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Intrapersonal and Organizational Predictors of Burnout Among School Counselors

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Abstract

This study utilized hierarchical regression to examine the impact of practicing school counselors' years of professional experience, master's-level training, and work environment characteristics on their levels of occupational burnout. The specific training program variables under consideration included the number of school counseling courses completed, number of courses taught by faculty members with a school counseling identity, and degree of congruence between what was taught about the school counselor's role during master's-level training and participants' actual practice. Work environment characteristics explored included caseload size, level of principal support, and assignment of non-counseling duties. Participants' (n = 236) burnout levels were measured along three dimensions, with average scores reflecting moderate levels of emotional exhaustion and depersonalization, along with high levels of personal accomplishment. Together, the predictor variables accounted for 26.0% of the variability in emotional exhaustion scores, 15.3% of the variability in depersonalization scores, and 10.7% of the variability in personal accomplishment scores. The overall model was significant for all three criterion variables. Significant predictors of all three dimensions of burnout included principal support and congruence between training and practice. Additionally, years of experience was a significant, inverse predictor of emotional exhaustion. Thus, the findings suggest that risk factors for occupational burnout exists at both the intrapersonal and organizational levels. Implications are discussed for school counselors, school counselor educators, and school counseling program directors/school administrators. Recommendations for future research are provided.

INTRAPERSONAL AND ORGANIZATIONAL PREDICTORS OF BURNOUT AMONG SCHOOL COUNSELORS

by

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DEDICATION

This dissertation is dedicated to Dr. Christine Hoskins-Tardibone, who relentlessly gives of herself towards the betterment of the school counseling program and the students she serves.

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Chapter I

Introduction

Occupational burnout has been recognized as a global threat to individuals and their employment organizations for decades (Leiter, Bakker, & Maslach, 2014; Maslach & Schaufeli, 1993; Paine, 1982; Schaufeli & Enzmann, 1998). The term "burnout" was first used by H. B. Bradley in 1969 in reference to staff at juvenile detention facilities, but it was Herbert J. Freudenberger who first thoroughly defined the causes, consequences, and remedies of burnout in 1974. At the time, burnout was understood as a phenomenon experienced only among helping professionals (Leiter et al., 2014). However, as scholars have continued to disentangle the nuances surrounding burnout, it has become widely recognized as a career hazard that any individual might encounter (e.g., Cherniss, 1982; Day & Leiter, 2014; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Freudenberger , 1975; Leiter et al., 2014; Maslach et al., 2001; Schaufeli & Enzmann, 1998). Indeed, researchers have confirmed burnout symptoms among a diverse range of professionals, both in the United States and abroad, including nurses (e.g., Wang, Liu, & Wang, 2015), imams (e.g., Küçüksüleymanoğlu, 2013), salespersons (Rutherford, Hamwi, Friend, & Hartmann, 2011), and teachers (e.g., Shen et al., 2015), among others.

Occupational burnout, or burnout for short, is a psychological experience characterized by exhaustion, depersonalization, and a diminished sense of accomplishment (Maslach, Jackson, & Leiter, 1997). Burnout occurs when the demands associated with one's job exceed the psychological, social, and organizational resources available to meet those demands (Bakker, Demerouti, & Euwema, 2005; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Burnout manifests with myriad symptoms, including feelings of anxiety, depression, helplessness, and futility, as well as physical illnesses ranging from common cold to cardiovascular disease (Ahola

& Hakanen, 2014; Pines & Aronson, 1988; Schaufeli & Enzmann, 1998). Although many facets of the occupational burnout experience are universal, every profession has distinctive risk factors (Bakker et al., 2005; Demerouti et al., 2001). In fact, human service professionals, such as school counselors, might be particularly susceptible to experiencing burnout due to the nature of their work and the number of associated risk factors (Paris & Hoge, 2010). Recently, researchers within the school counseling profession (e.g., Moyer, 2011; Mullen & Gutierrez, 2016) have substantiated this claim by confirming symptoms of burnout among professional school counselors (PSCs) and by exploring the varied, unique risk factors faced by these professionals.

Burnout Among School Counselors

School counselors' burnout levels have been assessed along a number of dimensions associated with the phenomenon. Emotional exhaustion, depersonalization, and personal accomplishment are among the most common (Schaufeli & Enzmann, 1998) and are defined in the final section of this chapter. In the majority of studies, PSCs' burnout is most evident in their levels of emotional exhaustion, which tends to fall in the moderate range (Butler & Constantine, 2005; Kim, 1993; Lambie, 2007; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Stephan, 2005; Webber, 2004; Wilkerson & Bellini, 2006). In contrast, PSCs typically endorse low levels of depersonalization and a high sense of personal accomplishment (Kim, 1993; Lambie, 2007; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Steele, 2014; Webber, 2004), both of which are indicative of low levels of burnout (Maslach, Jackson, & Leiter, 1996).

In terms of risk factors, several researchers have examined personal characteristics of PSCs that may influence their experience of burnout. These studies are described in detail in Chapter II. For example, in a study conducted by Butler and Constantine (2005), participants who reported higher levels of collective self-esteem as members of the school counseling

profession endorsed lower levels of burnout. Wilkerson and Bellini (2006) found that PSCs' coping styles were significantly correlated with different dimensions of burnout as measured by the Maslach Burnout Inventory (MBI; Maslach, et al., 1996), the premier instrument for assessing burnout levels (Aboagye et al., 2018; Cox, Tisserand & Taris, 2005; Loera, Converso, & Viotti, 2014; Schaufeli & Enzmann, 1998). Specifically, Wilkerson and Bellini (2006) found emotion-oriented coping to be positively correlated with emotional exhaustion and depersonalization, while task-oriented coping was positively correlated with personal accomplishment. Additionally, a negative correlation was noted between emotion-oriented coping and personal accomplishment. Limberg, Lambie, and Robinson (2016) explored altruism, finding that PSCs with higher levels of altruism reported lower levels of burnout. A path analysis conducted by Mullen and Crowe (2017) revealed that PSCs' self-stigma of mental illness had a negative direct effect on their intentions to seek help for personal and emotional problems. Help-seeking intentions, in turn, had a negative direct effect on PSCs' burnout levels, which ultimately had a negative direct effect on their satisfaction with life (Mullen & Crowe, 2017). More recently, Mullen, Blount, Lambie, and Chae (2018) examined burnout in relation to job satisfaction and perceived stress. PSCs' perceived stress and burnout were negatively correlated with job satisfaction, with burnout mediating the relationship between perceived stress and job satisfaction (Mullen et al., 2018). Other research (Mullen & Gutierrez, 2016; Mullen, Morris, & Lord, 2017) confirms the significant relationship between PSCs' perceived stress and burnout levels. Lastly, participants in a qualitative study conducted by Sumerlin and Littrell (2011) suggested a potential protective factor against the deleterious effects of burnout. Participants explained that humbleness facilitated their expenditure of energy without the experience of burnout, since they contextualized their school counseling role within the larger school system.

Beyond PSCs' personal characteristics, the larger school system also impacts their burnout levels. Accordingly, researchers have examined numerous environmental characteristics of PSCs' workplaces to determine their possible association with burnout. For example, Butler and Constantine (2005) found that participants working in urban school settings reported higher levels of burnout than their counterparts in other geographic environments. Moyer (2011) reported that PSCs' burnout levels increase as their number of hours spent on non-guidance activities increase and the amount of supervision they receive decreases. These findings related to non-guidance activities were supported by Bardhoshi, Schweinle, and Duncan (2014), who also found that caseload size, meeting Adequate Yearly Progress (AYP) targets, and level of principal support significantly contributed to the prediction of PSCs' burnout. Relatedly, Lambie (2007) found that PSCs who reported receiving higher levels of support from their colleagues simultaneously reported lower levels of burnout. PSCs' relationships with their colleagues were also investigated by Wilkerson and Bellini (2006) and Wilkerson (2009), who found that these relationships significantly predicted burnout when considered along with several other organizational stressors, namely financial security, lack of decision-making authority, role incongruity, role conflict, and role ambiguity.

Burnout and role stress. Similar to burnout, school counselor role incongruity, role conflict, and role ambiguity have also been explored in association with a number of variables in the literature. Collectively known as "role stress" (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005, p. 59), their connections to burnout and its correlate, general occupational stress, are echoed by multiple scholars (e.g., Bardhoshi et al., 2014; Cervoni & DeLucia-Waack, 2011; Culbreth et al., 2005; Freeman & Coll, 1997; Lambie & Williamson, 2004; McCarthy, Van Horn Kerne, Calfa, Lambert, & Guzmán, 2010). School counseling role stress occurs in a variety of

circumstances, such as when colleagues have incompatible understandings of the PSCs' role, when job expectations are not clearly articulated, when there is inadequate support available to fulfill all expected roles, and when PSCs experience a discrepancy between their professional expectations and the realities of their jobs (Coll & Freeman, 1997; Culbreth et al., 2005; Freeman & Coll, 1997).

Indeed, the incongruence between PSCs' professional expectations and their actual duties is continuously discussed within the school counseling literature (e.g., Bardhoshi et al., 2014; Nelson, Robles-Pina, & Nichter, 2008; Scarborough & Culbreth, 2008). As a professional issue, the phenomenon is researched with enough frequency to warrant its own measure, the School Counselor Activity Rating Scale (SCARS; Scarborough, 2005). As previously described, researchers have examined the work-environment factors contributing to the discrepancy between PSCs' actual and preferred roles, and the relationship between these environmental factors and burnout has been established (e.g., Bardhoshi et al., 2014, Lambie, 2007, Wilkerson, 2009; Wilkerson & Bellini, 2009). Cinotti (2014) more narrowly postulates that discrepancies in PSCs' role expectations can ultimately be attributed to school administrators and counselor educators. The 2016 CACREP Standards (Council for the Accreditation of Counseling and Related Educational Programming [CACREP], 2015) support Cinotti's (2014) claim by delineating counselor educators' responsibility for developing a sense of professional identity among school counselors-in-training (SCITs), including knowledge of their roles and responsibilities within schools. Therefore, a necessary next step in the scholarship is to examine the origins of PSCs' role expectations within their counselor education programs, as well as the potential for training programs to help mitigate the harmful effects of burnout. That is, it is incumbent on school counseling scholars to explore training program characteristics that shape a

school counselor's sense of their role, and more specifically, how such training program characteristics impact practitioners' experiences of burnout.

To date, only one study has examined PSCs' training program experiences in relation to their later burnout as practitioners. This study, conducted by Wachter (2006), overarchingly explored PSCs' exposure to school-based crises and the impact of these exposures on their burnout levels. A variety of independent variables related to crisis management were examined, including the amount and type of preparation PSCs' training programs offered pertaining to crisis situations. Findings suggested that, among other variables, relevant crisis coursework at the master's level helped mitigate PSCs' experience of burnout. These findings support an association between master's-level training experiences and subsequent burnout experienced as a practitioner. However, the study had a narrow focus on crisis situations and, furthermore, training program variables were a relatively minor component of the independent variables under consideration. Therefore, research exploring general training program predictors of PSC burnout is still virtually absent from the discourse. It is imperative that scholars begin incorporating training program variables as a primary focus in their studies of PSC burnout.

Purpose of the Study

The purpose of the present study is to begin addressing the aforementioned gap in the extant literature on PSC burnout. Using hierarchical regression, this study builds upon previous work by including among its variables some predictors whose association with burnout has already been established (e.g., Anderson, 2015; Bardhoshi et al., 2014; Falls, 2009; Fye, 2016; Mullen et al., 2018). These predictor variables include one PSC demographic characteristic, years of experience, as well as three work-environment characteristics: assignment of non-school counseling activities, perceived support from the building principal, and caseload size. Previous

research examining these variables is discussed in Chapter II, followed by details regarding the hierarchical regression procedures utilized in this study, which are discussed in Chapter III. In addition to building on previous research, the present study extends the knowledge base by considering whether school counseling training program characteristics can help predict occupational burnout at the practitioner level.

Three training program characteristics with implications for PSC identity development were selected for this study, since PSCs' professional identities dictate how they conceptualize their roles and navigate role stress (Brott & Myers, 1999). The first characteristic selected was the number of graduate courses taken that were specifically designed for SCITs, as opposed to courses designed for students across training program tracks (e.g., mental health counseling, rehabilitation counseling, etc.). The importance of differentiating content among counseling specializations during training is emphasized in the literature (Gibson, Dooley, Kelchner, Moss, & Vacchio, 2012). Yet, Watkinson, Goodman-Scott, Martin, and Biles (2018) note challenges in addressing this content outside of courses explicitly designed for specific specialties. In a survey of school counselor training programs, Pérusse, Poynton, Parzych, and Goodnough (2015) found that one or two specialty-specific courses were typically required; however, 24.6% of programs reported offering no courses specifically designed for SCITs. Given this dearth of school counseling-specific coursework, it is logical to conclude that school counseling-specific content is not being adequately addressed in training program curricula.

The second training program variable selected for inclusion in this study was the number of school counseling courses taken that were taught by an instructor with a school counseling identity. Watkinson and associates (2018) describe disadvantages when SCITs are taught by faculty in other counseling specializations due to privileging of content most relevant to the

faculty's specialty. Other scholars have highlighted the influence faculty members exude in the development of trainees' professional identities through modeling (e.g., Gibson, Dollarhide, & Moss, 2010; Luke & Goodrich, 2010). Yet, when school counseling-specific classes are offered, it is not always possible to have school counselor educators teach them (Branthoover, Desmond, & Bruno, 2010). In fact, Pérusse and colleagues (2015) found that only 69.8% of faculty teaching school counseling courses had previous experience as a PSC.

The third training program variable included was the degree of congruence between what was taught in PSCs' training programs regarding the school counselor's role and what their jobs looked like in actuality. In previous research, PSCs have reported discrepancies in this regard, leading both practitioners and scholars to express their beliefs that training programs should more accurately reflect the realities of the profession (Goodman-Scott, 2015; Pérusse & Goodnough, 2005). Among other research questions, this study begins to examine the gravity of the incongruity between training and practice in terms of burnout.

Research Questions and Hypotheses

In accordance with the study's purpose, the following questions guided this research:

1. What level of burnout is reported by professional school counselors in the sample?
2. What amount of variance do three sets of independent variables (i.e., years of experience, training program characteristics, and organizational characteristics) contribute independently and together to reported levels of burnout?
3. What are the greatest predictors of burnout among the three variable sets?

Based on a thorough review of the extant literature, which is described in Chapter II, the following hypotheses were developed and tested:

H1: Professional school counselors will report moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment.

H2: The three sets of independent variables (i.e., years of experience, training program characteristics, and organizational characteristics) will significantly predict the outcome variable across three dimensions (i.e., emotional exhaustion, depersonalization, and personal accomplishment).

Significance of the Study

The results of the proposed study have implications for the two systems that arguably impact PSCs' careers and identities most profoundly: school counseling training programs and PreK-12 schools (Brott & Myers, 1999; Auxier, Hughes, & Kline, 2003). School counselor educators can use the study's results to inform and modify their training programs in ways that mitigate the likelihood of SCITs burning out after entering the workforce. That is, burnout can be addressed in an unprecedented, proactive manner, well before school counselors emerge into the field as practitioners. Additionally, the results of this study can serve as an advocacy tool for PSCs who wish to affect concrete change in their work settings. As indicated in the preceding section, it was anticipated that the organizational variable set would significantly predict PSCs' burnout levels and, indeed, they did (see Chapter IV for a detailed description of the study's results). Thus, the results of this study fortify the existing body of literature demonstrating that PSCs are best equipped to serve their schools with the assignment of appropriate duties, support from building principals, and manageable caseload sizes. Collectively, the body of empirical evidence regarding organizational risk factors can be utilized to support PSCs' negotiations with school administrators and other key stakeholders related to their scope of practice and workload.

In summary, the results of this study support school counselors' abilities to function optimally as they perform vital services within their schools and communities.

Assumptions

This research was conducted with the assumption that the following conditions were satisfied. First, it was assumed that those who completed the study's survey met the required sampling criteria, which is outlined in Chapter III. Second, it was assumed that members of the targeted population (i.e., PSCs) had the requisite computer literacy to complete an online survey.

Limitations

Several limitations to this research are worth noting. First, participants were drawn from the American School Counselor Association (ASCA) membership, which limits the generalizability of the findings. That is, PSCs who maintain a membership with their national professional organization may differ from their non-affiliated counterparts with regard to the variables of interest in this study. Second, in addition to being ASCA members, some participants in this study were also subscribed to ASCA Scene, an online discussion forum for school counselors. It is possible that PSCs who opt to subscribe to ASCA Scene may have stronger professional identities than their non-subscribed counterparts, since subscribers experience a heightened level of engagement in their professional community. Thus, some PSCs in the sample may have differed from other PSCs in regard to professional identity development experiences. Third, self-report measures were used to assess the variables of interest. The degree to which participants' responses accurately reflect their experiences is unknown. Lastly, due to the nature of burnout, PSCs experiencing high levels of the phenomenon of interest may have declined to participate in the study. Lacking the necessary mental or temporal resources as a byproduct of their burnout, this subset of PSCs may have self-selected out of the study's sample.

Delimiations

Since the scope and practice of school counseling varies in different countries throughout the world (Uellendahl, Rennebohm, & Buono, 2008), the sample was delimited to PSCs who received their master's-level training in the United States of America and who were currently engaged in professional practice in the United States of America. A thorough description of sampling procedures and inclusion criteria follows in Chapter III.

Definitions

The following definitions will be used for the key constructs pertinent to this study:

Burnout. A career crisis mediated by one's expectations and characterized by emotional exhaustion, depersonalization, and a decreased sense of personal accomplishment (Brill, 1984; Leiter et al., 2014; Maslach & Jackson, 1986).

Emotional exhaustion. A dimension of burnout characterized by feeling psychologically depleted and drained of emotional resources (Maslach, 2017; Schaufeli & Enzmann, 1998). This dimension of burnout was popularized in the discourse as a subscale of the MBI (Maslach, 1996).

Depersonalization. A dimension of burnout characterized by developing negative and cynical attitudes towards students, coupled with general irritability and loss of idealism (Maslach, 2017; Schaufeli & Enzmann, 1998). This dimension of burnout was popularized in the discourse as a subscale of the MBI (Maslach, 1996).

Personal accomplishment. A dimension of burnout characterized by one's sense of professional self-esteem and efficiency at meeting work objectives (Schaufeli & Enzmann, 1998). This dimension of burnout was popularized in the discourse as a subscale of the MBI (Maslach, 1996).

Exhaustion. A dimension of burnout characterized by feelings of physical *and* emotional depletion. This dimension of burnout was popularized in the discourse as a subscale of the Counselor Burnout Inventory (CBI; Lee et al., 2007).

Negative work environment. A dimension of burnout characterized by one's feelings and attitudes towards his or her professional environment. This dimension of burnout was popularized in the discourse as a subscale of the Counselor Burnout Inventory (CBI; Lee et al., 2007).

Devaluing client. A dimension of burnout characterized by one's attitudes towards clients and perceptions of his or her client-counselor relationships. This dimension of burnout was popularized in the discourse as a subscale of the Counselor Burnout Inventory (CBI; Lee et al., 2007).

Incompetence. A dimension of burnout characterized by one's internal assessment of his or her degree of professional competence. This dimension of burnout was popularized in the discourse as a subscale of the Counselor Burnout Inventory (CBI; Lee et al., 2007).

Deterioration of personal life. A dimension of burnout characterized by disinterest or inability to engage in personal interests or relationships outside of work, coupled with poor boundaries between professional and personal life. This dimension of burnout was popularized in the discourse as a subscale of the Counselor Burnout Inventory (CBI; Lee et al., 2007).

Professional school counselors. Educators who hold at least a master's degree as well as a license or certification as a school counselor. Through implementation of a comprehensive school counseling program, PSCs promote the academic, social/emotional, and career development of students in PreK-12 schools (ASCA, n.d.[a]).

Non-counseling duties. Tasks assigned to school counselors which are inconsistent with their roles as defined by the American School Counselor Association (ASCA, n.d.[a]), including clerical, administrative, and fair share responsibilities (Scarborough, 2005). Please see Appendix A for a sampling of appropriate and inappropriate duties for PSCs, as delineated by ASCA (n.d.[b]).

Intrapersonal variable. The intrapersonal variable included in this study was the number of years of experience PSC participants had.

Organizational variable. The organizational variables included in this study were total congruence between training and practice of school counseling, number of school counseling courses taken during master's level training, number of master's-level school counseling courses taught by faculty with a PSC identity, principal support, caseload size, and non-counseling duties.

Chapter II

Review of the Literature

Discourse regarding the occupational burnout of human service professionals emerged in the mid-1970s (e.g., Freudenberger, 1974, 1975). The phenomenon initially received little attention within the counseling literature, with few articles addressing burnout among counselors broadly (e.g., Boy & Pine, 1980; Watkins, 1983), and fewer still examining burnout within specific counseling specializations (e.g., rehabilitation counseling and school counseling; Cummings & Nall, 1982; Payne, 1989). Although generalized literature regarding counselor burnout became increasingly available by the early 2000s (e.g., Shoptaw, Stein, & Rawson, 2000; Skovholt, Grier, & Hanson, 2001), literature specifically addressing burnout among professional school counselors (PSCs) has only substantially emerged within the last decade (e.g., Moyer, 2011; Mullen & Crowe, 2017; Wilkerson, 2009). This body of literature specifically pertaining to burnout among school counselor practitioners is the focus of this literature review. In addition to the literature published in peer-reviewed journals, a collection of dissertation research has also contributed to the knowledge base regarding school counselor burnout (e.g., Camelford, 2014; Ford, 2013; Riley, 2018). Therefore, dissertation studies are also included in this review.

Predictors of burnout are organized within two overarching categories: (a) risk factors associated with the professional's intrapersonal characteristics and (b) risk factors associated with the organization in which the professional works (Lee et al., 2007; Paris & Hoge, 2010). Burnout was commonly attributed to intrapersonal factors early in its conceptualization, with increased acknowledgement of organizational factors subsequently (Lee et al., 2007). This literature review is structured in accordance with these categorizations. In particular, the first

section of this review examines literature that primarily explores intrapersonal characteristics associated with burnout (*n* = 16), followed by a section discussing literature primarily focused on organizational characteristics (*n* = 16). Lastly, literature that provides equal attention to both types of characteristics will be reviewed (*n* = 12). This chapter closes with a summary of both conclusions and knowledge gaps that can be extrapolated from the extant school counseling burnout literature.

Literature was selected for inclusion in this review on the basis of meeting particular criteria. Literature included in this review is empirically-based and involves a sample of practicing school counselors within the United States, since this is the population of interest in the present study. One study with mixed-specialization sample (Lubofsky, 2002) is reviewed because the results pertaining to school counselors are disaggregated and reported separately, allowing for ease in interpretation. A second study with a mixed sample is reviewed because all participants, whose professions include PSCs, school counselor educators, and school administrators, answered questions specifically regarding their perceptions of PSC burnout (Kim, 1993).

Additionally, since the present study investigates predictors of burnout, only studies that similarly elucidate predictors of burnout are included in the review. This criterion resulted in the exclusion of one study utilizing cluster analysis to determine burnout typologies among PSCs (Lee, Cho, Kissinger, & Ogle, 2010) and one study examining the factor structure of an instrument measuring burnout when administered to a sample of PSCs (Gnilka, Karpinski, & Smith, 2015). The inclusion criteria yielded a total of 14 peer-reviewed articles, of which 12 utilize quantitative methods, one utilizes qualitative methods, and one utilizes a mixed-method design. A total of 30 dissertation publications were also identified, including 27 utilizing

quantitative methods, two utilizing qualitative methods, and one utilizing mixed-method design. All identified studies of PSC burnout were included in this review regardless of their publication date. After consideration, it was determined that even the earliest studies of PSC burnout were additive to this review due to the overall scarcity of available literature on this topic and the consistency of their results with more recent findings.

Intrapersonal Factors Associated with PSC Burnout

A variety of intrapersonal factors have been examined in association with PSC burnout, with several variables having been investigated in multiple studies. This is especially true of demographic variables, namely age, years of experience, gender, marital status, and ethnicity of the PSC. Such variables are included in many studies as confounding factors that may influence burnout levels. To illuminate consistencies and inconsistencies among the findings, results pertaining to these common demographic variables across studies are reviewed first. Then, the unique variables associated with each study will be discussed and critiqued in further detail later in the review. A summary of demographic variables explored and the corresponding citations for each is located in Table B1, located in Appendix B.

Demographic variables. Each of the demographic variables explored in the extant literature are explored in turn in this section.

Age. The relationship between PSCs' age and their reported burnout levels has been explored in 10 studies. Results of two studies indicate a significant, negative correlation between the variables (Fye, 2016; Mullen et al., 2018). Other studies provide a nuanced understanding of the specific dimensions of burnout influenced by age. Three studies report significant, negative correlations between age and PSCs' level of emotional exhaustion (Burchette, 1982; Camelford, 2014; Kim, 1993). Age is also reported to have a significant, negative correlation with

depersonalization towards students (Burchette, 1982; Camelford, 2014; Lubofsky, 2002). Lastly, one study reports a significant, positive correlation between age and PSCs' sense of personal accomplishment at work (Lubofsky, 2002). In sharp divergence, four studies found no association between PSCs' age and burnout level (Lozano-Chapa, 2017; Roberts, 2013; Wachter, 2006; Webber, 2004).

Years of experience. Twelve studies investigated the relationship between PSCs' years of experience in the profession and their burnout levels. As with age, results of two studies indicate a significant, negative correlation between years of school counseling experience and burnout (Fye, 2016; Mullen et al., 2018), while other studies provide additional details regarding specific dimensions of burnout that are impacted. One study found a significant, negative correlation between years of experience and emotional exhaustion (Burchette, 1982). Two studies report a significant, positive correlation between years of experience and depersonalization (Burchette, 1982; Butler & Constantine, 2005). Finally, three studies report a significant correlation between years of experience and sense of personal accomplishment, although one study suggests a positive relationship between the two variables (Lozano-Chapa, 2017) while two studies suggest an inverse relationship (Burchette, 1982; Butler & Constantine, 2005). The impact of years of experience on burnout is rendered even less clear by seven studies reporting no significant relationship between the two variables (Camelford, 2014; Falls, 2009; Feldstein, 2000; Kim, 1993; Riley, 2018; Roberts, 2013; Wachter, 2006).

Gender. In terms of gender, female school counselors are reported to have significantly higher levels of burnout in one study (Steele, 2014). However, results of other studies indicate that male school counselors experience significantly higher levels of depersonalization (Burchette, 1982; Camelford, 2014; Lubofsky, 2002) and lower levels of personal

accomplishment (Burchette, 1982). An additional seven studies report no significant findings regarding the relationship between gender and burnout (Butler & Constantine, 2005; Kim, 1993, Lee, 2008; Lozano-Chapa, 2017; Nusbaum, 1982; Webber, 2004; Wells, 2004).

Marital status. Three studies report findings related to marital status and burnout. In particular, Burchette (1982) suggested that PSCs who are separated experience depersonalization with significantly greater frequency than PSCs who are single. Lubofsky (2002) found that the number of years a PSC had been married was significant, negative predictor of emotional exhaustion. Despite this evidence in support of a relationship between the two variables, Lee (2008) found no association between PSCs' marital status and their level of burnout.

Ethnicity. Lastly, the demographic variable of ethnicity is examined in five studies. One study reports that White PSCs endorse significantly higher levels of burnout than Black and Hispanic PSCs (Falls, 2009). Two studies add specificity, suggesting that White PSCs experience significantly higher rates of emotional exhaustion than Black PSCs (Burchette, 1982; Lee, 2008). Moreover, one study similarly reports that White PCSs experience significantly higher rates of depersonalization than Black PSCs (Burchette, 1982). Yet, as with other demographic variables, contradictory evidence exists in two studies that found no relationship between ethnicity and burnout levels among PSCs (Camelford, 2014; Lozano-Chapa, 2017).

Although some of the extant literature points to relationships between demographic variables and PSC burnout, such findings must be considered in light of studies which found no significant relationships between the same sets of variables. Indeed, no single demographic variable has been unequivocally supported in having a significant association with burnout. However, it is possible that discrepant findings are the result of sampling or methodological differences among the studies. For example, the study conducted by Burchette (1982) included

only public-school counselors in the sample and the study conducted by Camelford (2014) included only secondary school counselors. Other studies suggest that the school level in which a PSC is employed and whether the school is public or private may impact his or her burnout (e.g., Rovero, 2003; Webber, 2004). Furthermore, contemporary methods of statistical analysis may offer increased sensitivity when testing for significant differences among groups compared to earlier analytic approaches. Thus, studies using more sophisticated analyses may have detected differences among groups that were indeed present, yet statistically undiscernible in earlier research.

Other intrapersonal variables. In the following section and subsections, each study focusing primarily on intrapersonal predictors of PSC burnout will be described and critiqued in turn, beginning with a study conducted by Butler and Constantine (2005). A summary of the studies highlighted in this section and the corresponding citations can be found in Table B2, located in Appendix B.

In one of the first articles published regarding school counselor burnout, Butler and Constantine (2005) examined its relationship with four dimensions of collective self-esteem. In particular, the researchers investigated the degree of favorable opinions PSCs held about their professional group in terms of public collective self-esteem, private collective self-esteem, membership collective self-esteem, and importance-to-identity collective self-esteem. When the three subscales of the Maslach Burnout Inventory-Educator Survey (MBI-ES; Maslach & Jackson, 1986) were regressed onto these four dimensions of collective self-esteem, the proportion of explained variance was significant, although small. Examination of the correlations among predictor and criterion variables revealed significant, positive correlations between (a) private collective self-esteem and personal accomplishment, (b) public self-esteem and personal

accomplishment, and (c) importance to identity collective self-esteem and personal accomplishment. Significant, negative correlations were found between public collective self-esteem and emotional exhaustion, as well as importance to identity collective self-esteem and depersonalization (Butler & Constantine, 2005). Strengths of this study include its use of the MBI-ES, the most robust and well-established measure for assessing burnout among professional educators (Aboagye et al., 2018; Cox et al., 2005; Loera et al., 2014; Schaufeli & Enzmann, 1998). Additionally, the researchers collected data from a large, national sample of school counselors (n = 533), which provides some assurance that the results are illustrative of trends among PSCs across the United States. However, since participants were selected from a mailing list supplied by the American School Counselor Association (ASCA), results should be interpreted with caution. It is plausible that PSCs who hold memberships in their national professional organization have different levels of professional collective self-esteem and/or burnout than those who do not.

Over two decades prior to Butler and Constantine's (2005) study, Nusbaum (1982) conducted related but distinct research, examining PSCs' self-concept in association with burnout. Pearson correlation coefficients indicated significant, negative associations between self-concept and both emotional exhaustion and depersonalization among the study's 94 participants. Additionally, a significant, positive association was found between self-concept and personal accomplishment. Nusbaum's (1982) findings also indicated a significant difference in levels of personal accomplishment depending on the number of direct student service hours completed each week, although total number of hours spent working as a PSC per week had no significant bearing on burnout levels. When this study was conducted, scant empirical research existed regarding PSC burnout. As such, the findings provided an important foundational

depiction of factors associated with the burnout phenomenon. One limitation of this study is that the data was gathered in conjunction with state-mandated school counseling program evaluation workshops in Ohio, thus social desirability may have influenced participants' responses to the self-report measures. A second limitation surrounds the researcher's use of the terms "stress" and "burnout" interchangeably. The MBI (Maslach & Jackson, 1981), a definitive measure of burnout, was used to measure both of these constructs. However, it is unclear how the researcher's conceptualization of stress and burnout as a singular phenomenon may have influenced data collection procedures, and thus influenced the results of the study.

Perceived stress. Following Nusbaum's (1982) study, many researchers *did* conceptualize perceived stress as a distinct construct from burnout. Indeed, four studies have directly examined stress in relation to PSC burnout (Mullen et al., 2018; Mullen & Crowe, 2017; Mullen & Gutierrez, 2016; Riley, 2018). Mullen and Gutierrez (2016) found that perceived stress at work was significantly and positively correlated with all subscales of the Counselor Burnout Inventory (CBI; Lee et al., 2007), although stress did not significantly mediate the relationship between burnout and frequency of providing direct student services (Mullen & Gutierrez, 2016). The researchers' sampling techniques yielded a large, diverse sample of PSCs (n = 926) representing a range of ages, ethnicities, school levels, and geographic settings, among other characteristics. Yet, similar to Butler and Constantine's (2005) work, the participants in this study were drawn from the membership of ASCA, and this underlying homogeneity may limit the generalizability of the findings.

Mullen and Crowe (2017) investigated relationships among PSCs' (n = 333) self-stigmas of mental illness, help-seeking intentions, perceived stress, satisfaction with life, and burnout. Burnout was significantly correlated with all other variables, including a positive correlation

with stress and negative correlations with self-stigma of mental illness, help-seeking intentions, and satisfaction with life. Results of a path analysis further elucidated the relationships among the variables, suggesting that help-seeking intentions and stress each had direct effects on burnout, which in turn had a direct effect on satisfaction with life. In the model, self-stigma of mental illness had an indirect effect on burnout (Mullen & Crowe, 2017). More recently, Mullen and colleagues (2018) explored the relationships among perceived stress, job satisfaction, and burnout among 750 PSCs. In addition to reporting that burnout had a significant, positive correlation with perceived stress and a significant, negative correlation with job satisfaction, the researchers also determined through a series of regression analyses that burnout fully mediated the relationship between perceived stress and job satisfaction (Mullen et al., 2018). A strength of both studies (i.e., Mullen & Crowe, 2017; Mullen et al., 2018) is the use of path analysis and regression techniques, which allow for enhanced understanding of the of the relationships among the variables compared to correlational analysis. However, the measure used in these two studies, the Burnout Measure, Short Version (BMS; Malach-Pines, 2005), provides only a total score for burnout, rather than offering data on multiple dimensions, such as emotional exhaustion and personal accomplishment.

Finally, a study conducted by Riley (2018) supported Mullen and Gutierrez's (2016) findings of significant, positive correlations between job stress and all subscales of the CBI (Lee et al., 2007). In addition, Riley (2018) examined the relationship between burnout and professional self-advocacy among 130 PSCs in Texas using the School Counselor Self-Advocacy Questionnaire (Clemens, Shipp, & Kimbel, 2011). Participants who engaged more frequently in professional self-advocacy endorsed lower levels of all dimensions of burnout than their counterparts who engaged in professional self-advocacy less often (Riley, 2018). A strength

of this research is its unique implications for PSCs. Unlike other studies that examine relatively immutable characteristics or dispositions in association with burnout, this empowering research suggests that the frequency with which PSCs choose to engage in a particular behavior (i.e., professional self-advocacy) may influence their levels of burnout. This study is limited by its low response rate, yielding usable responses from 130 participants from a total of 1,053 PSCs originally surveyed. The study is further limited due to the nature of correlational analysis, which does not allow causal inferences to be made and thus limits the conclusions that can be drawn regarding the relationships among the variables.

Professional self-advocacy. Fortunately, Anderson (2015) had previously examined PSC self-advocacy in association with burnout using regression analyses, which provides a clearer understanding of the relationship between the two variables. Using the same instruments as Riley (2018), Anderson (2015) found significant, negative correlations between participants' (n = 1,435) frequency of engaging in professional self-advocacy and their levels of the five dimensions of burnout measured by the CBI (Lee et al., 2007). Moreover, Anderson (2015) concluded that participants' scores on the burnout subscales accounted for 23.2% of the variance in self-advocacy scores. Although the additional analyses performed are a strength of this research, it is worth noting that 19% of participants who began completing the online survey did not complete it, rendering their responses unusable (Anderson, 2015). This presents a limitation to the research since the reason those participants failed to complete the survey may have been related to the constructs of interest in the study, meaning a pertinent subset of data was possibly missing in the analysis.

Single-study variables. While some intrapersonal variables, such as perceived stress and professional self-advocacy, have been investigated by multiple researchers, other intrapersonal

variables have only been examined in a single study. These variables include ego development (Lambie, 2007), altruism (Limberg, et al. 2016), prior teaching experience (Willingham, 2018), additional licensure, professional organization membership (Roberts, 2013), mindfulness meditation practice (Sundquist, 2018), and perfectionism (Fye et al., 2018). Each of these studies will be reviewed in turn.

Lambie (2007) used path analysis to determine whether higher levels ego development among PSCs contributed to lower levels of burnout as measured by the Maslach Burnout Inventory-Human Services Survey (MBI-HSS; Maslach et al., 1996). Although the path model was not supported by the data, a Pearson product-moment correlation revealed a significant, positive relationship between ego maturity and personal accomplishment. Furthermore, multiple regression analysis indicated that ego development contributed to a modest 3.3% of the variance in personal accomplishment scores. While ego development was the primary variable of interest in this study, Lambie (2007) also assessed participants' perceived levels of support in their workplaces. This environmental variable is a primary variable of interest in many other studies which are discussed in upcoming subsections of this chapter (e.g., Bardhoshi et al., 2014; Stephan, 2005). Lambie (2007) found occupational support had a significant, negative correlation with emotional exhaustion and depersonalization, coupled with a significant, positive correlation with personal accomplishment. A strength of this study is its use of path analysis, which permitted a potential causal relationship between ego development and dimensions of burnout to be explored and deemed nonexistent. It is important to note that when the hypothesized path model was not supported, the researcher conducted a confirmatory factor analysis (CFA) to determine whether the dimensions measured on the MBI-HSS (Maslach et al., 1996) were indeed explained by a single construct (i.e., burnout). Results of the CFA did not

support a single construct accounting for the three subscales (Lambie, 2007). Therefore, since the MBI-HSS is the premier burnout measure and is well-validated (Lambie, 2007; Limberg et al., 2016; Maslach, Schaufeli, & Leiter, 2001), a limitation of this study is the possibility that the sample was not representative of the general population of school counselors for whom the measure is normed.

Limberg and colleagues (2016) used structural equation modeling (SEM) to examine whether PSCs with higher levels of altruism had lower levels of three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment. After a test of the hypothesized structural model revealed a poor fit for the data, modifications were made based on low factor loadings for some indicators of altruism, as well as low levels of depersonalization endorsed by the study's 437 participants. Ultimately, the researchers determined that counselor altruism, specifically positive future expectation and self-efficacy, accounted for 31% of the variance in emotional exhaustion scores and 29% of the variance in personal accomplishment scores. An inverse relationship was noted between the two variables (Limberg et al., 2016). Similar to Lambie's (2007) research, a strength of this study is its design, which allowed for the researchers to infer directionality of the relationship between the variables. Limitations surround methodological decisions made during model respecification. In particular, although indicator eliminations made sense *mathematically* (i.e., due to low factor loadings), the researchers do not discuss in the article whether removing those indicators made sense *theoretically*, which is a necessary consideration (Brown, 2006; Mvududu & Sink, 2013). A second limitation stems from the researchers' chosen incentive for participation. Consistent with the altruism variable under investigation, the researchers donated $1 to cancer research for each participant in their study (Limberg et al., 2016). As such, the altruism levels within the sample may have been much

higher than those within the general population of PSCs, which may have influenced the study's results.

Willingham (2009) conducted a series of one-way analysis of variances (ANOVAs) to determine whether PSCs with prior teaching experience had different levels of burnout than those without such experience. Sixty-four attendees at the 2008 ASCA National Conference participated in the study, the results of which indicated that there were no significant differences in levels of emotional exhaustion, depersonalization, or personal accomplishment between PCSs with and without prior teaching experience (Willingham, 2009). At the time this study was completed, it addressed a gap in the literature. The impact of prior teaching experience on PSCs' role stress and role expectations had been previously examined (Culbreth et al., 2005; Peterson, Goodman, Keller, and McCauley, 2004), but no previous study had attempted to establish linkages between prior teaching experience and burnout, a correlate of role stress (Bardhoshi et al., 2014; Cervoni & DeLucia-Waack, 2011; Culbreth et al., 2005; Freeman & Coll, 1997; McCarthy et al., 2010). While informative, the results of the study should be interpreted with caution because the sample was comprised of attendees at a national school counseling conference. It is possible that ASCA National Conference attendees differ from non-attendees and thus are not representative of all school counselors.

Roberts (2013) questioned the impact of PSCs' training backgrounds on their burnout levels. The study examined whether PSCs who held professional licenses in addition to their school counseling certification experienced different levels of burnout than their unlicensed counterparts. Professional organization membership was a second intrapersonal factor explored in the study, since members of professional organizations often have access to ongoing professional development opportunities. One-way multivariate analysis of variance (MANOVA)

results revealed that neither variable significantly influenced burnout levels among the study's 50 participants. A strength of this study is that the sample size was large enough to ensure adequate statistical power according to a power analysis the researcher performed prior to sampling. A limitation of this study is that every PSC who was invited to partake in the study participated. These PSCs were all employed within a single school district in southeast Texas (Roberts, 2013). A 100% response rate far exceeds averages found in counseling and related fields (e.g., Van Horn, Green, & Martinussen, 2009). Although the researcher does not indicate having incentives associated with participation in the study (Roberts, 2013), even small monetary and raffle incentives, if they were offered, would likely have had mixed effectiveness in generating higher response rates (Bauman, 2007) than typically seen in counseling research. The unexplained and unusually high response rate raises questions regarding the motivation and voluntariness of participation, which in turn raises questions as to the study's validity. A second limitation of this study is that the researcher assumed that PSCs were engaged in ongoing professional development simply because they were members of a professional organization. However, it is unknown whether participants utilized the professional development opportunities afforded by their professional organization memberships. Thus, it is difficult to draw conclusions about the impact of ongoing professional development on burnout.

Sundquist (2018) sought to ascertain whether a 28-day mindfulness meditation program would help alleviate burnout levels among PSCs. A sample of 22 PSCs in Delaware participated in this single-group, pretest-posttest design study, in which participants completed the CBI (Lee et al., 2007) before and after completing a daily meditation program over the course of four weeks. ANOVA results revealed that participants' scores were significantly reduced on the exhaustion subscale of the instrument. However, scores on other subscales and overall burnout

scores were not significantly reduced following the intervention. Sundquist's (2018) study is unique in that it explored the effectiveness of a practice that could possibly diminish burnout. The results suggest that PSCs may experience less exhaustion by engaging in mindfulness meditation practices. A notable limitation is the varied levels of adherence to the meditation program among participants, ranging from one participant who meditated for less than four days of the 28- day program, to two participants who meditated for at least 23 days. No participants meditated daily over the course of the study. It is plausible that additional significant results may have been found if participants demonstrated greater fidelity to the program.

Fye and colleagues (2018) studied burnout in association to multiple variables but were primarily interested in the relationship between burnout and perfectionism. Toward that end, data from 298 participants indicated significant, positive correlations between all five subscales of the CBI (Lee et al., 2007) and the discrepancy dimension of perfectionism, which refers to the negative internal response experienced when an individual's performance falls short of their expectations (Fye et al., 2018). No significant correlations were noted between CBI (Lee et al., 2007) subscales and the high standards dimension of perfectionism, which refers to an individual's performance expectations and personal standards. Scores on the perfectionism measure, the Almost Perfect Scale-Revised (APS-R; Slaney, Rice, Mobley, Trippi, & Ashby, 2001), allowed each participant to be classified as one of three types of perfectionist: adaptive perfectionist, maladaptive perfectionist, or nonperfectionist. Then, the BCH method in Mplus (Bakk & Vermunt, 2016) was used to determine whether mean scores in each of the CBI subscales (Lee et al., 2007) differed according to perfectionism classification. Indeed, significant differences were detected across all five CBI (Lee et al., 2007) subscales. With regard to exhaustion, adaptive perfectionists scored significantly lower than nonperfectionists, who in turn

scored significantly lower than maladaptive perfectionists (Fye et al., 2018). Adaptive perfectionists again scored significantly lower than their counterparts on the incompetence, negative work environment, and deterioration in personal life subscales; however, there were no differences in scores between nonperfectionists and maladaptive perfectionists along these dimensions of burnout. Lastly, with regard to devaluing clients, adaptive perfectionists scored significantly lower than nonperfectionists; however, there were no differences in scores between adaptive perfectionists and maladaptive perfectionists, nor between maladaptive perfectionists and nonperfectionists.

Like other researchers (e.g., Mullen et al., 2018; Mullen & Crowe, 2017; Mullen & Gutierrez, 2016; Riley, 2018), Fye and colleagues (2018) included perceived stress among the independent variables in their study. The researchers found a significant correlation between PSCs' levels of perceived stress and all dimensions of burnout as measured by the CBI (Lee et al., 2007). Furthermore, the authors also examined the correlations between various coping styles and burnout. Problem-focused coping had a significant, positive correlation with exhaustion, while active-emotion coping had a significant, positive correlation with exhaustion, negative work environment, and devaluing clients. Finally, avoidant-emotion coping had significant, positive correlations with all dimensions of burnout. Other researchers (Bosarge, 2007; Harnois, 2014) have examined PSCs' coping styles in conjunction with their burnout levels. These studies are described in the paragraphs that follow. First, it is worth noting a strength of this research is that no prior study had examined perfectionism and burnout among school counselors, thus the study provided preliminary evidence that some forms of perfectionism (e.g., adaptive perfectionism) can be advantageous (Fye et al., 2018). A limitation surrounds the study's design,

which precluded the researchers drawing conclusions regarding the directionality of the relationships among the variables.

Coping styles. As previously mentioned, PSCs' coping styles were the primary independent variables of interests in two studies of burnout (Bosarge, 2007; Harnois, 2014). A study conducted by Harnois (2014) sought to determine whether PSCs' coping styles mediated the relationship between burnout levels and role conflict, role incongruence, and role ambiguity, collectively known as role stress (Culbreth et al., 2005). The association between PSC role stress and burnout has been established in multiple studies (e.g., Camelford, 2014; Fye, 2016; Stephan, 2005) which are discussed in subsequent sections of this review. Harnois' (2014) study confirmed that role conflict, incongruence, and ambiguity each had a statistically significant effect on burnout. The researcher then used hierarchical regression to explore the potential mediation of the relationship by reactive coping and proactive coping, respectively. Results indicated that a reactive coping style significantly mediated the relationship between role conflict, incongruence, and ambiguity. Specifically, higher reactive coping scores were associated with increased scores in role conflict and role incongruence, and decreased scores in role ambiguity. Conversely, proactive coping did not significantly mediate the relationship between any aspect of role stress and burnout (Harnois, 2014). A strength of this study is that the sample size (n = 237) exceed the size of 91 participants suggested by Cohen's Statistical Power Analysis (Cohen, 1992). However, generalizability of the study's results may be limited by the sampling method. Participants were recruited via a research forum on ASCA Scene, an online community for members of ASCA (Harnois, 2014). As such, participants were not only members of ASCA, but were also intentionally seeking opportunities to participate in research studies.

These characteristics may substantially differentiate the study sample from the general population of PSCs.

Bosarge (2007) examined coping styles in more general terms than other researchers, namely adaptive coping and maladaptive coping. The researcher was also interested in whether Mexican American PSCs' ethnic identities correlated with their burnout levels. Thus, the sample consisted of 104 Mexican American PSCs, primarily located in the El Paso, Texas area. Results from a series of Pearson correlations indicated that maladaptive coping was significantly and positively correlated with emotional exhaustion and depersonalization, while adaptive coping was significantly and positively correlated with personal accomplishment. Ethnic identity did not significantly correlate with any dimension of burnout, however. This study builds upon broader ethnic identity research (Burchette, 1982; Camelford, 2014; Falls, 2009; Lee, 2008; Lozano-Chapa, 2017) by providing a more nuanced understanding of the specific relationship between ethnic identity and burnout for Mexican American PSCs in particular. A limitation of this study is the correlational design, which only determines whether a relationship between the variables exists but does not provide information regarding directionality of these relationships.

Qualitative research. One qualitative study explored an intrapersonal aspect of PSCs' burnout (Sumerlin & Littrell, 2011), providing greater depth to conceptualizations of the phenomenon within the literature. The goal of Sumerlin and Littrell's (2011) research was to determine how PSCs develop and sustain passion for their work across their careers. Over the course of their phenomenological, grounded theory study, insight regarding burnout prevention emerged from the nine participants. Specifically, one of four themes that emerged was humbleness. Participants expressed that maintaining and attitude of humbleness allowed them to view themselves in their school counselor role as a small part of a larger system. This stance was

protective against burnout, enabling PSCs to focus on their effectiveness in a given moment without depleting their intrapersonal energies (Sumerlin & Littrell, 2011). A strength of this research is the expertise of the participants relative to the research questions. Participants were selected through a multi-step process aimed at identifying PSCs with several years of professional experience, who were exceptionally passionate about their careers. One limitation presented by the sample is that participants were located within the same geographical region of the United States. Perhaps the mechanisms through which passion is developed and sustained vary according to regional culture.

The previously-described studies provide much insight into the intrapersonal factors that are associated with PSCs' experiences of occupational burnout. Whether demographic characteristics or personally held attitudes and belief systems, the variables collectively elucidate the types of individuals who may be particularly susceptible to experiencing burnout, and those who may be particularly resilient against its effects. In the following section, literature is reviewed that primarily focuses on organizational characteristics associated with school counselor burnout.

Organizational Factors Associated with PSC Burnout

Organizational factors are environmental traits within PSCs' workplaces that may influence their experiences of burnout. As with intrapersonal factors, several factors at the organizational level have been researched in multiple studies. Also parallel to the research on intrapersonal factors, the most commonly studied variables are demographic characteristics of PSCs' work environments, including PSCs' caseload size, size of school population, school level served, geographic setting, socioeconomic status of the student body, minority composition of the student body, and type of school (e.g., public, private, etc.). This section of the review begins

with a summary of those demographic findings. Each of the studies that investigated organizational demographics are described and critiqued individually in greater detail elsewhere in this chapter, in accordance with their primary variable(s) of interest. A summary of organizational demographic variables studied and their corresponding citations is located in Table B1, located in Appendix B.

Demographic variables. PSCs' caseload size has been examined in relation to burnout in 10 studies. Camelford (2014) found that caseload size significantly predicted emotional exhaustion, but no other study found a significant relationship between caseload size and any dimension of burnout (Burchette, 1982; Falls, 2009; Fye, 2016; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Moyer, 2011; Mullen et al., 2018; Nusbaum, 1982). Relatedly, three studies included school population size among the independent demographic variables. Consistent with results pertaining to caseload size, none of the data indicated a significant relationship existed between school population size and burnout (Burchette, 1982; Kim, 1993; Wachter, 2006).

Meanwhile, the school level at which PSCs serve has been examined in 11 studies with less decisive results. Five studies report significant findings. In particular, Roberts (2013), Webber (2004), Rovero (2003), and Burchette (1982) found that secondary school counselors had a significantly higher levels of depersonalization than those working in primary schools. Steele (2014) offered the more general finding that elementary school counselors had lower levels of burnout than high school counselors. However, six additional studies did not discover a significant association between the two variables (Falls, 2009; Feldstein, 2000; Lee, 2008; Mullen et al., 2018; Nusbaum, 1982; Wachter, 2006). Moreover, Lee (2008) studied a closely related variable: the age range of the students served. In this study, a significant relationship with burnout was not supported by the data (Lee, 2008).

The geographic setting of the school has been investigated in 11 studies, also with inconsistent findings. Butler and Constantine (2005) concluded that urban school counselors endorse higher levels of emotional exhaustion and depersonalization than their rural and suburban counterparts. Camelford (2014) partially supported these results, reporting that urban school counselors experienced significantly higher levels of emotional exhaustion only. Burchette's (1982) findings also partially substantiate Butler and Constantine's (2005) results, indicating that school counselors in county school systems experienced depersonalization more frequently than school counselors in cities. Riley (2018) found that rural school counselors experienced significantly higher levels of incompetence, while Webber (2004) found that rural school counselors experienced higher levels of personal accomplishment than school counselors in urban and suburban settings. Adding greater ambiguity to the collective findings, six researchers reported no significant results regarding PSCs' burnout levels and their geographic settings (Falls, 2009; Fye, 2016; Lee, 2008; Nusbaum, 1982; Stephan, 2005; Willingham, 2009).

The socioeconomic status of the students served by PSCs has been examined in five studies, although researchers have operationalized the variable in multiple ways. Roberts (2013) and Lopez (2013) examined whether a school's Title I status contributed to PSCs' burnout levels, with Roberts (2013) reporting that PSCs in Title I schools had higher scores in personal accomplishment and Lopez (2013) reporting no significant findings. Camelford (2014) captured students' socioeconomic status by inquiring as to the percentage of students receiving free or reduced lunch. No significant correlation with burnout levels was indicated by the data (Camelford, 2014). Participants in Lee's (2008) study were asked to estimate the number of students served from low socioeconomic environments. Again, no significant correlation with

burnout was revealed (Lee, 2008). Lastly, Wachter (2006) examined the socioeconomic composition of the school and found it did not significantly affect burnout levels.

Like socioeconomic status, minority composition of the student body was operationalized differently in the two studies in which it has been examined. Wachter (2006) examined the minority composition within participants' schools but found no evidence of a significant effect on their burnout levels. Lee (2008) subsequently examined whether the number of hours PSCs spent working with racial minority students influenced their burnout levels but reported no significant findings.

Finally, school type (i.e., public, private, charter, non-secular, faith-based, or other) was examined by one researcher, who indicated that PSCs' burnout levels did not significantly vary depending on the type of school in which they were employed (Camelford, 2014).

The often-discrepant results from studies examining organization-level demographics can possibly be explained by differences in sampling and methodological procedures across studies. For example, as previously discussed, Camelford's (2014) study sample was comprised solely of secondary school counselors. Since other researchers have suggested that the intensity of burnout may differ according to school level (Roberts, 2013; Rovero, 2003; Steele, 2014; Webber, 2004), the results of Camelford's (2014) study may have been confounded or otherwise influenced by the single school level represented in the sample. Therefore, like the inconsistent findings surrounding intrapersonal demographic variables, these organization-level results should be interpreted with caution. With the exception of caseload and school population sizes, which have proven to be insignificant variables in nearly every study (Burchette, 1982; Falls, 2009; Fye, 2016; Kim, 1993; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Moyer, 2011; Mullen et al., 2018;

Nusbaum, 1982; Wachter, 2006), further research is needed to more definitively determine the influence of these organizational variables, or lack thereof.

Other organizational variables. Beyond demographics, a variety of organizational characteristics have been considered in association to burnout. These studies are described in the following section and subsections, and are also summarized in Table B2, located in Appendix B along with their corresponding citations.

Multiple studies have examined school counselors' experiences with supervision and how this important aspect of professional practice affects burnout. Feldstein (2000) was the first researcher to examine the relationship between the two variables, specifically examining whether differences in burnout levels existed between PSCs receiving clinical supervision versus non-clinical supervision (i.e., administrative supervision or program supervision). Participants were practicing school counselors in Allegheny County, Pennsylvania with at least one year of experience (n = 217). Results of ANOVA analyses indicated that PSCs who received clinical supervision had significantly lower levels of emotional exhaustion than those receiving non-clinical supervision, although there were no statistically significant differences between the two groups with regards to depersonalization or personal accomplishment (Feldstein, 2000). The results of this study can serve as evidence for PSCs who wish to advocate for increased access to supervision as a means to mitigate the harmful effects of burnout. However, results should be interpreted with caution due to the survey used to collect data regarding participants' experiences with supervision, the School Counselor Supervision Questionnaire (SCSQ; Feldstein, 2000). Although the researcher conducted a pilot study with the self-developed instrument, the six individuals who participated in the pilot primarily provided feedback regarding face validity of

the items and formatting issues, such as reducing the width of the margins. More rigorous pilot testing of the instrument would have been beneficial.

A more recent study conducted by Lawrence (2017) also examined the type of supervision received in relation to burnout. However, in addition to clinical supervision, this study distinguished between specific types of non-clinical supervision received (i.e., administrative or peer) and also included PSCs who did not receive supervision in the sample. In addition, Lawrence included frequency of receiving supervision and supervisory working alliance among the independent variables. The study's sample consisted of 99 PSCs who were recruited from school counseling professional organizations at the national and regional levels as well as from teachers' unions. A series of multiple regression analyses revealed that PSCs who received clinical supervision experienced higher levels of depersonalization and lower levels of personal accomplishment than those receiving other forms of supervision or not receiving supervision. The regression models accounted for 13.8% of the variance in depersonalization scores and 4.1% of the variance in personal accomplishment scores. Furthermore, a separate series of regression analyses indicated that the frequency with which PSCs received clinical supervision significantly predicted burnout. Specifically, PSCs who received clinical supervision more frequently experienced higher levels of depersonalization. However, supervisory working alliance did not significantly predict any dimension of burnout (Lawrence, 2017). A strength of this study is that a variety of recruitment strategies were used, meaning that the sample was perhaps more representative of PSCs nationally than in many other studies included in this review in which all participants held ASCA memberships (e.g., Butler & Constantine, 2005; Mullen & Gutierrez, 2016). A limitation of this study is that other types of statistical analysis,

such as path analysis, could have more clearly delineated the relationships among all of the variables, including direct and indirect effects of the independent variables on burnout.

Rovero (2003) explored satisfaction with supervision in association with burnout levels for PSCs' at elementary, middle, and high school levels, respectively. The final sample included 463 participants, who completed and returned a survey packet they received via postal mail. Within each school level, participants were grouped together based on their satisfaction with supervision. A series of ANOVAs were conducted, one each school level, to determine whether burnout scores differed for PSCs who were satisfied with the supervision they received, dissatisfied with the supervision they received, or who were not receiving supervision. Results indicated that elementary school counselors who were dissatisfied with the supervision they were receiving were scored significantly higher on emotional exhaustion than their counterparts who were satisfied with their supervision experience and who were not receiving supervision. There were no significant differences for elementary school counselors on any other dimension of burnout, nor were there any significant differences detected among PSCs at any other school level (Rovero, 2003). A strength of this study is that the relationship between the supervision satisfaction and burnout was separately examined for each school level, a decision that is supported by findings that PSC burnout varies by school level, as previously discussed in this literature review (Burchette, 1982; Roberts, 2013; Rovero, 2003; Steele, 2014; Webber, 2004). However, a more sophisticated understanding of the relationship between the variables could have been achieved if the supervision data was not categorical in nature.

Using hierarchical multiple regression, Moyer (2011) explored the predictive ability of the amount of supervision PSCs' receive, number of hours spent performing non-guidance activities, and student-to-counselor ratios relative to their burnout levels. Recruitment efforts

among state and regional school counseling associations yielded a sample of 382 participants. Each of the five subscales of the CBI (Lee et al., 2007) were regressed onto the three predictor variables, with non-guidance activities entered into the equation at the first step, hours of supervision entered at the second step, and student-to-counselor ratios entered at the third step. Non-guidance activities accounted for a significant portion of the variance in all five regression models. Supervision accounted for a significant additional portion of variance in the regression models for three dimensions of burnout: negative work environment, incompetence, and devaluing clients. A final hierarchical regression was conducted with total burnout as the criterion variable. Again, non-guidance activities significantly accounted for the variance in total burnout, with supervision significantly adding to the variance. Student-to-counselor ratios was not a significant predictor in any of the six regression models (Moyer, 2011). A strength of this study is the use of hierarchical regression, which provides an understanding of how each of the organizational variables contributes to PSCs' burnout levels, individually and collectively. These results have meaningful implications for school counseling program directors and school administrators. However, the generalizability of the findings is limited by the sample, which was drawn exclusively from school counseling professional organizations and included participants from only 16 states in the US. The experiences of this subgroup of PSCs may not reflect burnout experiences nationally.

Leadership style. Taking a different approach than other researchers, Lubofsky (2002) explored counselors' perceptions of their supervisors' leadership styles, as measured by the Multifactor Leadership Questionnaire (MLQ; Cannella & Monroe, 1997), in relation to their burnout levels. Both school counselors (n = 96) and rehabilitation counselors (n = 46) participated in the study, with hierarchical regression analyses being conducted separately for

each group of professionals. School counseling supervisors were conceptualized as being the building principals for purposes of this study. Each subscale of the MBI-HSS (Maslach et al., 1996) was regressed first on a cluster of demographic variables (i.e., age, gender, and years married), with a cluster of work-related variables (i.e., caseload size, salary, and length of commute to work) being added at the second step, and finally, supervisor leadership style added at the third step. Results showed that the models accounted for 15.3 % of the variance in emotional exhaustion and 21.7% of the variance in depersonalization, with demographic and leadership variables as significant predictors in both equations. Moreover, 21.0% of the variance in personal accomplishment was explained, with demographic and work-related variables significantly explaining the variance. With respect to leadership style, PSCs who perceived their supervisor's leadership style to be transactional had significantly lower levels of emotional exhaustion and depersonalization compared to PSCs' who perceived their supervisor's leadership style to be transformational. A strength of this study is the unique aspect of supervision that was investigated, which is not replicated in any other study of school counseling supervision and burnout. Yet, caution must be exercised in interpreting the results. The researcher assumes that all PSCs' are supervised by their building principal (Lubofsky, 2002). However, participants were not specifically directed to respond to the MLQ's (Cannella & Monroe, 1997) prompts with their principal in mind, and many school counselors report receiving supervision from colleagues in other roles within the school (Perera-Diltz & Mason, 2012). Moreover, the survey materials did not specify what *type* of supervision participants should reference while completing the MLQ (Cannella & Monroe, 1997). That is, participants were not directed to reflect on their clinical supervisor versus their non-clinical supervisor, though each type of supervision may have been performed by a different colleague (Perera-Diltz & Mason, 2012) with a different leadership

style. Given that other studies have demonstrated the differential impact of clinical versus non-clinical supervision on burnout (Feldstein, 2000; Lawrence, 2017), the type of supervision participants rated in their responses may have implications for the study's results.

In contrast to Lubofsky (2002), Lozano-Chapa (2017) explicitly asked 109 PSCs to rate their perceptions of their building principal's leadership. Three styles of leadership were examined as potential predictors of PSC burnout: transactional, passive avoidant, and transformational leadership. Multiple regression analyses were conducted including PSC demographics (i.e., years of experience, gender, ethnicity, and age) and principal leadership style as independent variables. Results indicated that passive avoidant leadership was the only significant predictor of emotional exhaustion and depersonalization, accounting for 22.4% of the variance in emotional exhaustion and 11.4% of the variance in depersonalization. In addition, both passive avoidant leadership and PSC's years of experience significantly predicted personal accomplishment, with passive avoidant leadership accounting for 3.9% of the variance and years of experience accounting for 6.4% of the variance in scores (Lozano-Chapa, 2017). A strength of this study is the specificity provided in asking PSCs to reflect on the leadership style of their building principals in particular. A limitation surrounds the skewed distribution of scores for the depersonalization and personal accomplishment subscales of the MBI (Maslach & Jackson, 1981), which violated the assumptions of normality for multiple regression and may have influenced whether results were indicated as being significant or not (Keith, 2006). A second limitation is that the researcher derived an average score for each subscale of the MBI (Maslach & Jackson, 1981) rather than a total score (Lozano-Chapa, 2017). Calculating a total score for each subscale is the appropriate scoring procedure. Thus, the burnout scores reported in the study's results are extremely misleading.

Both Lubofsky (2002) and Lozano-Chapa (2017) report findings that confirm conclusions drawn from a much earlier study. Cummings and Nall studied administrator leadership style in 1982, using correlations and a *t*-test to determine whether perceived administrator leadership style was associated with the burnout levels among 31 study participants. Although a significant correlation between administrator leadership style and PSC burnout was not detected, results of a *t*-test indicated that PSCs who perceived administrators' leadership style to be participative experienced significantly lower rates of burnout than PSCs who perceived administrators' leadership style to be authoritarian (Cummings & Nall, 1982). This study provides a historical grounding regarding the impact of administrators' leadership styles on PSCs' burnout levels. Despite many changes in the scope and focus of the school counseling profession in recent decades (Erford, 2011), the importance of administrators' leadership styles remains constant. A limitation of this study is the very small sample size (n = 31), which may have impacted the ability to detect significant associations or significant differences in scores where they actually existed (Field, 2013).

Non-counseling duties. While some researchers sought to understand the importance of principals' leadership styles (Cummings & Nall, 1982, Lozano-Chapa, 2017; Lubofsky, 2002), others, sought to understand the importance of principals' *support* of PSCs on their burnout levels. Bardhoshi and colleagues (2014) conducted one such study, using mixed methods to examine the relationships among principal support, caseload size, meeting Adequate Yearly Progress (AYP), assignment of non-counseling duties, and PSC burnout. The study participants were 252 PSCs who were ASCA members. Results of hierarchical regression analyses indicated that the assignment of non-counselor duties significantly predicted three dimensions of burnout: exhaustion, deterioration in personal life, and negative work environment. Moreover, caseload

size, meeting AYP, and principal support significantly added to the prediction of burnout beyond what was accounted for by the assignment of non-counseling duties. This was true of all dimensions of burnout except devaluing clients; however, principal support significantly and negatively predicted all dimensions of burnout. Qualitative data from open response questions suggested that PSCs attributed their burnout to organizational factors that they felt they had little power to change (Bardhoshi et al., 2014). A strength of this study is the use of a mixed-methods design, which complexifies the understanding of how organizational factors impact PSCs' experiences of burnout. A limitation surrounds the use of a survey to gather qualitative data. The researchers were unable to clarify participants' responses or ask pertinent follow-up questions, which may have constrained their understanding of participants' experiences of burnout.

Falls (2009) was also primarily concerned with the impact of non-counseling duties on PSC burnout. A sample of 449 school counselors in Texas participated in the study. Several significant, positive correlations were identified between frequency of non-counseling duties and dimensions of burnout, as measured by the CBI (Lee et al., 2007). Fair share responsibilities were significantly associated with exhaustion, negative work environment, and deterioration in personal life. Clerical duties were also significantly associated with exhaustion, negative work environment, and deterioration in personal life, plus incompetence and devaluing clients. Lastly, administrative duties were significantly associated with exhaustion, negative work environment, deterioration in personal life, and incompetence. Data was also collected and reported regarding PSCs' perceptions of job stress, particularly the amount of control, demands, and support experienced at work. Each of these dimensions of job stress was found to have a significant, positive correlation with every dimension of burnout with the exception of control and devaluing clients, for which the correlation was not statistically significant (Falls, 2009). A strength of this

study is the inclusion of specific types of non-counseling duties in the analysis, which provides more detailed information regarding this variable than the study conducted by Bardhoshi and colleagues (2014) offered. However, the correlational analyses conducted only provide information regarding the associations between pairs of variables. Other analytic techniques, such as multiple regression, could have provided a more nuanced understanding of the relationships among the variables. Furthermore, all participants in this study practiced in the state of Texas, which limits the generalizability of the findings.

ASCA National Model implementation. As previously discussed, some researchers have examined PSCs' duties by focusing on the responsibilities *not* associated with their school counselor role. Meanwhile, other researchers have examined the duties that *are* associated with the PSCs' role, focusing on their implementation of the ASCA National Model (ASCA, 2012) in particular. Camelford (2014) used correlational analyses to determine the association between the extent of PSCs' ASCA National Model (ASCA, 2012) implementation and their burnout levels. Significant, inverse correlations were reported between ASCA National Model (ASCA, 2012) implementation and emotional exhaustion and depersonalization, and a significant, positive correlation was reported with personal accomplishment. Hierarchical regression analyses were also conducted, including demographic variables (i.e., age, gender, ethnicity, and education level) in Model 1, with the addition of occupational variables (i.e., certifications, years of experience, work setting, type of school, free or reduced lunch percentages, total number of students in school, caseload size, number of counselors, continuing education, administrative support, supervision role ambiguity, and role conflict) in Model 2, and the addition of level of implementation of the ASCA National Model (ASCA, 2012) in Model 3. Collectively, these independent variables significantly predicted emotional exhaustion, depersonalization, and

personal accomplishment. However, program implementation was not a significant predictor of any dimension of burnout independently (Camelford, 2014). A strength of this study is the inclusion of intrapersonal and organizational variables in the regression equations, which provides a more complete understanding of how such factors contribute to the experience of burnout along with ASCA National Model (ASCA, 2012) activities. However, a limitation of this study is that all participants were ASCA members, which plausibly could have influenced their attitudes regarding the importance ASCA National Model (ASCA, 2012) compared to non-ASCA members. These attitudes may have impacted the study's findings.

Steele (2014) conducted a study with many similarities to Camelford's (2014) work. Steele's (2014) study involved a sample of 409 PSCs in Virginia, who reported their degree of ASCA National Model (ASCA, 2012) implementation as well as their burnout levels and a number of demographic characteristics. Results of a regression analysis revealed that degree of ASCA National Model (ASCA, 2012) implementation accounted for 11.25% of the variance in burnout scores, with an inverse relationship identified between the two variables. A MANOVA analysis was conducted to determine whether several demographic variables influenced participants burnout levels. As reported in earlier sections of this review, female PSCs endorsed significantly higher levels of burnout than their male counterparts and elementary school counselors endorsed significantly lower levels of burnout than PSCs at other school levels. The MANOVA results also indicated that PSCs working in schools with greater alignment to the ASCA National Model (ASCA, 2012) experienced lower levels of burnout (Steele, 2014). Sampling procedures were a strength of this study. In addition to contacting all ASCA members residing in Virginia, the researcher also contacted all Virginia School Counselor Association (VSCA) members requesting their participation. Lastly, all school counseling program directors

in the state were contacted and asked to forward the request for participation to the PSCs working under them. Thus, the sample included participants who were not members of professional associations in addition to those who did hold memberships. A limitation of this study is the researcher's scoring of the MBI-ES (Maslach et al., 1996). Rather than calculating a score for each subscale per the measure's protocols, the researcher calculated a total burnout score based on participants' responses to all 22 items on the inventory. This may have generated misleading findings since the MBI-ES is not intended to measure or generate a score for overall level of burnout (Maslach et al., 1996).

Role stress. Similar to Camelford (2014) and Steele (2014), Ford (2013) investigated burnout's relationship to various school counseling program factors, including ASCA National Model (ASCA, 2012) implementation, but with the distinctive addition of job ambiguity as an independent variable. A regression analysis indicated that school counseling program factors accounted for 12% of the variance in the 142 participants' burnout scores. Moreover, among the independent variables, implementation of the ASCA National Model (2012) significantly and positively predicted burnout while job ambiguity significantly and inversely predicted burnout. Despite this, a Pearson correlation analysis did not detect a statistically significant correlation between job ambiguity and PSCs' burnout levels (Ford, 2013). A strength of this study is that, taken in conjunction with previous research on appropriate and inappropriate school counseling duties (Bardhoshi et al., 2014; Camelford, 2014; Falls, 2009; Steele, 2014), it further substantiates the importance of allowing PSCs to use their time in accordance with best practices. This in turn helps minimize feelings of burnout. In that sense, the collective results of this study and those that are closely related (Bardhoshi et al., 2014; Camelford, 2014; Falls, 2009; Steele, 2014) can serve as an important advocacy tool for PSCs. A limitation of this study

is that all participants were employed as PSCs in a single school district near Atlanta, Georgia. Although the participants worked in various schools, it is plausible that the participants had similar experiences in regard to variables of interest in this study, such as ASCA National Model (ASCA, 2012) implementation and job ambiguity, by virtue of being employed in the same district. This limits the generalizability of the findings.

Like Ford (2013), Kim (1993) also explored dimensions of role stress, including role congruence, role conflict, and role ambiguity, in relation to burnout. Ninety high school counselors in Kansas completed the Role Questionnaire (RQ; Rizzo, House & Lirtzman, 1970), the MBI (Maslach & Jackson, 1981), and a demographic questionnaire (Kim, 1993). Pearson product-moment Correlations were used to examine relationships among dimensions of role stress and burnout. Role congruence, role ambiguity, and role conflict were found to have significant, negative correlations with emotional exhaustion and depersonalization. Moreover, role congruence and role ambiguity had positive correlations with personal accomplishment. Regression analyses were used to determine whether any demographic factor significantly predicted burnout. However, none of these factors, including recent participation in mission revision, having a student peer counseling program, having computer-assisted counseling, nor counselor teaching load, were found to have a significant correlation to any dimension of burnout (Kim, 1993). As with Ford's (2013) study, the results of Kim's (1993) work demonstrate that the effects of burnout can be mitigated by allowing PSCs to perform their roles according to prescribed professional standards. However, also similar to Ford's (2013) study, the generalizability of the results is limited because all of the participants practiced in the state of Kansas. It is possible that state-level educational governance in Kansas uniquely impacts school

counseling practice and program implementation compared to national trends, which would impact the study's findings.

Single-study variables. Studies conducted by three researchers (Hurt, 2014; Wachter, 2006; Wells, 2004) focused on distinctive variables that do not appear elsewhere in the literature.

School crisis. Wachter (2006) examined the impact of school crises on PSCs' burnout levels. In particular, the researcher explored the type of crises that occurred (e.g., sexual abuse, gang violence, suicidal ideation, etc.), the frequency of their occurrence, and PSCs' prior crisis training. A sample of 132 PSCs practicing across school levels in North Carolina participated in the study. Measures included a demographic questionnaire, the BMS (Malach-Pines, 2005), and the Crisis Intervention Descriptive Questionnaire (CIDQ), an instrument developed by the researcher for purposes of the study (Wachter, 2006). Results of a multiple regression analysis indicated that exposure to crisis and frequency of crisis did not significantly predict total burnout scores, nor did either variable significantly correlate with total burnout scores. A stepwise regression examined whether certain types of crises were associated with higher levels of burnout. Of 12 crises, only physical abuse significantly predicted total burnout scores. The researcher also used stepwise regression to determine that total crisis training (i.e., training and the master's- and post-master's-levels) significantly predicted burnout levels. Total crisis training had a significant, negative correlation with participants' total burnout scores (Wachter, 2006). A strength of this study is that, among other variables, it explores one aspect of master's-level school counselor preparation in relation to burnout. The study's particular focus on crisis prevents drawing larger conclusions regarding the impact of master's-level training on school counselor burnout; however, the study's results provide promising evidence of the relationship between master's-level training on subsequent practitioner burnout. One limitation of this study

is that the sample size (n = 132) fell short of the targeted 159 participants as a result of power analysis. The small sample size perhaps made differences in burnout levels among PSCs with differing exposure to crisis difficult to detect. A second limitation of this study is that the psychometric properties of the CIDQ (Wachter, 2006) were not thoroughly established by the researcher. The researcher solicited feedback from experts in constructing the instrument, providing some assurance of face validity. However, the sample size was too small to establish internal consistency reliability during the instrument's pilot study, and the researcher did not attempt to establish other forms of reliability or validity. In light of these instrumentation issues, the findings of the study should be interpreted with caution.

Caseload assignment systems. Wells (2004) examined caseload assignment systems in relation to burnout among high school counselors in the Palm Beach County School District in Florida. While the vast majority of school counseling burnout research employs measures such as the CBI (Lee et al., 2007) or the MBI (Maslach & Jackson, 1981), Wells (2004) opted to measure burnout using a subscale on the Professional Quality of Life Compassion Satisfaction and Fatigue Subscales – Revision III (Pro-QOL III-R; Stamm, 2002). Using a *t*-test for independent samples, the researcher determined that the 78 study participants did not differ significantly in their burnout levels based on whether their caseload assignments were determined alphabetically or by grade level (Wells, 2004). This study provides insight into an aspect of school counseling programs (i.e., caseload assignment system) that could likely be modified with relative ease if necessary. The insignificant result provides helpful evidence that such modifications would have no bearing on PSCs' burnout levels. A limitation is the potential for response bias among participants, since the researcher was a practicing school counselor in the school district in which the study was conducted. Participants' may have responded to items

differently than they would have if an unfamiliar researcher who was not a colleague was collecting the same data. A second limitation is the use of the Pro-QOL III-R to measure burnout. Although the researcher makes a cogent argument for the utility of the instrument in his study, it is unclear whether the instrument has been normed with professional counselor populations.

Burnout experience and prevention. Hurt (2014) conducted a phenomenological study to better understand experiences burnout and burnout prevention among urban middle school counselors (n = 9) and directors of guidance (n = 5) in Texas. Each of the 14 participants was invited to participate in one of three focus groups, in addition to keeping a journal and completing one individual interview. Analysis of the data revealed participants' perceived causes of burnout, including lack of predictable routines, work overload, excessive tasks, competing priorities, and lack of validation, support and power. Analysis also revealed organizational factors that can help reduce PSCs' stress and burnout. These include clearly-defined processes and procedures for dealing with crises and support from administrators. Some participants identified specific stress management resources within their districts that were helpful in mitigating burnout, though other participants from the same districts were unaware of the existence of such resources. Finally, professional development opportunities emerged as a subtheme of organizational prevention factors. Interestingly, only directors of guidance identified professional development as a useful resource. Only a small subset of PSC participants mentioned professional development, and those who did reported being too busy to benefit from such opportunities. Participants believed they had a personal responsibility to engage collaboratively with their colleagues to reduce PSC stress and burnout (Hurt, 2014). A strength of this study is that potential participants were pre-screened using the CBI (Lee et al., 2007) to

ensure that they were experiencing some degree of burnout prior to being selected for the study. Therefore, all participants had lived experience relevant to the topics of interest. Moreover, collection of data via journals, individual interviews, and focus groups allowed for triangulation of various themes and subthemes that emerged. A limitation of this study is that participants were employed in neighboring school districts. This may have prompted participants to censor their perspectives in case confidentiality was not maintained. This may have been especially true in the focus groups, since PSCs were potentially participating alongside directors of guidance in their immediate vicinity, who may have had working relationships with PSCs' own supervisors.

Studies Exploring Both Intrapersonal and Organizational Factors

Thirteen studies have concurrently examined both intrapersonal and organizational factors of PSC burnout. Many of the variables included in these studies are familiar, having been examined by researchers who focused primarily on either intrapersonal factors or organizational factors. Thus, many of the risk factors described in this section have already been discussed earlier in this review. The 13 studies described in this section are unique in their incorporation of both types of burnout correlates within a single study. In the following pages, each study will be summarized and critiqued in turn. For ease of comparison, studies with common variables are reviewed sequentially where possible. All studies reviewed in this section are summarized in Table B2, located in Appendix B.

Self-efficacy. Three studies examined self-efficacy, an intrapersonal characteristic, along with other predictors of burnout (Lopez, 2013; Stephan, 2005; Webber, 2004). A study conducted by Lopez (2013) examined elementary school counselors' self-efficacy along with organizational characteristics including caseload size and the Title I status of the school in which PSCs were employed. Relationships between these variables and three dimensions of burnout

were explored. Data from 84 participants indicated that, while self-efficacy had a significant, positive correlation with personal accomplishment, caseload size and Title I status were not significantly correlated with any burnout dimension. A series of multiple regressions were conducted to determine whether the combination of self-efficacy, caseload size, and Title I status could predict emotional exhaustion, depersonalization, and personal accomplishment, respectively. Significant results were found only for the model predicting personal accomplishment, with the cluster of independent variables accounting for 28.9% of the variance in scores (Lopez, 2013). A strength of this study is the use of well-established instruments to measure the burnout and self-efficacy constructs, coupled with the use of statistical analyses appropriate to the research questions. A limitation stems from the small sample size (n = 84), which impacts the study's statistical power.

Stephan (2005) employed a more complex research design in examining intrapersonal factors of self-efficacy and behavioral problem-solving, along with organizational characteristics of role conflict, role ambiguity, school climate, and social support. Participants were 414 middle school counselors in North Carolina, who completed a number of measures, including the Multidimensional Support Scale (MSS; Winefield, Winefield, & Tiggerman, 1992), the Generalized Expectancy for Success Scale (GESS; Fibel & Hale, 1978; Fischer & Corcoran, 1994), the Life Events Questionnaire (LEQ; Brugha & Cragg, 1990), the Role Questionnaire (RQ; Rizzo et al., 1970; Freeman & Coll, 1997), the Social Problem-Solving Inventory (SPSI; D'Zurilla & Nezu, 1992); and the MBI-HS (Maslach et al., 1996), along with the researcher-developed Climate of School Support Scale (CSSS) and demographics questionnaire (Stephan, 2005). The researcher first determined correlations among the variables, with results indicating that emotional exhaustion and depersonalization had significant, positive correlations with self-

efficacy, role conflict, and role ambiguity, in addition to a significant, negative correlation with school climate. Depersonalization was also significantly and positively correlated with behavioral problem-solving. Personal accomplishment had a significant, positive correlation with school climate and social support, while having a significant, negative correlation with behavioral problem-solving (Stephan, 2005).

Next, the researcher used a series of multiple regressions to explore whether the PSCs' self-efficacy, social support, and behavioral problem-solving (collectively deemed coping resources) moderated the relationship between school environment factors (i.e., school climate, role confusion, and role ambiguity) and burnout (Stephan, 2005). Findings revealed that only self-efficacy was a significant moderator. Lastly, the researcher used confirmatory path analyses and SEM to test a model describing the relationships among combinations of the variables. The model, which hypothesized that school environment factors directly affected burnout, did not fit the data. The model was respecified with role conflict and role ambiguity collapsed into a single construct (i.e., role strain) and with the personal accomplishment dimension of burnout removed, resulting in an acceptable model fit (Stephan, 2005). Although this study examined many variables whose relationship to burnout is well-established, a strength of this study is the use of advanced statistical techniques, such as moderation analysis and SEM, to develop a more nuanced understanding of those relationships among the variables. A limitation of this study is its use of a researcher-developed instrument, the CSSS (Stephan, 2005), for which psychometric properties were not rigorously investigated prior to data collection. The researcher completed a pilot study in which internal consistency was established; however, other forms of reliability and validity were not explored. As in the study conducted by Wachter (2006), this raises questions about the study's results. Another limitation of this study is the number of instruments

participants were asked to complete, which may have resulted in respondent fatigue and thus, skewed findings.

Self-identities. In addition to self-efficacy, Webber (2004) included PSCs' self-identities among intrapersonal factors related to burnout. Specifically, Webber examined whether participants self-identified as a counselor versus an educator and whether they self-identified as a school counselor versus as a guidance counselor. Organizational factors included involvement in school initiatives and support received from the building principal, other counselors, supervisors, and teachers. A final organizational factor explored was the proximity of the PSCs' school to Ground Zero in the terrorist attacks that occurred on September 11, 2001. A sample of 247 PSCs working in New Jersey completed the MBI-ES (Maslach, Jackson, & Schwab, 1996), the Counselor Self-Efficacy Scale (Sutton & Fall, 1995), a demographics questionnaire, and a researcher-developed Work Survey, which ascertained perceptions of social supports and of the September 11, 2001 terrorist attacks (Webber, 2004). Correlational analyses indicated emotional exhaustion had a significant, negative relationship with perceived principal support, supervisor support, and teacher support. Depersonalization had a significant, negative relationship with supervisor support and support from other counselors. Finally, personal accomplishment had a significant, positive relationship with support from other counselors. In terms of insignificant findings, proximity to Ground Zero was not related to any dimension of burnout. In contrast to the results of other studies (Lopez, 2014; Stephan, 2005), self-efficacy was also insignificantly related to each dimension of burnout (Webber, 2004).

ANOVA results suggested that participants who self-identified as counselors had significantly higher levels of personal accomplishment than those identifying as educators (Webber, 2004). Moreover, for participants who self-identified as school counselors rather than

guidance counselors, social support was significantly related to lower levels of emotional exhaustion. Conversely, among self-identified school counselor participants, involvement in school counseling initiatives was related to higher levels of emotional exhaustion. This study capitalized on a unique moment in American history to explore PSCs' functioning in the wake of a national tragedy for which they had undoubtedly not received any explicit crisis training. This study, like others (e.g. Feldstein, 2000, Stephan, 2005; Wachter, 2006), is limited by the use of an instrument developed by the researcher. Additionally, unlike other researchers, Webber (2004) does not describe the instrument's development or any attempt to pilot test the instrument. The results of the study should be regarded accordingly.

Social supports. In addition to Webber (2004), several other researchers have included various forms of social support among their variables of interest (Fye, 2016; Lee, 2008; Thomas, 2010; Wilkerson, 2009; Wilkerson & Bellini, 2006). For example, among organizational factors related to burnout, Wilkerson and Bellini (2006) explored PSCs' professional relationships with both teachers and principals, as well as financial security, decision-making authority, role incongruity, role conflict, and role ambiguity. The researchers also explored interpersonal coping factors, including task-oriented coping, avoidance-oriented coping, and emotion-oriented coping, along with several demographic variables. Seventy-eight school counselors across New York State participated. Hierarchical regression was used to determine the individual and collective impact of three clusters of variables on burnout when entered into the equations in the following order: (a) demographic cluster; (b) intrapersonal cluster; and (c) organizational cluster. Emotional exhaustion was not significantly predicted by demographic factors at Step 1. However, the model was significant at Step 2, with the intrapersonal cluster of variables significantly increasing the explained variance in emotional exhaustion scores. Although the

organizational cluster of variables did not contribute to a significant increase in explained variance, the overall model remained significant, with 45% of the variance in emotional exhaustion explained. In terms of depersonalization, none of the clusters individually contributed to a significant portion of the explained variance. However, the three clusters in totality accounted for 30% of the variance in depersonalization scores, which was a significant finding. Finally, personal accomplishment was not significantly predicted by demographic factors at Step 1. The intrapersonal factors and organizational factors entered at Steps 2 and 3, respectively, each contributed to a significant increase in explained variance and resulted in a model that was significant overall. In total, 42% of the variance in personal accomplishment scores was explained by the three clusters of variables (Wilkerson & Bellini, 2006). A strength of this study is that it was among the first to explicitly distinguish intrapersonal and organizational contributors to burnout, and to test both types of predictors in clusters. In doing so, the researchers reinforced an emergent conceptualization of burnout – one that acknowledged the role of organizations in contributing to burnout among employees (Lee et al., 2007). The limitations of this study are consistent with many of the studies reviewed thus far (e.g., Falls, 2009; Ford, 2013; Lopez, 2013). First, the results are not readily generalizable because the sample was comprised solely of PSCs practicing in New York State. Second, the small sample size limits the study's statistical power.

In a closely related study, Wilkerson (2009) built off of his previous work (Wilkerson & Bellini, 2006), again exploring organizational factors of PSCs' professional relationships with teachers and principals, as well as their financial security, decision-making authority, role incongruity, role conflict, and role ambiguity. Like the previous study (Wilkerson & Bellini, 2006), intrapersonal factors consisted of PSCs' task-oriented, avoidance-oriented, and emotion-

oriented coping, and various demographic characteristics (Wilkerson, 2009). Unlike the previous study, however, the sample in this research was nationally-drawn and, with 198 participants (Wilkerson, 2009), was decidedly larger than the sample from New York State (*n* = 78; Wilkerson & Bellini, 2006). Hierarchical regression was used to determine the impact of four clusters of variables on each dimension of PSC burnout, as measured by the MBI-ES (Maslach et al., 1996). Clusters of variables were entered into the regression equation in the following order: (a) demographics; (b) organizational variables; (c) intrapersonal variables; and (d) moderator variables. Specifically, the moderating effects of coping style on the relationship between occupational stress and burnout was explored in the final step of the regression. Consistent with the previous study (Wilkerson & Bellini, 2006), the model predicting emotional exhaustion was not significant at Step 1 of the regression, but was subsequently significant at Steps 2, 3, and 4 (Wilkerson, 2009). Moreover, the additional variance explained at Steps 2 and 3 was significant. In terms of depersonalization, the model was significant at all four steps of the regression, with significant additional variance accounted for at Steps 2 and 3. Lastly, the model predicting personal accomplishment was significant and significant additional variance was explained at Steps 2 through 4. The models explained 49% of the total variance in emotional exhaustion scores, 27% of the total variance in depersonalization scores, and 36% of the total variance in personal accomplishment scores (Wilkerson, 2009). This study expands the knowledge claim made by Wilkerson and Bellini (2006) by using a larger, national sample of PSCs and by uniquely exploring whether coping styles moderated the impact of organizational stressors on burnout. A limitation of this study is the lack of diversity represented in the sample. Nearly 90% of the participants identified as White and 81.2% of participants identified as female. This limits

the generalizability of the findings with regards to persons of color and men within the school counseling profession.

Fye's (2016) focus on social supports was narrower than that of Wilkerson (2009), Webber (2004), and Wilkerson and Bellini (2006). Fye (2016) examined only support from the principal. Other organizational factors included in this study were percentage of PSCs' time spent on non-counseling duties and on consultation, non-counseling activities performed, number of buildings served, level of ASCA National Model (ASCA, 2012) implementation, role conflict, and role ambiguity (Fye, 2016). Intrapersonal factors included PSCs' perceived stress, job satisfaction, and coping styles. Participants in this study were 204 PSCs employed across school levels in the United States. Participants completed a number of instruments, including the School Counseling Program Implementation Survey (SCPIS; Clemens, Carey, & Harrington, 2010), the Job Satisfaction Survey (JSS; Spector, 1985), the Perceived Stress Scale (PSS-4; S. Cohen, Kamarck, & Mermelstein, 1983), the Brief COPE (Carver, 1997), the RQ (Rizzo et al., 1970), the CBI (Lee et al., 2007), and a demographic questionnaire. Correlational analyses indicated several variables had a significant, negative relationship with burnout, including perceived principal support, job satisfaction, non-counseling activities performed, percentage of time spent on non-counseling duties, ASCA National Model (ASCA, 2012) implementation, role conflict, role ambiguity (Fye, 2016). One variable, job stress, had a significant, positive correlation with burnout. In addition, results of a regression analysis revealed that PSCs' amount of time engaged in consultation, job satisfaction, job stress, and levels of role ambiguity and role conflict explained 62% of the variance in their burnout scores (Fye, 2016). A strength of this study is the use of a large, national sample which met the pre-determined minimum sample size of 200 participants in order to achieve appropriate statistical power. A limitation of this study is the

number of instruments participants were asked to complete. Response fatigue among participants may have influenced the study's results. This study is also limited by the researcher's interpretation of scores from the CBI (Lee et al., 2007), a measure designed to provide subscale scores describing five dimensions of burnout. Instead of conducing analysis based on the five subscale scores, the researcher seems to have derived a total burnout score from the measure, which is inconsistent with the measure's intended purpose (Lee et al., 2007). As such, the study's results should be interpreted with caution.

While Fye (2016) sought to study burnout among diverse sample of PSCs, Thomas (2010) focused specifically on urban school counselors. Social support and professional development were the organizational variables of interest in this study, along with the intrapersonal variable of job stress. A total of 149 urban school counselors in three midwestern states (i.e., Ohio, Michigan, and Illinois) participated. Results of correlational analyses indicated that emotional exhaustion and depersonalization had significant, positive relationships with job stress. Additionally, emotional exhaustion had a significant, negative relationship with social support. Personal accomplishment had a significant, positive relationship with professional development. A series of hierarchical regressions were conducted to determine whether social support or professional development moderated the relationship between job stress and each dimension of burnout. No significant results were found in these analyses. A strength of this study is the exploration of possible moderators in the well-established relationship between job stress and burnout (e.g., Falls, 2009; Fye, 2016; Riley, 2018). As such, the study's design is conducive to determining the potential effectiveness of interventions to mitigate the impact of job stress on urban PSCs' burnout. A limitation of this study, as with others (e.g., Falls, 2009; Moyer, 2011), is the restricted regional representation within the sample. The experiences of

urban school counselors in the midwestern United States may differ from the experiences of their counterparts in other geographic locales, which limits the generalizability of the findings.

Lee (2008) explored various types of social support along with other organizational predictors of PSC burnout, including non-guidance activities and the number of hours spent working with students embodying several different demographic characteristics. Intrapersonal predictors such as level of professional identity, educational degree held, and PSCs' demographic characteristics were also included in the study. Participants (n = 265) were practicing school counselors across school levels in the state of Alabama. A series of stepwise regressions were conducted to determine which independent variables were significant predictors of dimensions of burnout as measured by the MBI-HSS (Maslach et al., 1996). Level of professional identity significantly predicted all dimensions of burnout and was the sole significant predictor of depersonalization. In addition to professional identity development, emotional exhaustion was also significantly predicted by support from PSCs' principals and hours per week PSCs worked with Asian students. Additionally, personal accomplishment was also significantly predicted by hours per week PSCs worked with Caucasian students (Lee, 2008). A strength of this study is the systematic sampling method used to ensure participants were representative of PSCs across Alabama and were practicing in varied districts and school-levels. A limitation of this study is the use of stepwise regression. Executing this method requires less grounding in theoretical or empirical knowledge and the results are inappropriate for explanatory purposes (Keith, 2006). This limits the knowledge claim that can be derived from the research.

Other variables. Lee's (2008) interest in the association between PSCs' burnout levels and their number of hours worked is shared by another researcher. Burchette (1982) focused

more broadly on the total number of hours PSCs worked per week rather than exploring the number of hours per week dedicated to serving specific subgroups of students. Other organizational variables in this study included PSCs' salaries, the size of the school's student body, and the number of full-time PSCs employed. Intrapersonal variables included the PSCs' education level, martial status, religiosity, and their number of hours spent engaging in hobbies per week. The study's sample was comprised of 295 PSCs across school levels in Virginia. A series of one-way ANOVAs indicated that PSCs who were very religious endorsed significantly lower levels of emotional exhaustion and depersonalization than their colleagues who reported being not at all religious. Moreover, PSCs who were separated from their spouses reported higher levels of depersonalization than PSCs who were single. Analysis of other variables, including the number of hours PSCs worked per week, yielded insignificant results (Burchette, 1982). A strength of this study is its examination of unique intrapersonal variables, such as religiosity and participation in hobbies, with implications for PSC self-care outside of work. The conclusions that can be drawn from this study are limited by analytical choices made by the researcher. A more sophisticated statistical technique such as SEM would have provided increased detail regarding the nature of the relationships among all of the variables included in the study.

Experienced stress. Many researchers who explored only intrapersonal factors associated with burnout included perceived stress among their variables (e.g., Mullen et al., 2018; Mullen & Gutierrez, 2016). A phenomenological study conducted by Caple (2018) reinforced the impact of job-related stress on PSCs' burnout. Another intrapersonal factor associated with burnout, professional advocacy, also emerged as a theme in Caple's study, along with the organizational factors of non-guidance activities and role conflict. Twelve PSCs in five states participated in the

study, describing how their experience of stress resulted in feelings consistent with the dimensions of burnout identified on the MBI (Maslach & Jackson, 1981), as well as a number of physical health symptoms, such as hives, heart attack, and gastrointestinal issues (Caple, 2018). Participants also discussed perceptions that their expertise was being misused, which was manifested in the assignment of non-guidance responsibilities. Thus, role conflict was common among participants, leading to occupational dissatisfaction and burnout. Some participants attributed their role conflict to the building principal's lack of understanding the ASCA National Model (ASCA, 2012). Professional advocacy was suggested as a potential antidote (Caple, 2018). This study provides an intimate depiction of factors related to burnout. Although these factors had been previously studied using quantitative methods (e.g., Anderson, 2015; Fye, 2016; Harnois, 2014; Moyer, 2011), Caple's (2018) qualitative study clarifies the interrelationships among these factors and illuminates the lived experiences of PSCs in dealing with them. The sampling methods used present a limitation in this study. Participants were recruited from within the researcher's extended occupational network through snowball sampling (Beins, 2017). It is possible that participants were hesitant to share their experiences and systemic frustrations with someone within their professional circle due to concerns regarding confidentiality, even with the use of pseudonyms.

Mullen, Morris, and Lord (2017) also examined perceptions of stress and burnout, particularly pertaining to counselors' encountering of ethical dilemmas within their work environments and their intrapersonal reflections on those ethical dilemmas. Participants in this study (n = 140) represented various specializations within the counseling profession, including PSCs, who were licensed in four randomly selected states (i.e., Florida, Connecticut, Colorado, and Arizona). Correlational analyses indicated that both perceived stress and encountering

ethical dilemmas were significantly and positively associated with all dimensions of burnout measured by the CBI (Lee et al., 2007). However, reflecting on ethical dilemmas was significantly and positively associated with only exhaustion and deterioration in personal life (Mullen et al., 2017). SEM was used to explore the relationships among all of the variables in the study. The researchers developed a model in which encountering ethical dilemmas and reflecting on ethical dilemmas were dependent variables of perceived stress and the burnout construct, as measured by the five dimensions of the CBI (Lee et al., 2007). Analysis suggested that the model was a good fit for the data. Moreover, counselors' encountering ethical dilemmas predicted 26% of the variance in burnout scores. As the only study to date that examines the impact of ethical dilemmas on counselor burnout, this study uniquely enhances the profession's understanding of the phenomenon. The researchers' application of SEM techniques is another strength of this study. For example, when testing the measurement model for burnout, modification indices suggested that goodness-of-fit would be improved by correlating two of the factors' error terms. Examination of the literature did not provide a theoretical justification for such correlation, so no modification was made (Mullen et al., 2017). A limitation of this study is the use of the Moral Attentiveness Scale MAS; Reynolds, 2008) to measure counselors' recognition of and reflection on ethical dilemmas. The researchers note that other measures related to the constructs of interest in this study do not exist (Mullen et al., 2017). Still, their chosen instrument concerns *moral* attentiveness. It is unclear whether the moral issues described in the instrument's items reflect the unique *ethical* concerns that arise in the counseling profession.

Burnout and meanings made. A final study bears consideration in reviewing the literature on school counselor burnout. Sheffield (1999) was the first to qualitatively study the burnout phenomenon among PSCs, providing a level of insight into the phenomenon that was

novel for its time. Purposive sampling (Lincoln & Guba, 1985) was used to identify three participants for the study, each of whom engaged in two individual interviews (Sheffield, 1999). Interview questions were developed to elicit information regarding participants' school counseling duties, occupational stressors, experienced burnout, and the ways in which their day-to-day practice met or differed from their expectations and ideals. *Important beliefs* was one theme that emerged from this phenomenological study, whereby participants shared their conceptualizations of the PSC's role. Participants also described the supports and services that PSCs should ideally provide for their students. A second theme, *burnout feeling*, stemmed from the discrepancy between the beliefs participants held about their roles and the realities of their jobs. Lacking control over daily activities and feeling as though students' needs were not being adequately met, participants reported feeling waves of various negative emotions that collectively constituted burnout, such as frustration, hopelessness, and dread. A third and final theme was *burnout attitude*. Participants expressed the attitudes and opinions they developed over time as their burnout levels increased. Participants reported perceived tension with supervisors, having a need for others' approval, recognizing that their own needs would remain unmet, and contemplating leaving the school counseling profession. The researcher concluded that the study's findings empirically corroborated theoretical assumptions about burnout in the school counseling profession (Sheffield, 1999), an obvious strength of this research. A limitation of this study is emergence of a multitude of themes and subthemes that were unique to individual participants. A larger sample may have assisted the researcher in triangulating and discerning more robust themes among participants' burnout experiences.

Conclusion

Scholars claim that the hallmarks of occupational burnout are universal regardless of one's chosen vocation (e.g., Cherniss, 1982; Demerouti et al., 2001; Freudenberger , 1975; Leiter et al., 2014; Maslach et al., 2001; Schaufeli & Enzmann, 1998). The literature surrounding school counselor burnout verifies that the school counseling profession is no exception. Sheffield's (1999) work offered preliminary confirmation and subsequent research continues to strengthen this assertion (e.g., Anderson, 2015; Gnilka et al., 2015; Lambie, 2007; Lee et al., 2007; Lee et al., 2010; Shin, Yuen, Lee, & Lee, 2013; Steele, 2014; Wilkerson & Bellini, 2006). Although the symptoms of burnout are well-established, the profession's understanding of other aspects of the phenomenon is emergent. Consistent with theory (e.g., Lee et al., 2007), some empirical evidence suggests that both intrapersonal and organizational demographic factors can influence school counselor burnout, such as PSCs' age (e.g., Fye, 2016; Mullen et al., 2018) and the school level in which they are employed (e.g., Roberts, 2013; Webber, 2004). Yet, other studies have found differences in burnout levels based on the same demographic characteristics to be negligible (e.g., Falls, 2009; Lozano-Chapa, 2017). Thus, the present study sought to further clarify the impact of one of those demographic characteristics on burnout, namely PSCs' years of experience.

Beyond demographics, several additional intrapersonal and organizational factors have been examined in relation to burnout, with some factors included in multiple studies. Common intrapersonal variables discussed in the literature include PSCs' perceived stress (e.g., Mullen & Gutierrez, 2016; Riley, 2018) and coping styles (e.g., Harnois, 2014; Wilkerson, 2009; Wilkerson & Bellini, 2006), while common organizational variables include perceived principal support (e.g., Bardhoshi et al., 2014; Fye, 2016; Lee, 2008; Sheffield, 1999), non-counseling activities (e.g., Bardhoshi et al., 2014; Camelford, 2014; Moyer, 2011), and caseload size

(Bardhoshi et al., 2014; Lopez, 2013; Mullen et al., 2018). For the aforementioned examples in particular, their correlational and/or predictive association with burnout has been demonstrated much more definitively than demographic characteristics have been. It is important to note that caseload size significantly predicted a single dimension of burnout in only one study (i.e., Camelford, 2014). However, other researchers have reported its significant contribution to explained variance in burnout when included among other predictors in regression models (e.g., Bardhoshi et al., 2014; Lubofsky, 2002). The present study sought to fortify the existing research by replicating findings for the organizational variables of principal support, non-counseling activities, and caseload size.

Despite the growing knowledge base regarding school counselor burnout, many avenues have not yet been explored. For example, one substantial gap in the literature is the impact of master's-level training on the burnout experienced by practitioners. Currently, only one study offers any direct consideration of this topic. A study conducted by Wachter (2006) included master's-level coursework in crisis counseling among a host of other training variables. Findings indicated that exposure to this coursework, along with other types of post-master's training opportunities, helped mitigate the burnout PSCs experienced. While valuable, the scope of Wachter's study was circumscribed to exposure to crises and relevant training experiences, which represents only a narrow segment of school counselor training and practice.

Meanwhile, other studies (Ohrt, Prosek, Ener, & Lindo, 2015; Testa & Sangganjanavanich, 2016; Thompson, Frick, & Trice-Black, 2011) have illustrated the impact of master's-level training programs on burnout among school counselors-in-training. These studies suggest that counselor educators and programmatic features can mitigate or exacerbate burnout during the training process. However, none of the studies examined longitudinal effects once the

trainees became practitioners. As such, the broader implications of master's-level training programs on practitioner burnout remain unknown. The present study sought to begin addressing this gap in the discourse by examining training program characteristics that may contribute to burnout among school counseling practitioners.

As discussed in Chapter I, training program characteristics related to professional identify development were the focus of the present study due to their association with role stress (Coll & Freeman, 1997; Culbreth et al., 2005; Freeman & Coll, 1997), which in turn is a known predictor of burnout (e.g., Harnois, 2014; Kim, 1993; Stephan, 2005; Wilkerson, 2009; Wilkerson & Bellini, 2006), as illustrated in this literature review. Consistent with many previous studies (e.g., Bardhoshi et al., 2014; Harnois, 2014; Lubofsky, 2002; Moyer, 2011), hierarchical regression was identified as the appropriate analytic technique in the present study. Hierarchical regression was used to determine whether training program variables assist in explaining the variance in PSCs' burnout levels. Moreover, consistent with the research described in this literature review, the hierarchical regression analysis was used to determine the importance of known organizational predictors after controlling for training program variables. Methodological procedures are discussed in greater depth in the following chapter.

Chapter III

Methodology

This study used hierarchical regression to examine the relationship between master's-level training program characteristics and practicing school counselors' burnout levels. Additionally, the study also considered professional school counselor (PSC) demographics and characteristics within their work environments in effort to explain differences in their reported levels of burnout. Regression was used to determine whether the intrapersonal and organizational variables of interest explained a significant portion of the variance in participants' burnout scores (Keith, 2006). Regression analyses also determined which variables had the greatest predictive power. Hierarchical regression was used in particular because this analytical method allowed the researcher to control for the variance explained by particular groups of variables (Keith, 2006). As such, unique contributions toward explained variance in burnout scores could be identified among the variables. This chapter is organized into four sections. First, the study's participants are described. An explanation of the instruments used to measure the variables of interest follows. The third section explains research procedures related to sampling and data collection, and the fourth section reviews the research questions and describes the corresponding statistical analytic procedures.

Participants

The full sample of this study consisted of 236 participants. Inclusion criteria for PSC participants in this study included the following:

(a) Graduated from a master's-level school counselor training program in the United States.

(b) Currently holds licensure or certification as a school counselor in the United States.

(c) Currently employed and practicing as a professional school counselor in the United States.

Demographic characteristics of participants are described in detail in Chapter IV.

Instrumentation

The instruments used in this study were selected based on their psychometric properties and their use in relevant prior research. Burnout, the outcome variable, was measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES; Maslach, et al., 1996). One organizational predictor variable, non-counseling duties, was measured by a modified version of the School Counselor Activity Rating Scale (SCARS; Scarborough, 2005). This instrument was also used to measure the discrepancy between participants' expected performance of various duties based on their training and their actual performance of those duties at work, which was a training program variable of interest. The remaining organizational predictor variables, caseload size and principal support, were measured by a researcher-developed demographic questionnaire. The demographic questionnaire also gathered data regarding the intrapersonal characteristics of participants, including their years of experience as PSCs, and characteristics of the training programs from which participants graduated. Each of these instruments is described in detail in the following subsections.

Maslach Burnout Inventory-Educators Survey. The MBI-ES (Maslach et al., 1996) is a 22-item measure of occupational burnout. Respondents use a seven-point Likert scale to identify the frequency with which they experience symptoms of burnout, with response options ranging from "never" to "every day." The Educators Survey (Maslach et al., 1996) is a special version of the MBI (Maslach & Jackson, 1981) in which the language is changed to reflect work in an educational setting (e.g., referencing students rather than recipients of services). Aside from

these modifications, the items remain consistent with the original version of the instrument. Since school counselors work in educational settings and serve student populations, the Educators Survey was deemed the most appropriate version of the MBI for the present research.

Three subscales within the MBI-ES (Maslach et al., 1996) yield scores for different dimensions of burnout: emotional exhaustion (nine items), depersonalization (five items), and personal accomplishment (eight items). Central to the experience of emotional exhaustion is feeling drained of emotional resources and having little psychological energy to offer at work (Schaufeli & Enzmann, 1998). Examples of items from this subscale of the MBI-ES (Maslach et al., 1996) include "I feel used up at the end of the workday" and "I feel like I'm at the end of my rope." Depersonalization is characterized by harboring cynical and negative attitudes towards one's students (Schaufeli & Enzmann, 1998). Over time, these attitudes permeate the quality of services provided to students. Examples of items from the depersonalization subscale of the MBI-ES (Maslach et al., 1996) include "I worry that this job is hardening me emotionally" and "I don't really care what happens to some students." Lastly, a school counselor's sense of personal accomplishment involves his or her assessment of how well professional objectives are being met, as well as his or her self-esteem at work (Schaufeli & Enzmann, 1998). Examples of items from this subscale of the MBI-ES (Maslach et al., 1996) include "I have accomplished many worthwhile things in this job" and "I feel exhilarated after working closely with my students."

The psychometric properties of the MBI-ES and other versions of the MBI survey have been extensively investigated. Maslach and colleagues (1996) reported satisfactory internal consistency reliability for all three subscales, with values of α ranging from .70 to .90. More recently, a meta-analysis of 84 studies found that internal consistency coefficients typically fell

between .70 and .80 (Wheeler, Vassar, Worley, & Barnes, 2011). Another meta-analytic review of 45 studies found ample support for the three-factor burnout model proposed by Maslach and Jackson (1981), although the nature of the relationships among the factors varied across studies (Worley, Vassar, Wheeler, & Barnes, 2008). Toward that end, some studies' results were consistent with Maslach and Jackson's (1981) suggestion that the factors were independent, while other studies suggested some correlation among the factors (Worley et al., 2008). In the instruments' manual, the authors report adequate test-retest reliability, both in the short-term ($.62 < r < .80$) and in the long term ($.57 < r < .60$; Maslach et al., 1996). Convergent validity has been demonstrated between versions of the MBI (Maslach et al., 1996) and other measures of burnout, such as the Oldenburg Burnout Inventory (OLBI; Demerouti, 1999; Demerouti, Bakker, Vardakou, & Kantas, 2003) and the Burnout Measure (BM; Pines & Aronson, 1988; Qiao & Schaufeli, 2011). Although no research to date has explicitly examined the psychometric properties of the MBI when administered to a sample of PSCs, there is evidence of the instrument's utility across diverse professional groups (e.g., Langballe, Falkum, Innstrand, & Aasland, 2006).

Permission to administer the MBI-ES (Maslach et al., 1996) was granted by Mind Garden, Inc., the measure's independent publisher. A total of 400 licenses were purchased by the researcher and, subsequently, permission to administer the survey electronically was obtained. Please see Appendix C for a copy of the email from a Mind Garden, Inc. representative granting permission for electronic survey administration.

School Counselor Activity Rating Scale. The SCARS (Scarborough, 2005; Scarborough & Culbreth, 2008) was developed to measure the frequency with which school counselors *actually* engage in various activities, as well as the frequency with which they would *prefer* to

engage in those activities. Respondents answer each of the instrument's 47 items using five-point verbal frequency scale, with options ranging from "never" (a score of one) to "routinely" (a score of five). The SCARS (Scarborough, 2005) subscales measure various categories of school counselors' activities, including counseling, consultation, coordination, curriculum and other. The counseling subscale includes nine items, such as "Conduct small groups regarding family/personal issues (e.g., divorce, death)" and "Counsel with students regarding school behavior." The consultation subscale consists of seven items, such as "Assist in identifying exceptional children (special education)" and "Consult with school staff concerning student behavior." In terms of coordination, 13 items on the subscale include "Conduct or coordinate teacher in-service programs" and "Keep track of how time is being spent on the functions that you perform." The curriculum activity subscale's eight items include "Conduct classroom lessons addressing career development and the world of work" and "Conduct classroom lessons regarding substance abuse." The "other" subscale incorporates clerical (three items), administrative (two items), and fair share activities (five items). Examples of items from this subscale include "Schedule students for classes" and "Handle discipline of students" (Scarborough, 2005). Please see Appendix D for a copy of the instrument.

Reliability and validity of the SCARS (Scarborough, 2005) was assessed by the instrument's author. Principal components analysis (PCA) with orthogonal rotation was used to establish construct validity. Separate analyses were conducted for the items associated with school counseling programs and for the items associated with non-school counseling responsibilities. All items had acceptable factor loadings (>.40) on their respective subscales. Convergent construct validity was demonstrated by an ANOVA analysis revealing significant differences on all subscale scores based on PSCs' grade levels. Conversely, discriminant

construct validity was established by correlating the actual performance of duties for each subscale and years of experience. These variables were not expected to strongly correlate, and analysis indicated a modest correlation only with the coordination and consultation subscales. Internal consistency reliability was demonstrated using Cronbach's alpha, with coefficients ranging from .75 to .93 on ratings of the actual performance of school counseling program activities, and from .77 to .90 on the preferred performance of school counseling program activities. The clerical, fair share, and administrative tasks captured within the "other" subscale had coefficients ranging from .43 to .84 in terms of actual performance, and from .52 to .80 in terms of preferred performance (Scarborough, 2005).

For purposes of the current research, a modified version of the SCARS (Scarborough, 2005) was used to measure the degree of congruence between what participants expected their day-to-day activities as PSCs would be and what they were in actuality. Specifically, in rating their expected activities, participants were asked to reflect on their conceptualization of the PSC's role based on how it was portrayed in their training program. Participants rated how often they *expected* to perform the duties included on each subscale of the SCARS (Scarborough, 2005), with choices ranging from "never" (a score of one) to "routinely" (a score of five). Next, participants were asked to describe their *actual* performance of the same duties using the same verbal frequency scale. A total congruence score was computed by subtracting each item's *actual* score from its *expected* score and summing the absolute values. As such, scores could range from zero, indicating perfect congruence between expected and actual practice as a PSC, and 188, indicating an enormous discrepancy between how the PSCs' role was portrayed in one's training program and his or her actual practice.

The decision to modify the measure in this manner was made in consultation with a number of experts. Experts included two counselor educators with expertise in school counseling and one statistician. In addition, the planned modification was described to the instrument's author, who consented to the proposed use of the instrument. After data collection, internal consistency reliability of the *expected* duties subscales was calculated using Cronbach's alpha. The computed coefficient was .79 for the expected counseling activities subscale, .71 for the expected consultation activities subscale, .91 for the expected curriculum activities subscale, .86 for the expected coordination activities subscale, and .60 for the "other" subscale. These values are consistent with the internal consistency coefficients reported by Scarborough (2005) for the *actual* and *preferred* subscales on the instrument. Since the modified version of the instrument included the same items as the original SCARS (Scarborough, 2005), content validity was assumed to apply.

The SCARS (Scarborough, 2005) was also used to determine the frequency with which school counselors engage in non-school counseling duties, which was an organizational variable of interest in the present research. Toward that end, actual performance scores for items on the "other" subscale were summed, providing a total frequency score. Therefore, scores for the five fair share responsibilities could range from five to 25, scores for the three clerical items could range from three to 15, and scores for the two administrative responsibilities could range from two to 10, with overall scores for the variable ranging from 10 to 50.

Permission to adapt and administer the SCARS (Scarborough, 2005) was obtained via email from Dr. Janna L. Scarborough, the instrument's author. Please see Appendix E for a copy of the email in which Dr. Scarborough granted permission for the instrument's adaptation and use.

Demographic questionnaire. A researcher-developed demographic questionnaire was used to obtain information about the participants' intrapersonal characteristics, two of their training programs' characteristics, and two of the organizational variables of interest for this study. Intrapersonal data was gathered regarding participants' years of experience. Training program characteristics were assessed using the following open-response items: (a) "During your school counseling master's-level training program, approximately how many courses did you complete that were designed intentionally for school counselor training (as opposed to courses designed for students from any counseling specialization)?"; and (b) "During your school counseling master's-level training program, approximately how many courses did you complete that were taught by an instructor/faculty who had a school counselor professional identity (as opposed to being taught by an instructor/faculty with a different counseling specialization)?". Organizational characteristics of participants' employment settings were assessed by the following questions, which were open-response and Likert-type items, respectively: (a) "How many students are currently assigned to your caseload as a school counselor?"; and (b) "On a scale of 1 to 5, please indicate the extent to which you feel supported in your job by your school principal." For the latter item, a response of one indicated feeling extremely poorly supported while a response of five indicated feeling extremely well supported.

The questions for the demographic questionnaire were developed after a review of literature that incorporated similar variables. In some cases, the prior literature provided an initial reference point from which demographic items could be reconstructed to suit the purposes of the present study. Additionally, experts were consulted throughout the development process, including two counselor educators with expertise in school counseling and one statistician. A copy of the demographic questionnaire used in this study is located in Appendix F.

Research Procedures

In this section, the research protocols for sampling and data collection will be described in detail, beginning with sampling methods.

Sampling. As previously noted, the population of interest in this study was PSCs in the United States of America. Prior to soliciting participation from members of the population, permission to conduct this research was obtained from the Institutional Review Board at Syracuse University (see Appendix F). A minimum sample size of approximately 250 PSCs was deemed appropriate for the study after reviewing methodologically-similar literature, in which sample sizes ranged from 47 participants (Ohrt et al., 2015) to 1,435 participants (Anderson, 2015), with an average of 312 participants across 21 studies surveyed (e.g., Bardhoshi et al., 2014; Harnois, 2014; Moyer, 2011; Thomas, 2010), some of which included more variables than the present study. Additionally, G*Power 3.1 software (Faul, Erdfelder, Buchner, & Lang 2009) indicated a sample size of 74 would be adequate for the present study, assuming a small effect size (f^2 = 0.15) and a significance level of .05. The sample size of 74 took into consideration the inclusion of an additional intrapersonal variable, ethnicity, in the analysis. As will be discussed later in this chapter, this variable was ultimately not included in the analysis because ethnic diversity within the sample was lacking.

Participants were initially recruited electronically through ASCA Scene, a private, online discussion forum for members of the American School Counselor Association (ASCA), the national professional organization for school counselors and former division of the American Counseling Association. Although there are variety of special-interest communities within ASCA Scene, all subscribers are automatically enrolled in the Open Forum. Currently, the Open Forum hosts 35,577 subscribers who, depending on their subscription settings, can read and

participate in the forum in two ways. First, subscribers can log into the ASCA Scene website to access content. Second, subscribers can elect to have new discussion posts sent to them via email, either in real-time or in the form of a "daily digest" containing all posts created since the previous business day.

Calls for participation in this study were posted in the Open Forum community. A member of ASCA's leadership team confirmed via email that research recruitment is permitted in ASCA Scene and is, in fact, the only method of electronically soliciting ASCA members' research participation (Angela Hickman, personal communication, February 8, 2019). An initial call for participants was posted in the ASCA Scene Open Forum and follow-up calls were posted approximately every 10 days until the desired sample size of approximately 250 participants was achieved. A total of eight calls for participants were posted in ASCA Scene. Please see Appendix G for copies of recruitment materials used in the online forum.

ASCA Scene was deemed a viable recruitment platform in light of a recent systematic literature review on participant response rates in counseling research. Findings indicated an average response rate of 34.2% among school counselors who were invited to participate in 44 published studies (Poynton, DeFouw, & Morizio, 2019). Therefore, it was determined that sampling over 35,000 PSCs would likely yield the approximate desired number of participants (n = 250), even after accounting for PSCs who inevitably subscribe but do not actively read or participate in the forum or its emails. Consistent with previous research (e.g., Bardhoshi et al., 2014; Butler & Constantine, 2005; Camelford, 2014; Mullen & Gutierrez, 2016), ASCA was selected as an appropriate organization for accessing a national sample of school counselors. A nationally-drawn sample was targeted for the present study to ensure participants were as

representative of the population of interest as possible, thereby increasing the generalizability of the study's findings.

Contrary to initial projections, the desired sample size was not achieved after three calls for participation were posted on ASCA Scene over the course of approximately one month. Additional recruitment methods were deemed necessary and permission was obtained from the Institutional Review Board at Syracuse University to amend the recruitment protocol (see Appendix H). The researcher rented the names and physical mailing addresses of 2,064 professional school counselors across school levels from ASCA. The organization granted permission for the researcher to contact each member one time using a researcher-developed recruitment letter which ASCA leadership reviewed and approved. Please see Appendix I for a copy of the email granting permission for contact and see Appendix J for a copy of the approved recruitment letter. A subset of 1,000 ASCA members were randomly selected from the list of 2,064 names and these 1,000 members were mailed the recruitment letter via U.S. Postal mail with partial funding provided by the School of Education Creative & Research Grant Program at Syracuse University. Sixteen of the letters were returned to the researcher after unsuccessful delivery attempts.

Data collection. The survey for this study, which included the demographic questionnaire, MBI-ES (Maslach et al., 1996), and SCARS (Scarborough, 2005), was administered online through Qualtrics. The calls for participants posted on ASCA Scene and the mailed recruitment letter described inclusion criteria for participation and provided a hyperlink to the survey. The recruitment letter also provided a Quick Response (QR) code that directed users to the online survey when scanned. Readers who accessed the hyperlink or scanned the QR code were first directed to a webpage containing information regarding informed consent.

Additionally, the webpage offered contact information for the researcher, dissertation chair, and Syracuse University Institutional Review Board in case participants had questions, concerns, or complaints pertaining to the study (see Appendix K). Participants who consented to partake in the study were subsequently directed to a webpage containing screening questions. Screening questions assessed participants' satisfaction of the study's inclusion criteria. Those participants who met the inclusion criteria were subsequently directed to the survey, while those who did not meet the inclusion criteria were not be permitted to continue. After completing the survey, participants were thanked for their time and advised that their response had been recorded.

A total of 334 participants accessed and completed some portion of the survey. A subset of 239 PSCs completed the survey in its entirety. Missing data was addressed via listwise deletion because data for six of the study's variables was gathered in final section of the survey. Thus, key data was missing for the 95 participants who did not complete the entire survey. It was determined that handling missing data using any other method, such as mean substitution, may have unduly influenced the results. The 239 complete survey responses were the culmination of eight calls for participants on ASCA Scene and 1,000 letters mailed to ASCA members. A response rate for the study cannot be determined because it is impossible to know how many PSCs read the call for participants on ASCA Scene. It is also impossible to know whether PSCs accessed the survey after reading the call for participants on ASCA Scene or receiving a letter in the mail, though a total of 91 participants responded after the letters were mailed. Nevertheless, a detailed, aggregate description of the survey respondents is provided in Chapter IV.

Statistical Analyses

In this section, the specific statistical analyses used to answer each of the study's research questions are described beginning with an overview of the assumptions that were tested prior to

analysis. Data gathered via Qualtrics was imported into SPSS Version 26.0.0.0 for analysis. For all tests of statistical significance, the alpha level was set to .05. Prior to conducting analyses, data were screened to ensure the underlying assumptions of the statistical techniques were met, including examining: (a) histograms, frequency distributions, skewness values, and kurtosis values for each variable to understand the characteristics of the data collected for each variable; (b) the correlation matrix for all variables for evidence of multicollinearity; (c); the regression model's residuals and their scatterplots for indications of outliers, influential cases, and homoscedasticity; (d) Q-Q plots to ensure residuals were normally distributed; and (e) scatterplots for each predictor variable and burnout for evidence of outliers (Field, 2013).

Examination of histograms, skewness values, and kurtosis values provided some indication that the variables of interest in this study were reported at similar levels compared to other studies. For example, the depersonalization subscale of the MBI-ES (Maslach et al., 1996) exhibited a positive skew, while the personal accomplishment subscale exhibited a negative skew. This is consistent with levels of burnout reported by school counselors in previous research (e.g., Kim, 1993; Lambie, 2007; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Steele, 2014; Webber, 2004). Analysis indicated a skewness values of .059, .872, and -1.157, for the emotional exhaustion, depersonalization, and personal accomplishment subscales, respectively. In addition, kurtosis values were -1.007, .478, and 4.271 for the exhaustion, depersonalization, and personal accomplishment subscales, respectively.

In addition, examination of the frequency distribution for participants' ethnicities revealed that 88% of respondents identified as White. As mentioned earlier in the chapter, the researcher originally intended to include ethnicity among the variables analyzed in this study. However, with very few respondents representing other ethnic identities, it was determined that

including this variable in the analyses as planned would not generate any interpretable data. As such, this variable was not included in any of the regression models.

The correlation matrix indicated possible multicollinearity in the data set. In particular, a significant correlation of .624 was noted between the number of master's-level courses participants took that were explicitly designed for school counselors and the number of master's-level courses taught by faculty with a school counseling identity. Although some experts suggest that only very high correlations (e.g., above .80 or .90; Fields, 2013) may be indicative of multicollinearity, the researcher conservatively decided to collapse these two variables into a single variable called "school counseling program orientation." This decision was theoretically supported in that both variables were included in this study due to their role in master's-level professional identity development. The school counseling program orientation variable was computed by summing the values each participant reported for their master's-level school counseling coursework. As such, scores for this variable could range from two, indicating an extremely low school counseling program orientation, to 26, indicating an extremely high school counseling program orientation. Reexamination of the correlation matrix after creating the composite variable did not reveal any additional multicollinearity concerns. The correlation matrix follows in Table 1.

As shown in the table, several significant correlations were found between predictor variables and dimensions of burnout. Emotional exhaustion had a positive correlation with congruence between master's-level training and practice ($r = .38$, $p < .001$) and a negative correlation with both principal support ($r = -.44$, $p < .001$) and years of experience ($r = -.16$, $p < .013$). Depersonalization was positively correlated with congruence between master's-level training and practice ($r = .34$, $p < .001$) and negatively correlated with principal support ($r = -.27$,

$p < .001$). Finally, personal accomplishment, for which high scores are indicative of lower levels of burnout, was negatively correlated with congruence between master's-level training and practice ($r = -.26$, $p < .001$) and positively correlated with principal support ($r = .23$, $p < .001$).

Table 1

Correlation Matrix for All Study Variables

Correlations

		PO	TC	NCD	PA	DP	EE	PS	CS	YE
PO	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	239								
TC	Pearson Correlation	-.021	1							
	Sig. (2-tailed)	.745								
	N	239	243							
NCD	Pearson Correlation	.012	.063	1						
	Sig. (2-tailed)	.851	.325							
	N	239	243	243						
PA	Pearson Correlation	.090	-.259**	.082	1					
	Sig. (2-tailed)	.165	.000	.205						
	N	239	241	241	241					
DP	Pearson Correlation	.011	.335**	.127*	-.448**	1				
	Sig. (2-tailed)	.871	.000	.050	.000					
	N	239	241	241	241	241				

EE	Pearson Correlation	-.016	.381**	.094	-.445**	.602**	1			
	Sig. (2-tailed)	.804	.000	.144	.000	.000				
	N	239	241	241	241	241	241			
PS	Pearson Correlation	.090	-.424**	-.070	.231**	-.273**	-.437**	1		
	Sig. (2-tailed)	.165	.000	.280	.000	.000	.000			
	N	239	239	239	239	239	239	239		
CS	Pearson Correlation	.063	-.013	-.013	-.001	-.073	.016	-.087	1	
	Sig. (2-tailed)	.332	.844	.837	.990	.261	.805	.182		
	N	239	239	239	239	239	239	239	239	
YE	Pearson Correlation	-.147*	-.126	.168**	.022	-.050	-.160*	.075	-.003	1
	Sig. (2-tailed)	.023	.051	.009	.735	.440	.013	.250	.962	
	N	239	239	239	239	239	239	239	239	239

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Note. PO = School counseling program orientation; TC = Total congruence between training and practice; NCD = non-counseling duty assignment; PA = Personal accomplishment; DP = Depersonalization; EE = Emotional exhaustion; PS = Principal support; CS = Caseload size; YE = Years of experience

The scatterplots and Q-Q plots for the regression models' residuals consistently indicated problematic outliers with regards to caseload size. As a result, cases in which the reported caseload size exceeded 1,000 students were excluded from the analysis (n = 3), resulting in a final sample size of 236 PSCs. After removing these cases, scatterplots and Q-Q plots suggested that the residuals were normally distributed and satisfied the assumptions of homoscedasticity for each of the regression models.

Research Question One. What level of burnout is reported by professional school counselors in the sample?

To answer the first research question, the mean scores for each subscale of the MBI-ES (Maslach et al., 1996) were examined. Low levels of burnout are reflected by low scores on the emotional exhaustion and depersonalization subscales, coupled with high scores on the personal accomplishment subscale. Conversely, high levels of burnout are reflected by high scores on the emotional exhaustion and depersonalization subscales, coupled with low scores on the personal accomplishment subscales. According to the instrument's manual, scores of 16 and below indicate low levels of emotional exhaustion, while scores of 17 to 26 indicate moderate levels, and scores greater than 27 indicate high levels (Maslach et al., 1996). In terms of depersonalization, low levels are indicated by scores of six and below, moderate levels are indicated by scores of seven to 12, and high levels are indicated by scores of 13 and higher. Low levels of personal accomplishment are reflected in scores of 31 and below, while scores of 32 to 38 reflect moderate levels, and scores of 39 and above reflect high levels. To determine the burnout levels reported by the sample, the mean score on each subscale was calculated using SPSS, which was then examined in relation to the cutoff scores purported by Maslach and colleagues (1996). The findings pertaining to this research question are presented in Chapter IV.

Research Question Two. What amount of variance do three sets of independent variables (i.e., years of experience, training program characteristics, and organizational characteristics) contribute independently and together to reported levels of burnout?

Three hierarchical regressions were completed to ascertain the individual and collective contribution of each set of variables toward burnout levels. Variables were entered into the regression equation in the following order:

- Step One: Years of experience
- Step Two: Training program variables

- Step Three: Organizational variables

In accordance with common methods of conducting hierarchical regression, the order of variable entry was predetermined according to temporal precedence and prior research (Keith, 2006). In similar studies (e.g., Camelford, 2014; Lubofsky, 2002; Wilkerson & Bellini, 2006), demographic variables such as years of experience were entered at the first step of the regression analysis. This was deemed appropriate for the present study as well. Moreover, since PSCs undergo their training program experiences prior to entering the workforce, it was deemed appropriate to enter training program variables into the model second, followed by organizational variables associated with the workplace third.

Regression models were tested three times, once with each dimension of burnout serving as the outcome variable. To answer the second research question, R^2, R^2 change, and the significance level for each step of the regression model were examined for each outcome variable (i.e., emotional exhaustion, depersonalization, and personal accomplishment). The results of these analyses are described in detail in Chapter IV.

Research question three. What are the greatest predictors of burnout among the three variable sets?

As with the second research question, the results of the three hierarchical regression analyses were used to answer the third research question. In particular, for each of the three outcome variables, the standardized regression coefficients were consulted, in addition to the *t* statistic (Field, 2013; Keith, 2006). In the case of both regression coefficients and *t* statistics, higher values are indicative of a greater effect on the outcome variable. Furthermore, both values are expressed in standardized units, which facilitates comparison among variables that are

measured using different scales. Findings pertaining to this research question are presented in the following chapter.

Conclusion

Hierarchical regression was used to explore PSCs' years of experience, training program characteristics, and work environment characteristics in relation to their burnout levels. Two-hundred thirty-nine PSCs responded to calls for participation posted in ASCA Scene, an online forum for school counselors, and to letters sent via U.S. postal mail. Data were screened to ensure applicable statistical assumptions were satisfied. After three outlying cases were excluded from the analysis, the final sample size for the study was 236 participants. Three research questions and two hypotheses informed the analyses. Results pertaining to each are described in detail in Chapter IV.

Chapter IV

Results

The outcomes of the current study are presented in this chapter. Results are reported according to the three research questions that guided the analysis and corresponding hypotheses are discussed as applicable. First, an overview of participant demographics is provided, followed by descriptive statistics for all organizational and intrapersonal predictor variables included in the study.

Participant Demographics

As discussed in the previous chapter, a total of 334 participants accessed and completed some portion of the survey for this study, with 239 professional school counselors (PSCs) completing the survey in its entirety. Incomplete surveys were excluded from the analysis and three additional cases with caseload sizes exceeding 1,000 students were also excluded. Thus, the final sample size for this study was 236 participants. Participant demographics are first described in narrative form, followed by a series of frequency tables providing more detailed information.

Of the 236 participants, 26, or 11%, identified as male and 210, or 89%, identified as female. On the demographic questionnaire, participants were also given the option to indicate that they preferred to self-identify their gender; however, no participants selected this response. A frequency table of participants' genders is presented in Table 2. In terms of ethnicity, 208 participants (88.1%) identified as White/Caucasian, 7 participants (3.0%) identified as Black/African American, 4 participants (1.7%) identified as Asian/Asian American, 12 participants (5.1%) identified as Hispanic/Latinx, 4 participants (1.7%) identified as Biracial/Multiheritage, and 1 participant (.4%) indicated a preference to self-identify his or her ethnicity. A frequency table of participants' ethnicities is presented in Table 3.

A range of ages were represented within the sample, with 30.1% of the sample aged between 21 and 35 years old, 40.7% of the sample aged between 36 and 50 years old, and 29.2% of the sample aged between 51 and 70 years old. A frequency table of participants' ages is presented in Table 4. A slight majority of participants reported being relatively early in their careers as PSCs, with 53.8% of participants having less than 10 years of experience. PSCs who had between 10 and 20 years of experience comprised 33.9% of the sample. Lastly, participants with over 20 years of experience represented 12.3% of the sample, with the most senior professional in the sample reporting over 32 years of experience. A frequency table of participants' years of experience is presented in Table 5.

Participants worked at a variety of school levels, including elementary school (28.4%), middle school (19.5%), high school (42.4%), and multiple school levels (9.7%). A frequency table of participants' school levels is presented in Table 6. Most participants were employed at public schools (84.3%), with smaller subgroups employed at private schools (3.8%), charter schools (4.7%), parochial/religious schools (6.4%), and other types of schools (.8%). A frequency table of participants' school types is presented in Table 7. Most participants were employed in full-time, permanent positions (94.5%). Others were employed in full-time, temporary positions (3.0%) and part-time, permanent positions (2.5%). A frequency table of participants' employment statuses is presented in Table 8.

In terms of their master's-level training experiences, 61.9% of participants graduated from CACREP-accredited training programs, while 19.5% of participants did not. An additional 18.6% of participants were unsure of the CACREP-accreditation status of their program. A frequency table of the CACREP-accreditation status of participants' programs is presented in Table 9. Eighty-three participants, or 35.2% of the sample, were required to maintain

membership with the American School Counselor Association (ASCA) as part of their master's-level training. In contrast, the majority of the sample (58.5%) had no such requirement. A small percentage of participants (6.4%) were unsure whether ASCA membership was required during their training. A frequency table of ASCA membership requirements during participants' training experiences is presented in Table 10. PSCs in the sample collectively experienced decades of evolution in school counselor preparation. The earliest graduate in the sample completed his or her training in 1977, with nine additional participants having graduated in the 1980s, 47 participants having graduated in the 1990s, 68 participants having graduated from 2000 through 2009, and 111 having graduated in 2010 or later. The two most recent graduates in the sample completed their training in 2019. A frequency table of participants' years of graduation is presented in Table 11.

The following tables further elaborate the participant demographics described in this section.

Table 2

Participant Gender – Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	26	11.0	11.0	11.0
	Female	210	89.0	89.0	100.0
	Total	236	100.0	100.0	

Table 3

Participant Ethnicity – Frequency Table

Ethnicity

		Frequency	Percent	Valid %	Cumulative %
Valid	White/Caucasian	208	88.1	88.1	88.1
	Black/African American	7	3.0	3.0	91.1
	Asian/Asian American	4	1.7	1.7	92.8
	Hispanic/Latinx	12	5.1	5.1	97.9
	Biracial/Multiheritage	4	1.7	1.7	99.6
	Prefer to self-identify	1	.4	.4	100.0
	Total	236	100.0	100.0	

Table 4

Participant Ages – Frequency Table

Age

		Frequency	Percent	Valid %	Cumulative %
Valid	21-25 years old	7	3.0	3.0	3.0
	26-30 years old	33	14.0	14.0	16.9
	31-35 years old	31	13.1	13.1	30.1
	36-40 years old	28	11.9	11.9	41.9
	41-45 years old	21	8.9	8.9	50.8
	46-50 years old	47	19.9	19.9	70.8
	51-55 years old	29	12.3	12.3	83.1
	56-60 years old	25	10.6	10.6	93.6
	61-65 years old	12	5.1	5.1	98.7
	65-70 years old	3	1.3	1.3	100.0
	Total	236	100.0	100.0	

Table 5

Participant Years of Experience – Frequency Table

	Years of Experience				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	22	9.3	9.3	9.3
	Less than 2 years	12	5.1	5.1	14.4
	Less than 3 years	19	8.1	8.1	22.5
	Less than 4 years	22	9.3	9.3	31.8
	Less than 5 years	20	8.5	8.5	40.3
	Less than 6 years	11	4.7	4.7	44.9
	Less than 7 years	5	2.1	2.1	47.0
	Less than 8 years	5	2.1	2.1	49.2
	Less than 9 years	5	2.1	2.1	51.3
	Less than 10 years	6	2.5	2.5	53.8
	Less than 12 years	13	5.5	5.5	59.3
	Less than 13 years	7	3.0	3.0	62.3
	Less than 14 years	8	3.4	3.4	65.7
	Less than 15 years	16	6.8	6.8	72.5
	Less than 16 years	5	2.1	2.1	74.6
	Less than 17 years	8	3.4	3.4	78.0
	Less than 18 years	5	2.1	2.1	80.1
	Less than 19 years	8	3.4	3.4	83.5
	Less than 20 years	10	4.2	4.2	87.7
	Less than 21 years	9	3.8	3.8	91.5
	Less than 22 years	3	1.3	1.3	92.8
	Less than 23 years	4	1.7	1.7	94.5
	Less than 24 years	2	.8	.8	95.3

Years of Experience (continued)

		Frequency	Percent	Valid Percent	Cumulative Percent
	Less than 25 years	2	.8	.8	96.2
	Less than 28 years	3	1.3	1.3	97.5
	Less than 29 years	1	.4	.4	97.9
	Less than 30 years	3	1.3	1.3	99.2
	Less than 31 years	1	.4	.4	99.6
	Less than 33 years	1	.4	.4	100.0
	Total	236	100.0	100.0	

Table 6

Participant School Level – Frequency Table

School Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary school	67	28.4	28.4	28.4
	Middle School	46	19.5	19.5	47.9
	High School	100	42.4	42.4	90.3
	I currently work at multiple school levels	23	9.7	9.7	100.0
	Total	236	100.0	100.0	

Table 7

Participant School Type – Frequency Table

School Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public school	199	84.3	84.3	84.3
	Private school	9	3.8	3.8	88.1
	Charter school	11	4.7	4.7	92.8
	Parochial/religious school	15	6.4	6.4	99.2
	Other	2	.8	.8	100.0
	Total	236	100.0	100.0	

Table 8

Participant Employment Status – Frequency Table

Employment Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time, permanent	223	94.5	94.5	94.5
	Full-time, temporary	7	3.0	3.0	97.5
	Part-time, permanent	6	2.5	2.5	100.0
	Total	236	100.0	100.0	

Table 9

Participants' Master's Program CACREP Accreditation Status – Frequency Table

CACREP Accreditation Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	146	61.9	61.9	61.9
	No	46	19.5	19.5	81.4
	Unsure	44	18.6	18.6	100.0
	Total	236	100.0	100.0	

Table 10

Participant ASCA Membership Requirements During Training – Frequency Table

ASCA Membership Requirement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	35.2	35.2	35.2
	No	138	58.5	58.5	93.6
	Unsure	15	6.4	6.4	100.0
	Total	236	100.0	100.0	

Table 11

Participant Year of Graduation from Master's Program – Frequency Table

Year of Graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1977	1	.4	.4	.4
	1980	1	.4	.4	.8
	1981	1	.4	.4	1.3
	1983	1	.4	.4	1.7
	1984	1	.4	.4	2.1
	1986	1	.4	.4	2.5
	1987	3	1.3	1.3	3.8
	1989	1	.4	.4	4.2
	1990	2	.8	.8	5.1
	1991	4	1.7	1.7	6.8
	1992	3	1.3	1.3	8.1
	1993	1	.4	.4	8.5
	1995	6	2.5	2.5	11.0
	1996	4	1.7	1.7	12.7
	1997	10	4.2	4.2	16.9
	1998	8	3.4	3.4	20.3
	1999	9	3.8	3.8	24.2
	2000	5	2.1	2.1	26.3
	2001	7	3.0	3.0	29.2
	2002	9	3.8	3.8	33.1
	2003	7	3.0	3.0	36.0
	2004	5	2.1	2.1	38.1
	2005	7	3.0	3.0	41.1
	2006	5	2.1	2.1	43.2

Year of Graduation (continued)

	Frequency	Percent	Valid Percent	Cumulative Percent
2007	8	3.4	3.4	46.6
2008	5	2.1	2.1	48.7
2009	10	4.2	4.2	53.0
2010	7	3.0	3.0	55.9
2011	5	2.1	2.1	58.1
2012	5	2.1	2.1	60.2
2013	11	4.7	4.7	64.8
2014	14	5.9	5.9	70.8
2015	15	6.4	6.4	77.1
2016	20	8.5	8.5	85.6
2017	16	6.8	6.8	92.4
2018	16	6.8	6.8	99.2
2019	2	.8	.8	100.0
Total	236	100.0	100.0	

Descriptive Statistics of Predictor Variables

Table 12 contains descriptive statistics for all predictor variables in this study. Descriptive statistics for the criterion variables are discussed in the subsequent section, which describes the results pertaining to the first research question.

Table 12

Descriptive Statistics for All Predictor Variables

Statistics

		YE	PO	TC	PS	CS	NCD
N	Valid	236	236	236	236	236	236
	Missing	0	0	0	0	0	0
Mean		10.16	13.7119	38.6737	3.69	378.9619	26.9237
Std. Error of Mean		.486	.46178	1.43966	.074	11.14324	.41017
Median		9.00	13.0000	37.0000	4.00	353.0000	27.0000
Mode		1[a]	26.00	15.00	4	250.00	26.00[a]
Std. Deviation		7.463	7.09402	22.11651	1.138	171.18574	6.30117
Range		31	24.00	114.00	4	900.00	31.00
Minimum		1	2.00	.00	1	.00	13.00
Maximum		32	26.00	114.00	5	900.00	44.00

a. Multiple modes exist. The smallest value is shown

b. *Note.* YE = Years of experience; PO = School counseling program orientation; TC = Total congruence between school counselor training and practice; PS = Principal support; CS = Caseload size; NCD = Assignment of non-counseling duties

On average, participants had approximately 10 years of experience as PSCs (*SD* = 7.46). However, as described in the previous section, participants represented a range of longevity in the field. The mean score for school counseling program orientation was 13.71. A low score of two on this variable suggests that no coursework was completed that was exclusively designed for school counselors-in-training (SCITs), and no coursework was completed that was taught by a faculty member with a PSC identity. Conversely, a high score of 26 suggests that the respondent had 12 or more experiences of taking SCIT-specific coursework and 12 or more experiences of being taught by a faculty member with a PSC identity. As such, the average participant in this study reported approximately 12 instances of completing coursework that was

exclusively designed for SCITs or taking a course taught by a faculty member with a PSC identity. Congruence between master's-level training and actual school counseling practice was relatively high (M = 38.67, SD = 22.12). As noted in Chapter III, a score of zero on this variable indicates perfect congruence between training and practice, while a high score of 188 suggests complete discrepancy. Thus, based on their training, participants' professional expectations upon entering the field were largely realized in their daily practice.

In terms of principal support, the average score was 3.69 (SD = 1.14), indicating that participants felt moderately-to-well supported by their building principal. Once three outliers were removed from the data set, the average caseload size was 378.96 students (SD = 171.19), with reported sizes ranging from zero to 900. Lastly, participants reported varying extents of non-counseling duty assignments. The average score for this variable was 26.92 (SD = 6.30), with reported scores ranging from 13.0 to 44.0. As described in Chapter III, the lowest possible score on this variable was 10.0, indicating that non-counseling duties are never performed. Conversely, a high score of 50.0 indicates that non-counseling duties are regularly assigned.

Research Question One

The first research question guiding this study concerned the level of burnout that was reported by professional school counselors in the sample. Accordingly, the mean scores for each subscale of the Maslach Burnout Inventory-Educators Survey (MBI-ES; Maslach et al., 1996) were examined. Low levels of burnout are reflected by low scores on the emotional exhaustion and depersonalization subscales, coupled with high scores on the personal accomplishment subscale. Conversely, high levels of burnout are reflected by high scores on the emotional exhaustion and depersonalization subscales, coupled with low scores on the personal accomplishment subscales. Hypothesis one predicted that PSCs would report moderate levels of

emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment. Findings will be presented for each criterion variable individually first, followed by a summary of conclusions with regards to the research question and hypothesis. Findings were as follows:

Emotional exhaustion. Descriptive statistics for the emotional exhaustion subscale of the MBI-ES (Maslach et al., 1996) are displayed in Table 13. The mean score was 34.4 with a standard deviation of 12.7. Scores ranged from a minimum of 10.0 to a maximum of 62.0. According to the instrument's manual, scores of 16 and below indicate low levels of emotional exhaustion, while scores of 17 to 26 indicate moderate levels, and scores greater than 27 indicate high levels (Maslach et al., 1996). As such, PSCs who participated in this study reported high levels of emotional exhaustion on average.

Depersonalization. Descriptive statistics for the depersonalization subscale of the MBI-ES (Maslach et al., 1996) are located in Table 13. The mean score was 11.1 with a standard deviation of 5.1. Scores ranged from a minimum of 5.0 to a maximum of 29.0. The instrument's manual suggests that low levels of depersonalization are indicated by scores of six and below, moderate levels are reflected by scores of seven to 12, and high levels are indicated by scores of 13 or higher. According to these standards, PSCs who participated in this study reported moderate levels of depersonalization on average.

Personal accomplishment. Descriptive statistics for the personal accomplishment subscale of the MBI-ES (Maslach et al., 1996) are available in Table 13. The mean score was 46.0 with a standard deviation of 6.0. Scores on this subscale ranged from a minimum of 11.0 to a maximum of 56.0. Maslach and colleagues (1996) indicate that low levels of personal accomplishment are reflected in scores of 31 and below, while scores of 32 to 38 reflect

moderate levels, and scores of 39 and above reflect high levels. As such, PSCs in who participated in this study reported high senses of personal accomplishment on average.

Table 13

Descriptive Statistics for MBI-ES (Maslach et al., 1996) Subscales

Statistics

		EE	DP	PA
N	Valid	236	236	236
	Missing	0	0	0
Mean		34.4407	11.1483	46.0424
Median		35.0000	10.0000	46.0000
Mode		18.00[a]	5.00	50.00
Std. Deviation		12.70084	5.07720	5.97070
Range		52.00	24.00	45.00
Minimum		10.00[b]	5.00	11.00
Maximum		62.00	29.00	56.00

a. Multiple modes exist. The smallest value is shown.
b. Note. EE = Emotional exhaustion; DP = Depersonalization; PA = Personal accomplishment

Summary and conclusion. In summary, PSCs in the present study endorsed moderate levels of emotional exhaustion and depersonalization, along with high levels of personal accomplishment. Thus, the first hypothesis was partially supported. The high level of personal accomplishment was consistent with a priori predictions; however, the high level of emotional exhaustion and moderate level of depersonalization were inconsistent with the prediction that PSCs in the sample would endorse low scores on this variable. The implications of these findings are discussed in Chapter V.

Research Question Two

The second question guiding this research was as follows: What amount of variance do three sets of independent variables (i.e., years of experience, training program characteristics, and organizational characteristics) contribute independently and together to reported levels of burnout? Three hierarchical regressions were completed to answer this question. Using the three MBI subscales as criterion variables, predictor variables were entered into each respective regression equation in the following order:

- Step One: Years of experience
- Step Two: Training program variables (i.e., congruence between master's-level training and actual PSC practice; school counseling program orientation)
- Step Three: Organizational variables (i.e., caseload size; non-counseling duty assignment; principal support)

Hypothesis two stated that the three sets of independent variables (i.e., years of experience, training program characteristics, and organizational characteristics) would significantly predict the outcome variable across three dimensions (i.e., emotional exhaustion, depersonalization, and personal accomplishment). The individual results for each outcome variable are reported in the following subsections, followed by a general summary and conclusions regarding the research question and hypothesis.

Emotional exhaustion. In the first step of the regression, years of experience accounted for a significant amount of the variance in emotional exhaustion (R^2 = .02, F (1, 234) = 6.30, p < .013). In the second step, training program variables accounted for a significant amount of additional variance in emotional exhaustion after controlling for the variance explained by years of experience (R^2 = .15, R^2 change = .14, F (1, 232) = 18.68, p < .001). Finally, in the third step

of the regression, organizational variables accounted for a significant amount of additional variance in emotional exhaustion, beyond what was explained in the two-step model (R^2 = .24, R^2 change = .10, F (1, 229) = 10.23, p < .001). The model summary is presented in Table 14. The model was significant at all three stages (F (1, 234) = 6.30, p < .013; F (3, 232) = 14.87, p < .001; F (6, 229) = 13.44, p < .001, respectively), as evidenced in Table 15.

Table 14

Regression Model Summary for Emotional Exhaustion

Model Summary[d]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.162[a]	.026	.022	12.56004	.026	6.298	1	234	.013
2	.402[b]	.161	.150	11.70670	.135	18.679	2	232	.000
3	.510[c]	.260	.241	11.06521	.099	10.226	3	229	.000

a. Predictors: (Constant), Years of experience

b. Predictors: (Constant), Years of experience, Total congruence, Program orientation

c. Predictors: (Constant), Years of experience, Total congruence, Program orientation, Caseload size, Non-counseling duties, Principal support

d. Dependent Variable: Emotional exhaustion

Table 15

ANOVA Table for Emotional Exhaustion

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	993.601	1	993.601	6.298	.013[b]
	Residual	36914.569	234	157.755		
	Total	37908.169	235			
2	Regression	6113.297	3	2037.766	14.869	.000[c]
	Residual	31794.872	232	137.047		
	Total	37908.169	235			
3	Regression	9869.656	6	1644.943	13.435	.000[d]
	Residual	28038.513	229	122.439		
	Total	37908.169	235			

a. Dependent Variable: Emotional exhaustion

b. Predictors: (Constant), Years of experience

c. Predictors: (Constant), Years of experience, Total congruence, Program orientation

d. Predictors: (Constant), Years of experience, Total congruence, Program orientation, Caseload size, Non-counseling duties, Principal support

Depersonalization. Unlike in the model for emotional exhaustion, years of experience did not account for a significant amount of the variance in depersonalization at the first step (R^2 = -.002, F (1, 234) = 0.55, p < .46). In the second step, training program variables accounted for a significant amount of additional variance in depersonalization, above and beyond the variance explained by years of experience (R^2 = .10, R^2 change = .11, F (1, 232) = 14.74, p < .001). Finally, in the third step of the regression, organizational variables accounted for a significant amount of additional variance in depersonalization after controlling for both years of experience and training program characteristics (R^2 = .13, R^2 change = .04, F (1, 229) = 10.23, p < .02). The

model summary is presented in Table 16. Table 17 illustrates that, although the model was not significant at the first step, both the two-step and three-step models were significant overall (F (1, 234) = 0.55, $p < .46$; F (3, 232) = 10.03, $p < .001$; F (3, 229) = 6.87, $p < .001$, respectively).

Table 16

Regression Model Summary for Depersonalization

Model Summary[d]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.049[a]	.002	-.002	5.08203	.002	.553	1	234	.458
2	.339[b]	.115	.103	4.80757	.112	14.740	2	232	.000
3	.391[c]	.153	.130	4.73485	.038	3.394	3	229	.019

a. Predictors: (Constant), Years of experience

b. Predictors: (Constant), Years of experience, Total congruence, Program orientation

c. Predictors: (Constant), Years of experience, Total congruance, Program orientation, Caseload size, Non-counseling duties, Principal Support

d. Dependent Variable: Depersonalization

Table 17

ANOVA Table for Depersonalization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.290	1	14.290	.553	.458[b]
	Residual	6043.519	234	25.827		
	Total	6057.809	235			
2	Regression	695.662	3	231.887	10.033	.000[c]
	Residual	5362.148	232	23.113		
	Total	6057.809	235			
3	Regression	923.908	6	153.985	6.869	.000[d]
	Residual	5133.902	229	22.419		
	Total	6057.809	235			

a. Dependent Variable: Depersonalization

b. Predictors: (Constant), Years of experience

c. Predictors: (Constant), Years of experience, Total congruence, Program orientation

d. Predictors: (Constant), Years of experience, Total congruence, Program orientation, Caseload size, Non-counseling duties, Principal support

Personal accomplishment. Years of experience did not account for a significant portion of the variance in personal accomplishment (R^2 = -.003, F (1, 234) = 0.19, p < .67) in the first step of the model. In the two-step model, training program variables accounted for a significant amount of the variance in personal accomplishment after controlling for years of experience (R^2 = .07, R^2 change = .08, F (1, 232) = 9.64, p < .001). Lastly, the three-step model did not yield a significant change in the amount of variance explained (R^2 = .08, R^2 change = .03, F (1, 229) = 2.48, p < .06). The model summary is presented in Table 18. Table 19 demonstrates that, as with depersonalization, the overall model was insignificant at Step One, but was significant at Step

Two and Step Three (F (1, 234) = 0.19, $p < .68$; F (3, 232) = 6.49, $p < .001$; F (3, 229) = 4.55, $p < .001$, respectively).

Table 18

Regression Model Summary for Personal Accomplishment

Model Summary[d]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.028[a]	.001	-.003	5.98108	.001	.185	1	234	.667
2	.278[b]	.077	.066	5.77182	.077	9.638	2	232	.000
3	.326[c]	.107	.083	5.71727	.029	2.483	3	229	.062

a. Predictors: (Constant), Years of experience

b. Predictors: (Constant), Years of experience, Total congruence, Program orientation

c. Predictors: (Constant), Years of experience, Total congruence, Program orientation, Caseload size, Non-counseling duties, Principal support

d. Dependent Variable: Personal accomplishment

Table 19

ANOVA Table for Personal Accomplishment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.623	1	6.623	.185	.667[b]
	Residual	8370.953	234	35.773		
	Total	8377.576	235			
2	Regression	648.760	3	216.253	6.491	.000[c]
	Residual	7728.816	232	33.314		
	Total	8377.576	235			
3	Regression	892.221	6	148.703	4.549	.000[d]
	Residual	7485.356	229	32.687		
	Total	8377.576	235			

a. Dependent Variable: Personal Accomplishment

b. Predictors: (Constant), Years of experience

c. Predictors: (Constant), Years of experience, Total congruence, Program orientation

d. Predictors: (Constant), Years of experience, Total congruence, Program orientation, Caseload size, Non-counseling duties, Principal support

Summary and conclusion. In regard to emotional exhaustion, years of experience significantly accounted for 3% of the variability in participants' scores, while training program characteristics significantly accounted for 13.5% of the variance and organizational characteristics significantly accounted for 9.9% of the variance. Together, the three sets of predictor variables accounted for 26.0% of the variability in scores. Moreover, the overall model was significant. In terms of depersonalization, years of experience was not a significant predictor of variance in participants' scores; however, training program characteristics significantly accounted for 11.2% of the variance and organizational characteristics significantly accounted for 3.8% of the variance. Collectively, the three sets of predictor variables accounted for 15.3%

of the variance, yielding a model that was significant overall. Finally, in regard to personal accomplishment, years of experience was again not a significant predictor, nor were the organizational variables in this model. Training program variables significantly accounted for 7.7% of the variance. Together, the three sets of variables generated an overall model that was significant and explained 10.7% of the variability in participants' personal accomplishment scores.

In light of these findings, the second hypothesis was partially supported. Years of experience significantly predicted only the emotional exhaustion dimension of burnout. Organizational variables significantly predicted only the emotional exhaustion and depersonalization dimensions of burnout. Training program characteristics, however, significantly predicted all three dimensions of burnout. Furthermore, when examined in totality, the three sets of predictor variables generated models that significantly predicted each dimension of burnout. The implications of these findings will be discussed in Chapter V.

Research Question Three

The third research question involved identifying the greatest predictors of burnout among the three variable sets. Standardized regression coefficients and *t* statistics were examined to answer this question. Because this is the first known study to explore two of the predictor variables (i.e., those in the training program characteristics variable set), there was no prior research or theory to inform a definitive hypothesis as to which variables would best predict burnout. Thus, no separate hypothesis was made for this question. Rather, the researcher's expectation that all of the variables would offer some significant contribution was encompassed in the second hypothesis. As previously noted, this hypothesis stated that the three sets of independent variables (i.e., years of experience, training program characteristics, and

organizational characteristics) would significantly predict the outcome variable across three dimensions (i.e., emotional exhaustion, depersonalization, and personal accomplishment). Findings pertaining to each outcome variable will be presented first, followed by a generalized summary of the findings and conclusions regarding the research question.

Emotional exhaustion. The standardized regression coefficients and *t* statistics for each predictor of emotional exhaustion are presented in Table 20. As evidenced by these values, level of principal support was the greatest predictor of emotional exhaustion, with a Beta weight (β) of -.33 and a *t*-statistic of -5.23 ($p < .001$). The findings indicate an inverse relationship between the level of principal support PSCs receive and their degree of emotional exhaustion. The next greatest predictor was congruence between school counselor training and practice, with $\beta = .22$ and a *t*-statistic of 3.54 ($p < .001$) in the final step of the model, followed by years of experience, another inverse predictor with $\beta = -.12$ and a *t*-statistic of -2.10 ($p < .04$). Of the remaining variables, assignment of non-counseling duties was the next greatest predictor, followed by caseload size, and finally school counseling program orientation. Taken individually, none of these three variables were a significant predictor of emotional exhaustion.

Table 20

Regression Coefficients for Predictors of Emotional Exhaustion

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	37.239	1.383		26.933	.000
	YE	-.276	.110	-.162	-2.510	.013
2	(Constant)	28.888	2.586		11.171	.000
	YE	-.203	.104	-.119	-1.948	.053
	PO	-.042	.109	-.024	-.387	.699
	TC	.212	.035	.369	6.084	.000
3	(Constant)	40.105	5.232		7.665	.000
	YE	-.210	.100	-.124	-2.099	.037
	PO	.003	.104	.002	.026	.979
	TC	.128	.036	.224	3.540	.000
	NCD	.169	.117	.084	1.441	.151
	CS	.001	.004	.020	.343	.732
	PS	-3.693	.706	-.331	-5.227	.000

a. Dependent Variable: Emotional Exhaustion

b. *Note.* YE = Years of experience; PO = School counseling program orientation; TC = Total congruence between training and practice; NCD = Assignment of non-counseling duties; CS = Caseload size; PS = Principal support

Depersonalization. The standardized regression coefficients and *t* statistics for each predictor of depersonalization are presented in Table 21. Congruence between school counselor training and practice was the greatest predictor of this outcome variable, with a Beta weight of .26 and a *t*-statistic of 3.82 ($p < .001$) in the three-step model. Next, principal support offered the greatest predictive ability, with $\beta = -.17$ and a *t*-statistic of -2.50 ($p < .013$), again exhibiting an inverse relationship with this outcome variable, as it did with emotional exhaustion. Although

none of the remaining predictor variables were significant in isolation, their influence on depersonalization in order from greatest to least were as follows: assignment of non-counseling duties, school counseling program orientation, years of experience (inverse relationship), and caseload size (inverse relationship).

Table 21

Regression Coefficients for Predictors of Depersonalization

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.484	.559		20.527	.000
	YE	-.033	.044	-.049	-.744	.458
2	(Constant)	8.006	1.062		7.539	.000
	Y	-.003	.043	-.004	-.065	.948
	PO	.012	.045	.017	.275	.784
	TC	.078	.014	.338	5.429	.000
3	(Constant)	9.235	2.239		4.125	.000
	YE	-.013	.043	-.019	-.307	.759
	PO	.020	.044	.028	.455	.650
	TC	.059	.016	.258	3.817	.000
	NCD	.091	.050	.113	1.824	.070
	CS	-.001	.002	-.017	-.281	.779
	PS	-.756	.302	-.169	-2.500	.013

a. Dependent Variable: Depersonalization

b. *Note.* YE = Years of experience; PO = School counseling program orientation; TC = Total congruence between training and practice; NCD = Assignment of non-counseling duties; CS = Caseload size; PS = Principal support

Personal accomplishment. The standardized regression coefficients and *t* statistics for each predictor of personal accomplishment are presented in Table 22. As with depersonalization,

congruence between school counselor training and practice was also the greatest predictor for personal accomplishment, with a Beta weight of -.21 and a *t*-statistic of -2.99 ($p < .003$) in the final step of the model. As previously noted, the personal accomplishment subscale of the MBI-ES (Maslach et al., 1996) is unique in that high scores on the subscale represent low levels of burnout. Hence, the congruence variable is inversely related to the outcome variable in this case. The next greatest predictor in the model was principal support, with $\beta = .15$ and a *t*-statistic of 2.22 ($p <.03$). While not individually significant, the remaining variables' predictive abilities from greatest to least were as follows: assignment of non-counseling duties, school counseling program orientation, caseload size (inverse relationship), and years of experience (inverse relationship).

]Table 22

Regression Coefficients for Predictors of Personal Accomplishment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	45.814	.658		69.581	.000
	YE	.022	.052	.028	.430	.667
2	(Constant)	47.821	1.275		37.506	.000
	Y	.005	.051	.007	.102	.919
	PO	.068	.054	.081	1.265	.207
	TC	-.071	.017	-.265	-4.161	.000
3	(Constant)	42.789	2.703		15.827	.000
	YE	-.012	.052	-.016	-.240	.810
	PO	.054	.054	.064	1.010	.313
	TC	-.056	.019	-.207	-2.985	.003
	NCD	.087	.061	.092	1.439	.152
	CS	-.001	.002	-.040	-.642	.521
	PS	.810	.365	.154	2.220	.027

a. Dependent Variable: Personal Accomplishment

b. *Note.* YE = Years of experience; PO = School counseling program orientation; TC = Total congruence between training and practice; NCD = Assignment of non-counseling duties; CS = Caseload size; PS = Principal support

Summary and conclusion. The results suggest considerable overlap in the greatest predictors for each of the three dimensions of burnout explored in this study. The greatest predictors of emotional exhaustion were principal support, congruence between training and practice, and years of experience. For both depersonalization and personal accomplishment, the greatest predictors were congruence between training and practice and principal support. While not all of the predictor variables were significant in isolation, at least one variable from each of the three variable sets (i.e., years of experience, training program characteristics, and

organizational characteristics) was a significant predictor for at least one dimension of burnout. This finding provides further partial support for the second hypothesis of the study.

Concluding Remarks

Table 23 provides a summary of the findings discussed in this chapter, organized by research questions and hypotheses.

Table 23

Findings Pertaining to Research Questions and Hypotheses

RESEARCH QUESTIONS		
Question	**Relevant Findings**	**Level of Support**
Q1: What level of burnout is reported by professional school counselors in the sample?	PSCs endorsed moderate levels of depersonalization, along with high levels of emotional exhaustion and personal accomplishment.	N/A
Q2: What amount of variance do three sets of independent variables (i.e., demographic characteristics, training program characteristics, and organizational characteristics) contribute independently and together to reported levels of burnout?	Together, the three sets of independent variables accounted for 26.0% of the variability in emotional exhaustion scores, 15.3% of the variability in depersonalization scores, and 10.7% of the variability in personal accomplishment scores. In regard to emotional exhaustion, years of experience significantly accounted for 3% of the variability in participants' scores, while training program characteristics significantly accounted for 13.5% of the variance and organizational characteristics significantly accounted for 9.9% of the variance. In terms of depersonalization, years of experience was not a significant predictor of variance; however, training program characteristics significantly accounted for 11.2% of the variance and organizational characteristics significantly accounted for 3.8% of the	N/A

	variance. Finally, in regard to personal accomplishment, years of experience was again not a significant predictor, nor were the organizational variables in this model. Training program variables significantly accounted for 7.7% of the variance. The overall model was significant for all three criterion variables.	
Q3: What are the greatest predictors of burnout among the three variable sets?	There was considerable overlap in the greatest predictors for each of the dimensions of burnout. The greatest predictors of emotional exhaustion were principal support, congruence between training and practice, and years of experience. For both depersonalization and personal accomplishment, the greatest predictors were congruence between training and practice and principal support.	N/A
HYPOTHESES		
Hypothesis	**Relevant Findings**	**Level of Support**
H1: Professional school counselors will report moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment.	PSCs endorsed moderate levels of depersonalization, along with high levels of emotional exhaustion and personal accomplishment.	**Partially supported:** The high levels of emotional exhaustion and moderate levels of depersonalization were inconsistent with the prediction that PSCs in the sample would endorse moderate and low scores on this variables, respectively.
H2: The three sets of independent variables (i.e., demographic characteristics, training program characteristics, and organizational characteristics) will significantly predict the outcome variable across	Together, the three sets of independent variables accounted for 26.0% of the variability in emotional exhaustion scores, 15.3% of the variability in depersonalization scores, and 10.7% of the variability in personal accomplishment scores.	**Partially supported:** Years of experience significantly predicted only emotional exhaustion. Organizational variables significantly predicted only emotional

three dimensions (i.e., emotional exhaustion, depersonalization, and personal accomplishment).	In regard to emotional exhaustion, years of experience significantly accounted for 3% of the variability in participants' scores, while training program characteristics significantly accounted for 13.5% of the variance and organizational characteristics significantly accounted for 9.9% of the variance. In terms of depersonalization, years of experience was not a significant predictor of variance; however, training program characteristics significantly accounted for 11.2% of the variance and organizational characteristics significantly accounted for 3.8% of the variance. Finally, in regard to personal accomplishment, years of experience was again not a significant predictor, nor were the organizational variables in this model. Training program variables significantly accounted for 7.7% of the variance. Principal support, congruence between training and practice, and years of experience were significant predictors of at least one dimension of burnout. While not all of the predictor variables were significant in isolation, at least one variable from each of the three variable sets (i.e., years of experience, training program characteristics, and organizational characteristics) was a significant predictor for at least one dimension of burnout.	exhaustion and depersonalization. Training program characteristics significantly predicted all three dimensions of burnout. When examined in totality, the three sets of predictor variables generated models that significantly predicted each dimension of burnout.

Together, the predictor variables accounted for 26.0% of the variability in emotional exhaustion scores, 15.3% of the variability in depersonalization scores, and 10.7% of the variability in personal accomplishment scores. The overall model was significant for all three criterion variables. The greatest predictors of emotional exhaustion were principal support,

congruence between training and practice, and years of experience. For both depersonalization and personal accomplishment, the greatest predictors were congruence between training and practice and principal support. Collectively, these results provide partial support for both of the study's hypotheses. The implications of the findings reported in this chapter will be discussed in Chapter V, including ways in which this study can be situated within the larger body of burnout literature and possible next steps in the empirical investigation of the burnout phenomenon among PSCs.

Chapter V

Occupational burnout has been recognized as a hazard for working professionals for decades (Leiter, Bakker, & Maslach, 2014; Maslach & Schaufeli, 1993; Paine, 1982; Schaufeli & Enzmann, 1998). Yet, discourse regarding burnout among professional school counselors (PSCs) is a relatively emergent topic in the literature, with the majority of peer-reviewed studies having been published within the last five years (e.g., Gnilka et al., 2015; Limberg et al., 2016; Mullen et al., 2017; Mullen et al, 2018). Within the extant literature, PSCs' personal characteristics have been examined in relation to burnout (e.g., Butler & Constantine, 2005; Mullen & Crowe, 2017), as have various work environment characteristics (e.g., Feldstein, 2000; Lawrence, 2017). However, a possible association between PSCs' training experiences and their subsequent experience of burnout as practitioners remained virtually unexplored despite theoretical linkages. In particular, PSCs' experience of role stress is a well-documented factor in their general occupational stress levels (e.g., Bardhoshi et al., 2014; Cervoni & DeLucia-Waack, 2011; Culbreth et al., 2005; Freeman & Coll, 1997; Lambie & Williamson, 2004; McCarthy, Van Horn Kerne, Calfa, Lambert, & Guzmán, 2010). Moreover, PSCs' role expectations originate in their training programs (Cinotti, 2014). Therefore, the present study sought to address a gap in the literature by examining PSCs' master's-level training program characteristics in relation to their burnout. These variables were examined in conjunction with known predictors of burnout in order to better understand their possible impact

Discussion

This chapter opens with a discussion of each of the research questions and hypotheses in turn, including exploration of how the findings relate to previous research. Next, the limitations of the currently study are explored. Implications for training and practice will be described,

followed by recommendations for future research based on the limitations and findings of the present study.

Research Question One and Hypothesis One

The first research question was as follows: What level of burnout is reported by professional school counselors in the sample? Hypothesis One predicted that PSCs would report moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment. Findings indicated that PSCs endorsed moderate levels of depersonalization, coupled with high levels of emotional exhaustion and personal accomplishment, which partially supported the first hypothesis. These findings were consistent with the burnout levels reported by Butler and Constantine (2005); however nearly every other study examining these three dimensions of burnout reported moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment (Kim, 1993; Lambie, 2007; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Stephan, 2005; Webber, 2004).

As discussed in Chapter I, emotional exhaustion is a dimension of burnout characterized by a lack of emotional resources along with feelings of psychological depletion (Maslach, 2017; Schaufeli & Enzmann, 1998). Depersonalization involves general irritability, loss of idealism, and developing negative and cynical attitudes towards students,. Personal accomplishment encompasses one's sense of professional self-esteem and efficiency at meeting work objectives (Maslach, 2017; Schaufeli & Enzmann, 1998). It is perhaps unsurprising that participants in this study reported high levels of personal accomplishment given that they also reported a relatively high degree of congruence between their training and practice. Indeed, participants seem to be enacting their roles largely in the manner they envisioned upon entering the profession, which facilitates a sense of personal accomplishment. It is also unsurprising that PSCs are susceptible

to experiencing emotional exhaustion. Empathy is endemic to the PSCs' role (Rogers, 1957) and PSCs are called upon join their students in their life experiences, including those that are painful and otherwise emotionally taxing (Lawson, Venart, Hazler, & Kottler, 2007). These professional responsibilities require a great deal of emotional resources, which can undoubtedly lead to feelings of psychological depletion over time.

The high levels of emotional exhaustion and moderate levels of depersonalization reported by participants in this study can also be understood in light of the empathy PSCs are expected to exude, even in challenging circumstances. Compassion fatigue is a well-established byproduct of high levels of emotional empathy in helping professions, especially when the professional does not adaptively regulate their own emotional responses to their work with clients (Hansen et al., 2018). Depersonalizing may be protective for PSCs who experience the deleterious effects of compassion fatigue. Yet, this rationale does not explain the high levels of emotional exhaustion and moderate levels of depersonalization reported by participants in the current study compared to the low levels reported in by most other researchers (Kim, 1993; Lambie, 2007; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Stephan, 2005; Webber, 2004). A number of factors may have influenced the elevated levels endorsed by PSCs in this study. For example, perhaps heightened levels of emotional exhaustion and depersonalization were detected because the data for this study were gathered late in the academic year (i.e., from mid-March through mid-June). It is plausible that PSCs were experiencing pressure in connection with outstanding tasks for which they were running out of time, or that they were frustrated with students who were not making satisfactory progress towards academic promotion. These temporally-driven situations may have led to decreased emotional resources, heightened cynicism, or loss of idealism, which was in turn captured in the results of this research.

Alternatively, perhaps the moderate levels of depersonalization were reflective of broader shifts in American culture. Recent research on attitude change highlights the role that sociohistorical context, including sociopolitical, economic, and climatic events, plays in individuals' evaluations of self, others, and abstract ideas (Albarracin & Shavitt, 2018). It is possible that the data for this study, collected in the sociohistorical context of 2019, reflect broad attitudinal shifts in American society compared to data collected for similar research in earlier years (e.g., Kim in 1993 through Lopez in 2013). Perhaps members of American society at large are more cynical, irritable, and less idealistic than in the past, which translated into moderate levels of depersonalization as measured by the Maslach Burnout Inventory-Educator Survey (MBI-ES; Maslach et al., 1996).

Regardless of the reason for the heightened depersonalization scores, it is important to note that PSCs who participated in this study reported higher levels of burnout than their counterparts in previous research (Kim, 1993; Lambie, 2007; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Stephan, 2005; Webber, 2004). Yet, their scores are still not indicative of high levels of burnout, which would be evidenced by high levels of emotional exhaustion, high levels of depersonalization, and low levels of personal accomplishment (Maslach et al., 1996). Thus, the results of this study fundamentally suggest that PSCs tend to have low-to-moderate levels of burnout, which is consistent with previous research. The implications of these findings for PSCs and others in their professional networks will be discussed later in this chapter.

Research Question Two and Hypothesis Two

The second research question was as follows: What amount of variance do three sets of independent variables (i.e., demographic characteristics, training program characteristics, and organizational characteristics) contribute independently and together to reported levels of

burnout? The second hypothesis predicted that the three sets of independent variables would significantly predict the outcome variable across three dimensions (i.e., emotional exhaustion, depersonalization, and personal accomplishment). In terms of emotional exhaustion, all three sets of predictor variables significantly accounted for variability in participants' scores, with 26.0% of the variability explained overall. For depersonalization, only training program characteristics and organizational characteristics significantly explained the variance in participants' scores. Collectively, the three sets of predictor variables accounted for 15.3% of the variance. Lastly, only training program variables significantly explained the variance in personal accomplishment scores, while all three sets of variables accounted for 10.7% of the variance. Furthermore, the overall regression models were significant for all three dimensions of burnout. As such, Hypothesis Two was partially supported.

Previous research findings have been mixed with regards to the relationship between PSCs' years of experience and their burnout levels. Roberts (2013), Falls (2009), Camelford (2014), Riley (2018), Wachter (2006), Feldstein (2000), and Kim (1993) found no significant association between the variables, while Mullen and colleagues (2018), Butler and Constantine (2005), Anderson (2015), Sundquist (2018), and Burchette (1982) did report significant findings, usually denoting an inverse relationship. The present research fortifies the extant knowledge base by providing further evidence of a statistically significant relationship, in that years of experience significantly and negatively predicted emotional exhaustion. Furthermore, as depicted in Table 1 of Chapter III, years of experience was also significantly and negatively correlated with this dimension of burnout.

Methodological differences among the studies may account for any discrepancies in findings regarding the impact of years of experience on burnout. For example, while the present

research utilized a national sample of PSCs across multiple school levels, other researchers sampled PSCs from a single state (e.g., Roberts, 2013) or school level (e.g., Lopez, 2013). In addition, while the present research measured burnout according to the three dimensions included on the MBI-ES (Maslach et al., 1996), other studies (e.g., Falls, 2009) used different instruments that measured different dimensions of burnout, such as the Counselor Burnout Inventory (CBI; Lee et al., 2007). Still other studies employed different analytic techniques, such as multivariate analysis of variance (MANOVA; Riley, 2018), which may have been differentially sensitive to the relationship between the two variables.

While PSCs' years of experience have been repeatedly taken into consideration with regards to their burnout levels, the present research was the first to include master's-level training program variables in the analysis. The single exception is a study conducted by Wachter (2006), but training program experiences were only a peripheral consideration in that work. Still, Wachter's study did provide cursory evidence that PSCs' training programs have some bearing on subsequent experience of burnout at the practitioner level. In the present study, training program variables significantly accounted for the variance in scores among all three dimensions of burnout. In fact, training program variables were the only variable set to generate significant findings for all three dimensions. This speaks to the importance of the role these variables play in the multi-faceted experience of burnout. These results also provide empirical support for the theoretical assumption that informed their inclusion in the analysis. That is, the findings suggest that the professional identities and role expectations PSCs form during their training experiences can be protective against the effects of burnout – if they are actualized and supported in practice.

Unlike training program variables, organizational variables have received a great deal of attention in the extant literature. The present study supports the claim that PSCs' work

environments influence their experience of burnout (Lee et al., 2007; Paris & Hoge, 2010). Indeed, this assertion is categorically supported by literature in a variety of professions, such as business (Huhtala et al., 2015) and nursing (Labrague et al., 2017). The present study provides further empirical support for some of the unique environmental variables that impact PSCs' burnout by re-examining previously-researched variables, namely caseload size, assignment of non-counseling duties, and principal support. This constellation of organizational variables was examined by Bardhoshi and colleagues (2014), who found that their hierarchical regression model significantly predicted three dimensions of burnout measured by the CBI (Lee et al., 2007). Other researchers (e.g., Ford, 2013) have incorporated these variables in clusters along with other organizational factors with similarly significant results. Collectively, these findings elucidate the work environments that are most conducive to optimal functioning among PSCs. The implications of these findings for school counseling supervisors, school administrators, school counselor educators, and PSCs will be discussed later in the chapter.

Research Question Three and Hypothesis Two

The third research question was as follows: What are the greatest predictors of burnout among the three variable sets? As noted in Chapter IV, a separate hypothesis for this question was not established due to lack of prior theory or research by which predictions could be made. Instead, Hypothesis Two postulated that all variables would significantly predict burnout, a prediction that was intended to inform the analysis of this question's results. Findings indicated that the greatest predictor of emotional exhaustion was principal support, followed by congruence between training and practice, and finally, years of experience. For both depersonalization and personal accomplishment, the greatest predictor was congruence between training and practice followed by principal support. The remaining variables (i.e., school

counseling program orientation, caseload size, and assignment of non-counseling duties) were not significant predictors of any dimension of burnout when examined in isolation. Since the findings surrounding years of experience were discussed in the previous section, they will not be revisited here. Rather, the individual results for the remaining predictor variables will be discussed in this section, beginning with school counseling program orientation from the training program variable set.

Training program variables. The school counseling program orientation variable was included in the analysis due to the theoretical connections between school counseling coursework, exposure to faculty with a school counseling identity, professional identity development, and burnout (Brott & Myers, 1999; Cinotti, 2014; Gibson et al., 2010; Gibson et al., 2012; Luke & Goodrich, 2010; Watkinson et al., 2018). Contrary to predictions made in the second hypothesis, this variable did not significantly predict any dimension of burnout. It is possible that the lack of significance was due to a systematic measurement error. Specifically, participants may have misinterpreted the two questions that collected data for this variable. One question asked participants to select the approximate number of courses completed during their master's-level training program that were designed intentionally for school counselor training (as opposed to courses designed for students from any counseling specialization). The second question asked participants to select the approximate number of courses completed during their master's-level training program that were taught by an instructor/faculty who had a school counselor professional identity (as opposed to being taught by an instructor/faculty with a different counseling specialization). For both questions, response options ranged from zero to "12 or more."

Fifty-six participants, or 23.7% of the sample, indicated having taken 12 or more courses specifically designed for PSCs during their master's training and 38 participants, or 16.1% of the sample, indicated having taken courses taught by 12 or more faculty with a school counseling identity. These results are surprising in light of a previous survey that found only one or two school counseling-specific courses were typically required of school counselors-in-training (SCITs; Pérusse et al., 2015); however, 24.6% of programs surveyed reported offering no courses specifically designed for SCITs. Moreover, only 69.8% of faculty teaching school counseling courses had previous experience as a PSC according to the same survey (Pérusse et al., 2015). Given these findings, it seems implausible that such sizeable proportions of the current sample attended programs with as strong of a school counseling orientation as was reported. Perhaps these respondents misinterpreted the question to be asking about *all* coursework completed under the instruction of *any* faculty member. Inaccuracies in the data set may mean that no significant relationship was detected in the present study, while a significant relationship does actually exist in the population.

The second training program variable included in the analysis was congruence between what was taught in PSCs' master's-level training programs and their actual practice of school counseling. PSCs continuously report discrepancies between training and practice, leading both practitioners and scholars to call for training programs that more realistically reflect the profession (Goodman-Scott, 2015; Pérusse & Goodnough, 2005). Hence, this variable was selected for inclusion in the present research. Results revealed that it was one of only two variables included in the study that significantly predicted all three dimensions of burnout.

As previously described, scores on this variable could range from zero, indicating perfect congruence between training and practice, to 188, indicating complete incongruence. The mean

score for the variable was relatively low at 38.67, which is surprising given the aforementioned literature citing unrealistic training practices. It is possible that training programs have started responding to the call for preparation that more closely mirrors the realities of daily practice. It is also possible that K-12 schools are increasingly allowing PSCs to craft school counseling programs that align with the best practices taught during their training. Either way, the relatively low mean for this variable is promising when juxtaposed against prior literature highlighting incongruences between training and practice, especially given the significant relationship between congruence and burnout found in this study. Namely, the results of this study suggest that PSCs who experience greater congruence between training and practice also experience lower levels of burnout. Thus, closing the gap by any means serves to protect school counseling professionals.

Organizational variables. The results pertaining to PSC caseload sizes in the present study echo those reported by other researchers (e.g., Bardhoshi et al., 2014; Fye, 2016; Lee, 2008): caseload size was not significantly correlated with any dimension of burnout, nor did it significantly predict any dimension of burnout when examined individually. However, when included among other organizational variables in the regression models, the cluster significantly explained variance in the emotional exhaustion and depersonalization dimensions of burnout. The impact of caseload size on these particular dimensions of burnout is unsurprising given the nature of school counseling services. For example, the Response to Intervention (RTI) model posits that the vast majority of student needs should be met through Tier 1 interventions directed towards all students (Erford, 2011). Smaller subgroups of students' needs will be addressed through targeted Tier 2 interventions. Finally, individual students' needs are met through intensive Tier 3 interventions (Erford, 2011). The RTI model is structured to facilitate effective

use of PSCs' time while maximizing the impact of services delivered. PSCs with caseload sizes consistent with ASCA's recommended ratio of 250:1 (ASCA, 2012) should be able to deliver interventions on Tiers 1 through 3 while also attending to other professional responsibilities. PSCs whose caseload sizes exceed what is recommended will have proportionately higher numbers of students requiring services at Tiers 2 and 3. These increased small-group and individual needs may make PSCs more susceptible to emotional exhaustion and depersonalization, while still maintaining a high sense of personal accomplishment for services delivered on Tier 1.

Similar to caseload size, assignment of non-counseling duties has been explored in multiple studies (e.g., Bardhoshi et al., 2014; Fye, 2016; Lee, 2008) in various forms (e.g., number of hours spent on non-counseling duties, quantity of non-counseling duties assigned, percentage of time spent on non-counseling duties). The findings of the present study contrast with those reported by some other researchers, including Moyer (2011) and Bardhoshi and colleagues (2014), who found that non-counseling activities significantly predicted variance in burnout scores. The inconsistency between the findings in the current study and those reported by other researchers could be due to methodological differences. For example, Moyer (2011) operationalized non-counseling activities in terms of time spent on these tasks, rather than quantifying the number of non-counseling duties assigned, as was done in the present research. Bardhoshi and colleagues (2014) operationalized and measured non-counseling duties in the same manner that was used in the current research. However, those researchers measured burnout using the CBI (Lee et al., 2007). Perhaps the assignment of non-counseling duties differently impacts the five dimensions of burnout measured by the CBI (Lee et al., 2007) compared to the three dimensions measured by the MBI-ES (Maslach et al., 1996) in the present

investigation. In support of that explanation for the discrepancy, a study conducted by Lee (2008) also used the MBI (Maslach et al., 1996) to measure burnout and, similar to the present research, no significant relationship was found between non-counseling duties and any dimension of burnout.

The third and final organizational variable included in the analysis for the present research was principal support. Again, this variable has been examined in several other studies (e.g., Bardhoshi et al., 2014; Fye, 2016; Stephan, 2005). However, unlike the other organizational variables examined in the current research, the findings related to principal support have been more consistent in their statistical significance. These findings were supported by the current study. The findings depict the centrality of principal support toward optimal functioning of PSCs. Indeed, principal support was the second of only two variables that significantly predicted all three dimensions of burnout in this study.

The importance of the principal-PSC relationship is underscored by the considerable body of literature examining this very topic (e.g., Clemens, Milsom, & Cashwell, 2009). A study published in 2016 investigates communication norms as predictors of relationship quality between the two professionals (Duslak & Geier, 2016). More recently, Yavuz, Cayirdag, Dahir, and Gümüşeli (2017) examined the impact of strengthened principal-PSC partnerships on student achievement. Still other researchers explored the relationship between principal-PSC collaboration and school climate (Rock, Remley, & Range, 2017). It is clear that the relationship between principals and PSCs has implications at the micro and macro levels, impacting interpersonal functioning and building-level dynamics alike. The present study provides strong, additional confirmation that PSCs' relationships with their building principals also influence

their levels of burnout. The following section describes the implications of these and the other findings previously discussed.

Limitations

The findings of this study must be interpreted in light of its limitations. First, as previously mentioned, it is possible that systematic measurement error (Krishna, Maithreyi, & Surapaneni, 2010) occurred when data was collected for the school counseling program orientation variable. In particular, the number of respondents reporting having taken at least 12 school counseling specific-courses and at least 12 courses with a school counseling-identified faculty was unexpectedly high given prior research (Pérusse et al., 2015). It is possible that participants misinterpreted what information was being sought with the two questions pertaining to this variable. This possibly introduced measurement bias into the data. If so, the data reflects skewed findings with respect to the actual population mean and standard deviation for this variable. Moreover, the regression coefficients and significance of the variable may be skewed across all three regression models.

Measurement bias also may have been introduced by virtue of the variables under investigation. In terms of burnout, items on the MBI-ES (Maslach et al., 1996) included "I feel frustrated at my job" and "Working with people all day is really a strain for me." Non-counseling duties assessed included "Perform hall, bus, and cafeteria duty" and "Handle discipline of students." As such, it is possible that social desirability (Patten, 2012) influenced participants' responses to these and other items that seemingly contradict school counseling best practices (ASCA, n.d.[b]). On the contrary, respondents may have been eager to provide responses that they perceived would be helpful to the researcher. For example, respondents may have endorsed symptoms of burnout that they actually did not experience in order to ensure burnout was

detected in the sample. Such responses would introduce response bias (Krishna et al., 2010). As with the possible threats introduced via measurement error, social desirability may have skewed the means, standard deviations, regression coefficients, and findings of significance pertaining to the study's variables.

Participant attrition also bears consideration. As noted, 334 PSCs accessed and began completing the study's survey, but only 239 participants completed the survey in its entirety. Fourteen participants were not permitted to continue with the survey because they did not satisfy the study's inclusion criteria. The remaining 81 respondents chose to discontinue their participation for reasons that cannot be known to the researcher. Perhaps these respondents were experiencing high levels of burnout and were too distraught to continue answering questions about their experiences. Alternately, perhaps these respondents had large caseload sizes and several students' needs prevented them from finishing the survey. If the respondents who did not complete the survey in its entirety differed from those who did, withdrawal bias (Krishna et al., 2010) would impact the study's findings in a manner similar to what was previously described.

In addition to those who responded to the calls for participation and did not complete the entire survey, PSCs who did not respond at all must also be considered. It is possible that non-respondent bias (Krishna, 2010) occurred if the PSCs who declined to participate systematically differed from those who volunteered in ways meaningful to the study. For example, non-participants may have been too inundated with non-counseling activities to dedicate time to the survey. The demographic characteristics of the respondents should also be contemplated. As discussed later in this chapter, the demographic characteristics reported in the sample may be consistent with the population of school counselors at large (Gilbride, Goodrich, & Luke, 2016). However, definitive demographic information about the population of PSCs is uncertain and

therefore, it is possible that the lack of diversity represented in the sample is also a result of non-respondent bias or sampling bias (Krishna, 2010). The PSCs' who chose to withhold their experiences may have had relevant information to share, which is missing from the data set. As such, it is possible that relationships among the variables were not detected in the sample where they exist in the population. Such bias would also limit the generalizability of the findings (Patten, 2012).

In addition to these limitations, the limitations highlighted in Chapter I should also be recalled, including that all participants were members of the American School Counselor Association (ASCA), that some participants in this study were also subscribed to ASCA Scene, and that self-report measures were used to collect data.

Implications

The current research has a number of implications for school counselor educators (SCEs), school counseling supervisors/school administrators, and school counselors themselves. The implications for individuals in each professional role will be discussed in turn.

School Counselor Educators

SCEs are charged with facilitating the development of a professional identity among SCITs, including knowledge of their roles and responsibilities within schools (Council for the Accreditation of Counseling and Related Educational Programming [CACREP], 2015). The findings of this study highlight the importance of PSCs entering the profession with realistic expectations for the likely scope of their day-to-day activities. It is impossible for SCEs to prepare SCITs for every professional eventuality, nor can SCEs prepare their students for the precise range of expectations they will encounter at whichever school system eventually employs them. However, it is incumbent on SCEs to be aware of trends in the school counseling

profession, particularly ongoing challenges related to role stress (e.g., Bardhoshi et al., 2014; Culbreth et al., 2005; Nelson, Robles-Pina, & Nichter, 2008; Scarborough & Culbreth, 2008), and to prepare SCITs for those realities. This includes equipping students with the necessary professional advocacy skills to explain their training and role to uninformed stakeholders and to collect data regarding the efficacy of their services (Astramovich, Hoskins, Gutierrez, & Bartlett, 2013; Erford, 2011; Isaacs, 2003; Perera-Diltz & Mason, 2010; Trusty & Brown, 2005).

SCEs should also keep abreast of literature regarding school counselor burnout and inform SCITs about the risk factors. The current research points to the importance of having a supportive principal. Knowing this, SCEs could encourage their students to ask pertinent questions during job interviews. For example, SCITs could be encouraged to ask incumbent PSCs about their working relationship with the building principal. Additionally, they could be encouraged to ask the building principal how he or she views the role of PSCs. This will help SCITs take a preventative approach to burnout as they enter the profession, as well as later in their careers should they seek employment in a new school.

Lastly, SCEs should utilize group supervision courses (e.g., practicum and internship) as opportunities to process and debrief SCITs' observations regarding the day-to-day activities of PSCs in their host schools. Supervision is a vital mechanism of professional identity development (Dollarhide & Miller, 2006) among SCITs in addition to helping diminish role ambiguity (Henderson & Lampe, 1992). During group supervision courses, SCEs can validate the observations of SCITs as to incongruences between what they have learned in their master's program and what they are noticing in their schools. Then, SCEs can reinforce relevant professional advocacy skills (Astramovich et al., 2013; Erford, 2011; Isaacs, 2003; Perera-Diltz & Mason, 2010; Trusty & Brown, 2005) and, when appropriate, encourage SCITs to implement

those skills at their fieldwork sites. Fostering these conversations during group supervision courses offers the added benefit of allowing SCITs to grasp the variation in school counseling practice among different school districts based on the reports of their classmates. This, too, helps to prepare students for the realities of the school counseling profession and the self-advocacy work that is needed.

School Counseling Supervisors and School Administrators

School counseling supervisors and school administrators often have a great deal of power in dictating the scope of responsibilities for PSCs (Duslak & Geier, 2016; Robertson, Lloyd-Hazlett, Zambrano, & McClendon, 2018; Zalaquett & Chatters, 2012). For the purposes of this discussion, school counseling supervisors are conceptualized as school-based professionals who provide direct oversight to PSCs. “Director of Guidance” is one possible title these professionals might hold. Like SCEs, school counseling supervisors and school administrators share in the responsibility to ensure that school counseling practice is consistent with what is taught in master’s-level training programs. While SCEs should strive to incorporate the realities of the profession into their training of best practices, supervisors and administrators should strive to make best practices the norm for their PSCs. Indeed, these administrative professionals are most readily able to close extant gaps. For supervisors with a background in school counseling, this may mean leveraging their dual role as an administrator (Robertson et al., 2018) to advocate among other administrators for alignment with a comprehensive school counseling program. For principals and other school leadership personnel, this may mean learning about the PSC role, either through professional development or by consulting directly with the PSCs employed in their schools.

Principals in particular should be aware of how essential their support is in mitigating the harmful effects of burnout. Principals should be a visible and approachable part of PSCs' professional networks. They should demonstrate their interest in and endorsement of school counseling initiatives, leading by example for other stakeholders. Establishing an annual agreement with PSCs regarding the services they will provide is an excellent way to convey such interest and endorsement, while also helping the school counseling program align with the ASCA National Model (ASCA, 2012). Perhaps most importantly, principals should seek to understand the needs of the PSCs in their building, collectively and as individuals. These actions will undoubtedly convey the support of the administration to PSCs, who in turn will experience less burnout.

Lastly, supervisors and administrators should be aware of the other predictors of burnout explored in this study. Findings suggest that years of experience have an inverse relationship with burnout, particularly with the emotional exhaustion dimension, for which the relationship with significant. Supervisors and administrators should be especially attuned to the needs of novice PSCs and should consider preventative interventions that may help maintain optimal functioning. For example, neophyte PSCs may benefit from receiving mentorship from a more senior school counseling professional, a strategy that is used with great success to prevent attrition among new teachers (Fantilli & McDougall, 2009). New professionals may also benefit from professional development opportunities related to emotional wellness and self-care to protect against emotional depletion. Finally, new professionals and experienced PSCs alike may benefit from regular access to clinical supervision to help bolster their professional identities (Dollarhide & Miller, 2006), diminish role ambiguity (Henderson & Lampe, 1982), and alleviate burnout (Moyer, 2011).

Although caseload size and assignment of non-counseling duties were not significant predictors of burnout in isolation, they were significant predictors of both emotional exhaustion and depersonalization when clustered with principal support. Therefore, supervisors and administrators should be mindful of PSCs' caseload sizes and the amount of responsibilities expected of them that do not directly pertain to their roles. This section illustrates the myriad ways supervisors and administrators can help prevent and mitigate burnout among PSCs. However, it is the PSCs themselves who undoubtedly have the most to gain from knowing effective prevention and intervention techniques. Thus, implications for school counselors themselves will now be discussed.

Professional School Counselors

It is crucial for PSCs to understand the range of risk and protective factors associated with burnout in order to make informed career choices and engage in effective self-advocacy. A number of suggestions can be derived from the present research. First, when seeking employment as a PSCs, prospective employees should educate themselves as to the working conditions and role expectations for PSCs in the school districts to which they apply. As previously discussed, applicants should attempt to ascertain the nature of the relationship between the building principal and the PSCs. Inquiries should also be made about the daily activities of PSCs, the scope of the school counseling program, its alignment with national standards (ASCA, 2012), and caseload sizes. It may also be helpful to know what special supports are offered to early-career school counselors, if any.

Once employed, PSCs should establish rapport with their building principal and should attend to the working relationship with him or her on a continuous basis. The findings of this study suggest that school counselors benefit from experiencing support from their principal and

having a sound working relationship overall (Duslak & Geier, 2016; Yavuz et al., 2016). Thus, it is recommended that PSCs intentionally craft circumstances in which support can be offered. For example, PSCs may share outcome data with their principal from a recent classroom guidance lesson, highlighting students' gains from the presentation (Erford, 2011). Alternately, PSCs might share literature with their principal describing the ways in which school systems benefit from principal-PSC partnerships (e.g., Rock et al., 2017).

More broadly, PSCs should be aware of opportunities to advocate for themselves and their role to *all* stakeholders. PSCs may be aware of discrepancies between the best practices they learned in their master's-level training and their actual responsibilities. Such discrepancies are not only detrimental to K-12 students who do not have access to a comprehensive school counseling program (Lapan, 2012; Wilkerson, Pérruse, & Ashley, 2013). Indeed, as the findings of this study suggest, these discrepancies are also detrimental to the PSCs themselves. Therefore, PSCs should educate stakeholders as to best practices, recommended caseload ratios, and duties that are appropriate to the school counselors' role (Erford, 2011). A working environment that is consistent with PSCs' training and expectations will alleviate the effects of burnout.

In addition to self-advocacy, seeking clinical supervision from a qualified supervisor or experienced peer can also help PSCs manage incongruences between training and practice. As previously mentioned, clinical supervision has benefits related to a range of issues connected to burnout, including professional identity development (Dollarhide & Miller, 2006), role ambiguity (Henderson & Lampe, 1982), and even burnout itself (Moyer, 2011; Wilkerson & Bellini, 2006). Receiving supervision from a knowledgeable colleague can help PSCs understand and be confident in the multiple roles they hold (Luke & Bernard, 2006) and determine the best

way to proceed in addressing noted discrepancies between training and practice (Bernard & Goodyear, 2014).

Lastly, of all the professionals mentioned in this chapter, school counselors are ultimately the most knowledgeable about the daily realities of school counselors. Therefore, PSCs are well-positioned to help close the gap between training and practice. One way PSCs may do this is by hosting a SCIT during his or her fieldwork experience. During this time, the supervising PSC can induct the SCIT into the realities of the role, while modeling the self-advocacy skills necessary to align with best practices. Another method of closing the gap is by partnering with local SCEs to inform them of trends in school counseling practice. SCEs likely have access to such information through the school counseling literature and possibly through involvement in professional organizations. Yet, the observations of practitioners in the local community are invaluable in SCE's efforts to mediate the professional expectations of SCITs. By hosting SCITs and forming partnerships with SCEs, PSCs can help diminish burnout among future generations of professionals.

Recommendations for Future Research

There are many opportunities for future research based on the methods and findings associated with the current study. First, future research regarding PSC burnout should seek to engage a more diverse sample of participants. The demographic characteristics of PSCs in the United States are unknown. However, a recent national survey with 897 PSC respondents gathered extensive demographic data (Gilbride et al., 2016), much of which was consistent with the demographic information reported by the participants in the present study. Still, while participants in the present study were possibly demographically representative of the population of PSCs, there are many identities that were virtually nonexistent in the sample. Thus, it was not

possible to test for differences among groups. In prior studies, some researchers found differences in burnout based on demographic criteria such as gender (e.g., Steele, 2014) and ethnicity (e.g., Lee, 2008), while other researchers did not (e.g., Lozano-Chapa, 2017). Future research should seek to further support or refute these findings. Moreover, it is possible that underrepresented groups within the school counseling profession have different experiences related to burnout. Future research should seek to elucidate this possibility.

In future research, the line of inquiry in the present study could be reexamined using different analytic techniques. For example, the same variables could be examined via path analysis which would allow for a more nuanced understanding of the relationships among them (i.e., direct and indirect effects rather than total effects measured in hierarchical regression; Jeon, 2015; Keith, 2006). Alternately, qualitative research could be used to develop a more detailed conceptualization of the interplay among the variables included in this study. Toward that end, a grounded theory study would offer the opportunity for theory generation (Fassinger, 2005) after acquiring a profound understanding of PSCs' experiences (Hays & Singh, 2012) of graduate training, work environment, and burnout. In addition, a phenomenological examination of the lived experience of PSC who report or have been identified as experiencing burnout (or those whom have not) could offer a more nuanced understanding of the interrelationships among known correlates of burnout, or perhaps provide insight into previously-unexplored factors. To date, published qualitative studies of PSC burnout are extremely limited (e.g., Caple, 2018; Hurt, 2014).

Rather than using a different analytic technique, future researchers may choose to simply replicate the findings of the current research, but with a larger sample. Although the present sample size exceeded the recommendation of 74 participants based on G*Power analysis (Faul et

al., 2009), the sample size was relatively small. As previously mentioned, methodologically-similar literature reported sample sizes ranging from 47 participants (Ohrt et al., 2015) to 1,435 participants (Anderson, 2015). The present research had a considerably smaller sample size of 236 compared to the average of 312 participants across 21 comparable studies (e.g., Bardhoshi et al., 2014; Harnois, 2014; Moyer, 2011; Thomas, 2010). Alternatively, a future study may seek to replicate the results with a sample of early-career PSCs. These professionals, who were trained in the era of comprehensive school counseling programs (Dollarhide & Saginak, 2017), may experience the greatest discrepancies between training and practice. Moreover, PSCs who recently completed their training are more likely to accurately remember the details of their training experiences, including information pertaining to the school counseling program orientation variable. Therefore, the findings stemming from a sample of early-career participants may particularly informative.

Lastly, future research may seek to extend the findings of the current research. The amount of variance explained in the current research ranged from 10.7% for scores on personal accomplishment to 26.0% for scores on emotional exhaustion. There is much left to discover. One option is to explore different predictor variables in conjunction with the dimensions of burnout explored in this study, while another option is to explore the same predictor variables in conjunction with different dimensions of burnout. Researchers who wish to do the former may consider using a measure of PSC professional identity development, for example. While the training program variables in the current research were intended to capture elements related to professional identity development, a direct measure of PSC identity development was nonexistent at the time the data was collected. A direct measure of this variable may yield additional significant findings in the future, whereas the present study did not find a significant

relationship between burnout and one of the training program variables (i.e., school counseling program orientation). In contrast, researchers who wish to consider the predictor variables used in the current research in association with different dimensions of burnout might consider using the CBI (Lee et al., 2007), a popular measure which includes subscales of negative work environment, exhaustion, deterioration of personal life, incompetence, and devaluing client. Understanding the occupational burnout of PSCs is a relatively new frontier in the profession and there are many possibilities that have not yet been considered.

Conclusion

Regardless of the paths pursued by future researchers, the present work expands the extant knowledge base in meaningful ways. First, the study offers further empirical evidence of the relationships between three dimensions of burnout and PSCs' years of experience, caseload sizes, assignment of non-counseling duties, and principal support. Second, the study provides new insight into the role that training programs play in PSCs' experiences of burnout as practitioners. In doing so, this study addressed a critical gap in the literature.

The findings of this study are promising in that they depict PSCs as a group of working professionals who typically experience low-to-moderate levels of burnout, despite the demands of their jobs (Paris & Hoge, 2010). Yet, the harmful effects of burnout *were* detected among participants, which is undoubtedly impactful for those professionals personally, and also for their students and other stakeholders (Day & Leiter, 2014; Pines & Aronson, 1988; Schaufeli & Enzmann, 1998). As such, it is in the best interest of the profession to strive to more fully understand burnout and eradicate it completely. It is imperative that researchers continue to explore possible correlates of occupational burnout among PSCs. The preceding chapters demonstrate the importance of such inquiries in promoting a dynamic, optimally-functioning

workforce of PSCs who achieve longevity in their careers. This in turn offers resounding benefits to the students and communities these exceptional professionals serve.

Appendix A: Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
Advisement and appraisal for academic planning	Building the master schedule
Orientation, coordination and academic advising for new students	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing short-term individual and small-group counseling services to students	Providing long-term counseling in schools to address psychological disorders
Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	Covering classes when teachers are absent or to create teacher planning time
Interpreting student records	Maintaining student records
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	Supervising classrooms or common areas
Protecting student records and information per state and federal regulations	Keeping clerical records
Consulting with the school principal to identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	Coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
Analyzing disaggregated schoolwide and school counseling program data	Serving as a data entry clerk

ASCA (n.d.[b])

Appendix B: Empirical Publications Regarding School Counselor Burnout

Table B1. Empirical Publications Regarding School Counselor Burnout: Demographic Variables

	Examined Intrapersonal Risk Factors	Examined Organizational Risk Factors
Variables Examined	**Age** Mullen, Blount, Lambie, & Chae, 2018; Fye, 2016; Burchette, 1982; Camelford, 2014; Kim, 1993; Lubofsky, 2002; Lozano-Chapa, 2017; Roberts, 2013; Wachter, 2006; Webber, 2004 **Years of Experience** Fye, 2016; Mullen et al., 2018; Burchette, 1982; Butler & Constantine, 2005; Lozano-Chapa, 2017; Camelford, 2014; Falls, 2009; Feldstein, 2000; Kim, 1993; Riley, 2018; Roberts, 2013; Wachter, 2006 **Gender** Steele, 2014; Burchette, 1982; Camelford, 2014; Lubofsky, 2002; Butler & Constantine, 2005; Kim, 1993, Lee, 2008; Lozano-Chapa, 2017; Nusbaum, 1982; Webber, 2004; Wells, 2004 **Marital Status** Burchette, 1982; Lozano-Chapa, 2017; Lee, 2008 **Ethnicity** Falls, 2009; Burchette, 1982; Lee, 2008; Camelford, 2014; Lozano-Chapa, 2017	**Caseload Size** Camelford, 2014; Burchette, 1982; Falls, 2009; Fye, 2016; Lee, 2008; Lopez, 2013; Lubofsky, 2002; Moyer, 2011; Mullen et al., 2018; Nusbaum, 1982 **School Population Size** Burchette, 1982; Kim, 1993; Wachter, 2006 **School Level Served/Age Range Served** Roberts, 2013; Webber, 2004; Rovero, 2003; Burchette, 1982; Steele, 2014; Falls, 2009; Feldstein, 2000; Lee, 2008; Mullen et al., 2018; Nusbaum, 1982; Wachter, 2006 **Geographic Setting of School** Butler & Constantine, 2005; Camelford, 2014; Burchette, 1982; Riley, 2018; Webber, 2004; Falls, 2009; Fye, 2016; Lee, 2008; Nusbaum, 1982; Stephan, 2005; Willingham, 2009 **SES of Students Served** Roberts 2013; Lopez, 2013; Camelford, 2014; Lee, 2008; Wachter, 2006 **Minority Composition of School** Wachter, 2006; Lee, 2008 **School Type** Camelford, 2014

Table B2. Empirical Publications Regarding School Counselor Burnout: Non-Demographic Variables

	Examined Intrapersonal Risk Factors	**Examined Organizational Risk Factors**	**Examined Intrapersonal and Organizational Risk Factors**
Primary Variables of Interest	**Collective Self-Esteem** Butler & Constantine, 2005 **Self-Concept** Nusbaum, 1982 **Perceived Stress** Mullen et al., 2018; Mullen & Crowe, 2017; Mullen & Gutierrez, 2016; Riley, 2018 **Professional Self-Advocacy** Anderson, 2015 **Ego Development** Lambie, 2007 **Altruism** Limberg, Lambie, & Robinson, 2016 **Prior Teaching Experience** Willingham, 2018 **Additional Licensure** Roberts, 2013 **Mindfulness Meditation Practice** Sundquist, 2018	**Supervision** Feldstein, 2000; Lawrence, 2017; Rovero, 2003; Moyer, 2011 **Leadership Style** Lubofsky, 2002; Lozano-Chapa, 2017; Cummings & Nall, 1982 **Non-Counseling Duties** Bardhoshi, Schweinle, & Duncan, 2014; Falls, 2009 **ASCA National Model Implementation** Camelford, 2014; Steele, 2014 **Role Stress** Ford, 2013; Kim, 1993 **School Crisis Exposure** Wachter, 2006 **Caseload Assignment System** Wells, 2004 **Perceived Environmental Causes** Hurt, 2014	**Self-Efficacy** Lopez, 2013; Stephan, 2005; Webber, 2004 **Social Supports** Fye, 2016; Lee, 2008; Thomas, 2010; Wilkerson, 2009; Wilkerson & Bellini, 2006 **Total Hours Worked Per Week** Burchette, 1982 **Experienced Stress** Caple, 2018 **Ethical Dilemmas** Mullen, Morris, & Lord, 2017 **Meanings Made** Sheffield, 1999

	Perfectionism Fye, Gnilka, & McLaulin, 2018		

Appendix C: Permission to Administer the MBI-ES (Maslach et al., 1996) Online

MI

Mind Garden Inc <info@mindgarden.com>

Re: Copyright screenshot

Thu 2/28, 3:30 PM
Kathryn Theresa Kozak

Hello Kathryn,

Thank you for including a screenshot of your online survey. The copyright statement is acceptable.

Best wishes on your research!

Ken
Mind Garden, Inc.
650-322-6300

Appendix D: The School Counselor Activity Rating Scale (SCARS; Scarborough, 2005; Scarborough & Culbreth, 2008)

1 = never 2 = rarely 3 = occasionally 4 = frequently 5 = routinely	ACTUAL	PREFER
Attend professional development activities (e.g., state conferences, local in-services)		
Coordinate with an advisory team to analyze and respond to school counseling program needs		
Formally evaluate student progress as a result of participation in individual/group counseling from student, teacher and/or parent perspectives		
Conduct needs assessments and counseling program evaluations from parents, faculty and/or students		
Coordinate orientation process / activities for students		
"Other" Activities		
Participate on committees within the school		
Coordinate the standardized testing program		
Organize outreach to low income families (i.e., Thanksgiving dinners, Holiday families)		
Respond to health issues (e.g., check for lice, eye screening, 504 coordination)		
Perform hall, bus, cafeteria duty		
Schedule students for classes		
Enroll students in and/or withdraw students from school		
Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports)		
Handle discipline of students		
Substitute teach and / or cover classes for teachers at your school		

Please reference:
Scarborough, J. L. (2005). The School Counselor Activity Rating Scale: An instrument for gathering process data. *Professional School Counseling, 8,* 274-283.

The School Counselor Activity Rating Scale

Developed by: Janna L. Scarborough, Ph.D., NCC, NCSC, ACS

School Counseling Activity Rating Scale

Below is a list of functions that may be performed by school counselors.
In **Column 1**, please write the number that indicates the frequency with which you ACTUALLY perform each function.
In **Column 2**, please write the number that indicates the frequency with which you would PREFER to perform each function.

Please place the corresponding number in each box.

Ratings:
1 = I never do this; I would prefer to never do this
2 = I rarely do this; I would prefer to rarely do this
3 = I occasionally do this; I would prefer to occasionally do this
4 = I frequently do this; I would prefer to frequently do this
5 = I routinely do this; I would prefer to routinely do this

1 = never 2 = rarely 3 = occasionally 4 = frequently 5 = routinely	ACTUAL	PREFER
Counseling Activities		
Counsel with students regarding personal/family concerns		
Counsel with students regarding school behavior		
Counsel students regarding crisis/emergency issues		
Counsel with students regarding relationships (e.g., family, friends, romantic)		
Provide small group counseling addressing relationship/social skills		
Provide small group counseling for academic issues		
Conduct small groups regarding family/personal issues (e.g., divorce, death)		
Conduct small group counseling for students regarding substance abuse issues (own use or family/friend use)		
Follow-up on individual and group counseling participants		
Counsel students regarding academic issues		
Consultation Activities		
Consult with school staff concerning student behavior		
Consult with community and school agencies concerning individual students		
Consult with parents regarding child/adolescent development issues		
Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, speech pathology, medical assessment)		
Assist in identifying exceptional children (special education)		
Provide consultation for administrators (regarding school policy, programs, staff and/or students)		
Participate in team / grade level / subject team meetings		
Curriculum Activities		
Conduct classroom activities to introduce yourself and explain the counseling program to all students		
Conduct classroom lessons addressing career development and the world of work		
Conduct classroom lessons on various personal and/ or social traits (e.g., responsibility, respect, etc.)		
Conduct classroom lessons on relating to others (family, friends)		
Conduct classroom lessons on personal growth and development issues		
Conduct classroom lessons on conflict resolution		
Conduct classroom lessons regarding substance abuse		
Conduct classroom lessons on personal safety issues		
Coordination Activities		
Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep)		
Coordinate and maintain a comprehensive school counseling program		
Inform parents about the role, training, program, and interventions of a school counselor within the context of your school		
Conduct or coordinate parent education classes or workshops		
Coordinate school-wide response for crisis management and intervention		
Inform teachers / administrators about the role, training, program, and interventions of a school counselor within the context of your school.		
Conduct or coordinate teacher in-service programs		
Keep track of how time is being spent on the functions that you perform		

Continued…

Appendix E: Permission to Administer the School Counselor Activity Rating Scale (SCARS; Scarborough, 2005; Scarborough & Culbreth, 2008)

SL

Scarborough, Janna L. <SCARBORO@mail.etsu.edu>

Re: [EXTERNAL] RE: Permission to use the SCARS

Thu 2/28, 3:21 PM
Kathryn Theresa Kozak;
Melissa M Luke

You replied on 2/28/2019 3:30 PM.

Hello Katie,
Thank you for your interest in the SCARS. I am sorry for the slight delay in responding. You may use the instrument as you describe. I do ask that the following be cited when the instrument is used:

Scarborough, J. L., & Culbreth, J. R. (2008). Examining discrepancies between actual and preferred practice of school counselors. Journal of Counseling and Development, 86, 446-459.
Scarborough, J. L. (2005). The School Counselor Activity Rating Scale: An instrument for gathering process data. Professional School Counseling, 8, 274-283.

I will have to get back with you regarding the questions you posed in your original email but I wanted to share my support for utilizing the instrument. I have attached the version I share with all who request it – I believe it should be similar to the instrument found on the CSCORE website.

Again, thank you for your interest. I wish you the best and look forward to reading your findings! I am sure you know you have a gem of a chair! One of my favorite people!
Cheers,
Janna

Janna L. Scarborough, Ph. D.
Associate Dean for Faculty and Academic Affairs
Professor of Counseling

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scarboro@etsu.eduu
http://www.etsu.edu/coe/
http://www.etsu.edu/coe/chs/

Appendix F: Demographics Questionnaire

Please answer all the following 15 questions regarding your demographic characteristics, training program characteristics, and current work environment. The information collected will be used to describe participants generally and will never be reported on an individual basis. Thus, your anonymity will be protected. Questions marked with an asterisk (*) are required.

*Age:
[drop down menu with the following options]
20 years old or younger
21-25 years old
26-30 years old
31-35 years old
36-40 years old
41-45 years old
46-50 years old
51-55 years old
56-60 years old
61-65 years old
65-70 years old
71 years old or older

*Gender:
Female
Male
Prefer to self-identify
    Please specify:
    [Non-mandatory open-response]

*Ethnicity:
White/Caucasian
Black/African American
Native American/Indigenous
Asian/Asian American
Hispanic/Latinx
Biracial/Multiheritage
Prefer to self-identify
    Please specify:
    [Non-mandatory open response]

The following questions pertain to the master's-level school counselor training program from which you graduated.

*Year of graduation from master's-level school counselor training program:

[drop down menu with the following options]
1969 or earlier
1970
1971
1972
1973
1974
1975
1976
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2013
2014
2015
2016
2017
2018
2019

*During your school counseling master's-level training program, approximately how many courses did you complete that were designed intentionally for school counselor training (as opposed to courses designed for students from any counseling specialization)?
[drop down menu with the following options]
0
1
2
3
4
5
6
7
8
9
10
11
12 or more

*During your school counseling master's-level training program, approximately how many courses did you complete that were taught by an instructor/faculty who had a school counselor professional identity (as opposed to being taught by an instructor/faculty with a different counseling specialization)?
[drop down menu with the following options]
0
1
2
3
4
5
6
7
8
9
10
11
12 or more

*Did you graduate from a master's-level school counselor training program accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP)?
Yes
No
Unsure

*Was being a member of the American School Counselor Association (ASCA) a requirement within your master's-level program at any point during your training?
Yes
No
Unsure

From which institution did you graduate having completed your master's-level school counselor training?
[Non-mandatory open response]

The following questions pertain to your experiences as a professional school counselor after completing your master's-level training.

*Number of years of experience as professional school counselor (i.e., after obtaining your master's degree and certification/licensure as a school counselor):
[drop down menu with the following options]
Less than 1 year
Less than 2 years
Less than 3 years
Less than 4 years
Less than 5 years
Less than 6 years
Less than 7 years
Less than 8 years
Less than 9 years
Less than 10 years
Less than 12 years
Less than 13 years
Less than 14 years
Less than 15 years
Less than 16 years
Less than 17 years
Less than 18 years
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Less than 26 years
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Less than 30 years
Less than 31 years
Less than 32 years
Less than 33 years
Less than 34 years
Less than 35 years
Less than 36 years
Less than 37 years
Less than 38 years
Less than 39 years
Less than 40 years
Less than 41 years
Less than 42 years
Less than 43 years
Less than 44 years
Less than 45 years
46 years or more

*Current employment status as a professional school counselor:
[drop down menu with the following options]
Full-time, permanent
Full-time, temporary
Part-time, permanent
Part-time, temporary

*Type of school in which you are currently employed:
[drop down menu with the following options]
Public school
Private school
Charter school
Parochial/religious school
Other

*School level at which you are currently employed:
[drop down menu with the following options]
Elementary school
Middle School
High School
I currently work at multiple school levels

*How many students are currently assigned to your caseload as a school counselor? Please use numeric digits (i.e., 450).

[Open response]

*On a scale of 1 to 5, please indicate the extent to which you feel supported in your job by your school principal, where a response of 1 means you feel poorly supported and a response of 5 means you feel extremely well supported.
[Horizonal bar with each number labeled as follows]
1 – Extremely poorly supported
2 – Poorly supported
3 – Moderately supported
4 – Well supported
5 – Extremely well supported

Appendix F: Syracuse University Institutional Review Board Approval for Study

SYRACUSE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
MEMORANDUM

TO: Melissa Luke
DATE: March 25, 2019
SUBJECT: **Amendment for Exempt Protocol**
AMENDMENT#: 1- Change in Recruitment Materials/Methods (Revisions)
IRB #: 19-041
TITLE: *Predictors of Burnout Among School Counselors*

Your current exempt protocol has been re-evaluated by the Institutional Review Board (IRB) with the inclusion of the above referenced amendment. Based on the information you have provided, this amendment is authorized and continues to be assigned to category **2**. This protocol remains in effect from **March 15, 2019** to **March 14, 2024**.

CHANGES TO PROTOCOL: Proposed changes to this protocol during the period for which IRB authorization has already been given, cannot be initiated without additional IRB review. If there is a change in your research, you should notify the IRB immediately to determine whether your research protocol continues to qualify for exemption or if submission of an expedited or full board IRB protocol is required. Information about the University's human participants protection program can be found at: http://researchintegrity.syr.edu/human-research/ Protocol changes are requested on an amendment application available on the IRB web site; please reference your IRB number and attach any documents that are being amended.

STUDY COMPLETION: The completion of a study must be reported to the IRB within 14 days.

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.

Tracy Cromp, M.S.W.
Director

DEPT: Counseling & Human Services, 440D Sims Hall **STUDENT:** Kathryn Kozak

Appendix G: Online Recruitment Materials

The following initial communication was posted on ASCA Scene:

Greetings fellow school counselors,

Please consider participating in my research study of risk factors for burnout among school counselors. In particular, this study explores how school counselors' training programs, work environments, and personal characteristics might predict their experience of burnout.

I am seeking participants who:
(a) graduated from a master's-level school counselor training program in the United States.
(b) currently hold licensure or certification as a school counselor in the United States.
© are currently employed and practicing as a professional school counselor in the United States.
(d) are at least 18 years of age.

As a participant, you will be asked to complete an online survey that will require approximately 20 minutes of your time. There is no compensation available for participating in the study.

If you are interested in participating, please click the hyperlink below to be directed to the survey. If you have any questions, please feel free to contact me via email at ktkozak@syr.edu.

https://syracuseuniversity.qualtrics.com/jfe/form/SV_cPahkinAxRQXnTf

Thank you in advance,
Kathryn Kozak

Doctoral Candidate
Counseling and Counselor Education
Counseling and Human Services Department
Syracuse University

The following reminder communication was posted on ASCA Scene approximately every 10 days following the initial communication. The reminder was posted until the approximate desired sample size was achieved.

Greetings fellow school counselors,

This is a friendly reminder that I am currently seeking participants for a dissertation research study. In particular, my study explores how school counselors' training programs, work environments, and personal characteristics might predict their experience of burnout.

I am seeking participants who:
(a) graduated from a master's-level school counselor training program in the United States.

(b) currently hold licensure or certification as a school counselor in the United States.
© are currently employed and practicing as a professional school counselor in the United States.
(d) are at least 18 years of age.

As a participant, you will be asked to complete an online survey that will require approximately 20 minutes of your time. There is no compensation available for participating in the study.

If you are interested in participating, please click the hyperlink below to be directed to the survey. If you have any questions, please feel free to contact me via email at ktkozak@syr.edu.

https://syracuseuniversity.qualtrics.com/jfe/form/SV_cPahkinAxRQXnTf

Thank you in advance,
Kathryn Kozak

Doctoral Candidate
Counseling and Counselor Education
Counseling and Human Services Department
Syracuse University

Appendix H: Syracuse University Institutional Review Board Permission to Amend Sampling Method

SYRACUSE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
MEMORANDUM

TO: Melissa Luke
DATE: April 29, 2019
SUBJECT: **Amendment for Exempt Protocol**
AMENDMENT#: 2 - Change in Recruitment Materials/Methods (New)
IRB #: 19-041
TITLE: *Predictors of Burnout Among School Counselors*

Your current exempt protocol has been re-evaluated by the Institutional Review Board (IRB) with the inclusion of the above referenced amendment. Based on the information you have provided, this amendment is authorized and continues to be assigned to category **2**. This protocol remains in effect from **March 15, 2019** to **March 14, 2024**.

CHANGES TO PROTOCOL: Proposed changes to this protocol during the period for which IRB authorization has already been given, cannot be initiated without additional IRB review. If there is a change in your research, you should notify the IRB immediately to determine whether your research protocol continues to qualify for exemption or if submission of an expedited or full board IRB protocol is required. Information about the University's human participants protection program can be found at: http://researchintegrity.syr.edu/human-research/ Protocol changes are requested on an amendment application available on the IRB web site; please reference your IRB number and attach any documents that are being amended.

STUDY COMPLETION: The completion of a study must be reported to the IRB within 14 days.

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.

Tracy Cromp, M.S.W.
Director

DEPT: Counseling & Human Services, 440D Sims Hall **STUDENT:** Kathryn Kozak

Appendix I: Permission from the American School Counselor Association to Contact Members Using Approved Contact Material

From: Stephanie Wicks <swicks@schoolcounselor.org>
Sent: Wednesday, May 8, 2019 13:12
To: Kathryn Theresa Kozak <ktkozak@syr.edu>
Subject: RE: Mailing list rental

Thank you! I've emailed the receipt to you separately.

I've attached the list. Please note that this is for one-time use only, with the sample you provided.
Please let me know if you have any questions, or if you need anything else.

Take care,
Stephanie

Stephanie Wicks
Membership Administrator
American School Counselor Association
1101 King Street, Ste. 310
Alexandria, VA 22314
(703) 683-2722; fax: (703) 997-7572
www.schoolcounselor.org

Appendix J: Approved Recruitment Letter Sent via U.S. Postal Mail

[Mailing date]

Dear School Counselor,

My name is Katie Kozak and I am a doctoral candidate at Syracuse University. I am currently conducting dissertation research regarding school counselor burnout and would greatly appreciate your perspective. In particular, my study explores how school counselors' training programs, work environments, and personal characteristics might predict their experience of burnout.

You are being invited to participate in this study because you are a member of the American School Counselor Association (ASCA), through which your contact information was obtained. Beyond holding ASCA membership, I am seeking participants who:

(a) graduated from a master's-level school counselor training program in the United States.

(b) currently hold licensure or certification as a school counselor in the United States.

(c) are currently employed & practicing as a professional school counselor in the United States.

(d) are at least 18 years of age.

As a participant, you will be asked to anonymously complete an online survey that will require approximately 20 minutes of your time. There is no compensation available for participating in the study. However, the results of this research have implications for promoting the resilience of school counselors across their careers. Thus, your participation is a meaningful professional contribution.

If you are interested in participating, please complete the survey at your earliest convenience. To access the survey, simply type **bit.ly/burnoutsurvey2019** into your web browser to be directed to the website. Alternately, scan the QR code below using the scanner application of your choice. If you have any questions, please feel free to contact me via email at ktkozak@syr.edu.

Thank you in advance,

Kathryn Kozak

Doctoral Candidate
Counseling and Counselor Education
Counseling and Human Services Department
Syracuse University

Appendix K: Informed Consent

Protocol Title: Predictors of Burnout Among School Counselors

Principal Investigator/Key Research Personnel: Dr. Melissa Luke (Principal Investigator) and Kathryn Kozak (Doctoral Researcher)

The purpose of this form is to provide you with information about participation in a research study and offer you the opportunity to decide whether you wish to participate. You can take as much time as you wish to decide and can ask any questions you may have now, during, or after the research is complete. Your participation is voluntary.

My name is Kathryn Kozak and I am a doctoral candidate at Syracuse University. I am interested in learning about occupational burnout among professional school counselors. In particular, the purpose of this research study is to explore different types of risk factors that may be associated with burnout, including demographic characteristics, wellness, training program experiences, and working environments. If you agree to participate, you will be asked to complete an online survey using the Syracuse University Qualtrics system. In total, the survey will require approximately 20 minutes of your time.

Your privacy will be protected by only gathering information pertinent to the study via the survey. In addition, you are free to complete the survey in the setting in which you are most comfortable and have access to a computer. The confidentiality of your data will be ensured by storing survey responses on a password-protected, encrypted device accessible only to me and, on limited occasions, members of my dissertation committee (Drs. Melissa Luke, Qiu Wang, and Theresa Coogan). Although you will be asked to provide demographic information, the results of the study will be reported by group, ensuring your anonymity is maintained. The outcome of the study will be publicized through my dissertation and possibly through publication in scholarly journals and/or presentation at academic conferences.

The possible risks of participation in this research study are emotional discomfort when reflecting on your wellness and experiences related to burnout. Additionally, whenever one works with email or the Internet there is always the risk of compromising privacy, confidentiality, and/or anonymity. Your confidentiality will be maintained to the degree permitted by the technology being used. It is important for you to understand that no guarantees can be made regarding the interception of data sent via the Internet via third parties.

The possible benefits of participation in this research study are the opportunity to reflect on your accomplishments as a school counselor, a direct benefit, and to contribute to research that may enhance school counselor training and professional practice, an indirect benefit.

As a research participant, you have the following rights. First, your participation is voluntary. You may skip and/or refuse to answer any question for any reason. Finally, you may refuse to take part in the research or withdraw at any time without penalty.

If you have questions, concerns, or complaints about this research, you may contact me via email at ktkozak@syr.edu, or you may contact the chair of this dissertation project, Dr. Melissa Luke, at mmluke@syr.edu. Furthermore, if you have any questions about your rights as a research participant, or if you have questions, concerns, or complaints that you wish to address to someone other than the investigators, you may contact the Syracuse University Institutional Review Board (SU IRB) by calling 315-443-3013. You may also contact the SU IRB if you cannot reach me or Dr. Luke.

By continuing, you agree to participate in this research study. You also agree that you are 18 years of age or older and you understand what my participation in this research involves. You agree that you have printed a copy of this form for your personal records.

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Wilkerson, K., Pérusse, R., & Ashley, H. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus non-RAMP schools. *Professional School Counseling, 16*(3), 172-184.

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Yavuz, O., Cayirdag, N., Dahir, C., & Gümüşeli, A. İ. (2017). Improving student achievement through strengthening principal and school counselor partnership. *International Journal of Educational Reform, 26*(2), 176-201.

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EDUCATION

Syracuse University, Syracuse, NY — Doctoral Candidate
Doctor of Philosophy, Counseling and Counselor Education (CACREP-accredited)
Cognate: International Education and Counseling

Bridgewater State University, Bridgewater, MA — Dec. 2014
Master of Education, School Counseling (CACREP-accredited)

Boston University, Boston, MA — May 2008
Bachelor of Arts, Psychology

LICENSURE AND CERTIFICATION

Massachusetts: School Guidance Counselor, Grades 5-12, Initial — License Number: 480933
Certificate in University Teaching, Syracuse University

TEACHING EXPERIENCE

Syracuse University, Syracuse, NY — Aug. 2016 – May 2017
Instructor

- EDU 366/EED 640: Safe and Healthy Learning Environments (3 sections)
  Spring 2017

Teaching Assistant

- EDU 366/EED 640: Safe and Healthy Learning Environments (3 sections)
  Fall 2016
  - Under supervision of Mara Sapon-Shevin, PhD
- COU 749: Leadership and School Counseling Program Implementation
  Spring 2016
  - Under supervision of Melissa Luke, PhD
- COU 729: The Counselor in the Schools
  Fall 2015
  - Under supervision of Melissa Luke, PhD

Peer Consultant

- COU 874: Theory and Practice of Clinical Supervision
  Spring 2017
  - Under supervision of Janine Bernard, PhD

PUBLICATIONS

Manuscripts Under Review

Kozak, K., Luke, M., & Dotger, B. (Submitted Oct. 2018). Thanks for coming in, Ms. Wilson: A grounded theory of school counselor professional identity development. Submitted to *Journal of Child and Adolescent Counseling* (refereed).

Refereed

Peters, H. C., Luke, M., & **Kozak, K.** (2018). Adapting CSI Principles and Practices of Leadership Excellence to a school counseling leadership context. *Journal of Counselor Leadership & Advocacy*. 10.1080/2326716X.2018.1461035

Kozak, K. (In Press). School counseling supervision models for practitioners and trainees: A review. *Romanian Counseling Journal*, *3*(1), 192-211.

Kozak, K., & Coogan, T. A. (2014). Advocacy for school counselors: Understanding the issues and best practice. *Arizona Counseling Journal*, *28*¸40-49.

Book Contributions

Kozak, K., & Peters, H. C. (2019). Supervision case studies: Lea and Angela. In J. Bernard & R. Goodyear (Eds.). *Fundamentals of clinical supervision* (6th ed.). (pp. 302-306). Boston, MA: Pearson.

Kozak, K. (2017). Writing your own sequel. In S. Degges-White & N. Davis (Eds.), *Integrating the expressive arts into counseling practice, second edition: Theory-based interventions*. (pp. 183-184). New York, NY: Springer.

Non-Refereed

Kozak, K. (2015). Graduate student wellness: Strategies for a new year. *MASCA Counselor's Notebook*, *51*(5), 1&6.

Kozak, K. (2014). iPads in school counseling: An app for every occasion. *MASCA Counselor's Notebook*¸ *50*(10), 2.

PRESENTATIONS

National

Kozak, K., & Luke, M. (Accepted). *My door is always open: Using simulated encounters in school counselor education*. Association for Counselor Education and Supervision Conference. Seattle, WA.

Kozak, K. (March 2019). *Serving military-connected students: An ecological perspective*. Evidence Based School Counseling Conference. Columbus, OH.

Kozak, K., & Luke, M. (March 2018). *Thanks for coming in, Ms. Wilson: Use of simulated encounters in school counselor training*. Evidence Based School Counseling Conference. New York, NY.

Fairley, J., **Kozak, K.**, Coogan, T. A., Shea, M. (July 2017). *Supervision training in school counselor education programs.* American School Counselor Association Conference. Denver, CO.

Kozak, K., Peters, H. C. (March 2017). *Advocacy and leadership: A comprehensive developmental school counseling program.* American Counseling Association Conference. San Francisco, CA.

Coogan, T. A., & **Kozak, K.** (February 2016). *Supervision training for school counseling students and site supervisors.* Innovations in School Counselor Preparation Conference. Athens, GA.

Coogan, T. A., & **Kozak, K.** (October 2015). *Leadership & supervision models for school counselor training*. Association for Counselor Education and Supervision Conference. Philadelphia, PA.

Regional

Lee, A., **Kozak, K.**, & Peters, H. C. (September 2018). *Improving wellness of doctoral students through technology: An ecological perspective*. North Atlantic Association for Counselor Education and Supervision Conference. Burlington, VT.

Kozak, K., & Coogan, T. A. (September 2016). *Supervision training in school counseling: How are we preparing students & site supervisors?* North Atlantic Association for Counselor Education and Supervision Conference. Syracuse, NY.

State and Local

Michael, T., Loftis, M., & **Kozak, K.** (Accepted). *Supervision Ethics: Enhancing Competence through Cases and Discussions*. Tennessee Counseling Association Conference. Nashville, TN.

Kozak, K. (April 2014). *Advocacy for school counselors: Understanding the issues and best practice*. Student Research Symposium at Bridgewater State University. Bridgewater, MA.

Kozak, K. (April 2014). *Confidentiality and your school counselor: An introduction for seventh graders*. Massachusetts School Counselors Association Conference. Leominster, MA.

Kozak, K. (April 2013). *Effective communication strategies to increase school counselor utilization*. Massachusetts School Counselors Association Conference. Hyannis, MA.

Kozak, K., Hollstein, J., & Adelman, K. (April 2013). *Creating self-advocates: Working with college students with disabilities*. Graduate Research Symposium at Bridgewater State University. Bridgewater, MA.

CLINICAL EXPERIENCE

School Counseling Experience

Auburn High School¸ Auburn, NY Sep. 2015 – Jun. 2018

School Counseling Doctoral Intern

- Provide individual and small-group counseling related to academic, personal/social, and career development
- Assist with the development and facilitation of school counseling classroom lessons
- Partake in departmental initiative to fully implement a comprehensive school counseling program
- Gather and compile detailed data to measure department's success in achieving annual goal(s)

Brockton High School, Brockton, MA Sep. 2014 – Apr. 2015

Guidance Counselor – Long-Term Substitute (Jan. 2015 – Apr. 2015)

- Engaged in direct and indirect services to ensure holistic success of students in a large, urban high school
- Met with students small group settings to facilitate course selection for the upcoming academic year
- Delivered Guidance Department's curriculum in classrooms to students of all academic- and grade-levels
- Attended special education, disciplinary, and other team meetings as needed, serving as an advocate for students and resource for families and colleagues
- Kept accurate records of tasks completed and compiled a brief monthly report for the Director of Guidance

School Counseling Master's Intern (Sep. 2014 – Dec. 2014)

- Held the same responsibilities described above, but worked under direct supervision of a licensed professional
- Assisted students and their families with postsecondary planning, ensuring college and/or career readiness
- Communicated with recruiters from universities interested in attending college fairs at Brockton High School
- Collected, analyzed, and reported data to determine effectiveness and areas for improvement in the program

East Bridgewater Junior/Senior High School, East Bridgewater, MA Jan. 2014 – Jun. 2014
School Counseling Master's Intern

- Promoted academic, career, and social/emotional development of students in grades 3-8 through individual and small-group counseling
- Designed, analyzed, and reported data from needs assessment to update school counseling curriculum
- Assisted with the development of a new school counseling curriculum for students in grades 7-12
- Co-advised the "Kool Kids" mentoring program for students in grades 4, 5, 7, and 8

Supervision Experience

Syracuse University, Syracuse, NY. Sept. 2015 – May 2018
Counseling Supervisor Doctoral Intern

- Provide weekly individual supervision for master's-level counselors-in-training in clinical mental health and school counseling program tracks
- Complete weekly case notes assessing students' development, as well as areas of strength and growth
- Participate in formal mid-semester and final evaluation processes

PROFESSIONAL EXPERIENCE

Syracuse University, Syracuse, NY Aug. 2017 – May 2018
Graduate Assistant, Department of Counseling and Human Services

- Assist faculty with tasks necessary to ensure renewal of departmental CACREP accreditation
- Support program directors with the clinical placement process for four departmental program offerings
- Provide clinical supervision to master's-level counselors in training
- Complete various activities as assigned, such as serving on master's clinical capstone committees

College Access Challenge Grant, Syracuse, NY Sep. 2015 – June 2017
Graduate Student Intern

- Oversee and develop activities designed to promote college access among low-income high school students
- Coordinate and delegate tasks to seven "college coaches," who implement activities with students
- Provide direct services to students, such as college essay reviews and presentations on

college selection
- Prepare reports to be submitted to grantor describing progress toward measurable program goals
- Track data related to activities offered, programming objectives, outcomes, and demographics of participants

Road to Responsibility, Plymouth, MA Dec. 2010 – Aug. 2015
Relief Staff (Jul.2012 – Aug. 2015)
- Perform direct care work with adults with developmental disabilities in a small group setting

Program Coordinator, Career Works Program (Oct. 2011 – Jul. 2012)
- Oversaw the day-to-day operation of a supported employment program for welfare recipients
- Provided supportive services to a caseload of competitively-employed adults with developmental disabilities
- Conducted various assessments to match clients with potential careers and determine employment barriers
- Assisted clients with every aspect of the job search, including development of résumés and interview coaching
- Managed all administrative tasks for program, including monthly billing and quarterly reports
- Advocated for clients within local community and attended state-level rallies in support of human services

Case Manager, Plymouth Employment Program (Dec. 2010 – Oct. 2011)
- Managed a caseload of 30 adults with developmental disabilities attending a vocational program
- Completed various written assessments, including behavioral summaries and employment assessments
- Collaborated with individuals' families and service providers to maximize effectiveness of services
- Wrote and oversaw the implementation of individuals' goals and behavior programs
- De-escalated crisis situations in which individuals were a danger to themselves or others in the program

Disability Resource Office, Bridgewater State University, Bridgewater, MA Aug. 2012 – Jun. 2014
Special Programs Assistant
- Ensured academic success of students with a variety of learning, psychological, and physical disabilities
- Provided one-on-one mentoring services to at-risk students
- Coordinated Peer Mentoring program, including overseeing all mentoring matches
- Planned and co-facilitated Leadership Training for undergraduate students selected to serve as mentors
- Served as Graduate Student Facilitator of Pre-College Workshop for incoming freshman with disabilities
- Completed various administrative tasks, including scheduling, answering phones, and test collating

- Co-advised Students Accepting a Challenge club for students interested in disability advocacy

GRANTS

School Counselor Burnout Apr. 2019
Role: Grant Writer
- *Grantor:* Syracuse University School of Education *Amount:* $1,000 – Funded

Jefferson-Lewis College Access Project Dec. 2017
Role: Grant Writer
- *Grantor:* The Lawrence Foundation *Amount:* $7,000 – Unfunded

LEADERSHIP AND SERVICE

Auburn Enlarged City School District, Auburn, NY Oct. 2015 – Jun. 2019
School Counseling Advisory Council Member
ACES School Counselor Education Taskforce Aug. 2018 – Jan. 2019
Taskforce Member
Graduate Gazette (NARACES) Sep. 2018
Ad Hoc Peer Reviewer
Syracuse City School District, Syracuse, NY Oct. 2016 – Jun. 2017
Superintendent's Cabinet Facilitator
Innovations in School Counselor Preparation Conference Dec. 2015
Program Reviewer
Massachusetts School Counselors Association (MASCA) Aug. 2013 – Jun. 2015
Secretary (Jul. 2014 – Jun. 2015)
Graduate Student Liaison (Aug. 2013 – Jun. 2014)

HONORS AND AWARDS

Syracuse University Summer Dissertation Fellowship May 2019 – Present
Syracuse University Fellowship Aug. 2015 – Present
New York State School Counselor Association Graduate Student Scholarship Jul. 2018
New York State School Counselor Association Leadership Grant. Nov. 2017
Spector/Warren Fellowship Jan. 2017 – May 2017

RELEVANT TRAININGS

- *Future Professoriate Program,* Syracuse University Sep. 2016 – Apr. 2018
- *Navigating the College Landscape,* Dean College Nov. 2014
- *Changes in College Search and Planning,* Mount Ida College Oct. 2014
- *Human Subject Research, Basic Course,* Collaborative Institutional Training Initiative Aug. 2014
- *Peer Leadership Training,* Bridgewater State University Apr. 2013
- *Learn to Cope,* Bridgewater State University Dec. 2012
- *Personal Leadership in Turbulent Times*, MA Department of Developmental Service Nov. 2011 – Mar. 2012

VOLUNTEER EXPERIENCE

Big Brother/Big Sister, Brockton, MA Oct. 2011 – Jun. 2015
Big Sister/Mentor

PROFESSIONAL ORGANIZATION MEMBERSHIP

Professional Organizations

- **New York State School Counselor Association** Sept. 2017 – Present
- **North Atlantic Region Association for Counselor Education and Supervision** Apr. 2015 – Present
- **Association for Counselor Education and Supervision (ACES)** Sept. 2015 – Present
- **American School Counselor Association (ASCA)** Nov. 2013 – Present
- **Chi Sigma Iota - Sigma Upsilon Chapter** Mar. 2016 – Mar. 2017
- **Massachusetts School Counselors Association (MASCA)** Feb. 2013 – Jun. 2015