacy scale.

Appendix E: Self-Efficacy Scale

School Counselor Concept Scale

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity by circling the appropriate answer next to each item according to the scale defined below. Please answer each item based on one current school, and based on how you feel now, not on your anticipated (or previous) ability or school(s). Remember, this is not a test and there are no right answers.

Use the following scale:

1 = not confident,

2 = slightly confident,

3 = moderately confident,

4 = generally confident,

5 = highly confident.

Please circle the number that best represents your response for each item.

1. Advocate for integration of student academic, career, and personal development into the mission of my school.	1 2 3 4 5
2. Recognize situations that impact (both negatively and positively) student learning and achievement.	1 2 3 4 5

3. Analyze data to identify patterns of achievement and behavior that contribute to school success	1	2	3	4	5
4. Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling.	1	2	3	4	5
5. Develop measurable outcomes for a school counseling program which would demonstrate accountability.	1	2	3	4	5
6. Consult and collaborate with teachers, staff, administrators and parents to promote student success.	1	2	3	4	5
7. Establish rapport with a student for individual counseling.	1	2	3	4	5
8. Function successfully as a small group leader.	1	2	3	4	5
9. Effectively deliver suitable parts of the school counseling program through large group meetings such as in classrooms.	1	2	3	4	5
10. Conduct interventions with parents, guardians and families in order to resolve problems that impact students' effectiveness and success.	1	2	3	4	5
11. Teach students how to apply time and task management skills.	1	2	3	4	5
12. Foster understanding of the relationship between learning and work.	1	2	3	4	5

13. Offer appropriate explanations to students, parents and teachers of how learning styles affect school performance.	1	2	3	4	5
14. Deliver age-appropriate programs through which students acquire the skills needed to investigate the world of work.	1	2	3	4	5
15. Implement a program which enables all students to make informed career decisions.	1	2	3	4	5
16. Teach students to apply problem-solving skills toward their academic, personal and career success.	1	2	3	4	5
17. Evaluate commercially prepared material designed for school counseling to establish their relevance to my school population.	1	2	3	4	5
18. Model and teach conflict resolution skills.	1	2	3	4	5

1 = not confident

2 = slightly confident

3 = moderately confident

4 = generally confident

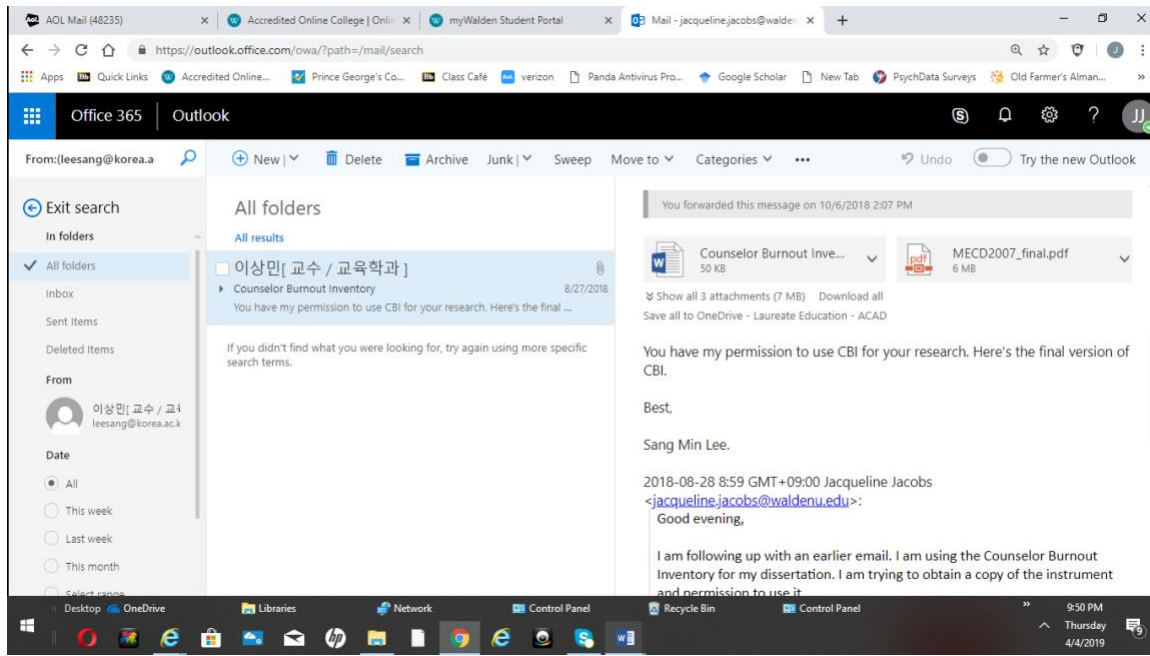
5 = highly confident

19. Ensure a safe environment for all students in my school.	1	2	3	4	5
20. Change situations in which an individual or group treats others in a disrespectful or harassing manner.	1	2	3	4	5
21. Teach students to use effective communication skills with peers, faculty, employers, family, etc.	1	2	3	4	5
22. Follow ethical and legal obligations designed for school counselors.	1	2	3	4	5
23. Guide students in techniques to cope with peer pressure.	1	2	3	4	5
24. Adjust my communication style appropriately to the age and developmental levels of various students.	1	2	3	4	5
25. Incorporate students' developmental stages in establishing and conducting the school counseling program.	1	2	3	4	5
26. I can find some way of connecting and communicating with any student in my school.	1	2	3	4	5
27. Teach, develop and/or support students' coping mechanisms for dealing with crises in their lives – e.g., peer suicide, parent's death, abuse, etc.	1	2	3	4	5

28. Counsel effectively with students and families from different social/economic statuses.	1	2	3	4	5
29. Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself.	1	2	3	4	5
30. Help teachers improve their effectiveness with students.	1	2	3	4	5
31. Discuss issues of sexuality and sexual orientation in an age appropriate manner with students.	1	2	3	4	5
32. Speak in front of large groups such as faculty or parent meetings.	1	2	3	4	5
33. Use technology designed to support student successes and progress through the educational process.	1	2	3	4	5
34. Communicate in writing with staff, parents, and the external community.	1	2	3	4	5
35. Help students identify and attain attitudes, behaviors, and skills which lead to successful learning.	1	2	3	4	5
36. Select and implement applicable strategies to assess school-wide issues.	1	2	3	4	5
37. Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate.	1	2	3	4	5
38. Develop school improvement plans based on interpreting school-wide assessment results.	1	2	3	4	5
39. Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specified situations and populations.	1	2	3	4	5
40. Implement a preventive approach to student problems.	1	2	3	4	5

41. Lead school-wide initiatives which focus on ensuring a positive learning environment.	1	2	3	4	5
42. Consult with external community agencies which provide support services for our students.	1	2	3	4	5
43. Provide resources and guidance to school population in times of crisis.	1	2	3	4	5

Appendix F: Permission to Use the CBI Scale



The screenshot shows a web browser window with multiple tabs, including AOL Mail, Accredited Online College, myWalden Student Portal, and Mail - jacqueline.jacobs@walden. The browser address bar shows the URL https://outlook.office.com/owa/?path=/mail/search. The Outlook interface is displayed, with the Office 365 logo and 'Outlook' title. The top navigation bar includes options like New, Delete, Archive, Junk, Sweep, Move to, Categories, Undo, and Try the new Outlook. The left sidebar shows the 'Exit search' section with 'In folders' and 'Date' filters. The main content area is titled 'All folders' and shows search results for 'School Counselor Self-Efficacy Scale' from Nancy Bodenhorn, dated 8/14/2018. The email body contains a message about the scale and an attached document 'School Counselor Conc...' (18 KB). The sender's contact information is listed as Nancy Bodenhorn, Associate Director, Office of Academic Programs, Associate Professor, Counselor Education, School of Education, Virginia Tech, 540-231-8180. The recipient's name, Jacqueline Jacobs, and the time 'Mon 8/13/2018, 3:05 PM' are shown at the bottom.

From:nanboden@vt.edu

All folders

All results

Bodenhorn, Nancy

School Counselor Self-Efficacy Scale

8/14/2018

Hello Jacqueline, I am glad that you and your committee anticipate t...

If you didn't find what you were looking for, try again using more specific search terms.

You forwarded this message on 10/6/2018 2:07 PM

School Counselor Conc...
18 KB

Download Save to OneDrive - Laureate Education - ACAD

Hello Jacqueline, I am glad that you and your committee anticipate that the SCSE will be beneficial to your dissertation study. Attached is a copy of the items for your use. The scale has been used both paper and electronically, without any differences in results, so you can choose to use it in either modality.

Nancy

Nancy Bodenhorn
Associate Director, Office of Academic Programs
Associate Professor, Counselor Education
School of Education
Virginia Tech
540-231-8180

Jacqueline Jacobs
Mon 8/13/2018, 3:05 PM

Waiting for webpoolsn11a12.infra.lync.com...