


# Examining the Relationships Between School Counselor Mindfulness, Occupational Self-Efficacy, and Burnout

Jennifer K. Niles 

University of North Carolina at Greensboro

Nancy Chae 

University of San Diego

Adrienne Backer 

3Texas A&M University – Corpus Christi

Sara Ahmed 

University of North Carolina at Greensboro

## Abstract

School counselors often experience burnout in their multifaceted roles. Extant literature has identified the relationship between school counselors' self-efficacy and burnout, but there is a paucity of literature regarding the relevance of mindfulness to school counselors' occupational self-efficacy and burnout. Through multiple regression, we examined the relationships between mindfulness, occupational self-efficacy, and burnout with a sample of 102 practicing school counselors in the United States. Our findings indicated that higher levels of mindfulness and occupational self-efficacy statistically significantly predicted lower levels of school counselors' burnout. We provide implications for practicing school counselors, counselor education and supervision, and future research.

**Keywords:** school counselors, mindfulness, self-efficacy, burnout

In the United States, 77% of workers report experiencing stress at work with 57% of workers reporting physical, cognitive, and emotional symptoms of burnout (e.g., decreased interest, reduced motivation, increased emotional fatigue; American Psychological Association [APA], 2023). Healthcare professionals have historically experienced the highest burnout rates, followed by educators and mental health professionals (APA, 2023; Morse et al., 2012; Williams, 2013). School counselors share elements of both educator and mental health professional identities (American School Counselor Association [ASCA], 2019b), while simultaneously juggling several unique professional roles (e.g., counseling, consulting, leadership, advocacy; ASCA, 2019a; Bardoshi et al., 2014). The topic of school counselor burnout has continued to grow in the literature (e.g., Bardoshi et al., 2014; Bardoshi & Um, 2021; Mullen et al., 2020; Mullen et al., 2017; Mullen et al., 2021; Mullen & Gutierrez, 2016), highlighting role conflict, role ambiguity, caseload size, and non-counseling duties as amplifiers of

burnout (Bardoshi et al., 2014). Additionally, school counselors face burnout due to the major differences in job expectation versus job reality (Mullen & Gutierrez, 2016). Considering the many contributing external factors to school counselors' experiences of burnout (Fye et al., 2020), we sought to examine the internal factors that may protect against burnout. One such factor that may benefit school counselors is mindfulness (Gold et al., 2010; Sundquist, 2018).

Mindfulness literature has grown considerably over the past few decades and, along with it, an increased attention to the relevance of mindfulness as it relates to counselors (e.g., Greason & Cashwell, 2009; Hilert & Tirado, 2019; Ivers et al., 2016; 2021). Mindfulness has roots in spiritual traditions around the world. The most frequently studied concept of mindfulness today can be traced back to Buddhist traditions. In the literature, mindfulness has been defined as the ability to purposefully pay attention to the present moment with curiosity and openness without judgment or reactivity (Kabat-Zinn, 2015). Nilsson and Kazemi (2016) noted that, while multiple definitions of mindfulness exist in the literature, the core elements of mindfulness typically include (a) attention and awareness; (b) external events; (c) ethical mindedness; (d) cultivation; and (e) present-centeredness. In our study, we followed Baer et al.'s (2008) definition of mindfulness which suggests that a state of mindfulness includes observing one's experiences, describing one's experiences, being aware of actions taken, being non-judgmental toward one's inner experience, and being non-reactive in response to one's inner experience. Mindfulness includes a stance of receptivity to and awareness of the unfolding of the present moment, including thoughts, emotions, sensations, behaviors, interactions, and experiences (Baer et al., 2008; Kabat-Zinn, 2015; Zajonc, 2013). As it relates to counselors, mindfulness may be tied to dispositional factors and professional performance, such as empathy, attention, self-efficacy, and multicultural competence (Campbell & Christopher, 2012; Greason & Cashwell, 2009; Hilert & Tirado, 2019; Ivers et al., 2016; 2021).

Although mindfulness has been broadly examined among counselors, fewer studies have examined mindfulness with samples of school counselors (e.g., Earle, 2017; Ender et al., 2019; Rodd, 2017). School counselors generally work in elementary and secondary school settings to support and advocate for PK-12 students' academic, social-emotional, and postsecondary development (ASCA, 2019a). School counselors share a core identity in counseling with fellow counselors in the field, but their work and expertise with children, adolescents, families, and communities within school systems is uniquely different from other counseling specialties. Considering that school counselors require specialized education and training and face complex professional challenges in school settings compared to other counseling professionals (ASCA, 2019a; 2019b), it appears efficacious to understand the relationships between mindfulness and professional outcomes unique to school counselors.

### **School Counselor Mindfulness**

Research has shown promising support for the positive influences of mindfulness among school counselors. Choi and Hyun (2023) implemented a 10-seminar session in mindfulness and social emotional learning to support master's level school counseling students' experiences of self-care. The researchers found that the course helped the school counseling trainees to process challenging emotions, integrate self-care in their personal and professional practice, and enhance their feelings of compassion and empowerment as developing school counselors (Choi & Hyun, 2023). For school counselors internationally, mindfulness may correlate with higher levels of self-efficacy and lower levels of burnout (Earle, 2017; Ender et al., 2019; Rodd, 2017). In studies of school counselors in Australia, scholars found mindfulness had a significant negative relationship to burnout (Earle, 2017; Rodd, 2017). In a study of a sample of 243 school counselors in Turkey, Ender and colleagues (2019) examined school counselors' mindfulness, hope, burnout, and self-efficacy via a structural equation model. Results indicated a statistically significant relationship between the factors with hope and burnout as mediators of school counselors' mindfulness and self-efficacy (Ender et al., 2019). With Ender et al.'s preliminary findings in mind, we sought to understand the direct relationship between school counselors' mindfulness, self-efficacy, and burnout with a sample of school counselors in the United States.

### **School Counselor Self-Efficacy**

Self-efficacy indicates an individual's belief and sense of confidence to cope with difficult tasks as well as confidence in their ability to perform behaviors to produce an outcome (Rigotti et al., 2008). With greater self-efficacy beliefs, individuals are more motivated and committed to achieving goals, and research has shown a positive connection between self-efficacy, job satisfaction, and stress reduction (Reilly et al., 2014; Rigotti et al., 2008; Troesch & Bauer, 2017). Thus, occupational self-efficacy relates to an individual's belief in

performing the tasks inherent within a given career (Klodinsky et al., 2006; Rigotti et al., 2008). Among school counselors, occupational self-efficacy beliefs play an important role in their everyday work because it reflects their confidence to engage in their roles and responsibilities to effectively serve the needs of students, colleagues, and stakeholders (Bodenhorn & Skaggs, 2005). Various scholars have also studied the role of self-efficacy among school counselors within the context of multicultural competence, counseling service delivery, legal and ethical considerations, and site supervision (DeKruyf, 2011; Holcomb-McCoy et al., 2008; Mullen & Lambie, 2016; Mullen et al., 2016; Owens et al., 2010; Sanders et al., 2017).

### **School Counselor Burnout**

Burnout is defined as prolonged exposure to work-related stressors, which is characterized by feelings of exhaustion, depersonalization, and feelings of reduced accomplishment and effectiveness (Maslach & Leiter, 2016; Maslach et al., 2001). For counselors, the experience of burnout has been found to affect their work experiences, ability to serve clients, and their overall livelihood (Lee et al., 2007). Several individual factors, such as perceived stress and coping processes, are connected to school counselor burnout (Fye et al., 2020). Specifically, school counselors who reported more stress were likely to feel exhaustion and deterioration in their personal life (Fye et al., 2020). School counselors with fewer years of experience were also at a higher risk of experiencing burnout (Mullen et al., 2017). Moreover, the complexities and demands of working in school settings shed light on various organizational factors, such as role stress, ambiguity, and incongruence, that contribute to burnout for school counselors (Holman et al., 2019). Scholars found that school factors, such as engaging in non-counseling duties, high caseload sizes, working at schools not meeting Adequate Yearly Progress, and experiencing low levels of collegial and administrative support were significant predictors of burnout among school counselors in the United States (Bardhoshi et al., 2014; Holman et al., 2019; Moyer, 2011). Similar findings related to burnout have been found in samples of school counselors internationally, including but not limited to school counselors in Australia (King et al., 2018), Turkey (Ender et al., 2019; Guler & Ceyhan, 2020), Canada (Hamelin et al., 2022), and Indonesia (Rangka et al., 2022). Further, school counselors have reported increased strain due to the pandemic (Alexander et al., 2022; Rangka et al., 2022; Savitz-Romer et al., 2021), further exacerbating their experiences of burnout.

To mitigate burnout, scholars found that receiving supervision, engaging in task-oriented coping strategies, and experiencing support from their school settings could benefit school counselors (Kim & Lambie, 2018). Moreover, research has shown that mindfulness training and practices can be a promising way to reduce stress and burnout among school counselors, counselors-in-training, and other healthcare providers (Choi & Hyun, 2023; Febrianti et al., 2023; Felton et al., 2015; Goodman & Schorling, 2012;

Vilardaga et al., 2011). More research is needed about practical ways to support school counselors in their workplaces and reduce feelings of burnout so that school counselors experience increased self-compassion, confidence, sense of competence, and career longevity in their essential roles in serving PK-12 students and stakeholders.

As research has shown the important role of self-efficacy in school counselors' ability to adequately engage in their work (e.g., Mullen & Lambie, 2016; Mullen et al., 2016), there is a need to understand ways to support school counselors' experiences of occupational self-efficacy to manage the stressors and challenges unique to their everyday roles and responsibilities. Mindfulness training has been shown to positively contribute to self-efficacy, stress reduction, self-compassion, psychological flexibility, and self-care among counselors and counseling trainees (Chan et al., 2021; Choi & Hyun, 2023; Dye et al., 2020; Wei et al., 2015). Therefore, the purpose of this present study is to explore the relationships between mindfulness, burnout, and occupational self-efficacy among professional school counselors to understand how school counselors' reported levels of mindfulness and self-efficacy relate to burnout. The research questions guiding this study are: (a) what are the relationships among levels of occupational self-efficacy, mindfulness, and burnout in practicing school counselors?; and (b) do mindfulness and self-efficacy predict burnout for practicing school counselors?

## Method

To address the research questions, we used simultaneous multiple regression to examine the possible relationships between the variables of mindfulness, occupational self-efficacy, and burnout of practicing school counselors, with mindfulness and occupational self-efficacy as predictor variables and burnout as the criterion variable. While we collected data from participants about various factors, the chosen analyses reflect the stated research questions, and thus, do not include personal and professional characteristics beyond an examination of group differences. The data presented is part of a larger study examining intrapersonal variables that potentially protect against school counselors' burnout and relate to their self-efficacy (e.g., Niles et al., 2024).

## Procedure

We conducted all procedures following approval from the university's institutional review board. We uploaded a series of three surveys and a demographics questionnaire in Qualtrics and emailed the link to the surveys to a list of practicing school counselors in PK-12 schools. We recruited participants through non-probability sampling using convenience approach by emailing a request for study participants using a membership directory list of active members of a state-level school counseling organization in the southeast United States. We first emailed an initial call for participants, followed by a follow-up email request for participants. As an

incentive for participation, participants who completed the survey were provided the option of submitting their email addresses to be randomly selected for one of four \$25.00 Amazon gift cards. We separated emails from the data and de-identified all data to protect the anonymity of participants.

## Participants

We determined a minimum of 55 participants to be a sufficient sample size for the present study via an a priori power analysis using G\*Power with an alpha of .05, power of 80%, and moderate effect size. The final sample exceeded the minimum sample size and included 102 participants ( $n = 102$ ). Participants' ages ranged from 24 years to 65 years old with an average age of 39.10 years ( $SD = 9.63$ ). Most participants identified as female ( $n = 91$ , 89.2%), followed by male ( $n = 10$ , 9.8%). One participant did not disclose their gender identity. Regarding racial and ethnic identities, 80 participants identified as White (78.4%), 16 participants identified as Black or African American (15.7%), three participants identified as Hispanic or Latino (2.9%), two participants identified as Asian (2%), and one participant did not disclose. Participants' geographical locations included: suburban ( $n = 55$ , 53.9%), rural ( $n = 38$ , 37.3%), and urban ( $n = 9$ , 8.8%) locations. Although the demographics of our regional sample are not reflective of the overall workforce, our sample is reflective of current trends in school counselor identities in the United States, which are reportedly 89% female and 74% White (ASCA, 2023).

In terms of school counseling practice and setting, the participants reported serving at high schools ( $n = 28$ , 27.5%), middle schools ( $n = 22$ , 21.6%), and elementary schools ( $n = 47$ , 46.1%). Multiple participants reported serving at more than one school setting, including combinations of elementary and middle schools ( $n = 3$ , 2.9%), middle and high schools ( $n = 1$ , 1%), and K-12 schools ( $n = 1$ , 1%). The sample included novice to experienced school counselors, with an average number of years of experience was 9.28 years ( $SD = 7.48$ ), and years of experience ranging from 6 months to 31 years. Ninety-nine participants were full-time school counselors (97.1%) and three participants were part-time (2.9%). The participants worked in schools receiving Title I funding ( $n = 47$ , 46.1%) and schools that did not receive Title I funding ( $n = 55$ , 53.9%).

## Measures

For the purpose of this study, we used three self-report scales, including the Five Facet Mindfulness Questionnaire-15 Item (FFMQ-15; Baer et al., 2008), the Occupational Self-Efficacy Scale-Short Version (OSES; Rigotti et al., 2008), and the Copenhagen Burnout Inventory (CBI; Kristensen et al., 2005). We included the identified instruments to measure school counselors' reported levels of mindfulness in daily life (FFMQ-15), occupational self-efficacy (OSES), and burnout (CBI). Participants also completed a demographic survey created by the researchers.

## Mindfulness

We used the FFMQ-15 (Baer et al., 2008), a self-report scale designed to measure participants' state levels of mindfulness (i.e., an individual's current level of mindfulness in daily life). The FFMQ-15 is a brief form of the original 39-item FFMQ (Baer et al., 2006). The FFMQ-15 (Baer et al., 2008) assessed five facets of mindfulness, including Observing, Describing, Acting with Awareness, Nonjudging of Inner Experience, and Non-reactivity to Inner Experience; three items are designed for each facet. In the 15-item form, respondents indicated on a Likert-type scale from 1 (*never or rarely true*) to 5 (*very often or always true*) about how true they find a statement to be to their experience. Items included prompts, such as "I pay attention to sensations, such as wind in my hair or sun in my face" and reverse-scored items, including "I have trouble thinking of the right words to express how I feel about things." Baer and colleagues (2008) found support for construct validity in their examination of the FFMQ-15 across four samples (e.g., undergraduate students in the United States, regular meditators, and non-meditating community samples in the United Kingdom and United States). In prior research, the FFMQ-15 has demonstrated acceptable to good internal consistency with Cronbach's  $\alpha$  ranging from .74 (Feliu-Soler et al., 2021) to .90 (Barr et al., 2022). The Cronbach's  $\alpha$  for scores in the current study was .76, which indicated acceptable internal consistency reliability with this sample.

## Occupational Self-Efficacy

The OSES (Rigotti et al., 2008; Schyns & von Collani, 2002) is a self-report, six-item scale that measures participants' sense of self-efficacy in their career. Participants used a Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly agree*) to respond to items such as, "I meet the goals I set for myself in my job" and "When I am confronted with a problem in my job, I can usually find several solutions" (Rigotti et al., 2008; Schyns & von Collani, 2002). In the initial validation of the six-item OSES, Rigotti and colleagues (2008) found that the OSES showed acceptable internal consistency with Cronbach's  $\alpha$  scores ranging from .72 to .85. Rigotti and colleagues (2008) found evidence of construct validity for the OSES with international samples, including Spain, Germany, Sweden, Belgium, and the United Kingdom. Scholars have found the OSES to demonstrate acceptable to good internal consistency ranging from Cronbach's  $\alpha$  of .77 (Hartman & Barber, 2020) to .90 (Clauss et al., 2021). In the present study, the OSES demonstrated acceptable internal consistency with a Cronbach's  $\alpha$  of .80.

## Burnout

The CBI (Kristensen et al., 2005) is a self-report scale designed to measure burnout across three subscales including work-related burnout, personal burnout, and client-related burnout. The CBI includes a total of 19-items such as, "Do you feel worn out at the end of a working day?" (i.e., work-

related burnout), "How often are you physically exhausted?" (i.e., personal burnout), and "Do you find it hard to work with clients?" (i.e., client-related burnout; Kristensen et al., 2005). Because our sample included school counselors rather than counselors in clinical mental health settings, we changed the phrasing of "client(s)" in the client-related burnout items to "student(s)." Participants indicated their level of burnout by responding on a Likert-type scale from 1 (*never or to a very low degree*) to 5 (*always or to a very high degree*). Scholars have found support for construct validity for the CBI with international samples (Yeh et al., 2007; Fiorilli et al., 2015; Kristensen et al., 2008). Kristensen and colleagues (2005) found the CBI to demonstrate good internal consistency with Cronbach's  $\alpha$  ranging from .85 to .87. The CBI has demonstrated strong internal consistency with samples of helping professionals, such as counselors (Warlick et al., 2021) and hospital staff (Thrush et al., 2021) with Cronbach's  $\alpha$  ranging from .93 to .95, respectively. We found that the CBI had a Cronbach's  $\alpha$  of .93 with the sample in our study, indicating strong internal consistency.

## Demographics

We included items to gather participants' demographic data, including personal characteristics (i.e., age, race, and gender identity) and professional characteristics (i.e., years of experience, school setting, geographic location, and Title I funding status). We included 12 survey items to collect demographic data. The demographic items included options for multiple-choice response, options to select more than one response (e.g., racial identities), and options for text-entry response (e.g., "Prefer to self-describe"). Participants were not required to provide demographic data in order to complete the survey.

## Data Analysis

We sought to understand the degree and direction of the relationships between the variables of mindfulness, burnout, and self-efficacy. Thus, we used a simultaneous multiple regression to examine the participants' reported levels of the variables and to identify existing relationships among the variables. We selected multiple regression as a suitable analysis because our examination of the relationship between the variables was exploratory, and not based on a specific theoretical foundation, as is necessary for hierarchical regression (Petrocelli, 2003). We conducted preliminary analyses to ensure normality of the data which revealed that the data met all statistical assumptions including normality, linearity, homogeneity of variance, and multicollinearity, indicating normal data. We then conducted Pearson product-moment correlations to examine the relationships between the variables, as well as an analysis of variance (ANOVA) to determine potential differences between groups based on age, race, gender, years of experience, geographical location, school level, and Title I funding status. Finally, we used a standard

multiple regression to examine whether mindfulness or occupational self-efficacy were predictors of burnout. The criterion variable was burnout, and the predictor variables included mindfulness and occupational self-efficacy.

Results

To answer the first research question (What are the relationships among levels of occupational self-efficacy, mindfulness, and burnout in practicing school counselors?), the relationships between occupational self-efficacy, state mindfulness, and burnout were investigated using a Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. There was a moderate negative correlation between occupational self-efficacy and burnout,  $R^2 = .14$ ,  $n = 102$ ,  $p < .01$ , with higher levels of occupational self-efficacy associated with lower levels of burnout. There was also a moderate positive correlation between occupational self-efficacy and state mindfulness,  $R^2 = .12$ ,  $n = 102$ ,  $p < .01$ , with higher levels of occupational self-efficacy associated with higher levels of mindfulness. Mindfulness and burnout were also moderately negatively correlated,  $R^2 = .16$ ,  $n = 102$ ,  $p < .01$ , in that higher levels of mindfulness were associated with lower levels of burnout, and lower levels of mindfulness were associated with higher levels of burnout. Each of these relationships were moderately correlated (Cohen & Cohen, 1983). Table 1 summarizes the descriptive statistics and correlations.

To answer the second research question (Do mindfulness and occupational self-efficacy predict burnout for practicing school counselors?), we utilized simultaneous multiple regression to determine if occupational self-efficacy and mindfulness predicted burnout. In this model, the combination of mindfulness and occupational self-efficacy as predictor variables accounted for 23% of the participants' burnout;  $F(2, 99) = 14.39$ ,  $p < .001$ . Mindfulness ( $\beta = -.31$ ,  $p < .05$ ) and occupational self-efficacy ( $\beta = -.27$ ,  $p < .05$ ) both negatively predicted burnout, with mindfulness accounting for 8% of the variance and occupational self-efficacy accounting for 7% of the variance. These results are summarized in Table 2.

We conducted a series of follow-up ANOVAs to examine whether there were measurement invariances or inherent group differences in participants' reported levels of

Table 1

Correlations for Study Variables

	1	2	3	M	SD	$\alpha$
Burnout	1.00	-	-	49.75	12.11	.93
Mindfulness	-.40**	1.00	-	52.82	6.31	.76
Self-Efficacy	-.38**	.35**	1.00	25.57	2.74	.80

\*\* =  $p < 0.01$

Table 2

Simultaneous Regression Analysis Summary Predicting Burnout with Mindfulness and Self-Efficacy

Predictor Variable	$R^2$	$B$	$SE\ B$	Beta	$sr$
	.23				
Constant		111.61	11.66		
Mindfulness		-.59	.18	-.31	-.31
Self-Efficacy		-1.21	.42	-.27	-.28

Note:  $sr$  = semipartial correlation coefficient

mindfulness, occupational self-efficacy, and burnout based upon school counselors' reported personal and professional characteristics (e.g., race, ethnicity, gender, geographic location, employment status, school level, and Title I status). We found no statistically significant differences in participants' reported levels of occupational self-efficacy, state levels of mindfulness, or burnout based on participants' reported race, ethnicity, or gender identities. Additionally, we found no statistically significant differences between groups' reported levels of mindfulness, occupational self-efficacy, or burnout based on participants' geographic location, employment status, school level, or Title I status.

Discussion

We utilized simultaneous multiple regression to determine if mindfulness and occupational self-efficacy predicted burnout for practicing school counselors. We identified that the combination of mindfulness and occupational self-efficacy negatively predicted burnout. The results indicated that both mindfulness and occupational self-efficacy make a unique contribution to our understanding of burnout for practicing school counselors. In other words, the findings suggest the more school counselors experience mindfulness, the less burnout they may experience, which aligns with previous findings related to counseling and healthcare professionals (Earle, 2017; Febrianti et al., 2023; Goodman & Schorling, 2012; Rodd, 2017; Vilardaga et al., 2011). Likewise, higher levels of occupational self-efficacy appear to predict lower levels of burnout, which is also consistent with prior research (Ender et al., 2019). Moreover, the combination of mindfulness and occupational self-efficacy is a more significant predictor of burnout for school counselors than either of these variables on their own.

The novel findings from this study contribute to our growing understanding of how school counselors experience and potentially mitigate the effects of burnout via mindfulness and occupational self-efficacy. It is important to note the moderate correlations between variables when considering the practical significance of the results. Given that our study focused on state mindfulness, even weak to moderate correlations indicate small shifts in one's internal awareness, inner experience, and personal reactions have the potential

to impact one's propensity toward burnout on a daily basis. In other words, school counselors can take small steps toward mitigating burnout by engaging in personal reflection related to state mindfulness and self-efficacy without even engaging in sweeping lifestyle changes focused more comprehensively on wellness.

Our findings echo the extant literature on school counselor self-efficacy and burnout (Gunduz, 2012), and build upon the limited research regarding school counselor mindfulness, self-efficacy, and burnout (Earle, 2017; Ender et al., 2019; Rodd, 2017). Whereas mindfulness has been well-documented as an important inner resource for counselors in general (Greason & Cashwell, 2009; Fulton, 2016; Ivers et al., 2016; 2021), our findings indicate that mindfulness may also be specifically relevant for school counselors. Further, ours is the first known study to examine the predictive power of mindfulness and occupational self-efficacy together on school counselors' reported levels of burnout. Our findings indicate that, for the present sample, when higher levels of mindfulness and occupational self-efficacy are present, burnout is statistically significantly decreased. Based on the moderate effect size of the interaction between the predictor variables and burnout, one way to understand the practical significance of our findings is to consider that even a relatively small increase in school counselors' reported levels of mindfulness along with occupational self-efficacy would decrease their reported levels of burnout by about 25%.

### **Implications for School Counseling Practice and Policy**

School counselors play a crucial role in supporting students' academic, emotional, and social development (ASCA, 2019; Holman et al., 2019). When counselors experience high levels of stress and burnout due to internal and external factors, their ability to effectively serve their students can be compromised (Holman et al., 2019; Kim & Lambie, 2018; Mullen & Gutierrez, 2016). This issue is magnified by the increasing rate of school counselor turnover due to emotional distress, resulting in low self-efficacy and burnout (Lawson et al., 2007). This trend raises concerns about the sustainability of the school counseling profession and ultimately, the well-being of the students they serve. Engaging in dialogue and developing partnerships with administrators and district leaders about school counselors' duties and mental wellness are essential to sustaining the school counseling workforce and supporting student and school needs. Addressing the factors contributing to counselor stress and burnout is crucial to ensuring the quality and availability of school counseling services. Local, state, national, and global policies are needed to advocate for appropriate school counseling responsibilities aligned with the training and expertise of school counseling practitioners.

Moreover, school counselors are encouraged to intentionally engage in ongoing mindfulness activities that support their well-being, such as self-care strategies and reflective exercises. For instance, Mullen et al. (2020) recommended that school counselors who engage in problem-solving, pondering and reflection can prevent affective

rumination in response to their work, which may result in decreased professional impairment. School counselors can also engage in mindfulness-based practices that help to strengthen their state levels of mindfulness and, subsequently, their self-efficacy and reduced burnout. Practicing present-moment awareness, breathing exercises, centering meditations, or other forms of contemplation outside of the school day may create positive results for school counselors in their personal and professional lives. Choi and Hyun (2023) suggest that practices focused on elements of mindfulness, such as gratitude and compassion, may be particularly helpful. Specifically, in their program designed for school counselor trainees, Choi and Hyun (2023) found practices like mindful walking, journaling, visualization, meditation, and breathwork to yield positive results for participants. School counselors may benefit from similar practices, whether practiced independently or in collective settings (e.g., classes, courses, workshops).

Policymakers can consider ways to prioritize the mental health and well-being of school counselors and educators to mitigate turnover and increase retention of school counselors, with opportunities for policy changes to occur at multiple levels. Because role stress and ambiguity may heighten experiences of burnout (Holman et al., 2019) mandated trainings for teacher and administrator preparation programs may ensure that educators are prepared to understand the role of school counselors and support their work. As policies continue to increase the pipeline for school counselors entering the profession, mandated trainings for school counselors' mindfulness and self-care strategies (e.g., Choi & Hyun, 2023), may also be important for supporting career longevity. Additionally, school administrators and district leaders can consider these findings for enhancing district-level practices and policies that prioritize strategies for school counselor wellness. Leaders can create optimal changes in the working environment to maximize upon school counselors' mindfulness in the hopes that school counselors' self-efficacy increases and burnout decreases. Our findings build upon those of previous scholars examining mindfulness and burnout of school counselors around the globe (e.g., Earle, 2017; Ender et al., 2019; Rodd, 2017), suggesting that the relationship between the variables exists for school counselors regardless of location. Given that mindfulness, burnout, and self-efficacy appear to be related for school counselors internationally, leaders and policymakers should take this into account when considering ways to support school counselors. By creating supportive environments and implementing effective stress management strategies within schools, school counselors can thrive and fulfill their vital role in shaping successful futures for both themselves and for their students.

### **Implications for School Counselor Education and Supervision**

School counselor educators and supervisors have an important role in teaching and reinforcing strategies that increase self-efficacy and mindfulness practices for school

counselors-in-training. As outlined in the ASCA *Ethical Standards for School Counselors* (2022) and American Counseling Association *Code of Ethics* (2014), wellness is an ethical imperative for counselors. Thus, counselor educators and supervisors hold a responsibility to teach future school counselors to support their own mental health and well-being so that they can most effectively serve students, school communities, and stakeholders. Since mindfulness may be related to wellness and counselor self-care, school counselor educators and supervisors may consider modeling and incorporating mindfulness strategies throughout coursework and supervision sessions as a means of mitigating burnout and enhancing experiences of occupational self-efficacy (Choi & Hyun, 2023).

In addition, school counselors-in-training can self-advocate for the need for self-care and mindfulness education in their programs (Baker, 2016; Choi & Hyun, 2023; Friedman, 2017). Attention to agency, inclusion, and equity within mindfulness practices highlight the need for a nuanced approach. Pyles (2020) emphasized the potential of mindfulness and self-care to empower marginalized individuals and foster social transformation when used in culturally sustaining ways. The importance of integrating mindfulness into personal, social, and cultural contexts, acknowledging the specific challenges faced by marginalized students and counselors, is paramount (Pyles, 2020). Counselor educators and supervisors can adopt a critical lens that integrates diverse perspectives and acknowledges the limitations of a one-size-fits-all approach to mindfulness. Further, by emphasizing school counselors' roles in promoting social justice and systemic change alongside mindfulness practices, counselor educators and supervisors can better equip future school counselors to serve all students effectively and contribute to positive social change within the educational system. Moving forward, school counseling programs may benefit by integrating mindfulness training that acknowledges diverse needs and cultural contexts. This, coupled with ongoing advocacy for supportive school environments and awareness of legislative and policy changes impacting school counselors, can empower future school counselors to navigate systemic challenges, and ultimately, become more effective advocates for themselves and the students they serve.

### Limitations

Our study is not without limitations. Although we found mindfulness and occupational self-efficacy negatively predicted burnout, it is likely there are other factors that mitigate or contribute to burnout that were not measured in this study. Further examination of organizational factors, such as school counselors' caseload, may have provided more nuanced results. Because our study was cross-sectional, causation cannot be inferred. Additional examination is required to evaluate whether interventions specifically targeting school counselors' occupational self-efficacy and mindfulness may reduce their experiences of burnout. It may also be beneficial to examine the contributors to school counselors'

mindfulness or occupational self-efficacy beliefs. For example, our study examined participants' state levels of mindfulness, but did not gather data regarding specific mindfulness practices or activities that school counselors regularly engaged in. Further, although we met *a priori* power analysis, our sample was small ( $n = 102$ ) and may not represent the full scope of the school counseling profession. Most of our participants self-identified as White and female, and therefore, the findings cannot be generalized to the larger population of school counselors. Mindfulness, self-efficacy, and burnout can be experienced differently based on varying aspects of individuals' identities (e.g., gender, race, ethnicity, language, ability status), therefore our findings should be interpreted with caution. Additionally, all measures were based on self-report data, and participants' responses may have been influenced by social desirability.

### Future Research

Our findings indicated a correlation between mindfulness, occupational self-efficacy, and burnout. In particular, there was a relationship between higher levels of mindfulness and lower levels of burnout. Considering our relatively small sample size, it would be beneficial to replicate this study and explore the relationship between mindfulness and burnout with a larger, more diverse sample of school counselors. Additionally, it is important to note that our sample came from one region in the United States. It would be beneficial to examine the variables of occupational self-efficacy, mindfulness, and burnout in other regions of the United States and internationally.

Our initial investigation employed a cross-sectional design; while this approach yielded a statistically significant correlation, it lacked the granularity necessary to understand the underlying mechanisms of change. Future research may include the same variables but employ a different analytic approach; for example, hierarchical multiple regression may offer insight into how the variables account for variances in school counselor burnout when mindfulness and self-efficacy are entered sequentially into the model. Further, future research could include longitudinal studies of specific mindfulness-based strategies and activities that school counselors already engage in or may be inclined to participate in that align with their professional wellness goals. Researchers could also examine outcomes of mindfulness-based interventions for school counselors. For example, implementing mindfulness-based interventions for practicing school counselors or school counselor trainees could provide insight into the usefulness of mindfulness for managing symptoms of burnout. Additionally, future research efforts would benefit from adopting qualitative methodological designs for a more nuanced understanding of the relationships between burnout, mindfulness, and self-efficacy. Phenomenological studies or focus groups, for example, could provide deeper insights into the lived experiences of school counselor participants (e.g., cognitive appraisals, emotional regulation strategies, and embodied sensations) and their mindfulness and



self-efficacy during challenging situations in the school environment.

### Conclusion

Our findings echo the extant literature indicating that burnout continues to be a present factor for practicing school counselors. However, inner resources, such as mindfulness and self-efficacy, may help to mitigate school counselors' experiences of burnout. We explored the relationships between school counselors' reported levels of state mindfulness, occupational self-efficacy, and burnout. Our tentative findings suggested that when school counselors reported higher levels of mindfulness and self-efficacy, they also reported lower levels of burnout. Our findings provide new insights into school counselors' experiences of burnout and highlight potential opportunities for burnout reduction. As the profession of school counseling continues to evolve, school counselor training and research may incorporate more attention to school counselor mindfulness and self-efficacy as approaches for sustaining the professional longevity of future school counselors.

### Author Note

Jennifer K. Niles, Department of Counseling and Educational Development, University of North Carolina at Greensboro. Nancy Chae, Department of Counseling and Marital and Family Therapy, University of San Diego. Adrienne Backer, Department of Counseling and Educational Psychology, Texas A&M University-Corpus Christi. Sara Ahmed, Department of Counseling and Educational Development, University of North Carolina at Greensboro. Correspondence concerning this manuscript should be addressed to Jennifer K. Niles, UNC-Greensboro Department of Counseling and Educational Development, 1109 Spring Garden Street, Greensboro, NC 27412 (email: jknilesoref@uncg.edu).

### Disclosure Statement

No potential conflict of interest was reported by the authors.

### Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

### ORCID

Jennifer K. Niles  0000-0001-8894-3895  
Nancy Chae  0000-0002-1649-7985  
Adrienne Backer  0000-0002-7997-0098  
Sara Ahmed  0009-0007-1702-9490

### References

- Alexander, E. R., Savitz-Romer, M., Nicola, T. P., Rowan-Kenyon, H. T., & Carroll, S. (2022). "We are the heart-beat of the school": How school counselors supported student mental health during the COVID-19 pandemic. *Professional School Counseling*, 26(1b), <https://doi.org/10.1177/2156759X221105557>
- American Counseling Association. (2014). *ACA code of ethics*. Author. [https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0\\_1](https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1)
- American Psychological Association. (2023). *2023 Work in America survey*. <https://www.apa.org/pubs-reports/work-in-america/2023-word-in-america-top-line.pdf>
- American School Counselor Association. (2019a). *The ASCA national model: A framework for school counseling programs* (4th ed.). Author.
- American School Counselor Association. (2019b). *ASCA school counselor professional standards and competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- American School Counselor Association. (2022). *ASCA Ethical standards for school counselors*. Author. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>
- American School Counselor Association. (2023). *Membership demographics*. Author.
- Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment*, 13(1), 27-45. <https://doi.org/10.1177/1073191105283504>
- Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., Walsh, E., Duggan, D., & Williams, J. M. G. (2008). Construct validity of the Five Facet Mindfulness Questionnaire in meditating and nonmeditating samples. *Assessment*, 15, 329-342. <https://doi.org/10.1177/1073191107313003>
- Baker, S. (2016). Working in the present moment: The impact of mindfulness on trainee psychotherapists' experience of relational depth. *Counselling and Psychotherapy Research*, 16(1), 5-14. <https://doi.org/10.1002/capr.12038>
- Bardhoshi, G., Schweinle, A., & Duncan, K. (2014). Understanding the impact of school factors on school counselor burnout: A mixed-methods study. *Professional Counselor*, 4(5), 426-443. <https://doi.org/10.15241/gb.4.5.426>
- Bardhoshi, G., & Um, B. (2021). The effects of job demands and resources on school counselor burnout: Self-efficacy as a mediator. *Journal of Counseling & Development*, 99(3), 289-301. <https://doi.org/10.1002/jcad.12375>
- Barr, N., Petering, R., Onasch-Vera, L., Thompson, N., & Polsky, R. (2022). MYPATH: A novel mindfulness and yoga-based peer leader intervention to prevent violence among youth experiencing homelessness. *Journal of Community Psychology*, 50(4), 1952-1965. <https://doi.org/10.1002/jcop.22661>
- Bodenhorn, N., & Skaggs, G. (2005). Development of the School Counselor Self-Efficacy Scale. *Measurement and*



- Evaluation in Counseling and Development*, 38(1), 14–28. <https://doi.org/10.1080/07481756.2005.11909766>
- Campbell, J. C., & Christopher, J. C. (2012). Teaching mindfulness to create effective counselors. *Journal of Mental Health Counseling*, 34(3), 213–226. <https://doi.org/10.17744/mehc.34.3.j756585201572581>
- Chan, S. H. W., Yu, C. K.-C., & Li, A. W. O. (2021). Impact of mindfulness-based cognitive therapy on counseling self-efficacy: A randomized controlled crossover trial. *Patient Education and Counseling*, 104(2), 360–368. <https://doi.org/10.1016/j.pec.2020.07.022>
- Cohen, J., & Cohen, P. (1983). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences*. Erlbaum.
- Choi, K., & Hyun, J. H. (2023). Perceptions and experiences of school counselor trainees on self-care grounded in mindfulness and social-emotional learning. *The Professional Counselor*, 13(2), 113–128. <https://doi.org/1015241/kmc.13.2.113>
- Clauss, E., Hoppe, A., Schachler, V., & O'Shea, D. (2021). Occupational self-efficacy and work engagement as moderators in the stressor-detachment model. *Work & Stress*, 35(1), 74–92. <https://doi.org/10.1080/02678373.2020.1743790>
- DeKruyf, L. (2011). *Site supervisor self-efficacy survey-Revised*. Unpublished instrument.
- Dye, L., Burke, M. G., & Wolf, C. (2020). Teaching mindfulness for the self-care and well-being of counselors-in-training. *Journal of Creativity in Mental Health*, 15(2), 140–153. <https://doi.org/10.1080/15401383.2019.1642171>
- Earle, K. M. (2017). Burnout in NSW School Counselors: Relationships between mindfulness, career-sustaining practices and work setting. *Journal of Student Engagement: Education Matters*, 7(1), 71–96. <https://ro.uow.edu.au/jseem/vol7/iss1/5>
- Ender, Z., Saricali, M., Satıcı, S. A., & Eraslan-Capan, B. (2019). Is mindful awareness effective on hope, burnout and self-efficacy regarding school counsellors in Turkey? *British Journal of Guidance & Counselling*, 47(6), 712–726. <http://dx.doi.org/10.1080/03069885.2018.1458072>
- Febrianti, T., Wibowo, M. E., Mulawarman, S. (2023). Effect of mindfulness-based cognitive therapy on school counselors' compassion fatigue and burnout: A randomized controlled trial. *Journal of Research Administration*, 5(2), 12458–12478. <https://journalra.org/index.php/jra/article/view/1372>
- Feliu-Soler, A., Pérez-Aranda, A., Luciano, J. V., Demarzo, M., Mariño, M., Soler, J., Van Gordon, W., García-Campayo, J., & Montero-Marín, J. (2021). Psychometric properties of the 15-item five facet mindfulness questionnaire in a large sample of Spanish pilgrims. *Mindfulness*, 12(4), 852–862. <https://doi.org/10.1007/s12671-020-01549-6>
- Felton, T. M., Coates, L., & Christopher, J. C. (2015). Impact of mindfulness training on counseling students' perceptions of stress. *Mindfulness*, 6, 159–169. <https://doi.org/10.1007/s12671-013-0240-8>
- Fiorilli, C., De Stasio, S., Benevene, P., Iezzi, D. F., Pepe, A., & Albanese, O. (2015). Copenhagen burn-out inventory (CBI): A validation study in an Italian teacher group. *TPM: Testing, Psychometrics, Methodology in Applied Psychology*, 22(4), 537–551. <https://doi.org/10.4473/TPM22.4.7>
- Fulton, C. L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. *Journal of Mental Health Counseling*, 38(4), 360–374. <https://doi.org/10.17744/mehc.38.4.06>
- Friedman, K. (2017). Counselor self-care and mindfulness. *Contemporary Buddhism*, 18(2), 321–330. <https://doi.org/10.1080/14639947.2017.1373437>
- Fye, H. J., Cook, R. M., Baltrinic, E. R., & Baylin, A. (2020). Examining individual and organizational factors of school counselor burnout. *The Professional Counselor*, 10(2), 235–250. <https://doi.org/10.15241/hjf.10.2.235>
- Gold, E., Smith, A., Hopper, I., Herne, D., Tansey, G., & Hulland, C. (2010). Mindfulness-based stress reduction (MBSR) for primary school teachers. *Journal of Child and Family Studies*, 19, 184–189. <https://doi.org/10.1007/s10826-009-9344-0>
- Goodman, M. J., & Schorling, J. B. (2012). A mindfulness course decreases burnout and improves well-being among healthcare providers. *International Journal of Psychiatry Medicine*, 43(2), 119–128. <https://pubmed.ncbi.nlm.nih.gov/22849035/>
- Greason, P. B., & Cashwell, C. S. (2009). Mindfulness and counseling self-efficacy: The mediating role of attention and empathy. *Counselor Education and Supervision*, 49(1), 2–19. <https://doi.org/10.1002/j.1556-6978.2009.tb00083.x>
- Guler, D. & Ceyhan, E. (2020). School counsellors' resilience in Turkey: A phenomenological study. *Journal of Psychologists and Counsellors in Schools*, 30, 185–201. <https://doi.org/10.1017/jgc.2019.16>
- Gunduz, B. (2012). Self-efficacy and burnout in professional school counselors. *Educational Sciences: Theory and Practice*, 12(3), 1761–1767. <https://eric.ed.gov/?id=EJ1000895>
- Hamelin, G., Viviers, S., Litalien, D., & Boulet, J. (2022). Bringing light to school counselors' burnout: The role of occupational identity suffering. *International Journal for Educational and Vocational Guidance*, 23, 741–761. <https://doi.org/10.1007/s10775-022-09534-2>
- Hartman, R.L. and Barber, E.G. (2020). Women in the workforce: The effect of gender on occupational self-efficacy, work engagement and career aspirations. *Gender in Management*, 35(1), 92–118. <https://doi.org/10.1108/GM-04-2019-0062>
- Hilert, A. J., & Tirado, C. (2019). Teaching multicultural counseling with mindfulness: A contemplative pedagogy approach. *International Journal for the*

- Advancement of Counselling*, 41(4), 469–480. <https://doi.org/10.1007/s10447-018-9363-x>
- Holcomb-McCoy, C., Harris, P., Hines, E. M., & Johnston, G. (2008). School counselors' multicultural self-efficacy: A preliminary investigation. *Professional School Counseling*, 11(3), 166–178. <https://doi.org/10.5330/PSC.n.2010-11.166>
- Holman, L. F., Nelson, J., & Watts, R. (2019). Organizational variables contributing to school counselor burnout: An opportunity for leadership, advocacy, collaboration, and systemic change. *Professional Counselor*, 9(2), 126–141. <https://doi.org/10.15241/lfh.9.2.126>
- Ivers, N. N., Johnson, D. A., Clarke, P. B., Newsome, D. W., & Berry, R. A. (2016). The relationship between mindfulness and multicultural counseling competence. *Journal of Counseling & Development*, 94(1), 72–82. <https://doi.org/10.1002/jcad.12063>
- Ivers, N. N., Johnson, D. A., & Rogers, J. L. (2021). The association between implicit racial bias and mindfulness in mental health practitioners. *Journal of Counseling & Development*, 99(1), 11–23. <https://doi.org/10.1002/jcad.12350>
- Kabat-Zinn, J. (2015). Mindfulness. *Mindfulness*, 6, 1481–1483. <https://doi.org/10.1007/s12671-015-0456-x>
- Kim, N., & Lambie, G. W. (2018). Burnout and implications for professional school counselors. *The Professional Counselor*, 8(3), 277–294. <https://doi.org/10.15241/nk.8.3.277>
- King, C., Subotic-Kerry, M., & O'Dea, B. (2018). An exploration of the factors associated with burnout among NSW secondary school counsellors. *Journal of Psychologists and Counsellors in Schools*, 28(2), 131–142. <https://doi.org/10.1017/jgc.2018.5>
- Kolodinsky, P., Schroder, V., Montopoli, G., McLean, S., Mangan, P. A., & Pederson, W. (2006). The career fair as a vehicle for enhancing occupational self-efficacy. *Professional School Counseling*, 10(2), 161–167. <https://doi.org/10.5330/prsc.10.2.cp27m53023041k64>
- Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19(3), 192–207. <https://doi.org/10.1080/02678370500297720>
- Lawson, G., Venart, E., Hazler, R. J., & Kottler, J. A. (2007). Toward a culture of counselor wellness. *Journal of Humanistic Counseling*, 46(1), 5–19. <https://doi.org/10.1002/j.2161-1939.2007.tb00022.x>
- Lee, S. M., Baker, C. R., Cho, S. H., Heckathorn, D. E., Holland, M. W., Newgent, R. A., Ogle, N. T., Powell, M. L., Quinn, J. J., Wallace, S. L., & Yu, K. (2007). Development and initial psychometrics of the Counselor Burnout Inventory. *Measurement and Evaluation in Counseling and Development*, 40(3), 142–154.
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103–111. <https://doi.org/10.1002/wps.20311>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. In S. T. Fiske, D. L. Schacter, & C. Zahn-Waxler (Eds.), *Annual Review of Psychology*, 52, 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Morse, G., Salyers, M. P., Rollins, A. L., Monroe-DeVita, M., & Pfahler, C. (2012). Burnout in mental health services: A review of the problem and its remediation. *Administration and Policy in Mental Health and Mental Health Services Research*, 39, 341–352. <https://doi.org/10.1007/s10488-011-0352-1>
- Moyer, M. (2011). Effects of non-guidance activities, supervision, and student-to-counselor ratios on school counselor burnout. *Journal of School Counseling*, 9(5), 1–31. <https://eric.ed.gov/?id=EJ933171>
- Mullen, P. R., Backer, A., Chae, N., & Li, H. (2020). School counselors' work-related rumination as a predictor of burnout, turnover intentions, job satisfaction, and work engagement. *Professional School Counseling*, 24(1), 1–10. <https://doi.org/10.1177/2156759X20957253>
- Mullen, P. R., Blount, A. J., Lambie, G. W., & Chae, N. (2017). School counselors' perceived stress, burnout, and job satisfaction. *Professional School Counseling*, 21(1), 1–10. <https://doi.org/10.1177/2156759X18782468>
- Mullen, P. R., Chae, N., Backer, A., & Niles, J. (2021). School counselor burnout, job stress, and job satisfaction by student caseload. *NASSP Bulletin*, 105(1), 25–42. <https://doi.org/10.1177/0192636521999828>
- Mullen, P. R., & Gutierrez, D. (2016). Burnout, stress and direct student services among school counselors. *Professional Counselor*, 6(4), 344–359. <https://doi.org/10.15241/pm.6.4.344>
- Mullen, P. R., & Lambie, G. W. (2016). The contribution of school counselors' self-efficacy to their programmatic service delivery. *Psychology in the Schools*, 53(3), 306–320. <https://doi.org/10.1002/pits.21899>
- Mullen, P. R., Lambie, G. W., Griffith, C., & Sherrell, R. (2016). School counselors' general self-efficacy, ethical and legal self-efficacy, and ethical and legal knowledge. *Ethics & Behavior*, 26(5), 415–430. <https://doi.org/10.1080/10508422.2015.1033627>
- Niles, J. K., Dorais, S., Cashwell, C., Mullen, P. R., & Jensen, S. (2024). School counselors' burnout, hope, and self-efficacy: A sequential regression analysis. *Journal of Counseling & Development*, 1–10. <https://doi.org/10.1002/jcad.12530>
- Nilsson, H., & Kazemi, A. (2016). Reconciling and thematizing definitions of mindfulness: The big five of mindfulness. *Review of General Psychology*, 20(2), 183–193. <https://doi.org/10.1037/gpr0000074>
- Owens, D., Bodenhorn, N., & Bryant, R. M. (2010). Self-efficacy and multicultural competence of school counselors. *Journal of School Counseling*, 8(17), 1–20. <https://eric.ed.gov/?id=EJ885220>

- Petrocelli, J. V. (2003). Hierarchical multiple regression in counseling research: Common problems and possible remedies. *Measurement and evaluation in counseling and development*, 36(1), 9-22. <https://doi.org/10.1080/07481756.2003.12069076>
- Pyles, L. (2020). Healing justice, transformative justice, and holistic self-care for social workers. *Social Work*, 65(2), 178–187. <https://doi.org/10.1093/sw/swaa013>
- Rangka, I. B., Ramli, M., Prasetyaningtyas, W. E. (2022). First attempt to evaluate of burnout among school counselors after lifting pandemic rules in Indonesia. *Konselor*, 11(2), 43-50. <https://doi.org/10.24036/02022112119738-0-00>
- Reilly, E., Dhingra, K., & Boduszek, D. (2014). Teachers' self-efficacy beliefs, self-esteem, and job stress as determinants of job satisfaction. *International Journal of Educational Management*, 28(4), 365-378. <http://dx.doi.org/10.1108/IJEM-04-2013-0053>
- Rigotti, T., Schyns, B., & Mohr, G. (2008). A short version of the occupational self-efficacy scale: Structural and construct validity across five countries. *Journal of Career Assessment*, 16(2), 238-255. <https://doi.org/10.1177/1069072707305763>
- Rodd, A. (2017). Burnout in NSW school counsellors: How do years of experience, career-sustaining behaviours and mindfulness affect burnout levels? *Journal of Student Engagement: Education Matters* 7(1), 49-70. <https://ro.uow.edu.au/jseem/vol7/iss1/4>
- Sanders, C., Welfare, L. E., & Culver, S. (2017). Career counseling in middle schools: A study of school counselor self-efficacy. *The Professional Counselor*, 7(3), 238-250. <https://doi.org/10.15241/cs.7.3.238>
- Savitz-Romer, M., Rowan-Kenyon, H. T., Nicola, T. P., Alexander, E., & Carroll, S. (2021). When the kids are not alright: School counseling in the time of COVID-19. *AERA Open*, 7(1), 1-16. <https://doi.org/10.1177/23328584211033600>
- Schyns, B., & von Collani, G. (2002). A new occupational self-efficacy scale and its relation to personality constructs and organizational variables. *European Journal of Work and Organizational Psychology*, 11(2), 219-241. <https://doi.org/10.1080/13594320244000148>
- Sundquist, K. A. (2018). *The effect of mindfulness meditation on school counselors' levels of stress and burnout*. (Doctoral Dissertation, Wilmington University).
- Thrush, C. R., Gathright, M. M., Atkinson, T., Messias, E. L., & Guise, J. B. (2021). Psychometric properties of the Copenhagen Burnout Inventory in an academic healthcare institution sample in the U.S. *Evaluation & the Health Professions*, 44(4), 400-405. <https://doi.org/10.1177/0163278720934165>
- Troesch, L. M., & Bauer, C. E. (2017). Second career teachers: Job satisfaction, job stress, and the role of self-efficacy. *Teaching and Teacher Education*, 67, 389-398. <http://dx.doi.org/10.1016/j.tate.2017.07.006>
- Vilardaga, R., Luoma, J. B., Hayes, S. C., Pistorello, J., Levin, M. E., Hildebrandt, M. J., Kohlenberg, B., Rogge, N. A., & Bond, F. (2011). Burnout among the addiction counseling workforce: the differential roles of mindfulness and values-based processes and work-site factors. *Journal of Substance Abuse Treatment*, 40(4), 323-335. <https://pubmed.ncbi.nlm.nih.gov/21257281/>
- Warlick, C. A., Farmer, N. M., Frey, B. B., Vigil, K., Armstrong, A., Krieschok, T. S., & Nelson, J. (2021). Cost borne by the counselor: Comparing burnout between Dialectical Behavioral Therapy (DBT) counselors and non-DBT counselors. *Journal of Counseling & Development*, 99(3), 302-314. <https://doi.org/10.1002/jcad.12376>
- Wei, M., Tsai, P.-C., Lannin, D. G., Du, Y., & Tucker, J. R. (2015). Mindfulness, psychological flexibility, and counseling self-efficacy: Hindering self-focused attention as a mediator. *The Counseling Psychologist*, 43(1), 39-63. <https://doi.org/10.1177/0011000014560173>
- Williams, S. (2013). A narrative review of burnout in manual and manipulative health professions. In B. R. Doolittle (Ed.), *Psychology of burnout: New research* (pp. 149–155). Nova Science Publishers.
- Yeh, W. Y., Cheng, Y., Chen, C. J., Hu, P. Y., & Kristensen, T. S. (2007). Psychometric properties of the Chinese version of Copenhagen burnout inventory among employees in two companies in Taiwan. *International Journal of Behavioral Medicine*, 14(3), 126-133. <https://doi.org/10.1007/BF03000183>
- Zajonc, A. (2013). Contemplative pedagogy: A quiet revolution in higher education. *New Directions for Teaching and Learning*, 134, 83-94. <https://doi.org/10.1002/tl.20057>