2020

Locus of Control and Secondary Traumatic Stress as Predictors of Burnout of Working Mothers in School Counseling

Brandy Brady
Walden University

Follow this and additional works at: https://scholarworks.waldenu.edu/dissertations

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Brandy M. Brady

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Gregory Hickman, Committee Chairperson, Human Services Faculty
Dr. Randy Heinrich, Committee Member, Human Services Faculty
Dr. Rebecca Stout, University Reviewer, Human Services Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Locus of Control and Secondary Traumatic Stress as Predictors of Burnout of Working

Mothers in School Counseling

by

Brandy M. Brady

EdS, University of West Alabama, 2011

MA, Hampton University, 2007

BA, Hampton University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services

Walden University

November 2020

APA 7

Abstract

School counselors are the epitome of social change agents and advocates for children. Working mothers, particularly those who serve as school counselors, have reported experiences of fatigue, burnout, anxiety, and stress. Researchers have established the need to address the distinctive juncture of motherhood and school counselor responsibilities, as well as the overlap in demands. Rotter's social learning theory was used as the theoretical framework of this study. This quantitative cross-sectional study examined the relationship between secondary traumatic stress and locus of control as predictors of burnout among working mothers in the school counseling profession. Survey data were collected from 72 school counselors at the elementary, middle, and high school levels. Results of a multiple linear regression analysis showed a negative correlation of the relationship between secondary traumatic stress and locus of control onto burnout, although not statistically significant. Findings may be used to advocate for aligning appropriate tasks for school counselors with education and training, which may enable school counselors to reduce stress and maintain balance, professionally and personally. The social change implication is that school counselors could more effectively serve the emotional and academic advancement of students when counselors' secondary traumatic stress is reduced.

Locus of Control and Secondary Traumatic Stress as Predictors of Burnout of Working

Mothers in School Counseling

by

Brandy M. Brady

EdS, University of West Alabama, 2011

MA, Hampton University, 2007

BA, Hampton University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services

Walden University

November 2020

Dedication

First and foremost, I would like to give honor to my Lord and Savior, as I would not have made it through this journey without Him. To my mom, who has supported me throughout every milestone of my life. You instilled in me from a young age the belief that, I Can. I feel blessed to have you in my corner as you encouraged me and acknowledged my abilities throughout this journey. God made no mistakes when He brought us together, and I am so thankful! To Ryan, my love, thank you for reminding me what is important in life and for loving me unconditionally. Words cannot relay the realm of emotions I feel for you. Above all of the countless reasons I love you, is your willingness to sacrifice for me, for us, for our children, for THIS. Your unwavering encouragement, patience, and understanding are the essential components to our success. To my babies, Nina and Gavin, the love that both of you have added to my life is indescribable. It is an honor and joy to be your mom. Remember, my loves, you are capable of attaining any goal you desire, no matter how small or unreachable it may seem. To my family and loved ones, near and far, that prayed with and for me, loved and supported me; I love you and thank you! I cannot forget two of my dearest friends, Karioka and Adrienne, both of whom allowed me to share victories, express sorrows, and everything in between, throughout this journey. I am thankful for our sisterhood!

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Women face career barriers across professional domains (Daly & Groes, 2017; Krajewski & Goffin, 2015). The design of a woman's identity allows the integration of her principles and priorities, through which she makes her decisions (Mazerolle & Goodman, 2013). In the 21st century, the reality of working life is that an employee struggles to simultaneously manage her professional and personal life. (Hersch, 2015; Leung et al., 2016). In the exertion to balance career and motherhood, the influence or interference of one on the other may lead to anxiety and burnout (Robinson et al., 2016).

School counselors face a collection of challenges (McMahon et al., 2014). These entail challenges inherent in the development and preservation of quality school counseling programs, as outlined by the American School Counselor Association (ASCA, 2017), and impact the ability for school counselors to negotiate professional and personal responsibilities (King et al., 2018). Working mothers are wedged between the demands of caring for their children, maintaining household responsibilities, and fulfilling professional commitments (Leung et al., 2016).

Considerable improvements toward the increase of women in the workforce have been made since the mid-1990s (Belwal & Belwal, 2014; Hibel et al., 2014). Nearly 62% of American workers are women, and two-thirds of working women are either the sole breadwinner or a dual breadwinner in the household (Kalliath & Kalliath, 2015). As a result, the matter of work-family balance among women has become dominant (Tinklin et al., 2012). Despite spending more time working outside of the home, a woman's household and child-care responsibilities have not shifted (Munn, 2013; Rose, 2017).

Many working women continue to manage their roles as a parent and a professional (Tinklin et al., 2012).

Multitasking amongnumerous responsibilities may lead to role conflict which emerges when these responsibilities are expected to be achieved simultaneously, and the time demands of each role pose difficulties (Hibel et al., 2014; Tinklin et al., 2012). Working mothers tend to their children's needs which include, but are not limited to, meal preparation, daily structure, day-to-day discipline, emotional support, consistency, medical and dental appointments, and school-related events (Rose, 2017). For many women, the balance of work and family presents challenges (Culbreth et al., 2013; Mazerolle & Goodman, 2013).

Women who seek to excel at motherhood and career simultaneously, may be at a disadvantage within the workplace or subject to role conflict, leading to disorder in either role (Rose, 2017; Sabbath et al., 2015). In dual-parent households where the mother and father work outside of the home, research has shown women still take primary responsibility for most domestic responsibilities (DePasquale et al., 2014; Moate et al., 2016). The increase in professional and personal responsibilities results in potential conflict because of competing demands (Bardhoshi et al., 2014). Role conflict is not restrained to specific professions; however, there are challenges distinctive to the juncture of motherhood and school counselor responsibilities (Neckel et al., 2017). Being a mother and a school counselor are not short-term responsibilities as these roles require substantial time commitments (King et al., 2018), multitasking abilities (Beaumont et al., 2016), significant emotional investment (Blau & Kahn, 2013), and high volumes of

energy (Lawson & Myers, 2011). The expectation of school counselors includes long work hours and facilitation of school-related events (e.g., parent nights, college and career fairs, new student orientations) that may occur on evenings and some weekends (Moate et al., 2016; Robinson et al., 2016). School counselors' responsibilities often include individual counseling, small groups, peer mediation, transcript evaluations, classroom lessons, crisis response, and participation in professional development and restorative practices (ASCA, 2017; Mullen & Gutierrez, 2016). The responsibilities of motherhood such as meal preparation, child-care, spending quality time with children, organizing and attending extracurricular activities, and other household responsibilities often overlap with work demands (Beaumont et al., 2016; Belwal & Belwal, 2014).

The overlap of responsibilities contributes to fatigue, depression, and secondary traumatic stress, impacting the ability to meet professional and personal obligations (McMahon et al., 2014). Work and family responsibilities may leave women feeling undervalued as mothers and as school counselors (Blau & Kahn, 2013; Culbreth et al., 2013). To navigate motherhood and professional responsibilities, women should employ personal and professional coping strategies in response to competing demands (Mikolajczak & Roskam, 2018). The demands from various responsibilities result in feelings of burnout, exhaustion, frustration, and personal and professional conflict (Beaumont et al., 2016; McMahon et al., 2014). Several factors influence the achievement of professional mothers, to include the proficiency of work-life balance (Mikolajczak & Roskam, 2018). The ability to develop and maintain the skill required to organize multiple responsibilities is essential for women to preserve dual roles as mother

and school counselor (Oduh, 2016). While female school counselors who continue to raise children sustain challenges of conflicting expectations, they are still expected to be *uniquely qualified* to address students' academic, social-emotional health, and career development needs (ASCA, 2017; King et al., 2018). Through advocacy, leadership, and collaboration, school counselors are the catalysts of the development and maintenance of the school's comprehensive counseling program (ASCA, 2017).

The school counselor is responsible for setting and maintaining a clear vision, goals, and objectives; establishing a consistent and shared culture, focusing on student outcomes; and teaching student competencies (ASCA, 2017). To substantiate the achievement of a school counseling program in measurable terms, school counselors evaluate the school's strategic plan as well as school counseling program data to determine how students are different, as a result of services provided by the school counseling program (Robinson et al., 2016).

There is an increasing need to better understand the predictors of burnout among working mothers in school counseling (Kenny & Cooper, 2012; Kossek et al., 2012), specifically school counselors' locus of control as a potential mechanism by which secondary traumatic stress may produce changes on burnout. To sustain success in their careers as well as motherhood, there is a yearning to parallel this need. To explore secondary traumatic stress and locus of control as predictors of burnout among working mothers in school counseling, I conducted a predictive analysis, multiple linear regression. Further details surrounding work-life balance and role conflict of working mothers in school counseling will be discussed in Chapter 2.

Background

Belwal and Belwal (2014) found that despite the increased number of mothers employed outside of the home, women spend more time than men maintaining the responsibilities of child-rearing and household chores. In 2012, fathers spent 1.3 hours per day completing household chores, while mothers spent 2.5 hours per day completing household chores (Krajewski & Goffin, 2015). Additionally, mothers spent 1.2 hours caring for the children while fathers spent 0.7 hours per day caring for the children (Krajewski & Goffin, 2015). Parker and Wang (2013) determined that juggling the tasks of motherhood and work produced a stressful environment that could evolve into numerous issues, physically and mentally. According to Cheng and McCarthy (2013), role conflict occurs when individuals have difficulty with one role due to having a competing role; thus, the stress of one domain (e.g., work) may negatively impact the experiences within another domain (e.g., home). Johnson (2015) argued that an individual's perception of control over their internal psychological environment is directly related to their health and well-being; and a conceded sense of control is found to be the nucleus of various psychological illnesses, such as depression and secondary traumatic stress.

Engelhardt (2016) conducted a qualitative, interview-based investigation with 200 elementary, middle, and high school counselors, 126 female and 74 male. Their findings determined that school counselors believe personality, particularly the desire to *control everything*, plays a critical role in increasing their chances for developing secondary traumatic stress. One method of determining control is to apply the locus of control

component of social learning theory (SLT) as established by Rotter (1966), who suggested that the degree to which people believe their lives are under their own control is an essential variable of personality, which differs from person to person. Ogolla (2016) posited that locus of control is one of the most crucial factors with a significant role in secondary traumatic stress and may increase or decrease negative emotions, most notably, within the workplace.

Problem Statement

Kalliath and Kalliath (2015) noted that becoming a mother creates an identity shift; as the transformation of motherhood is one of the most significant psychological, emotional, and physical changes a woman experiences (Berger, 2013; Rose, 2017; Sabbath et al., 2015). The number of women with children under the age of 18 has increased, and they spend more time than men maintaining the responsibilities of taking care of the children and household responsibilities (Belwal & Belwal, 2014; Blau & Kahn, 2013; Hibel et al., 2014). In 1948, 17% of mothers with children under the age of 18 worked outside of the home (Bureau of Labor Statistics, 2017). In 2013, 69.9% of working mothers were employed outside of the home as a part of a dual-earning household (Belwal & Belwal, 2014). In 2017, the percentage of the population of full-time working mothers with children under the age of 18 increased to 73.2% (Bureau of Labor Statistics, 2017).

Individuals in mental health professions, such as school counseling, spend a substantial amount of energy and time focused on helping others, often neglecting their own needs (King et al., 2018). School counselors regularly engage in functions that are

not remotely related to either their training or their professionally determined roles; including scheduling, testing, disciplinary tasks, and clerical duties, which have been identified as interpersonal stressors related to burnout (King et al., 2018; Oduh, 2016). To add to that understanding, Blau and Kahn (2013) examined the perceived resilience among school counselors and determined that self-neglect from professional burnout may lead to a variety of consequences that impair the mental health professional, including secondary traumatic stress.

Culbreth et al. (2013) asserted that school counselors experienced secondary traumatic stress due to their characteristics and perspectives on client interactions, like personality traits. Ethical standards support the concept that self-care should be a priority for practicing professionals to prevent secondary traumatic stress and burnout (ASCA, 2017; King et al., 2018). The personality trait, locus of control, has been identified as a factor that influences an individual's ability to cope with stress (Culbreth, 2013; Stamm, 2002, 2005). The moderating variable in the study is the locus of control. Researchers have identified a relationship between locus of control and burnout. In the field of education, researchers have shown the discrepancy between the actual self and the ideal-self has been associated with a negative self-image, placing the woman at higher risk of meeting mental illness criteria, and affecting the relationship with her spouse/significant other and children (King et al., 2013). In other employment fields, external locus of control has been associated with low levels of job satisfaction (Moss et al., 2014).

Although the aforementioned research regarding the locus of control and burnout illuminates significant findings, limited research has been conducted on locus of control

as a moderating variable to explain further the relationship between secondary traumatic stress and burnout of working mothers in school counseling. As such, further research is warranted to examine locus of control and secondary traumatic stress affect the levels of burnout among working mothers in school counseling as an effort to address the problem of stress for professional mothers experiencing burnout (Beaumont et al., 2016; Robinson et al., 2016).

Purpose of the Study

The purpose of this quantitative, cross-sectional study, using a web-based survey, was to examine the relationship of working mothers' locus of control to secondary traumatic stress as measured by the level of burnout within the school counseling profession. The goal of this analysis was to explore working mothers in school counseling who reported an internal-external locus of control and their level of secondary traumatic stress to predict burnout in their school counseling profession. I examined the role of locus of control, the moderating variable, on the relationship between secondary traumatic stress and burnout of working mothers in school counseling. This study may add a dimension to the current literature that includes data collected from the ASCA. Further, the results of this study may inform school districts to potentially influence procedures and policies to benefit school counselors from the reduction of burnout and the development of coping mechanisms when taxing circumstances arise (Culbreth et al., 2013; Oduh, 2016).

Research Questions and Hypotheses

The following research questions guided the study:

- RQ1: What is the relationship between locus of control and burnout of working mothers, who are employed as school counselors?
  $H_0 1$: There is no statistically significant relationship between locus of control and burnout of working mothers, who are employed as school counselors.
  $H_a 1$: There is a statistically significant relationship between locus of control and burnout of working mothers, who are employed as school counselors.
- RQ2: What is the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors?
  $H_0 2$: There is no statistically significant relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.
  $H_a 2$: There is a statistically significant relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.
- RQ3: Does locus of control moderate the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors?
  $H_0 3$: Locus of control does not significantly moderate the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.
  $H_a 3$: Locus of control does significantly moderate the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.

Theoretical Framework

Rotter's (1966) SLT expanded upon traditional behavioral theories, built on existent social theory by suggesting that social learning abilities, like Bandura's cognitive processes required for modeling, and correlated with other forms of learning and intelligence. A major component of SLT is personality, as it represents an individual's interaction within his or her environment (Johnson et al., 2015). The dominant perspective in Rotter's SLT acknowledges personality; therefore, behavior is changeable. Rotter (1966) affirmed that to understand behavior better, one should consider the individual's life experiences and environment. Sagone and Caroli (2014) clarified the

"locus of control is defined as a personality trait referred to an individual's perception of the locus of events as internally determined by his or her own behavior fate, luck, or external circumstances" (p. 222). Researchers concluded that SLT's four core elements are behavior potential, expectancy, reinforcement value, and psychological situation, and that an individual possesses a stronger influence on his or her life and decisions than past cognitive theories give credit (Consiglio et al., 2013).

Rotter (1966) explained that locus of control is the general principle that an individual's consequences are contingent upon their actions, and their patterned behaviors later develop into a framework defining future outcomes. Over time, individuals learn that they possess control over their life experiences or do not possess control based on experiences that are generalized in various situations (Rotter, 1966). SLT is a platform used to examine further and possibly confirm the statistically significant relationship between locus of control and secondary traumatic stress found in working mothers in school counseling (Cheng et al., 2013; McMahon et al., 2014).

Nature of the Study

The nature of the study was a quantitative, cross-sectional design using an online survey for data collection (see Sue & Ritter, 2007). A purposive sampling strategy (see Eitka et al., 2016; Parker & Wang, 2013) was used to target working mothers who were employed as school counselors and active members of the ASCA database. I used G*Power (Faul et al., 2007) with a given power of .80, an effect size of .15, and an alpha level of .05, generating an estimated sample size of 72. I applied a standard multiple linear regression analysis, using two predictor variables. Participants were selected using

online recruitment through the ASCA Resource Center database tool, which was available to me as a current ASCA member. I secured the online request for their participation, which contained the URL link to access the online survey. I also sent the link to the ASCA's director of academic research via email that notified potential participants of the study and requested participation. Upon their response to the recruitment information, the participants were asked to agree to participate through an online informed consent form.

I examined whether there was a statistically significant relationship between locus of control and secondary traumatic stress as predictors of burnout of working mothers in the school counseling profession. Although there is a well-established relationship between secondary traumatic stress and burnout, I further examined if the relationship between secondary traumatic stress and burnout was modified by locus of control. It may help explain that relationship among working mothers who are employed as school counselors. This approach is in alignment with research questions examining the interaction of the independent variables and the dependent variable (Yilmaz, 2013).

Variables examined in this study were (a) secondary traumatic stress (X), independent/predictor variable; (b) locus of control (M), independent/moderating variable; and (c) burnout (Y), dependent/outcome variable. Cross-sectional data were collected via responses to the Maslach Burnout Inventory-Human Services Survey (MBI-HSS), Rotter's Locus of Control (LOC) Scale, and the Professional Quality of Life Measure, Version 5 (ProQOL-5). The MBI-HSS, a 22-item survey, is the leading measure of burnout, in which participants read job-related feelings and describe the

frequency with which they exhibit those feelings (Maslach et al., 1996). The MBI-HSS comprises three subscales: Depersonalization, Emotional Exhaustion, and Personal Accomplishment (Maslach et al., 1996). The five-item Depersonalization Scale measures the extent to which the helping professional experiences impersonal, negative, or cynical responses toward the recipients of their service. The nine-item Emotional Exhaustion Scale measures feelings of exhaustion and emotional over-extension. The eight-item Personal Accomplishment Scale measures how competent and successful the helping professional feels in their profession. The MBI-HSS is unique in that lower scores report higher levels of burnout. Within each item subgroup, the frequency scale runs low to high: *never*, *a few times a year or less*, *once a month or less*, *a few times a month*, *once a week*, *a few times a week*, or *each day*. The MBI-HSS helps to distinctly distinguish where participants fall on the continuum of a low, medium, or high levels of burnout, rather than a yes or no opposition. According to the MBI manual, the reliability coefficients for each sub-scale are .79 for the Depersonalization Scale, .90 for the Emotional Exhaustion Scale, and .71 for the Personal Accomplishment Scale. The MBI-HSS, compared to other related measures, has been found to have both discriminant and convergent validity for those individuals within the mental health profession (Maslach et al., 2016). I received permission to use the MBI-HSS survey instrument for the study.

Rotter's LOC Scale is a 29-item, forced-choice questionnaire, and each participant is presented with two statements and must choose the statement they agree with the most (Rotter, 1966). The scale is widely used. It is one of the earliest studies conducted with a sample of 541 Catholic high school students where test-retest

reliabilities ranged between .45 and .87, which is consistent with other research (Lange &

Tiggeman, 2010). In addition, concurrent validity was established ($r = .42$, $p < .001$).

While Rotter (1966) theorized that personality traits tended to possess either an external

or internal locus of control, he also acknowledged that control varied based on

circumstances. A higher score signifies an external locus of control, whereas a lower

score an internal locus of control (Rotter, 1966). I received permission to use the LOC

instrument for the study.

One of the most well-known instruments to operationalize secondary traumatic

stress is the ProQOL-5, originally developed from an earlier instrument called the

Compassion Fatigue Self-Test (Figley, 1996; Stamm, 2005). The ProQOL-5 has 30-item

Likert scale items (Stamm, 2010). Stamm (2010) did not present the reliability or validity

for the ProQOL-5; however, Stamm cited reliable Cronbach's alpha levels for all

subscales, $\alpha = .82$, $\alpha = .80$, and $\alpha = .90$, respectively. I received permission to use the

ProQOL-5 instrument for the study.

As a predictive analysis, a multiple linear regression was applied to describe the

data and to explain further the relationship between burnout, the dependent variable, and

locus of control and secondary traumatic stress, independent variables. Multiple linear

regression analysis assumes a causal relationship between independent variables, locus of

control and secondary traumatic stress, and dependent variable, burnout. Thus, the

regression analysis may help to (a) identify the strength of the relationship between

variables, (b) examine change, and/or (c) predict trends and future values (Faul et al.,

2007). Forward selection involves starting with no variables in the model, testing the

addition of each variable using a chosen model-fit criterion, adding the variable (if any) whose inclusion gives the most statistically significant relationship of the fit, and repeating the process until none improves the model to a statistically significant extent (Kleinbaum et al., 2004). The independent variables (e.g., secondary traumatic stress, locus of control) were entered into the equation, and each one deleted if the value does not significantly contribute to the regression analysis. Faul et al. (2007) asserted that variables of greater theoretical significance must be entered first. Traditionally, the value is set to .05 level, but because of the exploratory nature of the forward selection method, the value may be set at .05 or .15. This analysis, in turn, created the most suitable prediction equation. A limitation of the study is purposive sampling as the generalized assumptions are more subjective and present researcher bias Gallet al., 2007). Because of the vulnerability to errors in judgment by the researcher, there was potential to generate a low level of reliability and a high level of bias (Eitka et al., 2016). Ethical considerations included participants omitting and/or falsifying information that may skew the results of the proposed study (Mullen & Gutierrez, 2016). Therefore, the online informed consent included a disclosure statement requesting that participants maintain honesty and candidness throughout the duration of the study.

Definitions of Terms

Burnout: Burnout is defined as a state of physical, emotional, and mental exhaustion resulting from long-term involvement in work situations that are emotionally demanding (Moate et al., 2016; Neckel et al., 2017). Burnout is a syndrome of emotional

exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity (Maslach et al., 2011).

Depersonalization: Depersonalization is feeling an impersonal response toward the job and people (Maslach et al., 2011).

Emotional exhaustion: Emotional exhaustion is feeling emotionally strained and drained by one's work (Maslach et al., 2011); feeling defeated and deprived of energy to advance (Limberg et al., 2016).

External locus of control: The external locus of control supports a belief one is helpless, without blame, and not in control of one's successes and failures (McAnena et al., 2016; Rotter, 1966).

Internal locus of control: The internal locus of control is the belief one can influence events and their outcomes (McAnena et al., 2016; Rotter, 1966).

Locus of control: The locus of control is a person's belief about how much power one has over the events in one's life; it helps to explain one's traits and behavior (Rotter, 1966; Sagone & Caroli, 2014).

Secondary traumatic stress: Secondary traumatic stress is described as a specific demonstration of secondary traumatic stress wherein an individual's traumatic recollections lead to negative psychological and physical changes in the mental health professional (Coetzee & Klopper, 2010).

Social support: Social support involves perceptions that individuals have access to helping relationships of varying quality, which provide resources such as emotional empathy, communication of information, or tangible assistance (Kossek et al., 2012).

Work-family conflict: Work-family conflict is a form of inter-role conflict that occurs when engaging in one role makes it more challenging to engage in another role (Cheng & McCarthy, 2013; Kossek et al., 2012).

Web-based surveys: For this study, web-based surveys specifically represent the administration of an online survey through the automated Internet program, Survey Monkey (Varela et al., 2016; Waclawski, 2012).

Assumptions

There were several assumptions related to the study. First, I assumed that the convenience sampling strategy was conducive to recruiting an adequate number of participants interested in participating in the study through an online survey and who would voluntarily provide authentic, timely, and appropriate responses during the data collection process. I also assumed that potential participants would give consent to do so (Williams, 2007). Further, I assumed that the school counselors who completed the survey instruments were capable of understanding and completing all questionnaires wholly and accurately. Another assumption was that participants were currently employed school counselors at the elementary, middle, or high school level. I also assumed that the study results would have construct validity because participants were representative of the population of interest. When using multiple regression analysis, Osborne and Waters (2002) denoted caution when concluding violations of the assumptions of normality, linearity, little or no multi-collinearity, measurement reliability, and homoscedasticity. Such violations may increase the risks for Type I and Type II errors (Osborne & Waters, 2002). Another assumption included that the findings

from the study were generalizable to other school counselors working in other states (Kukull & Ganguli, 2012). Lastly, I assumed that a nonexperimental, quantitative, cross-section design was appropriate to examine locus of control as a moderating variable to explain further the relationship between secondary traumatic stress and burnout of working mothers in school counseling.

Scope and Delimitations

The study was delimited to working mothers in current school counseling positions: elementary, middle, and/or high school, who have been in the school counseling profession for no less than 5 years and have at least one child under the age of 18. The preferable time in the position is 5 years to obtain an adequate representative sample size (Beaumont et al., 2016; Belwal & Belwal, 2014; Blau & Kahn, 2013). Participants were recruited from the ASCA database and gave their consent in English. Participants were not required to reside in any specified state, only maintain active professional membership in the ASCA and have current employment in school counseling in the United States.

Limitations

Purposive sampling, whose nonrandom technique was based upon deliberate qualities of potential participates, presented a limitation of the study as it potentially caused bias of the sample population (Eitkan et al., 2016). Potential participants were not directly contacted to participate in this study; therefore, I required detailed inclusion criteria during the study (Duffy et al., 2016). McKibben and Silvia (2016) cautioned that

inattentiveness and socially desirable responses may create a limitation in the validity of quantitative survey research, which must be controlled for greater accuracy of data.

This study was also not intended to address causation to the empirical evidence that focused on providing descriptive statistics of the phenomenon of working mothers in school counseling (Beaumont et al., 2016; King et al., 2018; Moate et al., 2016); rather, it aimed to examine relationships between burnout and potential predictors, secondary traumatic stress and locus of control, in working mothers who are employed as school counselors.

Another threat to validity to be considered for this study is instrumentation (McKibben & Silvia, 2016), though studies using Rotter's LOC Scale offered validity and reliability confirmation (McAnena et al., 2016; Sagone & Caroli, 2014). The study of Johnson et al. (2015) yielded an alpha level of 0.83. Kestenbaum and Hammersla (1976) warned that filler-items on the instrument are not necessary and do not prevent participants from answering questions in a socially desirable manner. In a forced-choice paradigm, choices should hold equal social desirability, something Rotter's LOC Scale fails to do. Findings may not be generalized beyond the small size of the purposive sample of participants in this study (Campbell & Stanley, 1963). Further, the purpose, scope, and responsibilities as assigned to each school counselor may vary by school district within each state (Moate et al., 2016; Robinson et al., 2016); therefore, the data may present limitations for generalization (Campbell & Stanley, 1963). Additionally, web-based surveys have been found to be as reliable as the conventional mailed surveys,

but motivation, mindsets, and ability toward surveys may influence social desirability and response rate (Sue & Ritter, 2007; Weigold et al., 2013).

Significance of the Study

Provoking social change requires balance within individuals' personal and professional lives. Work-life balance as a contemporary issue is linked to gender equality (Kalliath & Kalliath, 2015; Rose, 2017). Historically, the gender order assigned specific domains of work and home to men and women; however, this established division has deteriorated (Blau & Kahn, 2013; Sabbath et al., 2015). The impact of supportive factors on the working mother's attempt to diminish burnout and develop work-life balance; however, there is no significant research among working women employed as school counselors (Munn, 2013; Parker & Wang, 2013). This extant study may complement the work currently available concerning working mothers employed as school counselors and their ability to understand and balance their locus of control as well as reduce secondary traumatic stress. The potential findings may communicate that society is moving past the traditional philosophies of gender roles and embracing the *millennial woman*, who may choose to pursue a mental health career as well as raise a family, therefore, successfully balancing each identity (Tinklin et al., 2012).

Further, school counselors are responsible for advocating for the profession and promoting best practices for fellow school counselors (ASCA, 2017; King et al., 2018). They are uniquely positioned to expose future school counselors to quality training and resources through consistent, appropriate trainings and professional memberships (King et al., 2018). Membership within professional organizations may serve as vital resources

for beginning and seasoned school counselors; while reducing the likelihood of becoming

isolated and encouraging practices according to professional standards (Ahmad et al.,

2015).

Summary

Establishing balance between motherhood, marriage, and career may incur many

challenges for women. Women contribute to the household's financial element, as there

are increasingly dual-income families (Culbreth et al., 2013). The lack of awareness

concerning working mothers employed as school counselors and their ability to balance

their locus of control and reduce secondary traumatic stress contributes to society moving

past the traditional philosophies of gender roles; choosing to become a mother and pursue

a career in mental health, successfully balancing each identity (Oduh, 2016; Robinson et

al., 2016). Mothers are a crucial element within the home and are said to possess a

maternal caretaking instinct (Blau & Kahn, 2013; Leung et al., 2016). Therefore, some

mothers may have an internal desire to balance the roles of home life while taking care of

their need to meet the financial needs of the home.

According to Phelps et al. (2012), individuals shift from work-life domains to

home-life domains, and the ability to do so successfully reduces conflict. The research

findings, as conducted by Parker and Wang (2013), determined that juggling the tasks of

motherhood and work produced a stressful environment that could evolve into numerous

issues, physically and mentally. Cheng and McCarthy (2013) identified that inter-role

conflict occurs when individuals have difficulty with one role as a result of having a

competing role; thus, the stress of one domain (e.g., work) may negatively impact the experiences within another domain (e.g., home).

Additionally, Cheng et al. (2013) argued that an individual's perception of control over their internal psychological environment is directly related to their health and well-being; a conceded sense of control is found to be the nucleus of various psychological illnesses such as depression and secondary traumatic stress (Tinklin et al., 2012). Locus of control presents the understanding that some women may be able to cope with multiple roles differently based on the locus of control as being internal or external (McAnena et al., 2016). In these cases, some women may feel they have control over the events that occur in their lives, such as the ability to work and maintain household responsibilities (Li & Chung, 2009), whereas others may not feel they have control and instead feel the events that occur in their lives are a *twist of fate* (Sagone & Caroli, 2014).

The introduction, problem statement, research questions, significance, theoretical framework, terms, and limitations related to the study are presented in Chapter 1. Chapter 2 contains the review of relevant literature and a descriptive summary of studies related to secondary traumatic stress and locus of control as factors of burnout among working mothers in school counseling. The methodology and design used to gather data for the study are provided in Chapter 3.

Chapter 2: Literature Review

A good mother has been as defined as one who is a traditional stay-at-home mother (Belwal & Belwal, 2014; Munn, 2013). However, the number of employed married women with children under the age of 18 has dramatically increased over the past 40 years (Belwal & Belwal, 2014). Now, women are the second source of income for the household (Blau & Kahn, 2013; Tinklin et al., 2012). Women continue to dedicate more time to domestic responsibilities and caring for children compared to men (Parker & Wang, 2013), while working outside the home. Working mothers spend a considerable amount of time at work with the additional responsibilities of scheduling family time, leaving less time for themselves (Kenny & Cooper, 2012). Women tend to be more vulnerable to life events, report more stress, and rely more on coping skills in comparison to their male counterparts (Krajewski & Goffin, 2015). The stress from sustaining household responsibilities may lead to secondary traumatic stress in other areas of life, specifically work (Krajewski & Goffin, 2015). Further, ongoing stress may lead to burnout (Kenny & Cooper, 2012), especially for individuals who serve as mental health professionals (Lawson & Myers, 2011; Moate et al., 2016).

Burnout is a concept that is well-documented among mental health professionals (Culbreth et al., 2013; Lawson & Myers, 2011). Researchers have investigated the factors contributing to burnout among professionals, especially those who provide service to others (Beaumont et al., 2016; King et al., 2018). Over the years, researchers have sought to determine the factors contributing to burnout among school counselors. Although few studies investigated school counselors and burnout (Moate et al., 2016; Robinson et al.,

2016), the existing research concluded school counselors were at risk of experiencing

burnout because of the secondary traumatic stress and exhaustiveness of the profession

(Bardhoshi et al., 2014; Moate et al., 2016).

I examined the role of locus of control as a moderating variable on the

relationship between secondary traumatic stress as a predictor of burnout among working

mothers in school counseling. To establish the basis for this study, literature was

examined to review the historical underpinnings and current research related to school

counselors, women with children working outside the home, burnout, level of secondary

traumatic stress, and locus of control type (e.g., internal or external). A description of the

search strategy for the literature review are reviewed. Secondly, a historical explanation,

rationale, and applicability of Rotter's SLT as the theoretical framework are discussed.

This section is followed by the representation of the problem of burnout among

working mothers employed as school counselors as a result of the independent variable,

secondary traumatic stress, as well as the moderating variable, locus of control. Next are

the studies of the literature on the role of school counselors, followed by a discussion of

the symptoms of burnout, and ending with the study of predictor variables contributing to

burnout. A review of web-based surveys is presented to provide explanation and support

for the methodology of the study. This chapter ends with a section summarizing the

information presented and concludes with the significance and relevance of literature and

its role in establishing the premise for the study.

Search Strategies

I conducted an electronic search of peer-reviewed and empirical literature published during the last 5 years through databases such as ProQuest, SocIndex, Google Scholar, EBSCOhost, PsycInfo, and PsychARTICLES, using the key search term *burnout.* The above-named search engines produced 3,071 articles. A combined search to locate more relevant literature included the following key search terms: *burnout, compassion fatigue, work-family conflict, social cognitive theory, locus of control, internal locus of control, external locus of control, counselor burnout, occupational stress, workplace social support, work-to-family conflict, working mothers, school counselor, millennial woman, counselor best practices, inter-role conflict, school counseling duties, role balance, role stress, secondary traumatic stress, relationship between locus of control and burnout, mental health professionals and working mothers, secondary traumatic stress of working mothers,* and *American school counselor association*. I used the search terms alone and in various combinations to locate additional articles. When the search was narrowed only using the abovementioned key search terms, 13 articles were found.

During the literature review, I searched significant literature published prior to 2013 that provided the foundation for the theoretical framework and how the theory was used in more current studies were obtained. Additional searches included related peer-reviewed articles with further narrowing to include results from 2013 or later. In addition to reviewing peer-reviewed articles, I examined books, dissertations, presentations, and other published works that contained a working definition, relevance, or historical and

current perspective of the problem; confirmation of gap; use and manipulation of variables; or participant population applicable to the study.

Theoretical Foundation

Maslach's theory of burnout is described as a three-factor syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that progressed over time (Maslach & Jackson, 1996). The first factor, emotional exhaustion, occurs in the human services field when emotional energy is depleted following services to clients for prolonged periods of time (Maslach & Jackson, 1996). According to Maslach et al. (2011), emotional exhaustion presumes those individuals are at a prior state of high emotional stimulation.

The second factor, depersonalization, is described as a negative, cynical attitude and feeling about the helping professional's client (Maslach & Jackson, 1996). Further, it involves detachment, dehumanization, and insensitivity by the helping professional in response to his or her client. The third factor, reduced personal accomplishment, occurs when the helping professional develops feelings of helplessness and frustration around his or her perceived inability to achieve professional goals (Maslach & Jackson, 1996). Maslach and Jackson (1996) developed a standardized measure of burnout known as the Maslach Burnout Inventory (MBI) that is critical to this research.

Maslach's theory is the most broadly researched, and it is the only theory to examine the phenomenon of school counselor burnout (Maslach & Jackson, 1996; Maslach et al., 2011). Maslach used educational specialists and teachers to validate her conceptualization that the relationship between human service providers and the clientele

is a critical component of burnout (Maslach & Jackson, 1996). Maslach's theory is relevant to school counselors because of its inclusion of counselors in the original norming group (Maslach et al., 2011).

Maslach's Development of Burnout

The MBI, constructed by Maslach and Jackson, was developed to assess an individual's experience of burnout (Maslach & Jackson, 1996; Puig et al., 2012). Maslach described burnout as a reaction that occurs after prolonged periods of stress in the work setting; the instrument measures three dimensions of burnout: (a) emotional exhaustion, (b) depersonalization, and (c) personal accomplishment (Maslach & Jackson, 1981; 1996; Robinson et al., 2016). Emotional exhaustion, which occurs when an individual is overwhelmed by the emotional demands imposed by others (Maslach & Jackson, 1981; Puig et al., 2012), is illustrated as an emotion of defeat, depletion, and lack of energy to move forward (Limberg et al., 2016). Depersonalization refers to the detachment of the job and people, usually occurring after emotional exhaustion establishes itself (Limberg et al., 2016). Individuals who *depersonalize* try to eliminate their stress by performing less at work or for the needs of others (Robertson et al., 2016; Robinson et al., 2016). The quality of the individual's job begins to decline, achieving the bare minimum (Limberg et al., 2016). One of the most serious risks of depersonalization consists of the dehumanization or degrading of others (Robertson et al., 2016). The third dimension of burnout includes a lack of personal accomplishment (Robertson et al., 2016). Individuals who experience a lack of personal accomplishment express feelings of ineptitude and incapability to excel (Limberg et al., 2016).

The MBI-HSS, one of the five validated forms of the MBI, was used for this study as it is designed for human services professionals (Maslach & Jackson, 1996; Puig et al., 2012). The MBI-HSS was appropriate for individuals working in a diverse assortment of occupations; including social workers, counselors, therapists, and other fields focused on helping people live quality lives by offering, preventing harm, and improving emotional, physical problems (Bardhoshi et al., 2014; Maslach & Jackson, 1981, 1996; Robertson et al., 2016).

Social Learning Theory

The SLT, developed by Rotter, provides clarification as to the way reinforcements act to increase the chances of expectancy of a behavior, reoccurring in the future (Rotter, 1966). An individual's experiences of reinforcements could determine how they attribute reinforcements (Rotter, 1966; Sagone & Caroli, 2014). Concepts typically explored in the research are related to high-level learning skills; affirming individuals are not the same in terms of their generalized expectancies (Li & Chung, 2009). Generalized expectancy refers to the individual's principle that things occur as a result of the individual's own doing, signifying as having an internal locus of control or an external locus of control, believing that things occur as a result of luck, fate, or a powerful being (Rotter, 1966; Sagone & Caroli, 2014). As a result of such generalized expectancies, characteristic changes may follow, influencing the way an individual may respond to situations; therefore, individuals respond differently to situations, and expectations are generalized (Rotter, 1966). Rotter (1966) developed SLT based on previous research whose results were incapable of providing a clear, well-defined understanding of how to determine an

individual's differences in behavior. SLT proceeded to streamline the understanding of an individual's differences in behavior based upon expectancy reinforcement (Friedman & Schustack, 2009). Historically, the concept of believing in fate or luck has been explored since the late 1800s and was referred to as *general passivity* (Rotter, 1966). Rotter expanded on this understanding by examining how individuals were influenced by the concept of general passivity. The individual with an internal locus of control appeared to have higher self-esteem and confidence and was able to make more predictable choices as opposed to an individual with an external locus of control (Sagone & Caroli, 2014).

Literature Review

Women in the Workplace

Women continue to struggle to be recognized as equals within the workplace (Albee & Perry, 2011; Williams, 2011). Goldin (2010), in a study of women college graduates in the 20th century, concluded that those graduating between 1900 and 1920 were instructed to choose between a career or starting a family. In 1920, Congress established the Women's Bureau in the U.S. Department of Labor to investigate the conditions of women workers and promote their welfare (Berggren, 2012). The belief that the male and female sexes are vastly different, which include their values, abilities, and needs—has permeated the history of women and men in the workplace and the home (Ferree, 2010; Williams, 2011).

Working Mothers

In the early 1900s, women faced significant barriers in the workplace, which included societal attitudes, expectations, and policies that motivated role division

amongst men and women (Munn, 2013; Murtagh & Moulton, 2011). An example of such a barrier, the 1903 bylaw passed by the New York Board of Education, prohibited married women from teaching assuming educational leadership roles, like administration (Shakeshaft, 2011). Working mothers continue to be negatively impacted by the view of the ideal worker as someone who prioritizes work above all else (Bennetts, 2012; Leung et al., 2016). Current research has indicated that working professionals accept the inherent conflicts between work and family, as a result of embedded cultural expectations (Mason & Eckman, 2012). The culture of the American workplace places women in the position of often having to meet conflicting family and work obligations (Sabbath et al., 2015).

Over time, women—including married women and mothers—have increasingly become a part of the workforce (Luthar & Ciciolla, 2016). This transformation has been driven by amendments in societal norms. The percentage of mothers in the workforce increased from 45% in 1965, to 78% in 2000 (Luthar & Ciciolla, 2016; National Center for Education Statistics, 2017). According to the U.S. Department of Labor and Statistics (2017), 95% of mothers with children under the age of 18 are employed. One of the top justifications for mothers' decision to return to the workforce after giving birth included financial reasons (Hersch, 2015). Kammeyer-Mueller et al. (2011) asserted that career success can create a healthy level of self-esteem and personal fulfillment.

Self-esteem can be directly linked to a woman's sense of accomplishment (Berger, 2013). New opportunities for women have led to more women electing to find ways to prioritize family and career (Hibel et al., 2014). For women who choose to retain

full-time employment, burnout becomes a major component (Leung et al., 2016; Mason & Eckman, 2012). Working mothers experience burnout at a higher rate than other employees (Mason & Eckman, 2012; Murtagh & Moulton, 2011); as working professional women often work long hours, while also attending to the family's needs at home (Leung et al., 2016; Munn, 2013).

Internal-External Control

One of the first attempts to measure individual differences within generalized expectancy and within the field of psychology was initially started by Phares in 1976. In his study, Phares (1976) utilized a 13-item Likert-type scale to explore external attitudes and found it was possible to predict behavior within individual differences. Phares (1976) discovered items geared toward external locus of control resulted in low prediction in comparison to individuals with external beliefs who tended to respond in similar patterns (Rotter, 1966). Taylor (2010) further explored this study in a dissertation in 1957, which increased test items 13 to 26.

Culbreth et al. (2013) contended that individuals with a high internal locus of control believed situations resulted primarily from their own behavior, as forces out of their control (e.g., luck, fate, or powerful others) determined those circumstances. These findings were similar to Kormanik and Rocco's (2012) findings as they referenced a correlational, quantitative analysis that examined the relationship between locus of control and life stress among 40 third-year undergraduate students with ages ranging from 20 to 23 years of age, as measured by anxiety and depression. The authors concluded that the less internal locus of control an individual identifies, the greater the

amount of anxiety and depression (Kormanik & Rocco, 2012). Comparably, externality was determined to be associated with general anxiety (Bernardi, 2011). The results from Sunbull's (2011) study corroborated with Bernardi's (2011) findings that an individual's external locus of control was positively related to the emotional exhaustion dimension of burnout. Individuals with an external locus of control are more likely to experience anxiety because they believe they are not in control of their lives (Kormanik & Rocco, 2012). A school counselor's role, according to ASCA, includes individual counseling, group counseling, classroom guidance, consultation, and program coordinator which is often neglected as school counselors are obligated to perform non-counseling-related duties; thereby creating stress, anxiety, and burnout (Moate et al., 2016).

The study conducted by Taylor (2010) hypothesized individuals who scored towards the external continuum would behave in similar ways in comparison to those who scored toward the internal continuum who behaved more skillfully. Taylor (2010) determined there was significance in task situation and behavior. Specifically, external subjects showed more unpredictability when compared to internal subjects (Rotter, 1966). Nassi and Abramowitz (2013) expanded the test to include achievement, affection, general social and political attitudes, and control for social desirability. The restructured scale compared internal beliefs to external beliefs (Nassi & Abramowitz, 2013). The test discerned there were correlations between achievement and social desirability, and the test revealed there were connections between subscales and internal consistencies (Nassi & Abramowitz, 2013). As a result, items used to identify external verses internal control were left out of the test (Nassi & Abramowitz, 2013; Rotter, 1966).

Validity was tested using a comparison to the Marlowe-Crowne Social Desirability Scale on a large population. Further, the test was rewritten, eliminating items that highly correlated with Marlowe-Crowne Social Desirability Scale providing a split, so participants were required to endorse internal or external by 85% (Nassi & Abramowitz, 2013). The final version of the test, known as the I-E scale, integrated 29-item forced-choice questions, with six filler questions, to provide some test ambiguity (Rotter, 1966). The I-E scale was administered to 200 males and 200 females in a combined group setting (Nassi & Abramowitz, 2013). The results indicated the test measured the subject's view of the world and their beliefs about how reinforcement is controlled (Rotter, 1966). Further, Kormanik and Rocco (2012) affirmed locus of control had been associated with self-efficacy, stress, and illness; as it classifies individuals' belief of having internal control (reinforcement is dependent upon the individual's actions) or external control (reinforcement is dependent upon chance or the actions/control of others). The findings in Cheng et al. (2013) research revealed individuals with higher levels of external locus of control also consumed higher levels of stress and lower levels of self-efficacy. Therefore, locus of control was established as a moderating factor between stress and illnesses Cheng et al. (2013). SLT and locus of control were chosen for this reason as they provide the understanding that personality characteristics; such as internal and external locus of control, may be helpful in managing stress that is attached to the achievement of balance between work and family life (Cheng et al., 2013; Judge & Bono, 2014). SLT suggests individuals are equipped with buffers

and moderating attributes that may help to ease conflicting events that occur in life

(Cheng & McCarthy, 2013; Judge & Bono, 2014).

Locus of Control and Working Women

A study conducted by Robinson et al., (2016) explored the selection effects in the

relationship between women's work-family status and perceived control, along with

literature from past deliberations on perceived control and employment factors. After

combining all the data, results revealed that, when looking at the work-family status and

perceived control, there was an increase in perceived control as the level of education and

income increased (Robinson et al., 2016). Interestingly, increased control was also

associated with marriage, and there was no statistical significance when attempting to

predict early perceived control (Robinson et al., 2016).

Further, perceived control was not lessened after complementing early perceived

control to the study, enabling researchers to conclude perceived control was not an

unchanging personality trait, as described in previous studies (Berger, 2013; Johnson et

al., 2015; Kormanik & Rocco, 2012; Mason & Eckman, 2012). Results signified

perceived control does not speak to subsequent employment status for women (Robinson

et al., 2016). The results also indicated that early perceived control has some effect on

subsequent job quality but indicated no effect when job quality factors are unvarying

(Robinson et al., 2016). Job quality continued to have an independent effect on perceived

control (Robinson et al., 2016). Family status has a direct effect on perceived control and

job quality (Robinson et al., 2016).

Cheng et al. (2013) discovered women entrepreneurs and corporate executives exhibited a high external locus of control as they explain their lack of performance, results, and/or career goal achievement as owing to other people (e.g., supervisors, colleagues). Ultimately, both studies exposed work-family status, in women, had an effect on perceived control, and that employment supports the most positive effect on women's perceived control (Cheng & McCarthy, 2013). However, being a mother only or a single mother, being unemployed, or nonparent provided the most negative effect on perceived control in women (Cheng & McCarthy, 2013).

Historical Overview of the School Counselor Role

The role of the school counselor is an ongoing debate. The debate has centered on whether a school counselor is an educator first and a counselor second or a counselor first and an educator second (Cinotti, 2014). The origins of school counseling can be traced to Parson's (as cited in Mullen & Gutierrez, 2016) examination of guidance counseling in the early 1900s. Parson (as cited by Davis, 2014) created the Bureau of Vocational Guidance in 1908, which was designed to provide students guidance in the transition from secondary school to the workforce. In 1913, Davis was the first school superintendent to implement vocational guidance lessons for students in schools (Cinotti, 2014).

Vocational guidance, a role initially fulfilled by female teachers, counseling immersed career counseling with the primary focus on helping students make the transition from school to employment (Cinotti, 2014; Mullen & Gutierrez, 2016). The demand for vocational guidance multiplied, and; it became evident that teachers would

no longer be able to perform teaching responsibilities and vocational guidance duties simultaneously (Cinotti, 2014). Over time, educator supervisors recognized vocational guidance as a specialized position requiring specialized training and qualifications (Cinotti, 2014). The discussion over the role of the school counselor began in early 1913 and continues today among school counselors, school principals, assistant principals, and counselor educators nationwide (Kolbert et al., 2016; Mullen & Gutierrez, 2016).

The first signs of stress and anxiety for school counselors began in the early days as vocational guidance professionals became inundated with administrative and clerical responsibilities (Cinotti, 2014; Kolbert et al., 2016). The newly minted vocational guidance professionals were asked to engage in roles that could otherwise be performed by other school personnel (Cinotti, 2014; Mullen & Gutierrez, 2016). A discussion over the role of the vocational guidance professional continued; and the debate was whether the vocational guidance professional was supplemental to classroom learning or a separate service with distinct responsibilities, separate from educating students (Kolbert et al., 2016; Mullen & Gutierrez, 2016).

Throughout the 1930s and 1940s, the role of the school counselor became more clearly defined (Engelhardt, 2016). School counselors were presented with the responsibility of providing career and vocational guidance and counseling to students (Mullen & Gutierrez, 2016). Yet, in the 1950s the role of the school counselor transformed to primarily *pupil personnel services*, which repeatedly overlapped with other newly created school professionals, such as the school social worker, school

psychologist, school nurse, and the school attendance clerk (Cinotti, 2014; Kolbert et al., 2016).

The role of the school counselor became more effective with the creation of ASCA in 1952 (Engelhardt, 2016). Then, ASCA lobbied for the establishment of a unique professional identity for school counselors as well as the distribution of funds specific to school counseling programs nationwide (Kolbert et al., 2016; Mullen & Gutierrez, 2016). The National Defense Education Act of 1958 distributed funds to provide school counseling programs to all high school students. Further, the National Defense Education Act offered training of gifted students; requiring school counselors to assist gifted students in the college application process (Kolbert et al., 2016; Mullen & Gutierrez, 2016). The National Defense Education Act earmarked federal and state funding to maintain preparation and training programs in support of school counseling programs (Kolbert et al., 2016; Mullen & Gutierrez, 2016).

Throughout the 1960s and 1970s, the school counselor's primary role was viewed as a secondary support service to teachers and school administration despite the fact school counselors delivered direct counseling services, such as personal and vocational adjustment counseling (Davis, 2014, 2014; Kolbert et al., 2016). Because of the lack of clarity regarding the school counselor's responsibilities, school principals continually added administrative responsibilities (e.g., clerical tasks) to school counselor's job description (Astramovich et al., 2013). The continued accumulation of administrative responsibilities to school counselors led to burnout, which forced school counselors to assume responsibilities others could execute (Davis, 2014; Kolbert et al., 2016).

In the 1970s, the school counselor's role diffusion became greater because of a decrease in the education budget funding and student enrollment (Davis, 2014). Without the support of district-level supervisors as well as building principals, school counselors were obligated to assume additional administrative responsibilities to increase the perception of school counselors as necessary school personnel (Davis, 2014). In 1975, the Education for All Handicapped Children Act was passed, which extended the school counselor's role to incorporate screening, adjustment, and counseling for students served through the Special Education department (Kolbert et al., 2016; Mullen & Gutierrez, 2016). To ensure the needs of students in the Special Education department were served, the Education for All Handicapped Children Act extended school counselor's responsibilities to include record keeping, consultation, and provision of counseling services to school administration teachers, parents, and children with disabilities (Davis, 2014; Kolbert et al., 2016). Kolbert et al., (2016) further indicated that during the mid-1970s, school counselors were regarded an educator first and school counselor second. In the mid-1970s, school counselors were considered an educator first and counselor second (Davis, 2014; Kolbert et al., 2016).

In the 1980s, school counselor's responsibilities increased exponentially to include scheduling, testing, accountability, record-keeping, and other administrative duties (Kolbert et al., 2016; Mullen & Gutierrez, 2016). School counselors were assigned standardized testing coordination responsibilities, in addition to their existing duties (Davis, 2014; Engelhardt, 2016). In the early 1990s, the idea of a comprehensive school counseling program increased to prevent the ongoing assignment of nonschool

counseling duties; however, it was not until the late 1990s that the concept of a comprehensive school counseling program was supported (Cinotti, 2014; Mau et al., 2016).

The duties and responsibilities of the school counselor position have transitioned over the past 100 years and have been in a state of continuous change (Kolbert et al., 2016). Substantiating a structured set of responsibilities for school counselors has been an intricate process that has frequently created role diffusion and lead to anxiety, burnout, and secondary traumatic stress (Mau, Li, & Hoetmer, 2016). Thus, ASCA created a national model for the comprehensive school counseling program in 2001 (Mullen & Gutierrez, 2016). The framework for ASCA incorporated national standards to guide the establishment of professional roles and responsibilities of school counselors (Kozlowski & Huss, 2013).

The ASCA's (2017) national standards recommended that school counselors should maintain a broader focus on student and school success, and remain key players in achieving the school's mission, fostering student academic success, and advocating student achievement. According to the ASCA national standards, school counselors are qualified to address students' academic, social, and career-related needs (ASCA, 2017). In establishing ASCA's national standards, there was no specific standard addressing mental health counseling (ASCA, 2017; Cinotti, 2014). Despite ASCA's national standards and their recommendations, some school counselors and counselor educators believed that the provision of mental health services by school counselors was essential to meet students' needs (Kolbert et al., 2016; Mullen & Gutierrez, 2016). Although

ASCA's national standards shifted its focus on students' academic achievement, school counselors and counselor educators remained unaffected by the abandonment of the mental health aspect of the profession (Kozlowski & Huss, 2013). Further, counselor educators signified mental health counseling for students; small groups were one of the major responsibilities for school counselors in schools (Kozlowski & Huss, 2013). The ongoing discussion regarding the primary focus of school counselors should reside on students' academic achievement or their mental health has contributed to burnout and secondary traumatic stress regarding school counselors' responsibilities (Astramovich et al., 2013). School administration teams (e.g., principals, assistant principals) and community stakeholders perceived school counselors as educators first and counselors second, which confirmed school counselors' position of endured burnout (Moss et al., 2014).

Present Role of the School Counselor

School counselors operate in an environment where accountability and shared responsibility for student achievement are expected (Kozlowski & Huss, 2013). School counselors are defined as change agents of the educational leadership team; helping students in the area of academic achievement, career and emotional/social development, enduring today's students become productive well-adjustments members of society (Moss et al., 2014). The ever-changing role of school counselors has compelled them to move from focusing on students' individual issues to system issues (Kozlowski & Huss, 2013). Currently, school counselors are required to use data-driven techniques to

substantiate strategies and interventions for students within the educational setting (Kozlowski & Huss, 2013).

The ASCA National Model provided a framework that focuses on student outcomes, teaches student competencies, and delivers identified professional competencies (Salina et al., 2013; Villares et al., 2011). However, the lack of national standards has prohibited the development of a set of standardized school counselors' duties and responsibilities, which ultimately, led to burnout for many school counselors (Kolbert et al., 2016; Mullen & Gutierrez, 2016). In many school districts, school counselors are often exploited as pseudo-administrators instead of being properly used as school counseling professionals (Astramovich et al., 2013; Mullen, & Gutierrez, 2016).

The lack of consistent, standardized guidelines for the duties and responsibilities of school counselors at the elementary, middle, and high school levels has generated different interpretations regarding responsibilities and functions of school counselors (Astramovich et al., 2013; Hepp, 2013). School counselors' job descriptions vary from state to state, from school to school, and are influenced by the school's principal (Hepp, 2013). School counselors' responsibilities are often determined without any consideration about school counselors' preparation, skill sets, or knowledge, which influences anxiety and burnout (Hepp, 2013). Robertson et al. (2016) discovered if school counselors and principals developed a positive relationship with one another and were engaged in higher levels of advocacy, they would likely have increased implementation of programmatic school counseling services within schools. School counselors provide services to students, school staff, parents/guardians, and the school community through two major

components: direct and indirect student services (Astramovich et al., 2013; Robertson et al., 2016). ASCA (2017) provides the following narrative for each component:

Direct services are in-person interactions between the school counselor and student and include the following: school counseling core curriculum, individual student planning, and responsive services. The school counseling core curriculum consists of structured core lessons designed to help students achieve the desired competencies and to provide all students with the knowledge, attitudes, and skillsets appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educations in K-12 classroom and group activities. Individual student planning are on-going universal activities coordinated by school counselors designed to assist students in establishing personal goals and developing future plans. Responsive services are activities designed to address students' personal circumstances, concerns, and/or problems. Responsive services may include counseling in individual or small-group settings or crisis response. Indirect services are provided on behalf of students, as a result of the school counselors' interactions with others including referrals for additional assistance, consultation, and collaboration with parents, faculty/staff, other educators, and community organizations.

The effectiveness of a school counseling program can be determined by the amount of time spent on each component (ASCA, 2017; King et al., 2018). For that reason, ASCA provided school counselors and the local school supervisors (e.g., principals, assistant principals) with a guide to determine the time needed to spend in

each delivery component for the program to be effective (ASCA, 2017; Culbreth et al., 2013). ASCA (2017) has recommended that elementary school counselors spend 35-45% on guidance curriculum, 5-10% on individual student planning, 30-40% on responsive services, and 10-15% on system support. ASCA has recommended that middle school counselors spend 25-35% on guidance curriculum, 15-25% on individual student planning, 30-40% on responsive services, and 10-15% on system support. ASCA has recommended that high school counselors spend 15-25% on guidance curriculum, 25-35% on individual student planning, 25-35% on responsive services, and 15-20% on system support. The role of the school counselor involves the delivery of early counseling interventions and insight into students' needs (ASCA 2017). School counselors emphasize the importance of students' mental health needs and wellness and optimal development, K-12 (McMahon et al., 2014).

In conjunction with the specified role of the school counselor, per ASCA's national model, school counselors manage a range of nonschool counseling responsibilities, including clerical, administrative, and disciplinary tasks (Bardhoshi et al., 2014; Robinson et al., 2016). Although ASCA confirmed the role of the school counselor, many local school supervisors (e.g., principals, assistant principals) continue to delegate inappropriate activities to the school counselor; creating interference in the ability to establish a comprehensive, data-drive school counseling program (Bardhoshi et al., 2014; Salina et al., 2013). The following are recommendations from ASCA (2017) on appropriate activities for school counselors within schools:

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade point averages in relationship to achievement
- interpreting school records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs, and problems
- providing individual and small-group counseling services to students
- analyzing disaggregated data
- advocating for students at individual education plan (IEP) meetings, student study teams
- school attendance review boards

Note. Source: ASCA, 2017.

Figure 2

Inappropriate Activities for School Counselors

Inappropriate activities for school counselors withing schools, according to ASCA

(2017), include

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating school-wide individual education plans and student study teams
- serving as a data entry clerk

Note. Source: ASCA, 2017.

Stress and Burnout and School Counselors

Stress is a well-documented issue that relates to the impairment of work performance (Camelford, 2014) and continues to be problematic for school counselors. Rageb et al. (2013) investigated the relationship among various role stressors, including employee job performance, job satisfaction, and turnover intentions. Rageb et al. (2013) used SLT as the theoretical framework as well as a structured questionnaire to collect data from 65 employees who worked for a Maritime Science and Technology academy. Rageb et al. (2013) used a hierarchal regression analysis to evaluate the moderating effect of burnout on job satisfaction among employees. Results revealed a statistically significant relationship between role stressors and employee job satisfaction; more specifically, burnout had a negative impact on employee job performance (Rageb et al., 2013).

Carbonell and Rodriguez-Escudero (2013) conducted a quantitative study to investigate management controls related to role job expectations. Carbonell and Rodriguez-Escudero (2013) examined the relationship between employee job satisfaction and burnout to 197 new product development teams and found occupational burnout had a greater negative impact on job satisfaction of new product development teams than other psychosomatic illnesses like chronic fatigue syndrome.

The ASCA National Model defines the role of school counselors and offers a guide to developing, implementing, and maintaining effective school counseling programs and promoting the profession (ASCA, 2017a); this alone is a significant task. The assignment of inappropriate counseling duties creates heightened responsibility and

feeling overwhelmed. Baggerly and Osborn (2014) described the role of the school

counselor as one wherein there are frequent expectations to perform tasks irrelevant to

the professional school counseling role, and little importance given to sensitive concerns

(e.g., suicide/homicide ideation, suicide completion, child abuse, mental illness). A

qualitative study conducted by Robertson et al., (2016) determined school counselors

often feel pulled in multiple directions and are at-risk for high levels of exhaustion,

secondary traumatic stress, and burnout regularly. Similarly, their findings commiserated

with those of Baggerly and Osborn (2014) who purported that even though most school

counselors in their study reported being satisfied in their job, nearly 87% of the

participants reported increased stress because of job demands within 5 years of beginning

a career in school counseling. Baggerly and Osborn (2014) recommended future research

on locus of control as a potential predictor of burnout to identify best practices and

resources for elementary, middle, and high school counselors.

Burnout has been mostly associated with human service professions, including

teaching, nursing, and mental health (Lawson & Myers, 2011; Maslach et al., 2011).

School counseling is a human service profession that provides mental health and

educational support (Lawson & Myers, 2011). School counselors and other health care

professionals may be at high risk of developing burnout because their job requirements

are emotionally demanding (Moate et al., 2016). Everyday school counselors assist

students, families, faculty, and staff members in resolving and coping with life's changes

(McMahon et al., 2014). Burnout may develop when a school counselor is experiencing a

high level of stress and frustration that is beyond their tolerance level (Maslach et al.,

2011). A school counselor may also be at risk of chronic stress because of long work hours, a lack of social support and relaxation, number of students served, and noncounseling duties as assigned (Camelford, 2014). According to Camelford (2014), due to the immeasurable duties and responsibilities assumed by school counselors, two of the main stressors affecting school counselors are role ambiguity and role conflict. Role conflict in the school counseling profession occurs when school counselors are forced to assume responsibilities that individuals from other educational specialties are equally qualified to execute (Camelford, 2014; Cinotti, 2014). Astramovich et al. (2013) conducted a quantitative study on role conflict among 33 school counselors from all school levels, elementary, middle, and high.

Astramovich et al., (2013) revealed school counselors' responsibilities were diffused because of repeated requests for them to engage in activities that other school personnel are uniquely qualified to perform. For example, results from the study also revealed school counselors were responsible for mandated, school-wide testing even though the ASCA indicated testing is a task outside of the realm of school counselors' responsibilities (Astramovich et al., 2013). Although school counselors may be capable of coordinating school-wide testing, it results in continuous engagement of noncounseling duties, which does not use the unique, graduate-level training exclusive to school counselors (Limberg et al., 2016).

School principals hold a different philosophy regarding work expectations of school counselors at each level (e.g., elementary, middle, and high), creating a misunderstanding about school counselors' specific responsibilities; thus, contributing to

stress and anxiety of meeting the needs of school administration as well as the ASCA

National Model (Astramovich et al., 2013). Limberg et al. (2016) conducted a

quantitative study of middle school counselors regarding their understanding of their

duties and responsibilities. The researchers discovered that differing role expectations of

school principals has contributed to school counselors' role diffusion, resulting in mental

exhaustion and prolonged stress (Limberg et al., 2016). The results from school counselor

surveys indicated that they were required to spend too much time completing clerical

tasks and would prefer to spend more time providing direct services to students, thus,

generating negative emotions and withdrawal to meet the needs of all (Limberg et al.,

2016).

An additional factor that may have an impact on direct student services is burnout.

Burnout has become a serious health issue for school counselors because of "their many

responsibilities, the various roles that school counselors inhabit, the importance of the

work they do with students and the complicated nature of the U.S. educational system"

(Mazerolle & Goodman, 2013, p.159). The subject of burnout is common in the literature

across various disciplines (Cinotti, 2014; Krajewski & Goffin, 2015) and was given

distinct attention to school counseling research (Camelford, 2014; Lawson & Myers,

2011). Pines and Maslach (1978) described burnout as an ailment of "physical and

emotional exhaustion, involving the development of negative self-concept, negative job

attitude, and loss of concern and feelings for clients" (p. 234). In 1981, the MBI was

created to measure an individual's experience of burnout in the helping and human

service field (Maslach & Jackson, 1981). More recently, Puig et al. (2012) expanded the

measurement of burnout and presented a construct for counselor burnout, which they defined as "the failure to perform clinical tasks appropriately due to personal discouragement, apathy to symptom stress, and emotional/physical harm" (p. 143). Within their model, Puig et al. found counselor burnout includes the constructs of exhaustion, negative work environment, devaluing clients, incompetence and deterioration in personal life. These constructs interrelated with the components as measured by the MBI (Maslach & Jackson, 1981), but provide a definition consistent with the work of school counselors (Gnilka, Karpinski, & Smith, 2015).

Bardhoshi et al. (2014) conducted a mixed methods study to examine the relationship between job satisfaction, burnout, and job performance of noncounseling duties among 286 school counselors, across elementary, middle, and high school levels. Bardhoshi et al. discovered performing noncounseling duties was positively related to school counselor burnout and job dissatisfaction. Another finding included school principals and assistant principals misjudged the time spent by school counselors on clerical and other noncounseling responsibilities (Bardhoshi et al., 2014). The results further revealed school principals often placed more emphasis on the performance of clerical, noncounseling tasks than school counseling tasks (Bardhoshi et al., 2014). Therefore, school counselors reported feeling inundated within their work environment; in addition to, not having adequate time to provide direct counseling services to students (Bardhoshi et al., 2014; Cinotti, 2014; Gnilka et al., 2015).

The functions and roles of the school counseling profession, personally and professionally, are ever-changing. Engelhardt (2016) concluded current issues in

education, job challenges, and adhering to students' needs generates job complexity. Engelhardt maintained the increasing complexity of school counselors' responsibilities contributed to the negative job satisfaction and burnout.

In another study, Oduh (2016) examined whether competing job expectations and job dissatisfaction contributed to school counselor burnout. Oduh discovered continuous engagement in clerical and other noncounseling tasks created job dissatisfaction, which increased their levels of exhaustion and burnout. The findings from Oduh's study of Nigerian school counselors can be applied to this study because the findings determined how constant engagement of noncounseling responsibilities generated burnout and diminished job satisfaction.

Cieslak (2016) conducted a qualitative study to determine which factors impacted school counselors' job satisfaction. The researchers conducted a multi-case study across three school districts in Louisiana by interviewing seven school counselors. Cieslak found that institutional stressors affected job satisfaction among school counselors. The results further divulged that the antiquated model for school counselor profession was linked to emotional exhaustion and burnout (Cieslak, 2016).

Moss et al. (2014) examined the differences in school counselors' and school administrators' perceptions of the school counselor's role as well as their job satisfaction. Moss et al. discovered there was a significant difference between the perception of the *ideal* school counselor role as held by principals and school counselors. The findings disclosed there was a significant agreement between school counselors and principals regarding the functions of school counselors; however, there was a profound

disagreement concerning specific duties and responsibilities of school counselors (Moss et al., 2014). These differences further influenced the job satisfaction of school counselors, further contributing to emotional exhaustion and burnout. Moss et al. posited that principals and assistant principals perceived school counselors' responsibilities as largely one of administrative support, deeming it appropriate for school counselors to engage in clerical, noncounseling duties; ultimately diffusing the intended role of school counselors. The findings highlighted how the disconnect between principals and school counselors job perceptions of school counselors' duties and responsibilities within schools contributed to burnout and job satisfaction.

Research Variables

Secondary Traumatic Stress

Figley (1995) outlined secondary traumatic stress (STS) as "the natural, consequent behaviors and emotions resulting from comprehension about a traumatizing event experienced by a client. It is endured stress stemming from assisting a traumatized person in need" (p. 10). Secondary traumatic stress has been defined as "a state of tension and pre-occupation with traumatized clients by re-experiencing the traumatic events, avoidance, and persistent arousal associated with the client" (Figley, 1999, p. 1435).

It was based upon the concept of burnout (Beaumont et al., 2016), and it should be understood as distinctive from burnout because of its restricted awareness of the experience, generating a phenomenon only experienced by mental health professionals. Figley (1996) asserted secondary traumatic stress is a state of tension wherein individuals present characteristics of frustration, depression, anxiety, hopelessness, apathy, and low

personal accomplishment. Secondary traumatic stress is characterized as being preoccupied with thoughts of people one has assisted, thus, generating feelings of exhaustion and devastation among caregivers (Stamm, 2005). Characteristics attributed to individuals who experience secondary traumatic stress encompass the inability to separate the individual's personal and professional lives (Stamm, 2005).

In a study by Killian (2013), 20 licensed social workers, psychologists, school counselors, and marriage and family therapists identified several key risk factors in developing work anxiety and secondary traumatic stress. Killian listed the most frequently occurring first: high caseload demands, personal history of trauma, regular access to supervision, lack of supportive work environment, worldview (over-abundance of optimism, or cynicism), and the ability to recognize and meet the individual's needs (e.g., self-awareness). Further, Killian administered a questionnaire composed of instruments measuring personal trauma history, social support, affective coping style, and self-care strategies, burnout, emotional self-awareness, work environment stressors and resources, and work drain, to 104 mental health professionals (i.e., licensed social workers, school counselors, marriage and family therapists, and psychologists). The most significant predictor of compassion satisfaction was the level of reported social support from family, friends, and the community (Killian, 2013).

Further, working a greater number of hours per week with traumatized clients reduced levels of reported compassion satisfaction, and having a greater sense of control or efficacy at work (e.g., private workspace, being able to express opinions for work-related matters) was associated with higher compassion satisfaction (Killian, 2013). Work

drain, mental health professionals' sense of powerlessness regarding other social welfare or judicial systems that are failing their clients, emotional self-awareness, and mental health professionals' history of traumas were the most significant predictors of secondary traumatic stress (Killian, 2013). The findings suggested work-life conditions play a role in compassion satisfaction and secondary traumatic stress (Killian, 2013).

Burnout

Burnout is "a psychological syndrome that involves a prolonged response to chronic interpersonal stressors within the work environment" (Maslach et al., 2011, p. 399). Burnout is comprised of three components, emotional exhaustion, personal efficacy, and cynicism (Garcia et al., 2017). Emotional exhaustion is considered the central element of burnout, resulting in cynicism regarding an individual's work and low efficacy (Leiter & Maslach, 2009). There are six areas of work-life identified by Leiter and Maslach (2009), in which disparities between an individual's expectations and the job are considered predictive of burnout; whereas a match is believed to enhance work engagement and productivity. The six areas are defined, as follows: *workload* (job demands are placed on an employee given a specific amount of time and resources), *control* (an opportunity for employees to make important decisions about their work, as well as their range of professional autonomy and ability to gain access to resources necessary to do their job efficiently), *rewards* (recognition for work contributions, e.g., financial, social, and/or internal), *community* (quality of the social environment in which an individual works, including relationships with supervisors, colleagues, and subordinates), *fairness* (the extent wherein openness and respect are present within the

organization and the decision-making process), and *values* (represent the similarity between the organization's priorities and values and those of the employee).

Schaufeli and Enzmann (1998) compared burnout to the analogy of an empty car battery as the process is gradual wherein more energy has been consumed than was produced over a long period of time. Burnout is the result of prolonged exposure and the inability to cope with work-related stressors. Freudenberger, the originator of the burnout syndrome, worked as a psychiatrist in an alternative drug addiction facility, wherein he noticed many of his colleagues experiencing a gradual depletion of enthusiasm and vitality one year after commencing service (Schaufeli & Enzmann, 1998). Freudenberger published detailed descriptions of his observations that generated interest in the concept of burnout, especially in the mental health profession, acknowledged with the symptoms of burnout (Schaufeli & Enzmann, 1998). Within the same timeframe, Maslach researched the way mental health professions handled stressful work-related situations (Maslach & Jackson, 1981; 1996; Robinson et al., 2016). A specific area of interest was the phenomenon of using cognitive approaches, such as dehumanization and detached concern, as a defense mechanism against work-related stressors.

Throughout the study, participants recounted symptoms that Maslach clustered into three dimensions: (a) emotional exhaustion, (b) negative affect for patients, and (c) subjective deterioration of personal competence (Robertson et al., 2016). Burnout is a response to chronic emotional strain when dealing with troubled individuals (Puig et al., 2012). Initially, burnout was virtually exclusively studied in the human services profession, which in turn, reinforced burnout a typical helper syndrome (Mikolajczak &

Roskam, 2018). Most assessments of burnout in literature were conducted by means of the MBI, two versions included the Educators Survey (MBI-ES) and the Human Services Survey (MBI-HSS), which will be used for this study (Maslach et al., 2011; Schaufeli & Enzmann, 1998).

Locus of Control

The concept of locus of control stems from Rotter's (1966) attempt to understand why individuals fail to respond in a predictable manner to reinforcement. Rotter (1966) described locus of control as a personality variable that indicated the degree to which individuals exercise control over their environment. Parallel to Rotter's definition, Lefcourt (1966) described control as the extent to which an individual accepts personal responsibility for events that occur throughout their life. Locus of control may serve as an interpersonal resource aiding in adjustment or may hinder coping with stress (Puig et al., 2012). Rotter (1966) differentiated between individuals with an internal locus of control and individuals with an external locus of control. Individuals with an internal locus of control believe that reinforcement or outcomes are dependent upon their own personal characteristics and behavior (Rotter, 1966; Sagone & Caroli, 2014). On the other hand, individuals with an external locus of control believe that reinforcement or outcomes are unpredictable and changeable, and based upon fate, luck, or because of significant others (McAnena et al., 2016; Rotter, 1966).

Summary and Conclusions

Further research on the factors that may contribute to burnout among working mothers in the field of school counseling, specifically the locus of control and secondary

traumatic stress as predicting factors, is needed. The literature review yielded a plethora

of references relating to the concept of burnout in the mental health profession, with

limited studies specifically addressing the relationship between burnout and secondary

traumatic stress and locus of control (Limberg et al., 2016; Robertson et al., 2016). There

is a confirmed gap in the literature associated with working mothers experiencing burnout

as a result of the interaction between the locus of control and secondary traumatic stress.

The literature supports the need to help identify how the variables, locus of control and

secondary traumatic stress, correlated to school counselor burnout among working

mothers. A quantitative nonexperimental study using a web-based survey to examine the

relationship between locus of control and secondary traumatic stress as predicting

variables of burnout of working mothers in the school counseling profession. Chapter 3

will provide further review of the proposed study's sample population, research question

and hypotheses, sampling methods, and use of an online survey. The chapter will also

provide information related to the proposed multiple regression analysis as support for

methodology of the study.

Chapter 3: Research Method

The purpose of this quantitative cross-sectional study was to examine whether there was a statistically significant relationship between locus of control and secondary traumatic stress as predictors of burnout of working mothers in the school counseling profession. I examined whether the relationship between secondary traumatic stress was modified by locus of control, as it may help explain the relationship. A description of the research design and rationale was presented to establish applicability to the research questions and appropriateness of the study. This chapter also provides an overview of the methodology, threats to validity, and ethical concerns.

Research Design and Rationale

The examined variables in this study included: (a) secondary traumatic stress (*X*), independent/predictor variable; (b) locus of control (*M*), independent/moderating variable; and (c) burnout (*Y*), dependent/outcome variable. The research approach was designed on survey methodology. Based on responses to the applicable statements, I expected to differentiate the levels of secondary traumatic stress and burnout. The responses also presented data to support agreement to assertions related to higher internal locus of control.

Methodology

Target Population

The target population of this study included working mothers, currently employed as school counselors, and active members of the ASCA database. Participants were not required to reside in a specific state; only maintain an active ASCA membership, current

employment in school counseling with a minimum of 5 years of experience and have at least one child under the age of 18 years old. These individuals had to be able to agree to voluntarily participate and were not identified as a vulnerable population. I recruited potential participants from the available population of ASCA and whose membership type was listed under *professional*. According to ASCA (2017), professional membership required an individual to hold a master's degree or higher in counseling or the substantial equivalent; be credentialed as a school counselor by state, district, or territory of the United States or the credentialing agency of the country in which they practice; and/or be employed as counselor educators in a graduate program that prepares school counselors.

Sampling Procedures

The study was restricted to active ASCA members with a professional membership type, a mother of at least one child under the age of 18 years old and have been employed as a school counselor for a minimum of 5 years. A nonprobability, nonrandom convenience sampling was the most appropriate method because participants were not contacted directly; however, Eitkan et al. (2016) declared that sampling procedure could not give all potential participants an equal opportunity of inclusion. Inclusion and exclusion criteria were presented as part of the study's directions to facilitate participation of a homogenous population (Gelo et al., 2008; Hoyle & Smith, 1994). With limitations considered, all participants confirmed they met the inclusion criteria and were accepted. This method was one of the most affordable and timely to recruit participants (Eitkan et al., 2016). I used Faul et al.'s (2007) G*Power software with calculations based on the standard power of .80, effect size of .15, and alpha of .05,

which resulted in an estimated sample size of 72 when proposing to use a two-tailed, linear multiple regression analysis, with three predictor variables.

Recruitment

I sent an email to ASCA's director of academic research, as identified on the ASCA (2017) website, to secure support to disseminate recruitment materials to potential participants. I sent a follow-up email to ASCA's director of academic research to disseminated to active ASCA members that did not respond after the four-week period. Participants were recruited via email that contained survey information and the SurveyMonkey URL link. Using this method of recruitment did not afford me the ability to confirm participants met the inclusion criteria; however, specific instructions in the electronic informed consent form for potential participants to self-affirm eligibility based on stated inclusion criteria. I asked ASCA's director of academic research to voluntarily disseminate the URL for the survey link to active ASCA members, holding a *professional* membership. Potential participants were provided the URL to access the online survey by ASCA's director of academic research anonymously because the point of contact was uninformed as to whether individuals who accessed the survey link or complete the survey unless the individuals shared their participation.

Data Collection

I collected responses from the cross-sectional, web-based survey that was available for a four-week period, launched the day after Walden Institutional Review Board (IRB) approval (#01-14-20-0353524). The web-based survey included information about the study, demographic questions, and survey items related to secondary traumatic

stress, burnout, and locus of control. Participants were provided with information about the study, inclusion criteria, and informed consent via email and as a part of the introduction page of the web-based survey via Survey Monkey.

I sent the survey link to potential participants via email solicit participation. Once notified of the opportunity, potential participants received access the survey link, which provided them with information related to the study and requested acknowledgement of understanding, potential risks, willingness to participate, electronic confirmation of meeting inclusion criteria, and agreement to participate through electronic informed consent before being granted access to complete the survey. Potential participants did not have the opportunity to save the survey link before completion to return. After completion or withdrawal from the survey, participants were thanked for their participation and exited from the survey site.

Instrumentation

I collected the cross-sectional data via demographic information and responses to a web-based version of three assessment scales, the MBI-HSS, Rotter's LOC Scale, and the ProQOL-5. Participants provided responses related to the research variables, locus of control, secondary traumatic stress, and burnout, and the data collected through each instrument were used to test the hypotheses.

Demographics Participants were asked to complete an 11-item demographic questionnaire. Questions were related to their age, marital status, number of children under the age of 18 years old, employment (e.g., elementary, middle, or high school counselor), level of support in their role as a mother, level of support in their role as a

school counselor, location of support system, and annual income. The demographic

questionnaire was by followed Rotter's (1966) LOC scale.

Locus of Control

The initial section of Rotter's (1966) LOC scale contained 29-item, forced-choice

questionnaire where the individual was obliged to choose from two statements (a and b)

that most signifies their perspective. Rotter incorporated six filler items to generate more

test ambiguity as it is the most widely used and cited measurement of locus of control,

which is a personality concept originally proposed by Rotter, defined as a persistent

generalized expectancy or belief about the responsiveness and manageability of the

environment. According to the Rotter's concept, people may be categorized into two

types: internal control or external control. A lower score suggests an internal locus of

control and higher scores signify an external locus of control. Individuals with scores

between 0 and 15 were categorized as having an internal locus of control, confirming

individuals' beliefs in their own ability to influence their life experiences (Rotter, 1966).

Further, an internal locus of control was associated with relatively high stress tolerance.

Individuals with scores between 16 and 40 were characterized as having an external locus

of control, confirming individuals' beliefs that their life experiences are beyond their

control and further associated with high stress development (Rotter, 1966). For all LOC

dimensions, Cronbach's alpha was reported as above 0.70, satisfying the internal

consistency reliability (Rotter, 1966). The questionnaire items of LOC were collapsed to

create the mean scores and standard deviations and reported for descriptive purposes.

Individuals with an internal LOC believe their life experiences occur because of their own effort, skill, and/or ability. Individuals with an external LOC believe their life experiences occur due to outside forces, like luck, fate, or chance, thus, seen as uncontrollable. According to SLT, Rotter purported an expectancy for a behavior-reinforcement sequence was built during infancy wherein people develop and acquire experience that differentiates experiences, which are causally related to preceding events and those, which are not. Depending on the generalized expectancies, individuals would differ in the degree to which they attributed reinforcements to their own actions, which results in characteristic differences in behavior in a situation culturally categorized as chance-determined versus skill-determined.

Secondary Traumatic Stress

Secondary traumatic stress (STS) is the emotional strain of exposure to working with those suffering from the consequences of traumatic events (Figley, 1996). Individuals who suffer from STS experience an inability to refuel and regenerate, because of repeated exposure of traumatic material (Stamm, 2005). Secondary traumatic stress was measured using the ProQOL-5. The ProQOL-5 is a revised form of the Compassion Fatigue Self-Test developed by Figley (1995). The ProQOL-5 was used to evaluate the positive and negative emotional consequences from individuals who currently serve as a mental health professional (Stamm, 2005). The ProQOL-5 is comprised of a 30-item Likert-type measure with three subscales to include purpose exhaustion, compassion fatigue, and secondary traumatic stress (Stamm, 2005). Each subscale contains ten questions. When completing the ProQOL-5, potential participants were asked to reflect

upon their current profession with candid responses to each statement, reflecting upon their experience within the last 30 days (Stamm, 2005). Also, worth noting, STS was a problem that was most commonly seen among mental health professionals, like school counselors, as it is the "cost of caring" for others in emotional pain (Stamm, 2002). Stamm (2005) conveyed satisfactory internal consistency with Cronbach's alpha of 0.81.

BurnoutTwenty-two items on the MBI-HSS, recognized as the leading measure of burnout, was the most appropriate instrument for respondents working a diverse array of professions, including health aides, therapists, nurses, physicians, counselors, social workers, and other professional fields focused on helping people live better lives by offering guidance, support, preventing harm, and improving emotional, cognitive, and physical issues. The instrument was estimated to take approximately 10 to 15 minutes for respondents to complete. The items were measured in the form of a frequency rating scale from 0 (never) to 6 (every*day*, and designed to address three areas including Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The emotional exhaustion subscale aims to measure respondents' feelings of being emotionally overextended and exhausted by one's work. On the emotional exhaustion subscale, scores of 0 to 16 indicated a low frequency, scores of 17 to 26 indicated a moderate frequency, and scores of 27 and higher indicated a high frequency. The depersonalization subscale aims to measure an impersonal response toward respondents of their service, care treatment, or instruction. On the depersonalization subscale, scores of 0 to 6 indicated a low frequency, scores of 7 to 12 indicated a moderate frequency, and scores of 13 and over indicated a high frequency. The personal accomplishment subscale aims to measure

feelings of competence and successful achievement in his or her work. On the personal

accomplishment subscale, scores of 0 to 31 indicated a low frequency, scores of 32 to 38

indicated a moderate frequency, and scores of 39 and higher indicated a high frequency.

To avoid a limited conceptual extensiveness in single items (Hays et al., 2012) while

minimizing conceptual redundancy and lower cognitive engagement risked by long-form

scales (Stanton et al., 2002), three-item subscales generated a more compelling

alternative. Maslach & Jackson (1996) reported satisfactory internal consistency

reliability, with a Cronbach's alpha of 0.90 for emotional exhaustion, 0.79 for

depersonalization, and 0.71 for diminished personal accomplishment. The questionnaire

items of MBI-HSS was collapsed to create the mean scores and standard deviations and

reported for descriptive purposes. The following is an overview of the data collected on

the surveys.

Data Analysis Plan

I downloaded the survey responses from Survey Monkey into a Statistical

Package for the Social Sciences (SPSS) Software Program, Version 26, and used the

SPSS software program to analyze the data. Then, I reviewed the data entered to identify

any missing data or possible data entry errors. Descriptive statistics including standard

deviations, range, and median were computed for interval variables. Before conducting

any statistical analyses, I pre-screened the data. The specific procedures that were applied

to prescreen the data involved checking for missing data, addressing missing data, testing

statistical assumptions for each statistical procedure, and incorporating a reliability

analysis for Rotter's LOC scale.

To address the research questions and test the hypotheses, a two-tailed multiple regression analysis was used to examine whether there was a moderating relationship between locus of control and secondary traumatic stress as predictors of burnout of working mothers in the school counseling profession. According to Baron and Kenny (1986), to fulfill a moderation analysis, X (secondary traumatic stress) is believed to be related to Y (burnout), which a statistically significant relationship has been established for this potential study. Second, X and M (locus of control) was centered to avoid multicollinearity by subtracting the mean (Diebold, 2013). Subsequently, X and centered-M was multiplied to create an interaction term. However, collinearity issues may arise if X and M are too highly correlated (Diebold, 2013). I ran a regression analysis to determine if M has an effect to create more an interaction term. I ran a regression analysis to determine if M has a relationship between X and Y. Further, the regression analysis examined if the relationship between X and Y moved to zero (MacKinnon, 2011). Using this method of analysis, the regression was conducted in two steps. In step one, I entered the independent variable (secondary traumatic stress) alone, in SPSS, to examine the strength of the bivariate relationship. In step two, the interaction term for the independent variable (secondary traumatic stress) and moderating variable (LOC) were entered with the independent variable; thus, generating a third variable---the interaction between independent variable and moderating variable. This process was used to determine how much of a moderating effect the moderating variable had on the relationship between the independent and dependent variables (MacKinnon, 2011; Stevens, 2009; Tabachnick & Fidell, 2012).

Research Questions and Hypotheses

- RQ1: What is the relationship between locus of control and burnout of working mothers, who are employed as school counselors?

  $H_0$1: There is no statistically significant relationship between locus of control and burnout of working mothers, who are employed as school counselors.

  H_a1: There is a statistically significant relationship between locus of control and burnout of working mothers, who are employed as school counselors.

- RQ2: What is the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors?

  $H_0$2: There is no statistically significant relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.

  H_a2: There is a statistically significant relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.

- RQ3: Does locus of control moderate the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors?

  $H_0$3: Locus of control does not significantly moderate the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.

  H_a3: Locus of control does significantly moderate the relationship between secondary traumatic stress and burnout of working mothers, who are employed as school counselors.

Threats to Validity

External Validity

Convenience sampling was a technique that was selected because of its accessible proximity and ease to recruit potential participants; however, it presented a threat to generalizability to the entire population. (Campbell & Stanley, 1963; Eitkan et al., 2016). Eitkan et al., (2016) disputed that convenience sampling affected the ability to draw implications, as outliers could occur when participants self-reported on web-based surveys.

Internal Validity

There were eight threats categories of threats to internal validity which include history, maturation, testing, instrumentation, statistical regression, differential selection of participants, and interaction effects (Campbell & Stanley, 1963). For this study, the threats to internal validity of importance included instrumentation, selection of participation, and interaction effects. Sagone and Caroli (2014) presented values that reinforced the reliability and validity for Rotter's LOC scale, which were simulated by Bernardi (2011), but the age of the instrument could have impacted its validity (Campbell & Stanley, 1963). However, a recent study by Kormanik and Rocco (2012) applied Rotter's LOC scale in totality and confirmed its reliability and validity.

Construct Validity Once structural validity was confirmed, construct validity may be accomplished by evaluating whether the theory substantiates the variables (Gelo et al., 2008; Hoyle & Smith, 1994). The instrument should pass construct validity because it measured what it was intended to measure, that it was structurally sound, and the

responses fit within the construct being measured (Hutchinson, 1999; Rachmatullah et al., 2017). Further, inferences drawn in moderation analysis affects construct validity (Stone-Romero & Rosopa, 2008). Beaumont et al. (2016) revealed a lack of convergent and discriminant validity requiring additional validation; though, the variables were measured as intended. There was a tolerable level of discriminant validity between the domain scales of the LOC scale (Sagone & Caroli, 2014).

Reliability

Rotter (1966) reported that the LOC scale correlates well with other methods used to assess locus of control such as questionnaire, Likert scale, interview assessments, and ratings from story-completion techniques. A recent meta-analysis of 120 studies based on 94 samples using the scale also exhibited an average reliability of .70 (Wang, Bowling, & Eschleman, 2013).

Ethical Considerations

Potential participants were recruited through recruitment materials and self-selection for participation. I did not yield direct contact with potential participants, which stimulated confidentiality and discretion. The Walden University IRB approval was requested to obtain approval prior to data collection. The recruitment materials did not include biased language, but did provide inclusion and exclusion criteria, IRB approval, and my contact information as well as the Walden University supervising faculty to encourage transparency and communication. The ASCA director of academic research was contacted to disseminate recruitment materials to active ASCA members, holding a *professional* membership. Compensation was not offered for participation in the study.

Information provided to the participants openly stated the ability to withdraw, without penalty, at any point in the survey.

Implied consent was established when potential participants accessed the web-based survey link, which transferred them to the Survey Monkey website. All survey data was transmitted in an anonymous, encrypted format for privacy and security purposes. Email and Internet protocols addresses were not discerned to me or collected by the third-party survey site (Survey Monkey, 2013). Following the survey data downloaded on my personal computer, hard copies were printed and filed, and the data was electronically saved to a password-protected USB drive in a locked file cabinet, and has not been distributed to anyone, with the exception of the Walden University supervising faculty members.

I did not use any personal, identifiable information for any purpose outside of the study. As required by Walden University, the collected data will be kept for a minimum of 5 years in a secure password-protected external drive and housed in a locked file cabinet in my secured home office and accessible only to me. Participants were provided with my contact information, the Walden University supervising faculty members, and University Advocate to facilitate contact if there were questions related to the survey or request a copy of the results summary. If participants selected an eliminating response, they were immediately directed to a custom message to thank them for their willingness to participate and advised them of the reason for their disqualification. Participants who completed the web-based survey, in its entirety, received a message to thank them for their contribution.

Summary

I used a quantitative nonexperimental research design to examine the role of locus of control as a moderating variable on the relationship between secondary traumatic stress and burnout of working mothers in the school counseling profession. Statistical analyses were conducted to establish whether burnout moderates the relationship between secondary traumatic stress and locus of control. A cross-sectional design via a web-based survey was the most efficient and cost-effective instrument to gather responses from participants located throughout the United States. Ethical responsibility required the protection of the confidentiality and privacy of participant information, integrity of collected data, and maintaining attentiveness to the treatment of human participants. Information related to the Walden University IRB approval, unforeseen modifications to the proposed plan, data collection, data analysis, and study inferences, with applicable statistics and tables are presented in Chapter 4. Interpretation of the results of the study, its limitations, recommendations, and implications for future research are discussed in Chapter 5.

Chapter 4: Results

The purpose of this quantitative cross-sectional study was to examine whether there was a statistically significant relationship between locus of control and secondary traumatic stress as predictors of burnout of working mothers in the school counseling profession. The research questions and hypotheses centered on whether statistically significant relationships existed between the independent variables, levels of secondary traumatic stress and locus of control, and the dependent variable, burnout. I also examined whether locus of control moderated the relationship between secondary traumatic stress onto burnout.

In this chapter, I present the results of the study and review the data collection procedures. The properties of the final sample, including the representation percentiles followed by the data collection. I present the data preparation and statistical tests for assumptions of a multiple regression analysis, as a foundation to the following sections that consist of the statistical analyses and results. The results of the study supported the findings of previous literature to a degree, in that a correlation exists between STS and LOC. Chapter 4 concludes with a summation of the analyzed results, discussion, and tables.

Data Collection

Following Walden University IRB approval on January 14, 2020, the web-based, cross-sectional survey became available on SurveyMonkey the following day, January 15, 2020. I notified ASCA's director of academic research on January 15, 2020, and provided my recruitment materials to begin data collection. A review of the survey

responses one week prior to the intended termination did not produce an ample sample size ($n = 32$); therefore, I extended data collection for one additional week. I notified ASCA's director of academic research once more to inquire about notification through the ASCA e-newsletter to obtain additional responses, and the director granted permission. The SurveyMonkey link closed on Friday, February 22, 2020, after I confirmed that a satisfactory number of respondents completed the survey.

Although 2,000 active ASCA members received the survey link, 106 individuals responded to the survey, which signified a 5% response rate of the targeted sample. Despite the marginal response rate, an adequate sample size of at least 72 granted an ample effect size. The survey disqualified 16 respondents (22% of the total) as they did not complete the survey in its entirety, leaving a total of 90 completed responses for full consideration. I used the logic options upon building the online web-based survey through SurveyMonkey. The skip-logic feature required each participant to respond to the current question before moving onto the following question.

According to the plan as presented in Chapter 3, I did not fulfill the data collection process, noting the stipulation of the extended survey period due to an insufficient sample size at the end of the 3-week period. Following the conclusion of the survey, I downloaded the data from SurveyMonkey and cleaned for missing data. Before further analysis, I eliminated all surveys with omitted data.

Prescreening Data

The data in the study were prescreened using the SPSS data screening and cleaning feature to identify and correct errors and increase the reliability of the data used

in the study. I used the SPSS Analyze-Descriptive-Statistics-Explore option to identify

data outliers, normality, skewness, and kurtosis. I entered the survey questionnaire

responses into SPSS using the Analyze-Descriptive-Statistics-Frequency option to

generate descriptive and frequency tables (SPSS Manual, 2014). I used the SPSS Analyze

Scale Reliability analysis to determine the internal consistency of the study's instruments,

and results from the reliability analysis are described in this chapter.

Missing data may cause errors in research data outcomes and reduce the

generalizability of the findings (Zhang & Wang, 2017). I assessed the data set for missing

data. First, I managed the missing data through a visual assessment of data. If a case was

missing 10% or more of responses to survey items, then I excluded it from the data

analysis process (Bennett, 2001). I conducted a SPSS listwise deletion for participant

surveys that had missing data and dropped from data analysis. I deleted incomplete data

sets if the number of cases were not large. Additionally, I administered a frequency count

for every variable to check for any missing data entries (Zhang & Wang, 2017).

There are several statistical assumptions related to multiple linear regression.

Prior to performing a statistical analysis, I tested the following assumptions for a multiple

linear regression analysis: independence of scores, linearity between the independent and

dependent variables, multivariate normality of scores, homogeneity of variance, and lack

of multicollinearity between predictor variables. Further, I checked for outliers that could

have skewed the multiple linear regression analysis. I tested the multicollinearity

assumption using the Pearson correlation coefficient, also referred to as Pearson's r. I

established the data of the r value of the independent variables, secondary traumatic stress

and locus of control, and the p value. I tested the linear relationship between the outcome variable and the independent variables, using a scatterplot to show whether there was a linear or curvilinear relationship.

I used the standard multiple linear regression enter method, with all independent variables, entered simultaneously into the equation. The enter method was appropriate because there was a small set of predictor variables, and I did not know which independent variable would create the best prediction equation (Cramer, 2012). I used the moderating variable, locus of control, to examine how internal-external locus of control interacts with the predictive nature of the independent variable, secondary traumatic stress, on the dependent variable, burnout.

Results

Descriptive Statistics

There was a restriction to the targeted population for this study to include active ASCA members with a professional membership type, a mother of at least one child under the age of 18 years old, with current employment as a school counselor for a minimum of three years. Demographic information presented in Table 1 includes a sample population of 26 elementary school counselors (28.9%), 27 middle school counselors (30%), and 37 high school counselors (41.1%), of which high school counselors were most represented. The largest percentage of participants self-reported with the age range of 35-44 ($n = 61$, 67.8%). Approximately 74.4% ($n = 67$) of the respondents reported being married, yet the respondents wielded more of the responsibility for childcare duties ($n = 59$, 65.6%). Further, a majority of the respondents

(n = 51, 56.7%) self-reported that the location of their support systems are within 5 to 20 miles from their homes. Although 49 respondents (54.4%) "usually" felt supported as a mother, only 46 respondents (51.1%) "sometimes" felt supported as school counselors. Consequently, 76.7% (n = 69) of respondents reported they worked 41-50 hours per week, which is beyond the standard 40-hour work week.

Table 1

Demographic Characteristics of Study Participants

Characteristic	*n*	Percent
Professional affiliation		
Elementary school counselor	26	29
Middle school counselor	27	30
High school counselor	37	41
Age		
18-24	1	1
25-34	17	19
35-44	61	68
45-54	10	11
55+	1	1
Relationship status		
Married	67	74
Widowed	1	1
Divorced	5	6
Separated	2	2
Domestic partnership	10	11
Cohabitating w/ significant other	2	2
Single, never married	3	3
Number of Children living in household		
1	32	36
2	34	38
3	15	17
4	6	6
More than 4	3	3
Hours worked per week		
20-30	4	4
31-40	14	16
41-50	69	77
50 or more	3	3
Annual household income		
$50,000-$74,999	28	31
$75,000-$99,999	36	40
$100,000-$150,000	24	27
$150,000+	2	2

Characteristic	*n*	Percenta
Responsible party of childcare duties		
Mother does	59	66
Split equally	26	29
Spouse/partner does more	4	4
Mother does not have a partner	1	1
Practice of self-care		
Always	8	9
Usually	21	23
Sometimes	45	50
Rarely	16	18
Feel supported as a mother		
Always	7	7
Usually	49	54
Sometimes	30	33
Rarely	4	4
Feel supported as a school counselor		
Always	2	2
Usually	23	26
Sometimes	46	51
Rarely	19	21
Location of support system		
5-10 miles	23	26
10-20 miles	28	31
20-30 miles	17	19
30+ miles	22	24

Note. N = 90.
[a]Percent values rounded two decimals.

After I removed all disqualifying responses using a frequency analysis in SPSS, I accounted for all missing data before continuing onto the next step of the data analysis process. I evaluated the reliability of each scale used in the study. Further, reliability for each subscale (e.g., burnout) was evaluated, collapsed, and averaged to allow conversion of the current data into a smaller data set (Table 2).

Table 2

Descriptive Statistics and Reliability Analysis of Locus of Control, Secondary Traumatic Stress, and Burnout

	LOC	STS	Burnout
Mean	9.48	3.27	3.25
Std. error	0.37	0.03	0.04
SD	3.55	0.32	0.34
Minimum	3.00	2.30	2.40
Maximum	18.00	4.10	3.90
Skewness	0.78	-0.29	-0.58
Kurtosis	-0.12	0.55	-0.21
Cronbach's alpha (α)	0.68	0.45	0.87

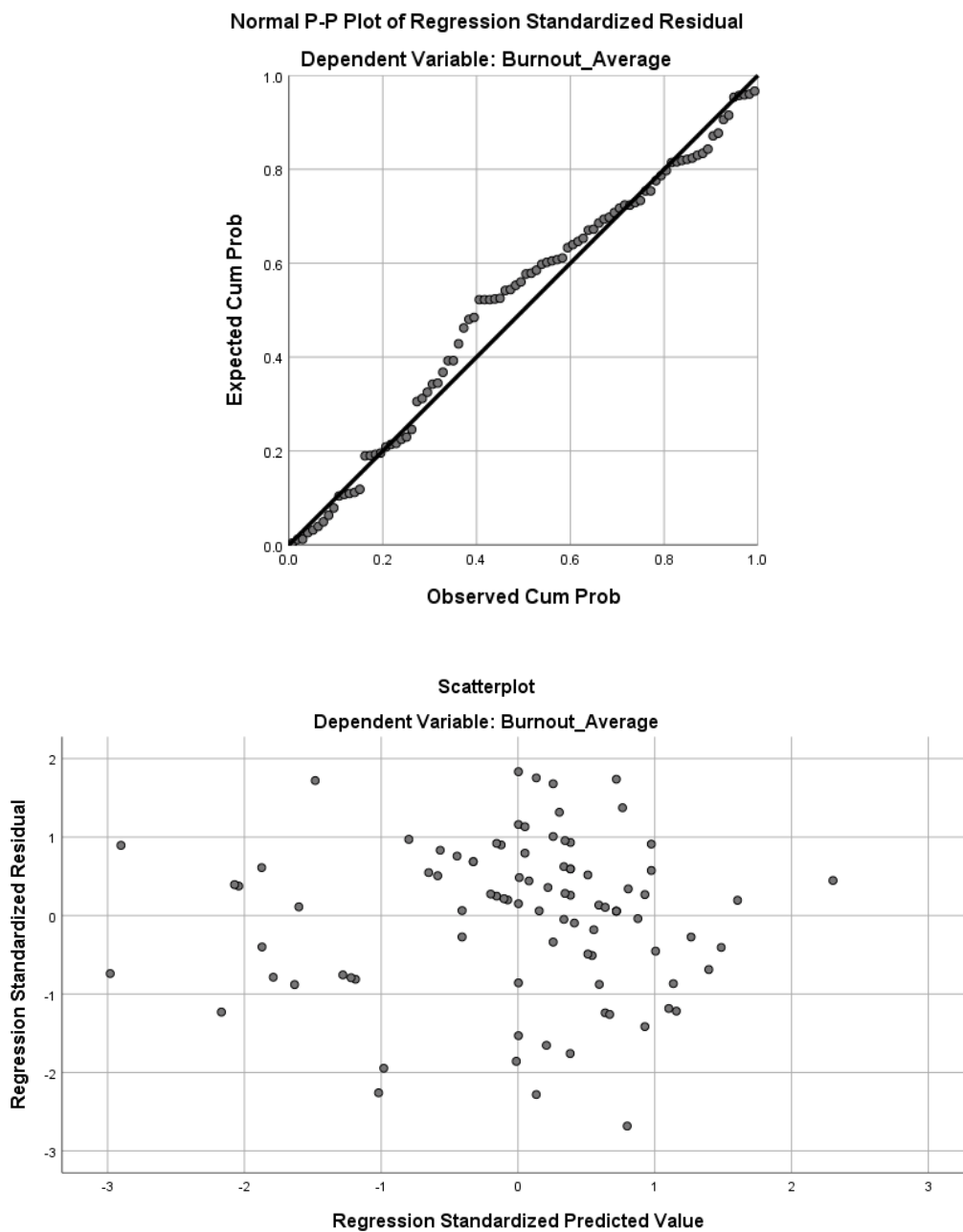*Note.* Percent values rounded to .00.

In Table 2, the mean scores for locus of control (χ = 9.48) were within the range that specified a higher internal locus of control. The mean scores for secondary traumatic stress (χ = 3.27) were within range, indicating neither more nor less exposure to extremely stressful events. The mean scores for burnout (χ = 3.25) were within the range that specified a moderate level of burnout. For skewness, Table 2 illustrates the results for locus of control (α = 0.78), indicating the data set was more left of the mean; secondary traumatic stress (α = -0.29), indicating the data set was more right of the mean; and burnout (α = -0.58), also indicating the data set was further right of the mean. For kurtosis, Table 2 indicates a violation of the assumption of normality, as locus of control

($\alpha = -0.12$) and burnout ($\alpha = -0.21$) were both reflected left of the mean; while secondary traumatic stress ($\alpha = 0.55$) reflected to the right of the mean. I used an alpha level of $\leq .10$ for reliability to address the violation of the assumption of normality as a satisfactory criterion to affirm a statistically significant correlation (Teigen & Jøgensen, 2005).

The recommended values for Cronbach's alpha (α) are 0.7 or higher (DeVellis, 2003), as the higher the value indicates a higher level of internal consistency within the instrument (Kline, 2005). For reliability for the LOC scale, Table 2 (above) denotes a Cronbach's alpha that was reputable ($\alpha = .684$), further confirming each question on the LOC scale represents what it was designed to measure. For reliability of the ProQOL-5, Table 2 (above) denotes a Cronbach's alpha that was particularly low, whose subscales represent $\alpha = .452$ for STS and $\alpha = .585$ for CS (compassion satisfaction). The reliability of the ProQOL-5 begs concern that the questions are not explicitly addressing the same components, simply different facets of the same components.

The MBI-HSS was employed to measure different, underlying components of burnout, whose overall Cronbach's alpha was consistent ($\alpha = .867$). One component, emotional exhaustion, consisted of nine questions and it yielded a high level of internal consistency, as determined by a Cronbach's alpha of .867. The second component, depersonalization, consisted of five questions and it generated a high level of consistency, with a Cronbach's alpha of .767. The third component, diminished personal accomplishment, consisted of eight questions and yielded a high level of consistency, with a Cronbach's alpha of .855. A study conducted by Carbonell and Rodriguez-Escudero (2013) confirmed the reliability of the MBI through their examination of the

relationship between employee job satisfaction and burnout to 197 new product

development teams, generating a Cronbach's alpha of .762.

Figure 1

Normal Probability Plot (P-P) and Scatterplot

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Burnout_Average

Scatterplot

Dependent Variable: Burnout_Average

I measured the assumptions for normality, linearity, and homoscedasticity for a standard multiple regression analysis (see Figure 1 normal probability plot, scatterplot) of the regression standardized predicted value and standard residual of levels of burnout, as the dependent variable. The graphs support the assumption of normality was met as each graph exhibits slight deviations from normality. Although the assumption of normality was met in evaluating the normal probability plot (see Figure 1 top), the scatterplot revealed three outliers (see Figure 1 bottom); however, there was not a strong deviation from the pattern. Further, I presumed the assumption of homoscedasticity was met, although with a slight deviation. To conclude, the preliminary data analysis did not present any major violations of assumptions for normality, linearity, and/or homoscedasticity.

Table 3

Correlation Matrix for Locus of Control, Secondary Traumatic Stress, and Burnout

| Variable	*M*	*SD*	1	2	3
1. LOC	9.48	3.55	-		
2. STS	3.27	0.32	-.354	-	
3. Burnout	3.25	0.34	.012	.020	-

In *Table 3* (above) the results of Pearson's correlation between the independent variables, LOC, and secondary traumatic stress (STS), indicated a significant correlation at the 0.01 level ($r = -.354$, $p = .001$). There was no statistically significant relationship found between the independent variable, locus of control (LOC), and the dependent variable, burnout ($r = .012$, $p = .907$). Further, there was no statistically significant

relationship found between the independent variable, STS, and the dependent variable,

burnout ($r = .020$, $p = .849$). When reviewing the tolerance parameters and determined

the values were within acceptance range of Tolerance $> .10$ and VIF < 10 for each

variable (Bager et al., 2017). The assumptions of multicollinearity were not violated and

were met for the correlation between the independent variables, STS and LOC.

Hypothesis Testing

I examined the correlation and statistical significance between LOC and burnout.

In Figure 2, an assessment of the probability plot and histogram of the residuals with the

dependent variable, burnout, and the independent variable, LOC, I concluded there was a

slight deviation from normality. I proposed that burnout does not have a correlation with

LOC ($r = .012$) and there is not a statistically significant relationship, $p > .001$ (Table 3).

I accepted the null hypothesis because there was no statistically significant relationship

found between LOC and burnout.

Prior to the analysis, I measured the assumptions of the regression analysis. The

assumptions of a regression analysis included homoscedasticity and normality (Stevens,

2009). Normality is the assumption that the difference between expected values and

predicted values are normally distributed; and tested using visual inspection through a

probability-probability (P-P) plot in SPSS (Stevens, 2009). The assumption of

homoscedasticity is that data falls central from the line of regression, from one end to the

other (Stevens, 2009). I tested this assumption using a standardized residual plot

(Tabachnick & Fidell, 2012). The statistical outcomes of the analysis provided evidence

of whether to reject or accept the null hypotheses to the study.

Figure 2

Histogram and Normal Probability Plot (P-P)
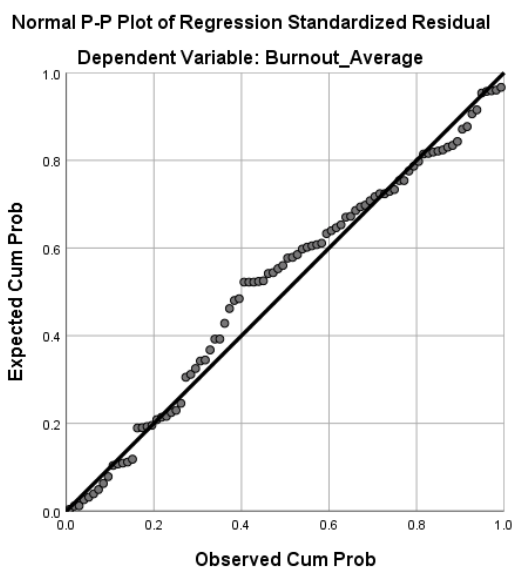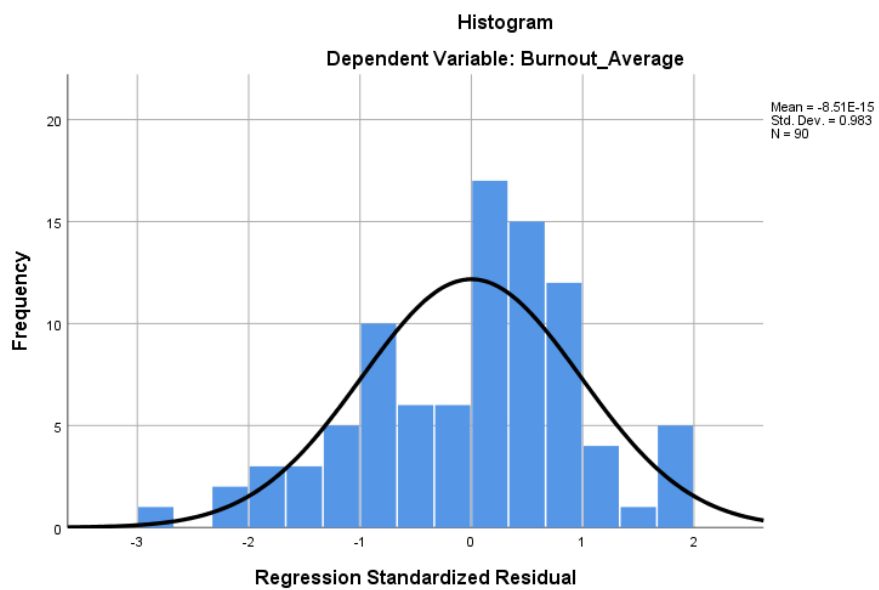
The second question examined the correlation and statistical significance between the independent variable, secondary traumatic stress (STS), and the dependent variable, burnout. I am concluding that burnout does not have a correlation with secondary traumatic stress ($r = .020$), and there is not a statistically significant relationship, $p > .001$ (Table 3). Therefore, I accepted the null hypothesis because there was no statistically significant relationship established between STS and burnout.

Moderation Analysis

A moderation analysis describes *when* the independent variable and dependent variable are correlated (Hayes & Rockwood, 2017). To conduct a moderation analysis, I assumed X (secondary traumatic stress) to be related to Y (burnout), which a statistically significant relationship has been determined for this study (Baron & Kenny, 1986). Next, I centered X and M (locus of control) to avoid multicollinearity by subtracting the mean (Diebold, 2013). Consequently, I multiplied X and centered-M to create an interaction term. I completed a regression analysis to conclude if M had an effect between X and Y, and if the effect between X and Y progresses to zero, with the addition of M (McKinnon, 2011). Figure 3 is a moderation analysis graphic that depicts the potential relationship.

Figure 3

Simple Moderation Analysis
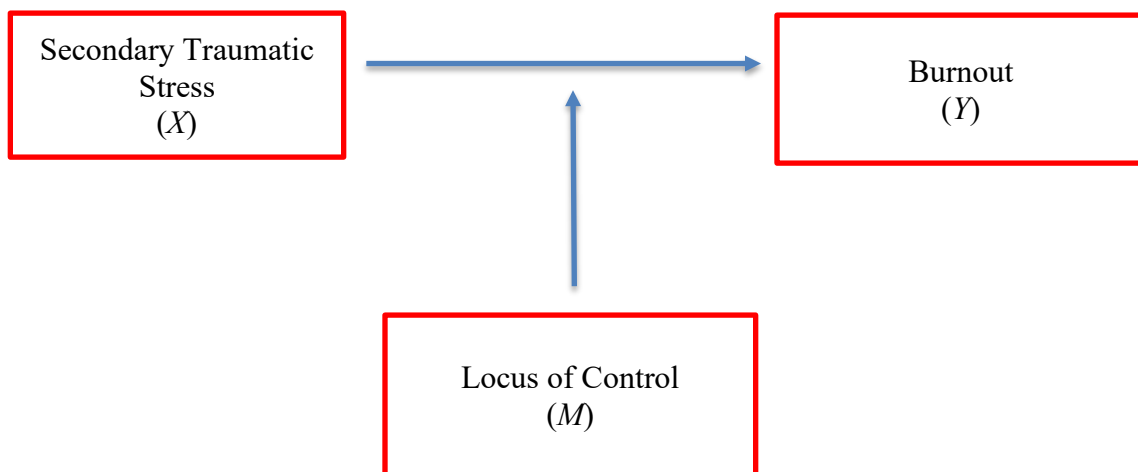
Results of Moderation Analysis

I tested the hypotheses to conclude whether the relationship between secondary traumatic stress and burnout, moderated by locus of control. I centered the predictor variables (secondary traumatic stress and locus of control) by subtracting the mean (Diebold, 2013). Next, I created an interaction term from the outcome of the centered moderating variable and the predictor variable (Baron & Kenny, 1986; Diebold, 2013). The first two steps of the moderation analysis implicated the assumption as to whether there is a statistically significant relationship between each independent variable (e.g., secondary traumatic stress, locus of control) and the dependent variable (e.g., burnout). The third step involved testing the relationship between both independent variables; therefore, subsequent tests measured the relationships and effects of the centered variables, and the interaction term. In Table 4, the values associated with the centered

variables, secondary traumatic stress (CENTERED_STS), locus of control

(CENTERED_LOC), and the interaction term (CENTERED_STS x CENTERED_LOC).

Table 4

Predicted and Residual Values of Moderated Interaction

	Minimum	Maximum	Mean	Standard Deviation
Predicted value	3.0088	3.0679	3.0389	.01078
Residual	-.58798	.72505	.000	.25596
Std. predicted value	-2.793	2.691	.000	1.000
Std. residual	-2.258	2.785	.000	.983

Table 5

ANOVA Results for the Interaction Between Secondary Traumatic Stress and Locus of Control on Burnout

	Sum of Squares	*df*	Mean Square	*F*	Sig.
Regression	.010	3	.003	.051	.985
Residual	5.831	86	.068		
Total	5.841	89			

Table 6

Moderated Regression Analysis with Centered Secondary Traumatic Stress (STS) as IV, Locus of Control (LOC) as the Moderator, and Burnout as the Outcome Variable

	Standardized Coefficients				
	B	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	3.036	.029		105.040	.000
CENTER_LOC	.001	.008	.020	.171	.864
CENTER_STS	.027	.093	.033	.287	.775
CENTER_STS x CENTER_LOC	-.006	.023	-.031	-.280	.780

The moderation analysis was determined to be significant, $F(3, 86) = .051, p < .001$. In the model shown on Table 6, STS was a predictor of burnout, $b = .027, p = .775$. Further, the interaction term, LOC and centered-STS, produced a negative correlation, $b = -.006, p = .780$, and statistically significant (Table 6). I rejected the null hypothesis, denoting there is a statistically significant relationship between secondary traumatic stress (STS) and locus of control (LOC) onto burnout of working mothers, employed as school counselors. I completed all data analyses, and there were no additional analyses performed.

Summary

I tested the hypothesis for each research question, using a bivariate correlation analysis. Burnout did not have a correlation with locus of control; thus, I accepted the null hypothesis as there was no statistically significant relationship found between locus of control and burnout. The results of the second research question concluded that burnout did not have a correlation with secondary traumatic stress; thus, I accepted the null hypothesis as there was no statistically significant relationship between secondary traumatic stress and burnout. I tested the moderation analysis to determine whether the relationship between secondary traumatic stress and burnout, moderated by locus of control. Based upon the findings of the overall moderation analysis, there was significant evidence to reject the null hypothesis and conclude that the relationship between secondary traumatic stress and burnout, moderated by locus of control. Chapter 5 will begin with an introduction and further detail of the findings, along with inferences for social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative cross-sectional study was to examine whether there was a statistically significant relationship between secondary traumatic stress and locus of control as predictors of burnout of working mothers in the school counseling profession. First, I examined the correlation between secondary traumatic stress and burnout. The results revealed a negative correlation between the two variables, but not enough to be considered statistically significant. Next, I examined the correlation between locus of control and burnout. The results revealed there was not a statistically significant relationship between the two variables. I further assessed the correlation between the two independent variables: secondary traumatic stress and locus of control. The results revealed that locus of control did not play a statistically significant role on secondary traumatic stress.

The concluding statistical analysis included the examination as to whether locus of control moderated the relationship between secondary traumatic stress on the levels of burnout. I applied a multiple linear regression analysis to examine the effect of the independent variables, centered the variables, and interaction term onto the dependent variable, burnout. The results showed that the relationship between secondary traumatic stress and burnout, moderated by locus of control; thus, the relationship was found to be statistically significant, as defined in the ProQOL-5.

The research goals were met to complement the body of work regarding working mothers who are employed as school counselors, as the relationship between secondary traumatic stress and locus of control were confirmed; as the moderating variable (e.g,

Center_STS x Center_LOC) were negatively correlated. Further, I examined whether locus of control moderated the relationship between secondary traumatic stress on burnout. The findings indicated a confirmation of previous research conducted by Culbreth et al. (2013), who discovered a statistically significant relationship between secondary traumatic stress and burnout, and a study by Baggerly and Osborn (2014) confirmed the correlation between locus of control and burnout. However, I did not find literature examining the relationship between secondary traumatic stress and locus of control as predictors of burnout of working mothers in the school counseling profession.

Several studies focused on the physical, mental, and emotional conditions that lead to burnout (Bernardi, 2011; Kormanik & Rocco, 2012). However, these studies offered unique perspectives as previous research have illustrated that burnout is likely to reflect a "classical" depressive process evolving in response to resolvable trauma, stress.
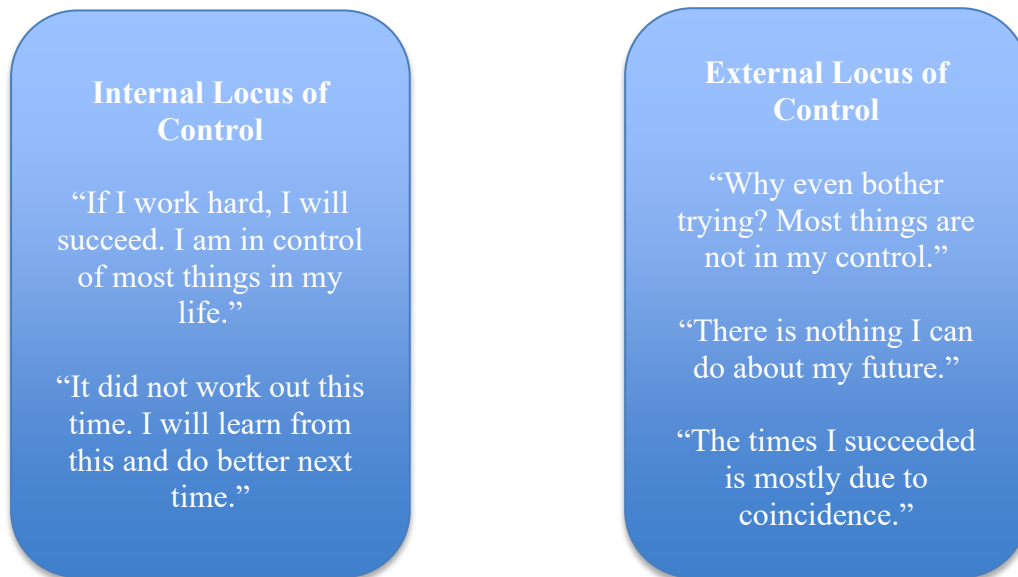
Interpretation of Findings

Theoretical Foundation

For this study, I applied Rotter's SLT as the theoretical foundation. According to Rotter (1966), an individual's personality signifies the exchanges within the individual's environment. To wholly understand an individual's behavior, one must consider the individual's personality and environmental factors (Nassi & Abramowitz, 2013; Sagone & Caroli, 2014), as Rotter perceived personality and behavior through a psychological motivational factor. I discovered that the SLT as the theoretical foundation reinforced the findings as participants who reported a higher internal locus of control were comparable to findings of Culbreth et al. (2013), who maintained that individuals with a higher

internal locus of control believe the circumstances primarily from their own behavior and experiences.

Figure 4

Locus of Control Chart

Internal Locus of Control

"If I work hard, I will succeed. I am in control of most things in my life."

"It did not work out this time. I will learn from this and do better next time."

External Locus of Control

"Why even bother trying? Most things are not in my control."

"There is nothing I can do about my future."

"The times I succeeded is mostly due to coincidence."

Secondary Traumatic Stress and Burnout

After evaluating the results from the first research hypothesis, the analysis indicated that there was no statistically significant relationship between school counselors' levels of secondary traumatic stress and levels of burnout. Since the inception of the school counseling profession, the increasing job demands produce a sense of overload (Culbreth et al., 2013) and completion of conflicting duties and responsibilities (Cinotti, 2014), which results in a lack of time to perform direct services with students (King et al., 2018). In this study, the number of hours spent working on counselor-related

tasks outside of the 40-hour work week was incongruent with the number of participants

reporting lower levels of secondary traumatic stress.

Locus of Control and Burnout

After evaluating the results of the second research hypothesis, the analysis

indicated there was no statistically significant relationship between locus of control and

burnout. Previous studies examining the association between locus of control and burnout

determined that burnout emerged when external circumstances were present (Kormanik

& Rocco, 2012). The lack of correlation within the study suggests the sample was

restricted; therefore, the statistical differences found were far less stable than if a larger

sample were used.

Moderation of Locus of Control on the Relationship Between Secondary Traumatic

Stress and Burnout

I used a multiple regression analysis to examine whether the relationship between

secondary traumatic stress and burnout, moderated by locus of control. The results of the

regression of the centered independent variables, the interaction term, and dependent

variable were statistically significant. There was a negative correlation with a statistically

significant relationship between the moderator ($p = .775$), the interaction term ($p = .780$),

and the dependent variable. This is the first study to evaluate whether the relationship

between secondary traumatic stress and burnout were moderated by locus of control, and

previous studies have confirmed the statistically significant relationships between

secondary traumatic stress as an independent variable and predictor of burnout

(Astramovich et al., 2013; Bardhoshi et al., 2014; Kolbert et al., 2016). Additional

research is essential to include whether employment type (i.e., full-time and part-time),

leadership position, and current self-care techniques influence the lack of statistically

significant findings.

Figure 5

The Professional Quality of Life Model
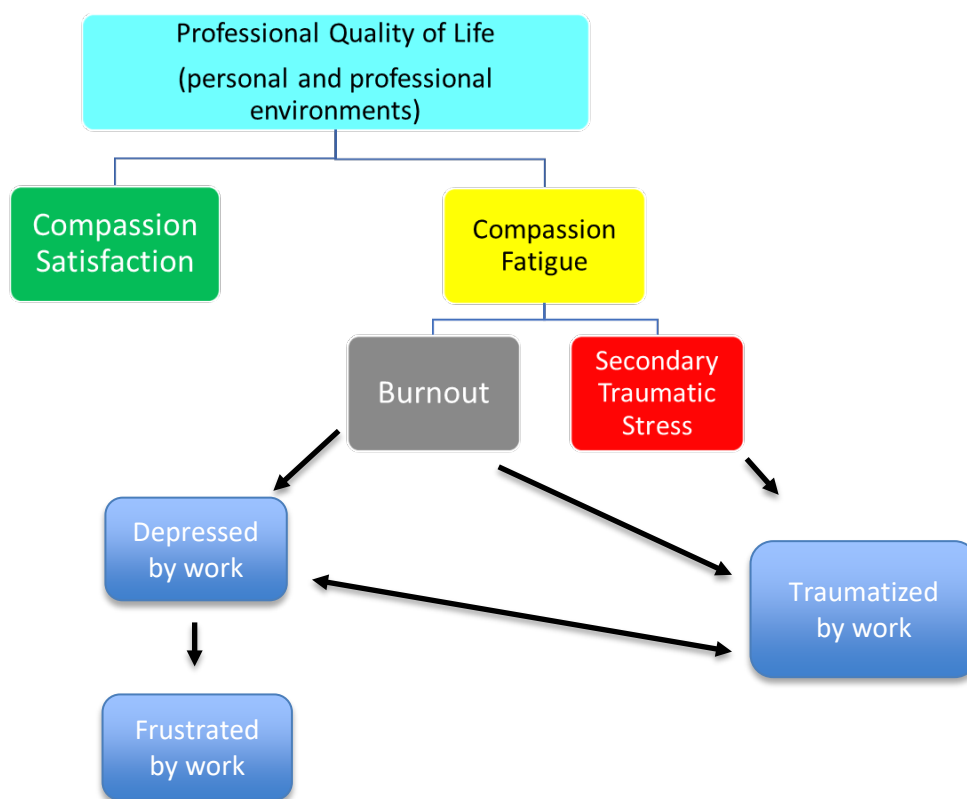
Note. This model depicts Stamm's (2010) hypothetical model of compassion fatigue development.

Limitations of the Study

Limitations were present within the study, such as the use of a cross-sectional

design. Although I obtained an adequate number of participants to the survey, but only

after I extended the data collection process for an additional week. As mentioned in

Chapter 1, generalizability of the findings as well as validity of the conclusions based upon a small sample size are limitations.

I required participants to validate that they met the delimitation criteria, without a verification option prior to launching the self-directed survey. I asked participants to complete the survey by recalling situations within the past 30 days regarding their experiences as school counselors as it relates their locus of control, secondary traumatic stress, and burnout. I used an online survey to collect data. The online survey encompassed close-ended questions, and closed-ended questions do not sanction the use of explanations or specificity, which may limit the validity of the study (Drost, 2011). Further, Drost (2011) argued that self-report measures, specifically online surveys, may limit the participant's objectivity and honesty; thereby, creating response bias. The data collected were self-reported; and therefore, associated with subjective measures of behaviors and feelings.

The instrument used to collect data on secondary traumatic stress may present to be a limitation to this study. The foundation of the ProQOL-5, proposed by Stamm (2010), designed to illuminate the consequences of working as a helper to traumatized individuals. The ProQOL-5, identified as having good content validity, was too narrow in scope to effectively measure the nuances of secondary traumatic stress experienced by school counselors and their day-to-day interactions with students, their families, and staff. Construct validity is the degree in which an instrument measures what it is designed to measure (Frankfort-Nachmias et al., 2015). A different instrument, one with a broader scope, may yield distinctive results.

Recommendations

In this study, I examined the relationship between locus of control and secondary traumatic stress as predictors of burnout. This study provided evidence of a correlation between locus of control and secondary traumatic stress. My recommendation for future research is a replication of the study with an increase in sample size as it may strengthen the power of the study. In doing so, the power of the study may enhance the ability to establish the statistically significant relationships. The replication of the study may include other demographics, not included in this study, such as leadership or supervisory position, geographical location, pre-existing health conditions, and school settings. The replication of this study may impart further discernment regarding the phenomenon of locus of control, secondary traumatic stress, and burnout among school counselors and working mothers.

This study used a quantitative approach; however, I suggest a mixed-methods approach to replicate for future research. According to Creswell & Plano Clark (2011), mixed methods research will signify the participants' perspectives to ensure the findings are grounded in their experiences; while offering flexibility in understanding the ambiguities between conclusions qualitative findings and quantitative outcomes. The integration of quantitative data (e.g., supervisory position, school setting, geographical location) and qualitative data (e.g., in-depth lived experiences of working mothers employed as school counselors) may offer greater understanding of the tethered relationship between locus of control, secondary traumatic stress, and burnout. Further the outcomes of qualitative data may strengthen the quantitative data, using an embedded

design, specifically to support district and state-level initiatives to support the design of

self-care intervention program for school counselors (Palinkas et al., 2011).

Future researchers could also conduct a qualitative analysis that would focus on

self-care strategies that working mothers who are employed as school counselors utilize

to address locus of control, secondary traumatic stress, and burnout. Currently, there are

limited studies regarding self-care, secondary traumatic stress, locus of control, and

burnout. A qualitative study could provide an opportunity to explore the relationships

among the variables. The results of this study created the following questions that could

generate further research and enrich the resources for school counselors to create balance

personally and professionally. These questions include:

1. If an individual is close to burnout, how does it impact their locus of control?
2. Through severe cases of burnout, particularly living through the COVID-19 pandemic, how does an individual's locus of control shift from internal to external?

Researching these questions could complement the awareness of working mothers who

serve as school counselors, and potentially offer resources to establish and maintain

balance, set boundaries, and while meeting students' academic needs.

This study used Rotter's SLT as the theoretical framework. However, future

researchers could expand this study using a feminist approach, exploring the diversity of

working women in school counseling. Daly & Groes (2017) argued that motherhood is

constant, demanding, and draining; and Luthar & Ciciolla (2016) confirmed that mothers

who elect work experience an exponential amount of stress and backlash for *choosing* a

career over family.

Implications and Positive Social Change

I initiated this study to complement the work currently available concerning working mothers employed as school counselors and their ability to understand and balance their locus of control as well as reduce secondary traumatic stress. Findings of the study suggest locus of control and secondary traumatic stress were correlated. District-level supervisors could use the findings from the study to provide resources that focus on school counselors' results and relationships. School principals and assistant principals could use the findings from the study to cultivate clear channels of communication with school counselors to openly define tasks appropriate for school counselors. Cinotti (2014) argued that counselors suffered secondary traumatic stress from assignment of inappropriate non-counseling-related duties. School counselors work to exhaustion to sustain stellar results that each school's administrative team (e.g., principal, assistant principals) have come to rely on, while still attempting to maintain balance outside of work-related tasks (Astramovich et al., 2013). As advocates for students, providing valuable resources for their emotional and academic advancement; school counselors are the personification of agents of social change (Kolbert et al., 2016).

Conclusion

The purpose of this quantitative, cross-sectional study, using a web-based survey, was to examine the relationship of working mothers' locus of control to secondary traumatic stress as measured by the level of burnout within the school counseling profession. School counselors continue to be social change agents that are uniquely qualified to help students and their families in the areas of academic achievement, social

and emotional support, and college and/or career preparedness (ASCA, 2017). Previous studies indicated a lack of understanding and transparency concerning the appropriate roles and responsibilities of school counselors, which in turn, generated burnout characterized by emotional exhaustion, depersonalization, and lack of personal accomplishment (Cieslak, 2016). Further, an emotional duress also consumed by mental health professionals, like school counselors, is secondary traumatic stress due to indirect exposure to traumatic events (García et al., 2017; Shoji et al., 2014). The two predictors in this study did not evoke a significant effect on locus of control to secondary traumatic stress as measured by the level of burnout for working mothers. However, the findings of the study may be used to advocate for alignment of appropriate school counselor responsibilities with training, education, and self-care resources for professional and personal mental health stability; aligned with consideration for district and state-level policy modifications for school counseling program development. This, in turn, may enable school counselors to be more effective social change agents and serve students appropriately, while observing personal boundaries to focus on family.

References

Ahmad, R., Khan, A., & Mustaffa, M. S. (2015). Self-concept and stress among junior and senior school counselors: A comparison case study in secondary schools in Malacca. *Mediterranean Journal of Social Sciences, 6*(5), 593. https://doi:10.5901/mjss.2015.v6n5p593

Albee, G. W., & Perry, M. (2011). Economic and social causes of sexism and of the exploitation of women. *Journal of Community and Applied Social Psychology*, *8*, 145–160. https://doi.org/10.1002/(SICI)1099-1298(199803/04)8:2<145::AID-CASP464>3.0.CO;2-O

Alger, V. M., & Crowley, J. E. (2012). Aspects of workplace flexibility and mothers' satisfaction with their husbands' contributions to household labor. *Sociological Inquiry, 82*(1), 78-99. https://doi:10.1111/j.1475-682X.2012.00403.x

American School Counseling Association. (2016). *ASCA code of ethics*. https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

American School Counselor Association. (2017). The ASCA national model: A framework for school counseling programs (2nd ed.). https://www.schoolcounselor.org/school-counselors-members/asca-national-model

American School Counselor Association (2017a). *Membership types*. https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/membership-types

American School Counselor Association (2017). Role of the school counselor.

https://www.schoolcounselor.org/administrators/role-of-the-school-counselor

Antonakis, J., & Dietz, J. (2011). Looking for validity or testing it? The perils of stepwise

regression, extreme-score analysis, heteroscedasticity, and measurement error.

Personality and Individual Differences, 50, 409-415.

https://doi:10.1016/j.paid.2010.09.014

Ansolabehere, S., & Schaffner, B. F. (2014). Does survey mode still matter? Findings

from a 2010 multi-mode comparison. *Political Analysis*, *22*(3), 285-303.

https://doi.org/10.1093/pan/mpt025

Astramovich, R. L., Hoskins, W. J., Gutierrez, A. P., & Bartlett, K. A. (2013). Identifying

role diffusion in school counseling. *Professional Counselor, 3*(3), 175-184.

https://doi:10.15241/rla.3.3.175

Bager, A., Roman, M., Algelidh, M., & Mohammed, B. (2017). Addressing

multicollinearity in regression models: A ridge regression application. *Journal of

Social and Economic Statistics, 6*(1), 30-45.

https://www.researchgate.net/publication/329702606_ADDRESSING_MULTIC
OLLINEARITY_IN_REGRESSION_MODELS_A_RIDGE_REGRESSION_AP
PLICATION

Baggerly, J., & Osborn, D. (2014). School counselors' career satisfaction and

commitment: Correlates and predictors. *Professional School Counseling, 9*(3),

197-205.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman & Company.

Baraldi, A., & Enders, C. (2010). An introduction to modern missing data analyses. *Journal of School Psychology 48*(1), 5-37. https://doi.org/10.1016/j.jsp.2009.10.001

Bardhoshi, G., Schweinle, A., & Duncan, K. (2014). Understanding the impact of school factors on school counselor burnout: A mixed-methods study. *Professional Counselor, 4*(5), 426. https://doi:10.15241/gb.4.5.426

Baron, R., & Kenny, D. (1986). Moderator-mediator variables distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51*(6), 1173-1182. https://doi.org/10.1037/0022-3514.51.6.1173

Beaumont, E., Durkin, M., Hollins, M., Caroline, J., & Carson, J. (2016). Measuring relationships between self-compassion, compassion fatigue, burnout and well-being in student counsellors and student cognitive behavioral psychotherapists: A quantitative survey. *Counseling & Psychotherapy Research, 16*(1), 15-23. https://doi:10.1016/j.nedt.2016.08.030

Belwal, S., & Belwal, R. (2014). Work-life balance, family friendly policies and quality of work life issues: Studying employers' perspectives of working women in Oman. *Journal of International Women's Studies, 15*(1), 96-117. https://vc.bridgew.edu/jiws/

Bennetts, L. (2012). Feminine mistake: Are we giving up too much? Hyperion.

Berger, E. (2013). Happy working mothers? Investigating the effect of maternal employment on life satisfaction. *Economica*, 80, 23-43.

https://doi.org/10.1111/j.1468-0335.2012.00932.x

Berggren, H. (2012). US family leave policy: The legacy of 'separate spheres'.

International Journal of Social Welfare, 17(4), 312-323.

https://doi.org/10.1111/j.1468-2397.2008.00554.x

Bernardi, R. A. (2011). A theoretical model for the relationship among: stress, locus of

control, and longevity. *Human Resource Development Review, 10*(7), 463-483.

Bhowon, U. (2013). Role salience, work–family conflict and satisfaction of dual-earner

couples. *Journal of Business Studies Quarterly, 5*(2), 78-90.

Blau, F., & Kahn, L. (2013). Female labor supply: Why is the United States falling

behind? *American Economic Review, 103*(3), 251-256.

https://doi:10.1257/aer.103.3.251

Bradley, N., Whisenhunt, J., Adamson, N., & Kress, V. (2013). Creative approaches for

promoting counselor self-care. *Journal of Creativity in Mental Health, 8*, 456-

469. https://doi:10.1080/154031383.2013.844656

Buchanan, E. A., & Hvizdak, E. E. (2009). Online survey tools: Ethical and

methodological concerns of human research ethics committees. *Journal of*

Empirical Research on Human Research Ethics, *4*(2), 37–48.

https://doi:10.1525/jer.2009.4.2.37

Camelford, K. G. (2014). *The relationship between implementation of the American*

school counselor association national model and professional secondary school

counselor burnout [Doctoral dissertation]. ScholarWorks@UNO.

http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2839&context=td

Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs

for research. Rand McNally.

Carbonell, P., & Rodriguez-Escudero, A. I. (2013). Management control, role

expectations and job satisfaction of new product development teams: The

moderating effect of participative decision-making. *Industrial Marketing*

Management, *42*(2), 248-259. https://doi:10.1016/j.indmarman.2012.08.007

Cheng, B. H., & McCarthy, J. M. (2013). Managing work, family, and school roles:

Disengagement strategies can help and hinder. *Journal of Occupational Health*

Psychology, 18(3), 241-251. https://doi:10.1037/a0032507

Cheng, C., Cheung, S., Chio, J. H., & Chan, M. S. (2013). Cultural meaning of perceived

control: A meta-analysis of locus of control and psychological symptoms across

18 cultural regions. *Psychological Bulletin, 139*(1), 152- 188.

https://doi:10.1037/a0028596

Choy, L. (2014). The strengths and weaknesses of research methodology: Comparison

and complimentary between qualitative and quantitative approaches. *Journal of*

Humanities and Social Science, 19(4), 99-104. https://doi:10.9790/0837-

194399104

Cieslak, D. (2016). Recognizing the propensity for burnout during formative counsellor

development. *Canadian Journal of Counselling and Psychotherapy, 50*(3), S193-

S213.

Cinotti, D. (2014). Competing professional identity models in school counseling: A

historical perspective and commentary. *The Professional Counselor, 4*(5), 417-

425. https://doi:10.15241/dc.4.5.417

Coetzee, S., & Klopper, H. (2010). Compassion fatigue within nursing practice: A

concept analysis. *Nursing & Health Sciences*, *12*(2), 235-243.

https://doi:10.1111/j.1442-2018.2010.00526.x

Collins, L. M., Schafer, J. L., & Kam, C.-M. (2001). A comparison of inclusive and

restrictive strategies to modern missing data procedures. *Psychological Methods,*

6(4), 330-351. https://doi:10.1037/1082-989X.6.4.330

Consiglio, C., Borgogni, L., Alessandri, G., & Schaufeli, W. (2013). Does self-efficacy

matter for burnout and sickness absenteeism? The moderating role of demands

and resources at the individual and team levels. *Work and Stress, 27*(1), 22-42.

https://doi:10.1080/02678373.2013.769325

Cook, C., Heath, F., & Thompson, R. (2000). A meta-analysis of response rates in web or

internet-based surveys. *Educational and Psychological Measurement, 60*(6), 821–

836.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods*

research (2nd ed). Thousand Oaks.

Culbreth, J., Scarborough, J., Banks-Johnson, A., & Solomon, S. (2013). Role stress

among practicing school counselors. *Counselor Education and Supervision*, *45*,

58–71. https://doi:10.1002/j.1556-6978.2013.tb00130.x

Curry, R., & Brickmore, D. (2012). School counselor induction and the importance of

mattering. *Professional School Counseling*, *15*(3), 110-122.

https://doi:10.5330/psc.n.2012-15.110

Daly, M., & Groes, F. (2017). Who takes the child to the doctor? Mom, pretty much all of the time. *Applied Economics Letters, 24*(17), 1267-1276. https://doi:10.1080/13504851.2016.1270410

Davis, T. E. (2014). *Exploring school counseling: Professional practices and perspectives* (2nd Ed.). Cengage Learning.

DePasquale, N., Davis, K., Zarit, S., Moen, P., Hammer, L., & Almeida, D. (2014). Combining formal and informal caregiving roles: The psychosocial implications of double-and triple-duty care. *Journal of Gerontology Series B: Psychological Sciences and Social Sciences, 71*(2), 201-211. https://doi.org/10.1093/geronb/gbu139

Diebold, C. T. (2013, July 16). *Mediation and moderation tutorial: RSCH-8250 advanced quantitative reasoning.* Available from tom.diebold@waldenu.edu

DeVellis, R. F. (2003). *Scale development: Theory and applications* (2nd ed.). SAGE Publications.

Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and perspectives*, *38*(1), 105. Retrieved from https://www3.nd.edu/~ggoertz/sgameth/Drost2011.pdf

Duffy, M. E. (2006). Handling missing data: A commonly encountered program in quantitative research. *Clinical Nurse Specialist, 20*(6), 273-276.

Duffy, R., Dik, B., Douglass, R., England, J., & Velez, B. (2016). Work as a calling: A theoretical model. *Journal of Counseling Psychology, 65*(4), 423-439. https://doi.org/10.1037/cou0000276

Eitka, I., Masa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4. https://doi:10.11648/j.ajtas.20160501.11

Engelhardt, M. (2016). Examining mental health in schools and the role it plays in supporting students. *SELU Research Review Journal, 1*(2), 17-28.

Evans, J., & Mathur, A. (2005). The value of online surveys. *Internet Research, 15*(2), 195-219. https://doi:10.1108/10662240510590360

Farrokhi, R., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and Practice in Language Studies, 2*(4), 784. https://doi:10.4304/tpls.2.4.784-792

Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods, 39*(2), 175-191. https://doi:10.3758/BF3193146

Ferree, M. M. (2010). Beyond separate spheres: Feminism and family research. *Journal of Marriage and the Family*, 52, 866–884.

Figley, C. R. (1996). Review of the Compassion Fatigue Self-Test. In B. H. Stamm *(*Ed.*)*, *Measurement of stress, trauma, and adaptation*. Baltimore: Sidran Press.

Figley, C. R. (1999). Compassion fatigue: Towards a new under-standing of the costs of caring. In B. H. Stamm (Ed.), *Secondary traumatic stress: Self-care issues for clinicians, researchers, & educators* (2nd ed., pp. 3–28). Lutherville, MD: Sidran Press.

Figley, C. R. (1996). Review of the Compassion Fatigue Self-Test. In B. H. Stamm (Ed.), *Measurement of stress, trauma, and adaptation*. Baltimore: Sidran Press.

Figley, C. R. (1999). Compassion fatigue: Towards a new under-standing of the costs of caring. In B. H. Stamm (Ed.), *Secondary traumatic stress: Self-care issues for clinicians, researchers, & educators* (2nd ed., pp. 3–28). Lutherville, MD: Sidran Press.

Figley, C. R. (1996). Review of the Compassion Fatigue Self-Test. In B. H. Stamm (Ed.), *Measurement of stress, trauma, and adaptation*. Sidran Press.

Figley, C. R. (1999). Compassion fatigue: Towards a new under-standing of the costs of caring. In B. H. Stamm (Ed.), *Secondary traumatic stress: Self-care issues for clinicians, researchers, & educators* (2nd ed., pp. 3–28). Sidran Press.

Frankfort-Nachmias, C., Nachmias, D., & DeWaard, J. (2015). *Research methods in the social sciences*. Worth Publishers.

Friedman, H. S., & Schustack, M. W. (2009). *Personality: Classic theories and modern research*. Pearson Allyn & Bacon.

Gall, M., Gall, J., & Borg, W. (2007). *Educational research: An introduction*, 8th Edition. Pearson Allyn & Bacon.

García, F. E., Duque, A., & Cova, F. (2017). The four faces of rumination to stressful events: A psychometric analysis. *Psychological Trauma: Theory, Research, Practice, and Policy, 9*(6), 758-765. https://doi:10.1037/tra0000289

Gelo, O., Braakman, D., & Benetka, G. (2008). Quantitative and qualitative research: Beyond the debate. *Integrative Psychological and Behavioral Science*, *42*, 266-

290. https://doi:10.1007/s12124-008-9078-3

Gnilka, P., Karpinski, A., & Smith, H. (2015). Factor structure of the Counselor Burnout Inventory in a sample of professional school counselors. *Measurement and Evaluation in Counseling and Development, 48*, 177-191. https://doi.org/10.1177/0748175615578758

Goldin, C. D. (2010). *The meaning of college in the lives of American women: The past one-hundred years* (NBERWorking Paper Series No. 4099). National Bureau of Economic Research.

Gwaltney, C. J., Shields, A. L., & Shiffman, S. (2008). Equivalence of electronic and paper-and-pencil administration of patient-reported outcome measures: A meta-analytic review. *Value in Health, 11*(2), 322-333. https://doi:10.111/j.15244733.2007.00231.x

Hardicre, J. (2014). Valid informed consent in research: An introduction. *British Journal of Nursing, 23*(11), 564-567.Hays, R. D., Reise, S., & Calderon, J. L. (2012). How much is lost in using single items? *Journal of General Internal Medicine, 27*(11), 1402–1403. https://doi.org/10.1007/s11606-012-2182-6

Heen, M. S. J., Lieberman, J. D., & Miethe, T. D. (2014). A comparison of different online sampling approaches for generating national samples. *Center for Crime and Justice Policy, 1*(9), 1-8.

Hepp, E. C. (2013). *Secondary school counselor and principal preferences regarding key school counselor roles*. https://etd.ohiolink.edu/rws_etd/document/get/ohiou1373449440/inline

Hibel, L. C., Trumbell, J. M., & Mercado, E. (2014). Work/non-workday differences in mother, child, and mother–child morning cortisol in a sample of working mothers and their children. *Early Human Development, 90*(1), 1-7. https://doi.org/10.1016/j.earlhumdev.2013.11.007

Hoyle, R. H., & Smith, G. T. (1994). Formulating clinical research hypotheses as structural equation models: A conceptual overview. *Journal of Consulting and Clinical Psychology, 62*(3), 429-440.

Hersch, W. (2015). Women seek better benefits to help achieve work-life balance. National Underwriter. *Life and Health*. http://www.thinkadvisor.com/2015/03/09/women-seek-better-benefits-to-helpachieve-work-li

Hutchinson, C. (1999). Social support: Factors to consider when designing studies that measure social support. *Journal of Advanced Nursing, 29*(6), 1520-1526.

Imai, K., Keele, L., & Yamamoto, T. (2010). Identification, inference, and sensitivity analysis for causal mediation effects. *Statistical Science, 25*(1), 51-71.

Johnson, R., Rosen, C., Chang, C., & Lin, H. (2015). Getting to the core of locus of control: Is it an evaluation of the self or the environment? *Journal of Applied Psychology, 100*(5), 1568. https://doi.org/10.1037/apl0000011

Joinson, C. (1992). Coping with compassion fatigue. *Nursing, 22*(4), 116-120.

Judge, T. A., & Bono, J. E. (2014). Relationship of core self-evaluations traits— self-esteem, generalized self-efficacy, locus of control, and emotional stability— with job satisfaction and job performance: *A meta-analysis. Journal of Applied*

Psychology, 86(1), 80-92. https://doi:10.1037/0021-9010.86.1.80

Kalliath, P., & Kalliath, T. (2015). Work–family conflict and its impact on job

    satisfaction of social workers. *British Journal of Social Work, 45*, 241-259.

    https://doi.org/10.1093/bjsw/bcu079

Kammeyer-Mueller, J. D., Judge, T. A., & Piccolo, R. F. (2011). Self-esteem and

    extrinsic career success: Test of a dynamic model. *Applied Psychology: An*

    International Review, 57(2), 204-224. https://doi:10.1111/j.1464-

    0597.2007.00300.x

Kenny, D. T., & Cooper, C. L. (2012). Introduction: Occupational stress and its

    management. *International Journal of Stress Management*, 4, 275-279.

    https://doi.org/10.1037/1072-5245.10.4.275

Kestenbaum, J., & Hammersla, J. (1976). Filler items and social desirability in Rotter's

    locus of control scale. *Journal of Personal Assessment, 40*(2), 162-168.

    https://doi:10.1207/s15327752jpa4002_7

Killian, K. D. (2013). Helping till it hurts? A multimethod study of compassion fatigue,

    burnout, and self-care in clinicians working with trauma survivors. *Traumatology*,

    14(2), 32-44. http://doi.org/10.1177/1534765608319083

King, C., Subotic-Kerry, M., & O'Dea, B. (2018). An exploration of the factors

    associated with burnout among NSW secondary school counsellors. *Journal of*

    Psychologists and Counsellors in Schools, 1-

    12. https://doi.org/10.1017/jgc.2018.5

King, E., Botsford, W., & Huffman, A. (2013). Work, family, and organizational

advancement: Does balance support the perceived advancement of mothers. Sex
Roles, 61(11-12), 879-891. https://doi:10.1007/s11199- 009-9692-7

Kleinbaum, D., Klein, M., & Pryor, E. (2004). *Logistic regression: A self-learning text*
(2nd ed.). Springer.

Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd ed.).
Guildford.

Kolbert, J., Williams, R., Morgan, L., Crothers, L., & Hughes, T. (2016). *Introduction to
professional school counseling: Advocacy, leadership, and intervention*.
Routledge Press.

Kormanik, M. B., & Rocco, T. S. (2012). Internal versus external control of
reinforcement: A review of the locus of control construct. *Human Resource
Development Review, 8*(5) 263-273. https://doi.org/10.1177/1534484309342080

Kossek, E., Pichler, S., Bodner, T., & Hammer, L. (2012). Workplace social support and
work-family conflict: A meta-analysis clarifying the influence of general and
work-family-specific supervisor and organizational support. *Personnel
Psychology, 64*, 289-313. https://doi.org/10.1111/j.1744-6570.2011.01211.x

Kozlowski, K. A., & Huss, A. (2013). Training of school counselors. In *American
Counseling Association Conference* (pp. 1-17). American Counseling
Association.

Krajewski, H. T., & Goffin, R. D. (2015). Predicting occupational coping responses: The
interactive effect of gender and work stressor context. *Journal of Occupational
Health Psychology*, 10, 44-53. https://doi.org/10.1037/1076-8998.10.1.44

Krautz, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. (2004). Psychological research online: Report of board of scientific affairs advisory group on the conduct of research on the internet. *American Psychologist, 59*(2), 105-117. https://doi:10.1037/0003-066x.59.2.105

Kukull, W., & Ganguli, M. (2012). Generalizability: The trees, the forest, and the low-hanging fruit. *Neurology, 78*(23), 1886-1891. https://doi:10.1212/WNL.0b013e318258f812

Lane, R., & Tiggeman, M. (2010). Dimensionality and Reliability of the Rotter I-E Locus of Control Scale. *Journal of Personality Assessment, 45*(4), 398-406. https://doi:10.1207/s15327752jpa4504_9

Lawson, G., & Myers, J. E. (2011). Wellness, professional quality of life, and career-sustaining behaviors: What keeps us well? *Journal of Counseling & Development, 89*, 163-171. https://doi.org/10.1002/j.1556-6678.2011.tb00074.x

Lefcourt, H. M. (1966). Internal versus external control of reinforcement: A review. *Psychological Bulletin, 65*(4), 206-220. https://doi.org/10.1037/h0023116

Leiter, M., & Maslach, C. (2009). Nurse turnover: The moderating role of burnout. *Journal of Nursing Management*, *17*, 331-339. https://doi:10.1111/j.1365-2834.2009.01004.x

Leung, M. M., Groes, F., & Santaeulalia-Llopis, R. (2016). The relationship between age at first birth and mother's lifetime earnings: Evidence from Danish data. *Plos ONE, 11*(1), 1-13. https://doi:10.1371/journal.pone.0146989

Li, H. C. W., & Chung, O. K. J. (2009). The relationship between children's locus of

control and their anticipatory anxiety. *Public Health Nursing, 26*(2), 153–160. https://doi.org/10.1111/j.1525-1446.2009.00766.x

Limberg, D., Lambie, G., & Robinson, E. H. (2016). The contribution of school counselors' altruism to their degree of burnout. *Professional School Counseling, 20*(1), 1096-2409. https://doi.org/10.5330/1096-2409-20.1.127

Luthar, S. S., & Ciciolla, L. (2016). What it feels like to be a mother: Variations by children's developmental stages. *Developmental Psychology, 52*(1), 143-154. https://doi:10.1037/dev0000062

MacKinnon, D. P. (2011). Integrating mediators and moderators in research design. *Research in Social Work Practice, 21*(6), 675-681. https://doi:10.1177/1049731511414148

Markovitz, A. R., Goldstick, J. E., Levy, K., Cevallos, W., Mukherjee, B., Trostle, J. A., & Eisenberg, J. N. (2012). Where science meets policy: Comparing longitudinal and cross-sectional designs to address diarrheal disease burden in the developing world. *International Journal of Epidemiology*, *41*(2), 504- 513. https://doi:10.1093/ije/dyr194

Maslach, C., & Jackson, S. E. (1981, 1996). *Maslach burnout inventory-human services survey* (MBI-HSS). Consulting Psychologists Press.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996) *Maslach burnout inventory manual* (3rd ed.). Consulting Psychologists Press.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2011). Job burnout. *Annual Review of Psychology, 52,* 397-422. https://doi.org/10.1146/annurev.psych.52.1.397

Mason, M., & Eckman, E. (2012). *Mothers on the fast track: How a new generation can balance family and careers*. Oxford University Press.

Mau, W. C. J., Li, J., & Hoetmer, K. (2016). Transforming high school counseling: Counselors' roles, practices, and expectations for students' success. *Practice, 6*(2), 83-95. https://doi:10.5929/2016.6.2.5

Mazerolle, S. M., & Goodman, A. (2013). Fulfillment of work–life balance from the organizational perspective: A case study. *Journal of Athletic Training, 48*(5), 668-677. https://doi.org/10.4085/1062-6050-48.3.24

McAnena, C., Craissati, J., & Southgate, K. (2016). Exploring the role of locus of control in sex offender treatment. *Journal of Sexual Aggression, 22*(1), 95-106. https://doi:10.1080/13552600.2015.1023374

McCarthy, A., Darcy, C., & Grady, G. (2010). Work-life balance policy and practice: Understanding line manager attitudes and behaviors. *Human Resource Management Review, 20*(2), 158-166. https://doi:10.1016/j.hrmr.2009.12.001

McKibben, W. B., & Silvia, P. J. (2016). Inattentive and socially desirable responding: Addressing subtle threats to validity in quantitative counseling research. *Counseling Outcome Research and Evaluation, 7*(1), 53-64. https://doi.org/10.1177/2150137815613135

McMahon, H. G., Mason, E. C. M., Daluga-Guenther, N., & Ruiz, A. (2014). An ecological model of professional school counseling. *Journal of Counseling and Development*, 92, 459-471. https://doi.org/10.1002/j.1556-6676.2014.00172.x

Mikolajczak, M., & Roskam, I. (2018). A theoretical and clinical framework for parental

burnout: The Balance between Risks and Resources. *Frontiers in Psychology, 9,*

886. https://doi.org/10.3389/fpsyg.2018.00886

Moate, R., Gnilka, P., West, E., & Bruns, K. (2016). Stress and burnout among counselor

educators: Differences between adaptive perfectionists, maladaptive

perfectionists, and non-perfectionists. *Journal of Counseling & Development,*

94(2), 161-171. https://doi:10.1002/jcad.12073

Moss, J., Gibson, D., & Dollarhide, C. (2014). Professional identity development: A

grounded theory of transformational tasks of counselors. *Journal of Counseling &*

Development, 92(1), 3-12. https://doi:10.1002/j.1556- 6676.2014.00124.x

Mullen, P. R., & Gutierrez, D. (2016). Burnout, stress and direct student services among

school counselors. *Professional Counselor, 6*(4), 344-359.

https://doi:10.15241/pm.6.4.344.x

Mullen, P. R., Morris, C., & Lord, M. (2017). The experience of ethical dilemmas,

burnout, and stress among practicing counselors. *Counseling and Values, 62*(1),

37-56. https://doi:10.1002/cvj.12048.x

Munn, S. L. (2013). Unveiling the work–life system: The influence of work–life balance

on meaningful work. *Advances in Developing Human Resources, 15*(4), 401-417.

https://doi.org/10.1177/1523422313498567

Murtagh, L., & Moulton, A. D. (2011). Working mothers, breastfeeding, and the law.

American Journal of Public Health, 101(2), 217-223.

https://doi:10.2105/AJPH.2009.185280

Nassi, A., & Abramowitz, S. (2013). Discriminant Validity of Mirel's Personal and

Political Factors on Rotter's I-E Scales: Does a Decade Make a Difference? *Journal of Personality Assessment*, *44*(4), 363-367.

National Center for Education Statistics. (2017). *Fast facts: Back to school statistics*. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=372

National Alliance of Mental Illness. (2017). *Mental health by the numbers*. Retrieved from https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers

Neckel, S., Schaffner, A. K., & Wagner, G. (Eds.). (2017). *Burnout, Fatigue, Exhaustion: An Interdisciplinary Perspective on a Modern Affliction*. Springer.

Nulty, D. N. (2008). The adequacy of response rates to online and paper surveys: What can be done. *Assessment & Evaluation in Higher Education, 33*(3), 301-314.

Oduh, W. A. (2016). Dimensions of cognitive dissonance and the level of job satisfaction among counsellors in Delta and Edo States, Nigeria. *Journal of Education and Practice*, *7*(21), 20-29. Retrieved from https://eric.ed.gov/?id=EJ1109405

Ogolla, P., Akola, P., & Raburu, P. (2016). Relationship between locus of control and stress management among high school principals in Kenya. *International Journal of Applied Psychology, 6*(5), 150-155. https://doi:10.5923/j.ijap.20160605.03

Onwuegbuzie, A. J. (2000). *Expanding the framework of internal and external validity in quantitative research*. Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research.

Osborne, J., & Waters, E. (2002). Four assumptions of multiple regression that researchers should always test. *Practical Assessment, Research, and Evaluation, 8*(2), 120-125. https://doi.org/10.7275/r222-hv23

Palinkas, L., Aarons, G., & Horwitz, S. (2011). Mixed methods designs in

implementation research. *Administrative Policy Mental Health*, *38*(1), 44–53.

https://doi:10.1007/s10488-010-0314-z

Parker, K., & Wang, W. (2013). *Modern parenthood: Roles of moms and dads converge*

as they balance work and family. Retrieved from Pew Research Center website:

https://www.pewsocialtrends.org/files/2013/03/FINAL_modern_parenthood_03-

2013.pdf

Phares, E. (1976). *Locus of control in personality*. General Learning Press.

Phelps, A., Lloyd, D., Creamer, M., & Forbes, D. (2012). Caring for carers in the

aftermath of trauma. *Journal of Aggression, Maltreatment & Trauma*, *18*, 313-

330. https://doi.org/10.1080/10926770902835899

Pines, A., & Maslach, C. (1978). Characteristics of staff burnout in mental health

settings. *Psychiatric Services, 29*, 233-237. https://doi.org/10.1176/ps.29.4.233

Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced*

Practitioner in Oncology, 6(2), 168–171. https://doi:10.6004/jadpro.2015.6.2.9

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect

effects in simple mediation models. *Behavior Research Methods, Instruments, &*

Computers, 36(4), 717-731. https://doi.org/10.3758/BF03206553

Puig, A., Baggs, A., Mixon, K., Park, Y., Kim, B., & Lee, S. (2012). Relationship

between job burnout and personal wellness in mental health professions. *Journal*

of Employment Counseling, 49, 98-109. https://doi:10.1002/j.2161-

1920.2012.00010.x

Rachmatullah, A., Octavianda, R. P., Ha, M., Rustaman, N. Y., & Diana, S. (2017). Construct validity of science motivation and beliefs instrument (SLA-MB): A case study in Sumedang, Indonesia. *Journal of Physics: Conference Series, 812*, 1-8. https://doi:10.1088/1742-6596/812/1/012009

Rageb, M. A., Eman, M. A., El-Samadicy, A., & Farid, S. (2013). Organizational commitment, job satisfaction and job performance as a mediator between role stressors and turnover intentions: A study from an Egyptian cultural perspective. *International Journal of Business and Economic Development, 1*(1). https://www.abrmr.com/myfile/conference_proceedings/Con_Pro_12315/8-dubai13.pdf

Ray, S. L., Wong, C., White, D., & Heaslip, K. (2013). Compassion, satisfaction fatigue, work life conditions, and burnout among frontline mental health care professionals. *Traumatology, 19,* 255–267. https://doi.org/10.1177/1534765612471144

Ritter, P., Lorig, K., Laurent, D., & Matthews, K. (2004). Internet versus mailed questionnaires: A randomized comparison. *Journal for Medical Internet Research, 6*(3), 29. https://doi:10.2196/jmir.6.3.e29

Robertson, D. L., Lloyd-Hazlett, J., Zambrano, E., & McClendon, L. (2016). Program directors' perceptions of school counselor roles. *Journal of Professional Counseling, Practice, Theory, & Research, 43*(2), 1-13. https://doi.org/10.1080/15566382.2016.12033952

Robinson, L. D., Magee, C., & Caputi, P. (2016). Burnout and the work-family interface:

A two-wave study of sole and partnered working mothers. *Career Development International, 21*(1), 31-44. https://doi:10.1108/CDI-06-2015-0085

Rose, J. (2017). 'Never enough hours in the day': Employed mothers' perceptions of time pressure. *Australian Journal of Social Issues (Australian Social Policy Association), 52*(2), 116-130. https://doi:10.1002/ajs4.2

Rossi, A., Cetrano, G., Pertile, R., Rabbi, L., Donisi, V., Grigoletti, L., & Amaddeo, F. (2012). Burnout, compassion fatigue, and compassion satisfaction among staff in community-based mental health services. *Psychiatry Research, 200,* 933–938. https://doi.org/10.1016/j.psychres.2012.07.029

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcements. *Psychological Monographs, 80*(1), 1–28. https://doi.org/10.1037/h0092976

Sabbath, E. L., Mejia-Guevara, I., Noelke, C., & Berkman, L. F. (2015). The long-term mortality impact of combined job strain and family circumstances: A life course analysis of working American mothers. *Social Science & Medicine*, 146, 111-119. https://doi:10.1016/j.socscimed.2015.10.0240277-9536

Sagone, E., & Caroli, M., (2014). Locus of control and academic self-efficacy in university students. *Procedia-Social and Behavioral Sciences, (114)*, 222-228. https://doi:10.1016/j.sbspro.2014.12.689

Salina, C., Girtz, S., Eppinga, J., Martinez, D., Blumer Kilian, D., Lozano, E., & Shines, T. (2013). All hands on deck: A comprehensive, results-driven counseling model. *Professional School Counseling, 17*(1), 63-75. https://doi:10.5330/PSC.n.2014-

17.63

Schaufeli, W., & Enzmann, D. (1998). *The burnout companion to study and practice: A critical analysis*. Taylor & Francis.

Shafer, J. L., & Olsen, M. K. (1998). Multiple imputation for multivariate missing-data problems: A data analyst's perspective. *Multivariate Behavioral Research, 33*(4), 545-571. https://doi:10.1207/s15327906mbr3304_5

Shahar, E., & Shahar, D. J. (2013). Causal diagrams and the cross- sectional study. *Journal of Clinical Epidemiology*, 5, 57- 65. https://doi:10.2147/clep.s42843

Shakeshaft, C. (2011). *The struggle to create a more gender-inclusive profession.* In J. Murphy & K. Seashore-Louis (Eds.), *Handbook of Research on Educational Administration: A Project of the American Educational Research Association* (2nd ed., pp. 99-118). Jossey-Bass.

Shrout, P., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods, 7*(4), 422-445.

Shoji, K., Bock, J., Cieslak, R., Zukowska, K., Luszczynska, A., Benight, C. (2014). Cultivating secondary traumatic growth among healthcare workers: The role of social support and self-efficacy. *Journal of Clinical Psychology*, *70*(9),831–46. https://doi.10.1002/jclp.22070

Simon, C. E., Pryce, J. G., Roff, L. L., & Klemmack, D. (2013). Secondary traumatic stress and oncology social work: Protecting compassion from fatigue and compromising the worker's worldview. *Journal of Psychosocial Oncology*, *23*(4), 1-14. https://doi.org/10.18060/22957

Stamm, H. B. (2002). *Measuring compassion satisfaction as well as fatigue: Developmental history of the compassion satisfaction and fatigue test*. In C. Figley (Ed.), *Treating compassion fatigue* (pp. 107–117). Brunner- Routledge.

Stamm, H. B. (2005). *Professional quality of life: Compassion satisfaction and fatigue subscales*, R-IV (ProQOL). https://www.isu.edu/bhstamm

Stanton, J. M., Sinar, E. F., Balzer, W. K., & Smith, P. C. (2002). Issues and strategies for reducing the length of self-report scales. *Personnel Psychology, 55*(1), 167–194. https://doi.org/10.1111/j.1744-6570.2002.tb00108.x

Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences* (5th ed.). Routledge Academic.

Stone-Romero, E. F., & Rosopa, P. J. (2008). Research design options for testing mediation models and their implications for facets of validity. *Journal of Managerial Psychology, 25*(7), 697-712. https://doi:10.1108/02683941011075256

Sue, V. M., & Ritter, L. A. (2007). *Conducting online surveys*. SAGE Publications.

Sukamolson, S. (2007). *Fundamentals of quantitative research*. Language Institute Chulalongkorn University, 1-20. http://www.culi.chula.ac.th/research/e-journal/bod/suphat%20sukamolson.pdf

Sunbull, P. (2011). An analysis of relationship among locus of control, burnout, and job satisfaction in Turkish high school teachers. *African Journal of Business Management, 5*(34), 13217-13226. https://doi:10.5897/AJBM11.1482/

Tabachnick, B. G., & Fidell, L. S. (2012). *Using multivariate statistics* (6th ed.). Pearson Allyn & Bacon.

Tacq, J. (2011). Causality in qualitative and quantitative research. *International Journal of Methodology, 45*(2), 263- 291. https://doi:10.1007/s11135-009-9293-0

Taylor, M. (2010). Does locus of control predict young adult conflict strategies with superiors? An examination of control orientation and the organizational communication conflict instrument. *North American Journal of Psychology, 12*(3), 445-458.

Teigen, K. H., & Jøgensen, M. (2005). When 90% confidence intervals are 50% certain: On the credibility of credible intervals. *Applied Cognitive Psychology*, *19*(4), 455–475. https://doi:10.1002/acp.1085

Tinklin, T., Croxford, L., Ducklin, A., & Frame, B. (2012). Gender and attitudes to work and family roles: the views of young people at the millennium. *Gender and Education, 17*(2), 129-142. https://doi.org/10.1080/0954025042000301429

van de Weele, T. (2016). Mediation analysis: A practitioner's guide. *Annual Review of Public Health, 37*, 17-32. https://doi:10.1146/annurev-publhealth-032315-021402

Varela, C., Ruiz, J., Andrés, A., Roy, R., Fusté, A., & Saldaña, C. (2016). Advantages and disadvantages of using the website SurveyMonkey in a real study: Psychopathological profile in people with normal-weight, overweight and obesity in a community sample. *E-methodology*, 77-89. https://doi:10.15503/emet2016.77.89

Villares, E., Lemberger, M., Brigman, G., & Webb, L. (2011). Student Success Skills: An evidence-based school counseling program grounded in humanistic theory. *Journal of Humanistic Counseling*, 50, 42-55. https://doi:10.1002/j.2161-

1939.2011.tb00105.x

Waclawski, E. (2012). How I use it: Survey monkey. *Occupational Medicine, 62*(6), 477. https://doi:10.1093/occmed/kqs075

Wang, Q., Bowling, N., & Eschleman, K. (2013). A meta-analytic examination of work and general locus of control. *Journal of Applied Psychology, 95*(4), 761. https://doi.org/10.1037/a0017707

Weigold, A., Weigold, I. K., & Russell, E. J. (2013). Examination of the equivalence of self-report survey-based paper-and-pencil and internet data collection methods. *Psychological Methods*, *18*(1), 53-70. https://doi:10.1037/a0031607

Williams, C. (2007). Research methods. *Journal of Business & Economic Research, 5*(3), 65-71. https://doi:10.1108/02683940710757182

Williams, J. (2011). *Unbending gender: Why family and work conflict and what to do about it*. Oxford University Press.

Wright, K. (2017). Researching internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, *19*(3), JCMC1034. https://doi:10.1111/j.1083-6101.2005.tb00259.x

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education, 48*(2), 311-325. https://doi.org/10.1111/ejed.12014

Yoshikawa, H., Weisner, T., Kalil, A., & Way, N. (2013). Mixing qualitative and

quantitative research in developmental science: Uses and methodological choices.

Qualitative Psychology, 1(S), 3-18. https://doi:10.1037/2326-3598.1.S.3

Zhang, Q., & Wang, L. (2017). Moderation analysis with missing data in the predictors.

Psychological Methods, 22(4), 649-666. https://doi:10.1037/met0000104

Appendix A: Permission to Reproduce the ProQOL Measure

Permission to Use ProQOL

PO ProQOL Office <noreply@surveygizmo.com>   Reply all | ∨
    Today, 2:23 PM
    Brandy Brady ⊻

    PermissionToUseProQO... ∨
    18 KB

Download   Save to OneDrive - Laureate Education - ACAD

Thank you for your interest in the ProQOL.

The ProQOL measure may be freely copied and used, without individualized permission from the ProQOL office, as long as:
(a) You credit The Center for Victims of Torture and provide a link to www.ProQOL.org;
(b) It is not sold; and
(c) No changes are made, other than creating or using a translation, and/or replacing "[helper]" with a more specific term such as "nurse."

Because you have agreed that your use of the ProQOL follows the above criteria, the ProQOL Office at the Center for Victims of Torture grants you permission to use the ProQOL. Your recorded request is attached here as a PDF.

If you have any questions or comments, you can contact us at proqol@cvt.org. Note that unfortunately our capacity is quite limited, as this is a volunteer-run effort, but we will do what we can to respond within a couple of weeks.

Thank you!

The ProQOL Office
at The Center for Victims of Torture
proqol@cvt.org

Getting too much email from ProQOL Office <noreply@surveygizmo.com>? You can unsubscribe

https://outlook.office365.com/owa/?ItemID=AAMkAGNkNDA1OWYwLWZmMWEtNGY4Mi05NmY3LTUyN2VlODE3OGU4ZgBGAAAAAACBzJ04ZJJJ...   1/2

Permission to Use the ProQOL

Thank you for your interest in using the Professional Quality of Life Measure (ProQOL). Please share the following information with us to obtain permission to use the measure:

Please provide your contact information:

Email Address

brandy.brady@waldenu.edu

Name

Brandy Brady

Organization Name, if applicable

Walden University

Country

USA

Please tell us briefly about your project:

My dissertation will focus on Locus of Control and Compassion Fatigue as Predictors of Burnout of Working Mothers in School Counseling.
The primary goal of my study will focus on locus of control as the moderating variable to help explain the relationship between compassion fatigue onto burnout, specifically exploring working mothers who report internal or external locus of control along with their level of compassion fatigue in the school counseling profession.

What is the population you will be using the ProQOL with?

My sample within the target population will include working mothers in school counseling with at least one child under the age of 18 years old.

In what language/s do you plan to use the ProQOL?

Listed here are the languages in which the ProQOL is currently available
(see https://proqol.org/ProQol_Test.html). If you wish to use a language not listed here, please select "Other" and specify which language/s.

English

The ProQOL measure may be freely copied and used, without individualized permission from the ProQOL office, as long as:

You credit The Center for Victims of Torture and provide a link to www.ProQOL.org;
It is not sold; and
No changes are made, other than creating or using a translation, and/or replacing "[helper]" with a more specific term such as "nurse."

Note that the following situations are acceptable:
You can reformat the ProQOL, including putting it in a virtual format
You can use the ProQOL as part of work you are paid to do, such as at a training: you just cannot sell the measure itself

Does your use of the ProQOL abide by the three criteria listed above? (If yes, you are free to use the ProQOL immediately upon submitting this form. If not, the ProQOL office will be in contact in order to establish your permission to use the measure.)

Yes

Thank you for your interest in the ProQOL! We hope that you find it useful. You will receive an email from the ProQOL office that records your answers to these questions and provides your permission to use the ProQOL.

We invite any comments from you about the ProQOL and the experience of using it at proqol@cvt.org. Please also contact us if you have any questions about using the ProQOL, even if you noted them on this form. Note that unfortunately, our capacity is quite limited so we may not be able to respond to your note: however, we greatly appreciate your engagement.

Appendix B: Permission to Reproduce Rotter's Internal-External Control Scale

PsycTESTS

Rotter's Internal-External Control Scale

Note: Test name created by PsycTESTS

PsycTESTS Citation:
Rotter, J. B. (1966). Rotter's Internal-External Control Scale [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t01671-000

Instrument Type:
Rating Scale

Test Format:
Rotter's Internal-External Control Scale is a forced-choice test.

Source:
Rotter, Julian B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs: General and Applied, 80(1), 1-28.

Permissions:
Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test.

Appendix C: Permission to Reproduce Maslach Burnout Inventory – Human Services Scale

Maslach Burnout Inventory
Manual

Fourth Edition

Includes These MBI Review Copies:
Human Services - MBI-HSS
Medical Personnel - MBI-HSS (MP)
Educators - MBI-ES
General - MBI-GS
Students - MBI-GS (S)

Christina Maslach: Manual, and MBI-GS, MBI-GS(S), MBI-HSS, MBI-HSS(MP), MBI-ES
Susan E. Jackson: Manual, and MBI-GS, MBI-GS(S), MBI-HSS, MBI-HSS(MP), MBI-ES
Michael P. Leiter: Manual, and MBI-GS, MBI-GS(S)
Wilmar B. Schaufeli: MBI-GS, MBI-GS(S)
Richard L. Schwab: MBI-ES

Published by Mind Garden, Inc.

info@mindgarden.com
www.mindgarden.com