EXPLORING THE RELATIONSHIP BETWEEN EMOTIONAL LABOR, BURNOUT, RACE, AND SCHOOL COUNSELOR SELF-EFFICACY

by

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ABSTRACT

MAYLEE VAZQUEZ. Exploring the relationship between emotional labor, burnout, race and school counselor self-efficacy. (Under the direction of Dr. SEJAL PARIKH FOXX)

School counselors are defined as advocates, leaders, and collaborators who create systematic change by providing access to education in order to create inclusive environments for diverse student populations (ASCA, 2016). They are leaders at school, district, state, and national levels (ASCA, 2019). However, school counselors often feel a disconnect between their role and what is practiced as a school counselor, due to the discrepancies between the training received in their graduate program and the reality of working as a school counselor (Mullen, Blount, Lambie, & Chae, 2018). This can lead to school counselors feeling overwhelmed by burnout from multiple job demands and request from various stakeholders (Fye, et al., 2018; Mullen, & Gutierrez, 2016). This can further be complicated by race, as school counselors of color may find themselves dealing with microaggressions within the workplace (Moss, & Singh, 2015). Resulting in school counselors coping through emotional labor, the modification their emotions and feelings to correlate with display rules of their school environment (Hochschild, 1983). The purpose of this study is to investigate the factors that are related to school counselor self-efficacy. A nonexperimental, correlational survey design was used to explore the relationship between emotional labor, burnout, race, and school counselor self-efficacy (N=121). Using a multiple regression, results indicated that there was a statistically significant relationship between emotional labor deep acting and school counselor self-efficacy. A linear combination of predictor variables explained a significant amount of variance in the school counselor self-efficacy (F(3,117) =6.015, p<.05, , R2 = .134, adjusted R2 =.111), which accounted for 13.4% of the variance.

DEDICATIONS

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CHAPTER 1: INTRODUCTION

The Role of Professional School Counselors

Students within a school system are like relatives within a family system. That is, when an event impacts an individual or a part of the system, it affects all others within the system in some way (ASCA, 2012). Specifically, the development of students within schools is correlated to the nature of their relationship within the school system; therefore, school counselors are ideally positioned within school systems to act as agents of change and collaborative leaders to create effective working relationships (Martin, 2017). The role of a school counselor is to make connections between counseling and the school's educational mission (Salina, Girtz, Eppinga, Martinez, Kilian, Lozano, Martinez, Crowe, De La Barrera, Mendez, & Shines, 2013). In context, school counselors have an advantage in serving students, as they are embedded in the school environment; having a better understanding of the school and classroom setting while still being in constant access to students (Lorraine, Auger, & Trice-Black, 2013). School counselors are the adults within schools most likely to be approached to address the emotional or social needs of students (Jackson, 2017). They are important team players that can identify and provide appropriate support for students (Clark, & Breman, 2009).

The American School Counseling Association's (ASCA) Ethical Standards for School Counselors (2016) define school counselors as advocates, leaders, and collaborators who create systematic change by providing access to education in the hopes to create inclusive environments for diverse student populations. They are leaders at a school, district, state, and national levels (ASCA, 2019). The ASCA (2012) National Model guide school counselors to follow standardized roles, responsibilities, and

activities that focus on delivering responsive services to students in the realms of academic, career, personal and social services. ASCA (2016) states that a school counselor's goal is to improve student success for all students by implementing comprehensive school counseling programs. Comprehensive school counseling programs are created to maximize academic achievement and learning among students in order to provide opportunities for personal growth (Wilkerson, 2009). According to the 2019 ASCA National Model, school counselors are required to develop comprehensive school counseling programs that are data informed, systematically delivered, developmentally appropriate to close achievement and opportunity gaps, and result in improved student achievement, attendance, and discipline. Using the ASCA National Model, school counselors address and advocate for the educational and psychosocial needs of students (Rust, 2016). The model promotes success and helps students to achieve postsecondary success, while urging school counselors to adopt the mindset that every student has the ability to be successful (ASCA, 2019; The Educational Trust, 2019).

The foundation of comprehensive school counseling programs is that school counselors focus on teaching students' competencies through advocacy activities with their primarily focus in the area of education (Fye, Miller, & Rainey, 2018). Relatedly, school counselors manage comprehensive school counseling programs by incorporating assessments and tools that reflect the needs of their students (ASCA, 2012). They deliver direct and indirect services that infuse themes of advocacy, collaboration, leadership, and systemic change (Salina, et al., 2013). To demonstrate the effectiveness of comprehensive school counseling programs, school counselors must hold themselves

accountable, in terms of measurement, and show that programs implemented have created differences in student outcomes (ASCA, 2012).

Due to their distinct position, school counselors are often met with challenges that stray from their set counseling expectations (Kim, & Lambie, 2018). School counselors new to the field may feel disconnected from their roles, because of discrepancies between the training received from their graduate programs and what is the actual practice of school counseling (Mullen, Blount, Lambie, & Chae, 2018). They routinely deal with complex circumstances in addition to academic, career, personal development (Gündüz, 2012). Research indicates that 80% of a school counselor's time should be dedicated to direct student services (ASCA, 2016). Yet, school counselor burnout is associated with the overload of tasks both from outside and inside the realms of counseling. This can stem from multiple job demands, such as, working with parents, paperwork, school wide testing, and other requests from administration (Mullen, & Gutierrez, 2016). Simultaneously, school counselors are meeting the demands of acute counseling needs, including cases of severe depression and suicide attempt, pregnancy, substance abuse, school violence, and child abuse (Gündüz, 2012). As a result of the number of daily roles and demands, school counseling is regarded as a stressful profession leading to school counselors feeling burnout (Fye, et al., 2018).

School counselor burnout is associated with the pattern of negative symptoms directly related to areas of function (Wilkerson, 2009). Morse and colleagues (2012) report that 21% to 67% of mental health professionals indicate high levels of burnout. In addition, 21% to 48% of mental health professionals reported also experiencing high levels of emotional exhaustion (Kim, & Lambie, 2018). In a study conducted by

Kolodinsky and colleagues (2009), 89% participants reported feelings of frustration associated with working as a school counselor. Of the total responses, 61% were coded as overwhelmed by duties, 15% pertained to disharmony with administrators, and 14% were reported as difficulty in working with parents and guardians (Kolodinsky, Draves, Schroder, Lindsey, & Zlatev, 2009). Mullen and Gutierrez (2016) indicated that burnout and stress experienced by school counselors is likely linked to negative influence on services provided to students as a result from large complex workloads given numerous roles taken on by school counselors.

The ASCA Code of Ethics (2016) urges school counselors to monitor their personal behaviors, emotional and physical health, and practice wellness for students to receive optimal professional services. Yet, the stress that is associated with providing counseling services, with the addition of multiple roles unrelated to counseling, negatively influences a counselor's ability to achieve and maintain personal wellness (Moate, et al., 2014). This can manifest into burnout, the result of working too strongly and without regard to one's personal needs (Freudenberger, 1974). School counselor burnout influences job performance and perception, both aspects of self-efficacy (Gündüz, 2012). For this reason, it is important to examine school counselor self-efficacy in relation to burnout, as it is vital that school counselors be aware of their limitations before implementing services to students as it can affect their sense of self-efficacy (ASCA, 2016; Atici, 2014).

Self-efficacy

Albert Bandura's (2012) definition of self-efficacy is derived from his social cognitive theory. Social cognitive theory states that thoughts are not disembodied, instead

are cognitive processes that are integrated with intrapersonal influences, an individual's

behavior, and the encouragement for their behavior within their environment (Bandura,

2012; 2001). It does not predict behavior but is a theory of learning and changing

behavior (2012). Efficacy plays a role in behavior as it is the primary force behind the

self-regulation of motivation through set goals and outcome expectations (Bandura,

2001). Self-efficacy is the interaction between self-referent thought, action, and

perception (Bandura, 1982). Within the social cognitive theory, self-efficacy is composed

of beliefs that structure properties, diverse effect, and the process in which an individual

works to develop beliefs of social and personal change (Bandura, 2012; 1994).

Self-efficacy is a person's perceived belief in their capability to complete events

that affect their lives (Bandura, 1994; 1977). It determines how individuals feel, think,

and their motivation behind their behavior (Bandura, 1994). Self-efficacy does not

measure an individual's actual competency to complete a task, but rather their belief that

they are capable to a complete a task under various circumstances (Holden, Barker,

Kuppens, & Rosenburg, 2017; Bandura, 1986). Self-efficacy is not generalizable, instead,

it varies across different domains of function (Bandura, 2012). It is developed in four

ways; the mastery of experiences, social modeling, social persuasion, and inferences from

somatic and emotional states of personal strengths and vulnerabilities (Bandura, 2012;

1994).

The most effective way to create a strong sense of self-efficacy is through the

mastery of experiences (Bandura, 1994). An individual's judgement of their capability is

determined by the choice of activities and rate of skill gained, as a result the mastery of

skills can boost perceived self-efficacy (Bandura, 1982). The second way of

strengthening self-efficacy is through social modeling, in which seeing others in a similar situation become successful raises the observer's belief that they too are capable of being successful (Bandura, 1994). The third influence, social persuasion, states that if an individual is persuaded to believe in themselves, they are more likely to perceive that they can face obstacles successfully (Bandura, 2012; 1994). The final strengthener of self-efficacy is the personal emotional state of judgment. This entails of an individual's ability to reduce anxiety and depression, leading to the physical ability to accomplish set goals (Bandura, 2012).

School counselor self-efficacy supports Bandura's argument that self-efficacy is a combination of skills that an individual inherently possess and their perceived belief of how they can use those skills effectively (Bandura, 1994). The role of the school counselor emphasizes their ability to implement comprehensive, preventative, and developmental interventions (Atici, 2014). School counselors with high self-efficacy are more likely to be engaged in school counseling tasks (Johnson, Ziomek-Daigle, Haskins, & Paisley, 2016). Nevertheless, due to the demands outside of counseling that affect their self-efficacy, school counselors often struggle effectively implementing school wide programs that are targeted to improve student outcome (Mullen, & Lambie, 2016).

School Counselors and Self-efficacy

School counselors are vital in creating school environments that are inclusive and recognize students in a positive manner (Attici, 2014). The role of the school counselor has changed over time, with a new focus on providing responsive services to students to support their postsecondary success and development (Mullen, & Lambie, 2016).

Through the ASCA National Model (2019; 2016), school counselors are required to create programs that encompass learning and maximize the academic achievement of students. Gibson and colleagues (2009) found that counselors who followed and identified with a theoretical basis were more likely to feel higher rates of self-efficacy. For school counselors, self-efficacy is positively related to their use of the ASCA model (Mullen, & Lambie, 2016). High rates of self-efficacy among school counselors promotes adaptive delivery of school counseling services to diverse group of students (Sanders, Welfare, & Culver, 2017). Therefore, self-efficacy plays a role in the choices that school counselors make to engage and perform interventions for students (Springer, 2016).

School counselor self-efficacy also aligns with Bandura's definition of self-efficacy, it reflects an individuals' confidence to achieve certain results (Johnson, et al.,2016). School counselor self-efficacy is defined as a school counselor's belief in their ability to provide effective counseling services to students; it is an action that impacts the interaction between individuals, their behavior, and environments (Sanders, et al., 2017). In a study conducted by Gündüz (2012), school counselors who reported having high self-efficacy also reported having a more positive outlook on their professional as a school counselor. High levels of self-efficacy are correlated to school counselors providing students with appropriate and effective services than their counterparts with lower levels of self-efficacy (Bodenhorn, Wolfe, & Airen, 2010). Lower levels of self-efficacy may lead to school counselors feeling increased anxiety and decreased counseling performance, that will enable them from learning new counseling skills (Greason, & Cashwell, 2009).

Instead, school counselors may find themselves dwelling on their personal deficiencies, barriers, and adverse outcomes rather than focusing on how to perform successfully (Bandura, 1994). Focusing on personal deficiencies and barriers can be demotivating and demoralizing for school counselors, especially if they feel that their personal deficiencies are being used to exploit, disrespect or manipulate them while in their workspace (Bandura, 2012; Bandura, 2001). For school counselors, this may be connected to negative experiences of bias and disrespect from teachers, administration, parents, and students both in blatant and ambiguously subtle ways (Dollarhide, et al., 2018). These complex barriers often stem from racial biases and discrimination embedded within the United States public school system (Bondy, Peguero, & Johnson, 2017). Currently to the researcher's knowledge, there is no research that has examined the relationship between emotional labor, burnout, race, and school counselor self-efficacy.

Predictor Variables

Emotional Labor

Arlie Russell Hochschild (1983) first defined emotional labor when attempting to understand what feelings or emotions individuals act upon when working to service others. While studying the interaction of both flight attendants and bill collectors with their customers, Hochschild was interested in the on-the-job behavior displayed by the respected parties (Hochschild, 1983). Emotional labor, a form of emotion regulation, is described as the management of feelings when displayed publicly both in observable facial and bodily display (Diestel, Rivkin, & Schmidt, 2015; Hochschild, 1983). The purpose is to create a socially desirable display that is congruent with the demands of a

service transaction (van Gelderen, Konijin, & Bakker, 2017). It has an exchange of value

and is sold as wage; therefore, it can influence the behavior of service workers (Huey, &

Kalyal, 2017; Cho, Rutherford, & Park, 2013). It is an attempt to privately control

feelings, lives, and thoughts while in the workplace (Humphrey, Ashforth, & Diefendorff,

2015).

  Emotional labor happens in a variety of professions, that are categorized into

three types of jobs: customer service jobs, caring professionals, and social control jobs

(Humphrey, et al., 2015; Humphrey, 2012). Counselors are similar to those within the

caring profession, as they are described as individuals whose profession requires them to

show concern for stressors and personal issues faced by others (Humphrey, et al., 2015).

Emotional labor is crucial in providing high quality services as it allows for professionals

to appear relatable while working to complete a task effectively when working with

clients (Franzosa, Tsui, & Baron, 2018; van Gelderen, et al., 2017). It may influence the

performance of a counselor positively because the goal is that their emotions displayed

will be beneficial to the client (Bechtoldt, & Rohrmann, 2011).

  However, emotional labor can be problematic to counselors, as they are

constantly discouraged from expressing true feelings in order to invest energy and

attention in the expressions that would impact their performance while working with

clients (Humphrey, et al., 2015; Buckner, & Mahoney, 2012). The demands of their

workplace can denote the management of their own feeling for demands of desirable

emotions (Bechtoldt, & Rohrmann, 2011). Emotions are involved virtually in all aspects

of education and learning process for students, therefore understanding the nature of

emotions is essential in school settings (Lee, & Vlake, 2018). For school counselors,

faking work-related emotions in a school setting can lead to decreased self-efficacy (Hsieh, Hsieh, & Huang, 2016). Self-efficacy in turn is a key component in mitigating the impact of emotional labor for school counselors in feelings of effectiveness while at works; as self-efficacy is positivity related to job satisfaction (Hsieh, Hsieh, & Huang, 2016; Sloan, 2014).

Burnout

Herbert J. Freudenberger (1974) defines burnout as the action to become exhausted by the demands of one's energy, strength or resources. It is a psychological state that might arise when individuals have stressful work environments with many demands (Sachdeva, & Narwal, 2015). It affects an individual both physical and mental health (Sangganjanavanich, & Balkin, 2013). Freudenberger (1974) stated that burnout begins to occur a year after individual has begun to work in a stressful environment. Stress is only one factor of burnout; physical and psychological symptoms of burnout include fatigue and exhaustion, depression, substance abuse, and anxiety (Testa, & Sangganjanavanich, 2016; Moate, Gnilka, West, & Bruns, 2014; Sangganjanavanich, & Balkin, 2013).

Counselors and other caring professions who provide mental health services are more likely than any other professions to experience burnout due to daily stress and emotionally draining work environments (Carrola, Olivarez, & Karcher, 2016). The responsibility to provide mental health services is at the expense of their own wellbeing (Sangganjanavanich, & Balkin, 2013). Christina Maslach and colleagues (1986) stated that individuals providing mental health services experience three psychological syndromes of burnout: emotional exhaustion, depersonalization, and reduced personal

accomplishment. American Counseling Association (2014) recommends that counselors attend to their professional well-being to prevent burnout. Levels of burnout may vary among caring professions, including for several counseling professions such as school counselors (Fye, Gnilka, & McLaulin, 2018).

School counselors are in unique position within schools as they address academic, career, and social concern of their students; approximately 70% of mental health care services provided to children come from school counselors (Gnilka, Karpinski, & Smith, 2015). Counseling programs train school counselors to meet the academic, career, and emotional needs of their students; in addition to addressing crisis related issues and increased school violence (Fye, et al., 2018; Gnilka, et al., 2015). School counselors also engage in several non-counseling roles and demands of their school, such as lunch and bus duty, test coordinator, and substitute teaching (Fye, et al., 2018). Given the multiple and increasing complex roles of school counselors, their wellbeing can be compromise and impact how they service students (Gnilka, et al., 2015). As a result, it is important to examine burnout as the stressors constantly faced by school counselors within school settings places them at high risk for burnout, that compromises their ability to provide appropriate services to students (Carrola, et al., 2016).

Race

According to the projections found by the Pew Research Center, by 2050, 60% of the student population will be racially and ethnically diverse in the United States (Passel & Cohn, 2008). Research trends found by the U.S. Labor Market describe that this shift in population could increase earnings disproportionally within racial groups due to the

strong correlation it has to educational attainment (Weinberger, 2014). Students of color have consistently fallen behind nonminority students on a variety of educational background leading to lack of social capital for students of color (Grissom, & Keiser, 2011; Linnehan, Weer, & Stonely, 2011). For students of color, it can be difficult to navigate through course work that is developed in Western frameworks and reflect Eurocentric norms of power differentials, social stratifications, and racial inequities (Jackson, & Knight-Manuel, 2019; Bayne, & Branco, 2017). As a result, the need for educators of color is important, as they can provided a diverse viewpoint on school committees, add to the holistic development of multiculturalism, and assist in academic units that advocate for the needs of students of color (Dancy, & Brown, 2011). Yet, educators and counselors of color are greatly outnumbered to their White counterparts in the education of students of colors; educators of color make up 18% of educators in the United States (Kohli, 2009; Kohli, & Pizarro, 2016).

The ACA (2014) Code of Ethics, states the need for cultural sensitivity and competency among counselors should be the focus of the counseling profession. Broaching the topics of race, ethnicity, and culture can enhance rapport and counselor credibility when working with clients (Bayne, & Branco, 2017). Grissom and Keiser (2011) suggested that an increase of qualified educators of color could be a strategy for addressing gaps in education. Educators of color can act as role models who are academically successful (Bilingesly, Bettini, & Williams, 2017). Individuals who are similar to one another are more likely to have similar corresponding values, beliefs and experiences (Linnehan, et al., 2011). This does not promote the segregation of students of

color, instead it promotes diversity and the importance of having representation within school in the United States (Bilingesly, et al., 2017).

For school counselors, multicultural leadership is vital in promoting advocacy, collaboration, and systemic change within school environments (Wine, 2013). This can be proactively shown through supporting students of color by teaching them how to navigate through academia while supporting their engagement in school (Bilingesly, et al., 2017). While considering, the importance how their own struggles in order to set an example of challenging systems of oppression and how to seek social justice (Moss, & Singh, 2015). Although there are number of things that contribute to the discrepancy in education, racially marginalized groups tend to dedicate energy to advocating for others while simultaneously coping with racial microaggressions that contribute to feelings of burnout and emotional labor (Gorski, 2019; Evans & Moore, 2015; Linnehan, Weer, & Stonely, 2011). Therefore, it is important to examine race as a variable.

Significance of Study

Extensive research is focused on understanding the needs of counselor burnout and its effect on services provided to clients (Mullen & Gutierrez, 2016). School counselors are unique in school settings, in which they are neither in the role of administrator or faculty (Gündüz, 2012). They are trained to meet the academic, career, and emotional needs of students (Gnilka, Karpinski, & Smith, 2015). School counselors provide direct and indirect counseling services to students; however, they are often assigned duties that may be inappropriate causing for their role to become ambiguous (Mullen, & Lambie, 2016). With the numerous daily demands outside of counseling, school counselors may find their profession to be stressful, affecting their

self-efficacy and leaving them feeling burnout (Fye, Gnika, & McLaulin, 2018). Yet, from the researcher's knowledge, there was no research that focused on race, emotional labor, burnout experienced by school counselors and its effect on their self-efficacy. The researcher hoped that by addressing and exploring emotional labor, school counselors could begin to pinpoint critical beginning stages of burnout that may affect their self-efficacy.

Purpose of Study

The purpose of this study was to investigate the factors that were relate to school counselor self-efficacy.

Research Questions

The following research questions were addressed in the study:

1. Is there a direct relationship between the predictor variables, emotional labor and burnout, and the outcome variable school counselor self-efficacy?

2. Does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?

Theoretical Framework

The theoretical framework of the study is derived from Bandura's (1974) self-efficacy theory that is defined by an individual's perception in their ability to plan and execute task to accomplish their goals. According to Bandura (1974), an individual's self-efficacy is defined by their belief in their capabilities to organize and execute the courses of action required to manage prospective situations. It encompasses goal setting, decision making, and the regulation of an individual's motivation (Bandura, 2012). This belief is

not based on the individual's knowledge or skills but their expectations to overcome

problems in order to accomplish goals when in social pressure and distress (Bandura,

1994). For professional school counselors, self-efficacy is associated with their capability

to provide psychological counseling services to students and others related to students in

an effective manner (Gunduz, 2012).

Assumptions

The following assumptions for the study were that:

1. Participants would complete the survey honestly.

2. Participants would understand and provide a response to each survey item.

3. Participants would have at least a year of experience as a school counselor.

4. Participants would understand and provide insight to emotional labor experienced by school counselors.

5. Participants would effectively answer and respond truthfully to the survey questions, that correspond to the stressors faced while in school settings.

6. Participants would have at least a master's degree in counseling.

Delimitations

The following delimitations for the study were identified:

1. Participants would be professional school counselors identified though the ASCA National directory.

2. In order to obtain a representative sample of school counselors of color, the research contacted leading academic institutions that cater to supporting students of color with the hopes of contacting school counselors of color graduates from

the counseling department. For example, historically Black colleges and universities (HBCU) and Hispanic-serving institutions (HSI).

3. Participants would provide responses through self-reported surveys.

4. The study would be completely voluntary, and the participants would not be required to provide an email address.

5. The study was open to professional school counselors in the United States, regardless of gender, ethnicity or race.

6. Participants would be able to read and respond to the survey in English.

Limitations

The following limitations for the study were identified:

1. The study was only administered using instruments in the English language.

2. The study was only administered to school counselors in the United States.

3. The instruments used in the study was only accessible through an online link provided by the researcher.

4. Responses were accepted from school counselors who have graduated from a counseling program and have received their state board professional school counselor license or state recognized certification.

5. It was important to recognize that most school counselors who identified as white woman, there is a disproportion of counselors of color within the field of school counseling.

6. Social desirability bias or the pressure to provide responses to answer the survey in a way to appear more favorable to others, in particularly the researcher may affect the responses to the survey.

7. The study was a multiple regression; therefore, it cannot establish the direction of causality and only applicable to small number of hypotheses.

Threats to Internal Validity

Threats to internal validity are changes that occur to the outcome variable from the effect of the predictor variable and not from another unintended variable (Mertens, 2015). For the proposed study, the instrument's psychometrics was taken into consideration, as well as the participants' social desirability bias in responding to the survey questions. Due to the lack of school counselors of color, population and sample size may affect the responses received within the study. The researcher worked to keep confidentiality of the participants. The researcher could not prevent the participants from breaking confidentiality, sharing email links or responses to the online survey.

Threats to External Validity

External validity is the extent to which findings from one study can be generalizable to other situations (Mertens, 2015). The proposed study was generalizable to the school counselor population in the United States. The researcher hoped that in obtaining a representative population of school counselors of color, the study would be generalizable in exploring the needs of this population. The study was not generalizable to school counselors who did not received their professional school counseling license. Furthermore, this study was not generalizable to school counselors working outside of the United States.

Operational Definitions

Emotional labor

In this study, emotional labor was be measured by the Refined Emotions at Work Scale assessment, in which defines emotional labor as the demands associated with working the service sector, the management of feeling to create publicly observable facial and bodily display (Castro, et al., 2006).

Burnout

In this study, burnout was measured as a state of physical, emotional, and mental exhaustion that results from working long-term in environments that are emotionally demanding, with the core focusing on fatigue and exhaustion as defined by the Copenhagen Burnout Inventory (Kristensen, Borritz, Villadsen & Christensen, 2005).

School counselors

In this study, school counselors were defined by the ASCA's 2016 Ethical Standards for School Counselors. ASCA (2016) defined school counselors as advocates, leaders, collaborators, and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. They are an important part of the educational leadership team and aid students in areas of academic achievement, career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow (ASCA, 2019). An individual with at least a master's degree in counseling and has completed state certification requirements to obtain a professional school counseling license.

School counselor self-efficacy

In this study, school counselor self-efficacy was measured as the perceived effectiveness to balance both teaching and counseling within a school setting as stated in the School Counselor Self-Efficacy scale (Bodenhorn, & Skaggs, 2005).

Race

Race was measured and defined by the demographics provided by the participants through self-report. Participants had the option to select from the following categories: White or Caucasian, non-Hispanic; African America, or Black, non-Hispanic; Non-White Hispanic, Latino/a, Latinx or Spanish descent; American Indian or Alaska Native; Asian or Asian American; Native Hawaiian or Pacific; Multicultural or Biracial and other.

Summary

This chapter provided a statement and overview of the problem, presented the predictor and outcome variables, the significance of the study, and identified gaps existing in research pertaining to the relationship between emotional labor, burnout, and self-efficacy for school counselors. The theoretical framework of the study was derived from Bandura's (1974) self-efficacy theory that was defined by an individual's perception in their ability to plan and execute task to accomplish their goals. Additionally, this chapter considered the threats that may affect the internal and external validity of the study that would affect the overall results of study. This chapter identified assumptions, delimitations, limitations, and operational definitions of the study.

Organization of Study

Chapter one presented the variables explored in the study, predictor variables, the significance of the study, purpose of the study, research questions, assumptions,

delimitations, limitations, threats to external and internal validity, and operation

definitions. Chapter two included a review of the literature related to the predicted

variables and existing literature about the relationship between the predicted variables.

Chapter three described in detail the methodology used to conduct the study; it will

include a description of participants, data collection, procedures, and the instruments used

to collect data. The research questions, research design, and data analysis was also

addressed in chapter three.

CHAPTER 2: REVIEW OF LITERATURE

The purpose of this study was to investigate specific factors that are related to school counselor self-efficacy. This chapter was divided into seven main sections: the theoretical framework, professional school counselors, self-efficacy, emotional labor, burnout, race, and summary and conclusions. Related empirical research was used to support each variable, mainly self-efficacy, emotional, burnout, and race. The relationship between each variable was discussed, while indicating the need for this research.

Theoretical Framework

The theoretical framework of the study was derived from Bandura's (1974) self-efficacy theory that is defined by an individual's perception of their ability to plan and execute task to accomplish their goals. According to Bandura (1974), an individual's self-efficacy is defined by their belief in their capabilities to organize and execute the courses of action required to manage prospective situations. It encompasses goal setting, decision making, and the regulation of an individual's motivation (Bandura, 2012). This belief is not based on the individual's knowledge or skills but their expectations to overcome problems in order to accomplish them when in social pressure and distress (Bandura, 1994). For professional school counselors, self-efficacy is associated with their capacities to provide psychological counseling service to students and other people related to students in an effective manner (Gündüz, 2012).

Professional School Counselors

Over the past decade, the role of the professional school counselor has been transformed by the American School Counseling Association national model and periodic

shifts that attempt to highlight the school counselors' responsibility (DeKruyf, & Auger, 2013; Barrett, Lester, & Durham, 2011). Throughout history, the role of the school counselor has become a fluid construct that changes with the needs of students; requiring school counselors to adapt to education trends and statewide high-stakes testing (Fye, et al., 2018; Olsen, Parikh-Foxx, Flowers, & Algozzine, 2018; DeKruyf, & Auger, 2013). With the progressive era in education of the 1890s and the movement for school-based comprehensive health programs incorporated in the 1990s, school counselors have played an active role in providing various services to meet the needs of students throughout the years (Walley, Grothaus, & Craigen, 2009). The ASCA national model provides a framework that incorporations academic achievement, social support, and relational trust into the responsibilities of school counselors (Salina, et al., 2013).

Despite the numerous and continuous changes, the role of the school counselor has always emphasized the primary focus of working is to help all students be successful in school (Clark, & Breman, 2009). ASCA (2019) defines school counselors as licensed and certified educators with a minimum of a master's degree in school counseling, who implement comprehensive school counseling programs to improve student success. School counselors perform a variety of duties to serve students' academic, social and emotional needs, and career development (Ratts, & Greenleaft, 2018; Mullen, & Crowe, 2017). They are responsible for creating and implementing effective comprehensive school counseling programs that assist in removing systemic barriers to academic achievement (Ratts, & Greenleaft, 2018; Thompson, Robertson, Curtis, & Frick, 2013). While simultaneously maintaining ethical and professional standards that follow the ASCA (2019) national model in areas of define, deliver, manage, and assess. School

counselors construct programs that define the profession through standards, delivery and management of developmentally appropriate services, and assessment of the level of achievement of students by determining the effectiveness of programs (ASCA, 2019).

To effectively implement comprehensive school programs, school counselors should spend 80% of their time to providing direct services to students such as counseling, instruction, appraisal and advisement (ASCA, 2019; Bringman, Mueller, & Lee, 2010). Indirect services should be provided through system support activities and should not be a priority for school counselors (ASCA, 2019). Instead, school counselors should focus on direct services that are in-person interactions with students (ASCA, 2019). The school counselors' role demands that services infuse the theme of advocacy, collaboration, leadership and systematic change (Salina, et al., 2013). They are active leaders who give meaning towards promoting positive student outcomes and take a collaborative role as agents of change (Ratts, & Greenleaf, 2018).

The ASCA (2019) national model recommends that school counselors should deliver these services to an ideal caseload of 250 students per counselors. However, the average student to school counselor ratio is 464 students per school counselor (The Educational Trust, 2019). The ASCA (2016) ethical standards states that school counselors have a responsibility to both themselves and their schools to advocate for the needs of all their students. However, it can be difficult to make meaningful change when school counselors have excessive caseload of students while addressing the other needs of their school environment (The Educational Trust, 2019; DeKruyf, & Auger, 2013).

 The role of the school counselor has become ambiguous within school environments (Salina, et al., 2013). On a school level, school counselors should be using

their skills to advocate for the needed change within school settings (Barrett, et al., 2011).

Yet, aside from the appropriate responsibilities school counselors are trained to handle,

their actual duties within schools do not always align with the ASCA national model

(Fye, et al., 2018). School counselors can play a host to multiple roles (Mullen, & Crowe,

2017). For example, but not limited to, administrating test, substitute teaching, bus and

lunch duty, and clerical work, all while balancing the responsibility to meet traditional

needs of students (Fye, et al., 2018; Mullen, & Crowe, 2017). Due to these blurred roles,

school counselors can begin to feel symptoms of burnout, that can affect their self-

efficacy and compromise their ability to provide appropriate services to students (Mullen,

& Crowe, 2017; Carrola, et al., 2016).

Additionally, social justice advocacy is an essential component of school

counseling; school counselors are ethically and professionally obligated to advocate for

the needs of students (Gonzalez, 2016; Crook, Stenger, & Gesselma, 2015). School

counselors are trained to be mindful that students do not all have the same resources;

therefore, school counselors intentionally develop program to close the gaps and measure

the impact of these interventions on student achievement linking to change (Hartline,

2012). Yet, due to the discrepancies between what is the reality of their profession and

what is recommended by the ASCA national models, it can be difficult to meet all the

needs of their students (DeKruyf, & Auger, 2013; The Educational Trust, 2019). This

inability to accomplish task successfully affects not only the services provided to students

but can lead to school counselors experiencing burnout and its effect on their self-

efficacy.

Summary

School counselors are defined as individuals who have a master's degree in school counseling, who are licensed and certified educators that implement comprehensive school counseling programs with the goal to improve student success (ASCA, 2019). The ASCA (2019) national model provides a framework for school counselors to infuse themes of advocacy, collaboration, leadership, and systematic change through comprehensive school counseling programs. The role of the school counselor is to provide school-based leadership and advocate for programs that address behavioral and cognitive competencies with an emphasis on systemic change (Gonzalez, 2016; Lancaster, Lenz, Brasfield, Bailey-Smith, & Dempsey, 2015).

Self-efficacy

Bandura (1977) defined self-efficacy as an individual's faith in their own capability to execute behaviors necessary to achieve a specific task. Self-efficacy derives from the social cognitive theory; a theory that attempts to understand the nature and function of the social cognitive processes (Espelage, Merrin, Hong, & Resko, 2018; Bandura, 2012). Bandura (2015) believed that human functioning is regulated between the interaction of subconscious and conscious behavior. Specifically, the social cognitive theory explains that human functioning is created through social cognitive processes, including thoughts, feelings, and behavior (Espelage, et al., 2018; Bandura, 2001). These processes are interactive and grounded in a triadic reciprocal causation; meaning that human function is a byproduct of intrapersonal influences, behaviors individuals engages in, and environmental influences (Bandura, 2012; 2001; 1986). These facets of the social cognitive theory are regulated by forethought or perceived self-efficacy, the belief that an

individual can perform specific actions that result in desired outcomes (Holcomb-McCoy, Gonzalez, & Johnston, 2009).

Self-efficacy gives structure to the social cognitive theory, as it considers how individuals develop beliefs of personal and social change, the overall functional properties of the triadic interaction (Bandura, 2012; 2001). It influences what challenges an individual chooses to undertake; through goal setting, their effort invested in accomplishing set goals, their motivation to undertake challenges or obstacles, and how an individual will recover when faced with failure (Petersdotter, Niehoff, & Freund, 2017; Bandura, 2001). It is not only restricted to an individual's belief in their own ability to learn to develop skills (Holden, Barker, Kuppens, & Rosenberg, 2017). Self-efficacy is the element of social cognitive theory that encompasses an individual's belief in their own abilities; a psychological construct that considers the feelings tied to this belief, affecting both an individual's actions and cognitive process (Neto, Rodrigues, Stewart, Xiao, & Snyder, 2018; Karamanoli, Fousiani, & Sakalaki, 2014). It is developed through four primary sources: mastery of experiences, vicarious experience, verbal or social persuasion, and physiological and affective state (Ooi et al., 2017; Springer, 2016).

When success comes easily for an individual, they expect results quickly and are discouraged easily by failure (Bandura, 2012). Mastery of experiences builds resilient self-efficacy; it builds coping skills and instill beliefs that individuals can overcome potential obstacles (Bandura, 2012; 1994). It is the greatest predictor of self-efficacy as it manages failures, so that failure is informative and allows for individuals to assess adequate self-appraisal rather than allowing for failure to become demoralizing (Ooi, et al., 2018; Springer, 2016; Bandura, 2012). For individuals who have little experience in

completing set task, their strongest predictor for self-efficacy is vicarious experiences

(Ooi, et al., 2018). Vicarious experiences refer to when an individual gains confidence in

completing a set task when observing others who they feel are in a similar situation

become successful in navigating through challenges (Springer, 2016). Verbal or social

persuasion is most used to reinforce self-efficacy in others (Bandura, 1982). Individuals

who are persuaded verbally tend to give greater effort and reframe from harboring

thoughts of self-doubt, because it is inferences from an individual's emotional state

strengths and tackling their vulnerability (Bandura, 1994). Lastly, affective or

physiological states refer to arousing feelings or emotions experienced by individuals

when attempting to complete a specific task (Bandura, 1994; 1977).

The interaction between an individual's behavior and their environment is a

dynamic relationship (Sanders, Welfare, & Culver, 2017). It is self-efficacy that

influences the persistence at which an individual determines at what risk they are willing

to attempt a new or difficult task (Lunenburg, 2011). Commitment to complete a set task

is forged through the motivation and resiliency found in high level of self-efficacy

(Bodenhorn, Wolfe, & Airen, 2010). Individuals with high levels of self-efficacy not only

influence individual self-performance, but also have traits to motivate others and improve

overall environments (Baroudi & Hojeij, 2018). Those with lower self-efficacy have

lower aspirations and weaker commitment to accomplishing goals (Bandura, 1994). As

perceived self-efficacy not only influences choice of activities, but also dictates an

individual's expectation of success and determines the amount of effort one initiates

(Bandura, 1977).

Self-efficacy and School Counselors

For counselors, self-efficacy is associated specifically with a counselor's belief in their ability to perform counseling-related services; it is the difference between simply knowing how to help in a specific situation and actually executing effective counseling skills (Butts & Gutierrez, 2018; Wei, Tsai, Lannin, & Tucker, 2015). Self-efficacy is linked to a counselor's interest in therapy activities, comfort in the therapy role, and goals to perform therapy as a career (Morrison, & Lent, 2018). It is an important component of counselor competence as it assists in the development of essential clinical skills, decision-making skills, and job satisfaction (Butts & Gutierrez, 2018; Ooi, Jaafar, & Baba, 2017; Haley, Marin, & Gelgand, 2015). Self-efficacy is a major predictor of a counselors' performance while working, as it likely influences what strategies are utilized while working with clients and the counselors' belief in the ability to deliver these skills (Goreczyny, Hamiliton, Lubinski, & Pasquinelli, 2015).

School counselor self-efficacy influences the choices that school counselors engage in while conducting counseling interventions in school environments (Springer, 2016). School counselors play a key role in assisting students in facing family and social, academic, and behavioral issues in order to achieve academic success (Tan, & Chou, 2018). They are vital in creating caring school environments by implementing compressive school programs, developing interventions, and preventative programs to help build a sense of belongingness to all students while they are in school (Atici, 2014). It is positively related to outcomes expected by students and negatively related to anxiety (Meyer, 2015). Self-efficacy can be defined as the confidence school counselors have in

their ability to carry out these actions to reach their goals to improve student outcomes in academic achievement (Owens, Bodenhorn, & Bryant, 2010).

School counselors need to have adequate skills and belief in their skills to perform effectively when working with students (Johnson, Ziomek-Daigle, Haskin, & Paisley, 2017; Bandura, 1994). The development of school counselor self-efficacy is influenced by training obtained in supportive learning environments that involve various stakeholders (Wong, Lau, & Lee, 2012). Self-efficacy can be approached by four facets for school counselors: instructors who model skills, education on affective skills, success in practice, and the opportunity to process reactions associated with skills (Bandura, 1993). This mirrors counselor self-efficacy in that it is composed in counselors' development of awareness of the learning process, awareness of personal values, development of cultural competence, the ability to perform counseling micro skills and the ability work with challenging clients (Meyer, 2015).

School counselors with high self-efficacy are more likely to maintain consistent effort and conduct relevant task when working with students (Goreczny, et al., 2015). It is a predictor of school counselors' performance when working with students as it reflects one belief in performing novel or difficult task and coping with obstacles (Goreczny, et al., 2015; Holcomb-McCoy, et al., 2009). As school counselor self-efficacy plays a role in how they create inclusive school environments; it is associated with what school counselors complete as a part of their job and how services are delivered to students (Mullen, 2016; Atici, 2014). When school counselors have high levels of self-efficacy it influences self-performance and improves the quality of their leadership (Baroudi & Hojeij, 2018). When self-efficacy is lowered by stressors, individuals can doubt their

capabilities and tend to avoid difficult task regarded as personal threats, affecting motivation, decision making, and actions (Karamanoli, et al., 2014). For school counselors, this can result in effecting their performance and preparation in working with students, highlighting the importance of school counselor self-efficacy in delivering services they deem as important within schools (Gallo, 2018; Mullen & Lambie, 2016). Therefore, it is important to continue exploring which factors are related to school counselor self-efficacy.

Summary

Bandura (1977) defined self-efficacy as an individuals' perceived belief in their ability to accomplish specific set task to attain desire results. Self-efficacy regulates behavior through goal setting, the effort investment in completing set goals, an individual's motivation to face obstacles, and their recovery when faced with failure (Bandura, 2012; 2001). School counselor self-efficacy correlates with Bandura's definition as it highlights the counselor's ability to implement counseling interventions in school environments with the goal to improve student academic outcomes (Tan, & Chou, 2018). Students benefit from having school counselors with high self-efficacy; as school counselors with high self-efficacy are more likely to put more effort in conducting school wide interventions and support students in academic achievement (Goreczny, et al., 2015; Owens, et al., 2010).

Emotional labor

Fatigue in the workplace is connected to physical and mental constructs, affecting the overall state of a worker that leads to low work performance and high occurrence of human errors (Lee et al., 2014). Yet, workers are not only expected to regulate their

emotions, but also maintain an appropriate disposition of emotions while at work (Liu, Kwan, Wu, & Zheng, 2018). Hochschild (1983) recognized this concept as emotional labor. While studying the work of flight attendants and bill collectors, Hochschild observed how individuals in the service workforce were expected to regulate their personal emotions to meet customer expectations while still adhering to societal defined norms of emotional expression (Huey & Kalyal, 2017; Hochschild, 1983).

Emotional labor is defined as the process in which an individual manages their feelings and expressions to achieve the professional requirements of emotion expression when interacting with customers, co-workers, and superiors (Lee, et al., 2014). It is connected to monetary gain, as it is the management of one's own emotions for pay (Sloan, 2014; Froyum, 2013). When engaging in emotional labor, workers are focused on display rules or standards for appropriate emotional display while working (Bucker, & Mahoney, 2012). Emotional labor is projected to customers by the workers' perception and commitment to the standards of display rules (Goodwin, Groth, & Frenkel, 2011). Display rules can be explicit, for example when written in a job description, 'we offer service with a smile' or implicit display, such as, those that are considered social norms (Bucker, & Mahoney, 2012). Regardless, emotional labor is the management of feelings to create a publicly observable facial and bodily display in exchange for valued labor (Cho & Song, 2017). It stems from a fundamental tension within critical methodology: juggling our commitments that test our emotional flexibility with the core belief that workers should to adhere to display rules that suppress negative or true emotions (McQueeney, & Lavelle, 2017; Gabriel, & Diefendorff, 2015). Hochschild explains that emotional expectations for individuals in service industries discipline the workers' own

emotional expression as well as the emotional responses toward those they serve (Lawless, 2018).

There are three different types of levels of emotional labor known as natural felt emotions, surface acting, and deep acting (Kim & Choo, 2017; Lee, et al., 2014; Buckner, & Mahoney, 2012). Natural felt emotions in emotional labor, focuses on workers that enjoy performing emotional labor (Humphrey, et al., 2015). It is theorized that some workers genuinely and naturally comply with display rules, it is a positive form of emotional labor (Humphrey, et al., 2015; Humphrey, 2012). Natural felt emotions do not include a sense of obligation that both deep and surface acting have on workers (Yilmaz, Altinkurt, Güner, & Sen, 2015). For the purpose of this study, the researcher will focus on surface and deep acting, as it depicts what may be stressful aspects of employment (Humphrey, 2012).

Surface acting is when an individual display emotion that they are not actually experiencing and are attempting to not feel, while suppressing their own felt emotions (Barry, Olekalns, & Rees, 2018). It is a response-focused form of an individual regulating their emotions and correlates positively with display rules (Kim & Choo, 2017; Bucker, & Mahoney, 2012). When engaging in surface acting, workers are attempting to not feel the emotions they are displaying and refers to changing the outer expression of emotions without changing the underlying emotions felt at the time (van Gelderen, Koniji, & Bakker, 2017; Humphrey, 2012). It is harmful to workers, because maintaining this display of emotions can be draining and lead to emotional dissonance affecting an workers' overall wellbeing (Gabriel, Daniels, Diefendorff, & Greguras, 2014; Bechtoldt, Rohrmann, De Pater, Beersma, 2011).

In contrast, deep acting refers to when an individual deliberately strives to feel the target emotion and then allows themselves to express that emotion outwardly (Barry, Olekalns, & Rees, 2018). Workers may aim to experience similar feelings as others by engaging in thoughts and activities that to foster those emotions (Humphrey, et al., 2015). Hochschild (1983) described this as a method of deceiving oneself as much as attempting to deceive others; while surface acting, we deceive others and not ourselves. Deep acting can lead to harmful outcomes for workers such as diminished quality of work life, job satisfaction, and health, as well as increased burnout (Carlson, Ferfuson, & Whitten, 2012).

It is vital to understand the consequence of emotional labor, as it is integral to the daily experience of workers and is linked to their overall well-being (Goodwin, et al., 2011). Even when workers refuse to perform emotional labor and attempt to react robotically while working, they are still engaging in emotional labor and retreating to a stage of surface acting (Hochschild, 1983). As result, most workers are performing emotional labor on regular basis (van Gelderen, et al., 2017). The negative cost of emotional labor can contribute to how care workers build rapport, changes desired responses, and interpersonal transactions (Mastracci, & Hsieh, 2016; Leeson, 2010). For school counselors, working with children can require high levels of emotional labor as practitioners are expected to support and care for their development (Leeson, 2010). These factors can contribute to how interventions are carried out within school environments (Clark & Breman, 2009). In order to minimize the negative effects, we must engage in authentic conversations to understand emotional labor experienced by school counselors and school counselors of color (Bechtoldt, et al., 2011).

Emotional labor and School Counselors

Emotion labor exceeds the simple modification of feelings and emotions during work, it extends to how workers display and express emotions while working with patrons (Barry, et al., 2018). Workers who engage in emotional labor are not only expected to enhance service quality or experience for patrons, but they are also required to display emotions according to their organization's explicit or implicit display rules (Indregard, et al., 2018; Gabriel, et al, 2015). Emotional labor occurs in a variety of settings, industries, and occupations; it is found in three types of service workers: customer service, caring professions, and social control (Humphrey et al., 2015; Humphrey, 2012). Although not explicitly stated, school counselors would fall under the caring professions as it is defined as workers who are required to display empathy and concern for the emotions of clients that are typically associated with stressful life events such as injury, personal issues or illness (Humphrey, et al., 2015). Caring is not defined as a deep emotional engagement, instead it is practical and functional concern, ethical in that it does not involve engaging deeper emotions with clients (Leeson, 2010).

This definition correlates with ASCA's (2019) definition of school counselors; a profession whose goal is to design and deliver school counseling programs that improve student outcomes. School counselors are leaders, collaborators, consultants, and advocates for social change that address students' academic, career, social and emotional needs (ASCA, 2016). School counselors are constantly required to display empathy and compassion for students in order to build rapport during emotionally challenging situations (Mullen et al., 2018). Positive displays of emotions toward others tend to have several benefits, such as increased cooperation and effective behavior (Lee, Moon, Lee,

& Kim, 2014). However, helping others as an occupation can be regarded as a positive and enjoyable experience, if not also challenging and difficult (Leeson, 2010). It is expected as part of the profession to exhibit an empathic attitude and demeanor, whether or not they are truly felt (Mastracci, & Hsieh, 2016). This is consistent with Hochschild's (1983) original definition of emotional labor as it is requiring school counselors to display certain emotions as a part of their job duties.

Caring professions who frequently display these emotions could encounter issues and become problematic with clients (Humphrey, et al., 2015). For school counselors who are highly motivated and creative in helping students often encounter burnout as they attempt to meet the needs demands at emotional, physical, and mental levels (Gündüz, 2012). This leads to school counselor turnover, which is not only the loss of human capital of an organization but also the loss of institutional knowledge (Cho, & Song, 2017). As result, the need for research to focus on emotional aspects in school counseling is vital for the management, organizational behavior, psychology, and the sociology of work as a school counselor (Barry, Olekalns, & Rees, 2018).

Emotional labor and Self-efficacy

Service professions play an important role in today's world economic, accounting for 70% of the gross domestic product in the United States (Jeung, Lee, Chung, Yoon, Koh, Back, Hyun, & Chang, 2017). In service professions, workers are encouraged and often required to display positive emotions and suppress negative emotions in order to follow organization display rules resulting in emotional labor (Hsieh, Hsieh, & Huang, 2016; Gabriel, & Diefendorff, 2015). Emotional labor is most prevalent in both human and public service professions, professions that involve constant demand for attention

(Jeung, et al. 2017). Hochschild (1983) stated that prolong emotional labor can cause feelings of alienation, self-estrangement, and inauthenticity resulting in job stress. Failure to effectively manage emotions, negatively affect individuals' self-esteem and self-efficacy (Sloan, 2014).

Perceived self-efficacy influences behavior (Bandura, 1977). Following this logic, understanding display rules help workers see themselves as successful and competent within their profession influencing how they work to serve others (Hsieh, et al., 2016). Lee and van Vlack (2018) found that there was a relationship between emotions experiences and self-perceived classroom management skills in teachers; teachers with high self-efficacy reported experiencing positive emotions in working with students. Indicating that self-efficacy is a form of self-competence and method of coping with job stress (Hsieh, et al., 2016). Similarly, school counselors with strong self-efficacy in their work within schools are resilience and achieve systemic goals to address school achieve gaps than those with lower levels of self-efficacy (Bodenhorn, et al., 2010). The impact of emotional labor can contribute to negative attitude of self, leading to distress that have work-related consequences, such as, poor work performance (Jeung, et al., 2017; Sloan, 2014). School counselors can doubt their capability, negatively affecting self-management that regulates both actions and cognitive behavior while working with students (Karamanoli, et al., 2014).

Related Research

Emotional labor requires workers to express specific emotions in order to satisfy requirements of their workplace environment; however, for workers, the workplace tends to spill into other aspects of their lives through attitude, emotions, stress and behavior

(Sanz-Vergel, Rodríguez-Muñoz, Bakker, & Demerouti, 2012). It can shape workers'
responses to inequality, because of the pressure to followed scripts or retrained
themselves from having freedom of expression (Froyum, 2015). In occupations where
cognitive and interpersonal performance is the crucial, stereotypes about intellect are
typically the reasoning behind performance bias (Grandey, Houston, & Avery, 2019).
Emotional labor draws from long-standing racial stereotypes of appropriate behavior that
favor White superiority and paternalism (Froyum, 2015).

Emotional labor is not only a reaction, but a mechanism of inequitable social
arrangements, as it is developed and expressed depending on an individual's position
within social hierarchies and preservation of maintaining those hierarchies (Cottingham,
Johnson, & Erikson, 2018). This is apparent with workers of color are placed in a
position in which they experience systematic racial objection and are surrounded by
others who actively participate in minimizing or denying the existence of the racial
denigration workers of color may experience (Evans, & Moore, 2015). Hoschschild
(1983) found that workers of color that engage in emotional labor within marginalized
spaces often felt that they were pressured to create public observable bodily and facial
display. This was a result of the tension within society that is created between racialized
spaces and abstract liberal ideology that was embedded within the culture of
institutionalized White spaces (Evans, & Moore, 2015).

In a study conducted by Durr and Wingfield (2011) women of color reported that
they often altered their behavior when interacting with White colleagues by changing
their look, style and conversation content to both fit in their workplace environment and
for the possibility of promotion. These responses are methods to resist degradation and

racial objectification in order to protect oneself emotional (Evans, & Moore, 2015). This is an additional emotional labor that workers of color must perform to remain safe and success in spaces where they may feel marginalized (Durr, & Wingfield, 2011). School counselor of color may experience similar stress when encountering marginalizing climates and poor treatment (Kohli, 2009). As racial minorities are often underrepresented, may engage in emotional labor to ensure self-efficacy and see their skills useful at work rather than allow it to make them feel self-estranged (Sloan, 2014; Leasher & Corey, 2012).

Emotions make us aware of how people, objects, and events affect our behavior, thoughts, and motivation in life (Chen, Sun, Lam, Hu, Huo, & Zhong, 2012). Within work environments, workers are expected to abide by display rules while being productive and exhibit professional behavior (Yilmaz, Altinkurt, Güner, & Sen, 2015; Chen, et al., 2012). For workers who deal with people, displaying emotions is as important as physical and cognitive work (Hsieh, 2014). This prolonged behavior can cause workers to experience emotional dissonance when the emotions expressed do not correlate with authentic feelings; to manage emotional dissonance, workers may engage in surface acting (Sohn, Lee, & Yoon, 2016). Surfacing acting, a type of emotional labor, is the action of hiding true feelings, while expressing different emotions towards others (Yilmaz, et al, 2015; Hochschild, 1983). It is a positive and powerful predictor of burnout (Bayram, Aytac, & Dursun, 2012; Noor, & Zainuddin, 2011).

For help and service care providers, burnout is a predominant health outcome of working in stressful environments and is considered a work-related measure for psychological health (Noor, & Zainuddin, 2011). Burnout is defined as an emotional,

physical, and mental state that is a result of constant professional interaction with others; that is composed of long-term physical fatigue, exhaustion, and hopelessness (Yilmaz, et al., 2015). It is response to chronic work stress and important to the emotional labor theory (Aziz, Widis, & Wuensch, 2018; Schaible, & Gecas, 2010).

In context, emotional labor is a predictor of burnout; as it suggests that workers will work to conserve resources through emotional labor, but when those resources are no longer replenishable they become exhausted and experience burnout (Carlson, Ferguson, Hunter, & Whitten, 2012). In a study conducted by Schaible and Gecas (2010), researchers found that the more frequently workers expressed emotions that were not authentic with their true feelings, they reported higher rates of burnout and were less effective while at work. In order to understand this relationship, it is vital to look at the variable of emotional labor given that it has a strong relationship with burnout (Aziz, et al., 2018).

Summary

Workers who engage in emotional labor manage their feelings and expressions to achieve professional display rules when interacting with customers, co-workers, and superiors (Lee, et al., 2014; Hochschild, 1983). In this proposed study, the researcher focused on surface acting and deep acting. Surface acting is when a worker does not attempt to feel the emotion they are displaying, while in deep acting they are attempting to change their personal feelings to match those they are required to display within their workplace (Humphrey, 2012). Research shows that surface and deep acting result in divergent outcome for workers, affecting their well-being leading to feeling of burnout (Goodwin, et al., 2011). For school counselors engaging in emotional labor and showing

signs of burnout, this could affect the services provided to students and the implication of comprehensive school programs (Gündüz, 2012).

Burnout

Herbert Freudenberger (1974) first conceptualized burnout as the degree at which individuals have become exhausted by making excessive demands on strength, personal energy, or resources. The World Health Organization (2019) has recognizes burn-out as an occupational phenomenon that has not been managed successfully. A state that individuals begin to feel that they lack personal accomplishments and as a result of developing feelings of being frazzled (Nunn, & Isaacs, 2019; Gündüz, 2012). It varies in degree and symptoms, but typically occurs one year after an individual has begun to work (Freudenberger, 1974). Burnout does not derive from a preexisting theory, it was developed through years of exploratory research that involved interviews, survey, and field observations of helping professions (Schaufeli, Maslach, & Marek, 1993). Freudenberger (1974) believed that individuals who suffer with burnout are idealists whose efforts are to reach their goals and do more than what is expected from them. Burnout occurs when professionals are unable to both meet their needs and the needs of their client in high-pressure environments (Maslach, 2017). It is understood as a psychological phenomenon associated with patterns of long-term negative job-related stress (Nunn, & Isaacs, 2019; Kim & Lambie, 2018; Wilkerson, 2009).

Mashlach and Jackson (1981) conceptualized that burnout exhibited through three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Burnout is a syndrome of emotional exhaustion, feelings that occur when individuals are drained by constant contact with other people that results from a

lack of energy (Lee, & Chelladuri, 2018; Noor, & Zainuddin, 2011; Mashlach & Jackson, 1981). It is defined as being worn out, becoming depleted, debilitated, and fatigued (Mashlach, 2017). Workers who report being emotionally exhausted are less satisfied with their work, take breaks more frequently, and have higher rates of absenteeism (Jackson, & Mashlach, 1982). Individuals who experience depersonalization display detached attitudes towards others (Sohn, et al., 2016). The World Health Organization (2019) elaborate that through depersonalized workers increased mental distance from one's job. It is described as an impersonal response towards one's work; inappropriate and negative attitudes such becoming irritable, withdrawn, or lost idealism (Mashlach, 2017; Mashlach, & Jackson, 1981). Reduced personal accomplishment is defined as a worker's inability to cope with stress, resulting in the reduced productivity, low morale, or capability (Mashlach, 2017). It is associated with low self-efficacy because it is in a worker's tendency to evaluate their capability and work negatively (Sohn, et al., 2016; Noor, & Zainuddin, 2011).

Freudenberger (1974) argued that helping professionals tend to experience burnout from their perceived obligation to consistently give to clients; an obligation that is excessive and often unrealistic. Prolonged response to environmental demands regarding emotional, behavioral, and attitudinal ways has substantial negative effects on health and overall wellbeing (Larner, Wagstaff, Thelwell, & Corbett, 2016; Soln, et al., 2016). Common symptoms of burnout consist of negative changes in an individuals' decision making, physiological states; mental, emotional, and behavioral health; and motivation in the workplace (Kim & Lambie, 2018). That result in negative behavioral

consequences such as decreased work performance, reduced sense of accomplishment, feelings of helplessness and eventual withdrawal (Larner, et al., 2016).

Burnout and School Counselors

In some occupations, burnout is seen as a taboo topic, because it is considered as an admission that professionals can and do act unprofessionally despite their titles (Schaufeli, Maslach, & Marek, 1993). Counselors who often experienced burnout tend to hold negative self-concepts that impair job attitudes and influence personal discouragement (Mullen, Blout, Lambie, & Chae, 2018). It does not only influence a counselor's performance and job satisfaction, but also impairs their social and interpersonal relationships (Gündüz, 2012). Burnout has been attributed to rendering counselors less effective and having poor performance while with clients (Nunn, & Isaacs, 2019). It can also cause symptoms such as fatigue, exhaustion, and insomnia and other physical health problems that can increased the likelihood of counselors leaving the mental health profession (Kim, & Lambie, 2018; Mullen & Gutierrez, 2016).

The American School Counselor Association (ASCA; 2012) states that school counselors must always prioritize the enhancement of personal, social, academic and career development of all students through comprehensive programmatic school counseling services. In order to maximize achievement and is lifelong learning among students, professional school counselors should provide opportunities for healthy social development in order to become successful beyond their education in the world of work (Wilkerson, 2009). ASCA's National Model (2012) of delivering services to students highlights management, accountability, and foundation components of school counseling programs. Schools in which school counselors are encouraged to provide services

focused in these domains see overall positive impacts in the school's environment and student success (Mullen, & Gutierrez, 2016).

In order to prevent burnout, ASCA (2016) developed ethical standards that give school counselors the responsibility to maintain their health, both physically and emotionally, in order to ensure ethical, effective practice while with students. Despite ethical standards set in place for the wellbeing of professional school counselors, they still can face multiple and competing demands within school environments (Mullen, et al., 2018). Aside from a student's academic, career, and personal development, professional school counselors routinely deal with complex situations that have acute counseling needs (Gündüz, 2012). This is not including, the challenges of large caseloads, high student-to-counselor ratio and extreme amounts of non-counseling duties required by administration when working with parents or teachers (Kim & Lambie, 2018; Mullen, & Gutierrez, 2016).

Burnouts maximized when professional school counselors encounter cases of severe or acute psychological disorders (Gündüz, 2012). This feeds into the discrepancies professional school counselors feel between what they have learned in their graduate school training programs and the actual practice of school counselors (Mullen, et al., 2018). Taking into consideration that professional school counselors encounter inconsistent job roles and expectations, it is not surprising that stress is significantly related to self-efficacy (Mullen & Gutierrez, 2016). Due to chronic fatigue and feelings of hopelessness, school counselors leave their jobs because of the rigidity of school systems and limited support (Kim & Lambie, 2018).

Burnout and Self-efficacy

Job stress is one of the main complaints reported by workers in relation to health due to rapid changes in psychological and physiological conditions encountered while working (Ventura, Salanova, & Llorens, 2015). Burnout develops as a result of chronic stress in work environments, such as, prolong emotional fatigue, disruption of physical and psychological well-being, and performance impairment are experiencing burnout (Ender, Saricali, Satici, & Capan, 2018; Shoji, Cieslak, Smoktunowicz, Rogala, Benight, & Luszczynska, 2016). It is linked to work ability, perfectionism, emotional regulation, mental health, and job satisfaction (Aloe, Amo, & Shanahan, 2014). Burnout is considered an endpoint of workers' ability of coping with chronic stress successfully; a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment (Skaalvik, & Skaalvik, 2010; Maslach, & Jackson, 1986). Depersonalization or cynicism constitute the core of burnout; affecting a worker's motivation, behavior, and attitudes towards self at work (Ventura, et al., 2015; Skaalvik, & Skaalvik, 2010). The tendency to assess one's work negativity and the belief that one is not competent to perform at work is known as low self-efficacy (Ventura, et al., 2015).

Bandura (1977) defined self-efficacy as the belief in one's capability to accomplish task to achieve set goals and achieving desire results. It is a cognitive representation of an individual's belief derived from the social cognitive theory that assumes self-efficacy can determine ad control various stress-related outcomes including burnout (Shoji, et al., 2016; Wang, Hall, & Rahimi, 2015). Bandura (2012) state that individuals with high self-efficacy can effectively undertake new experiences and are less likely to be emotionally perturbed by stressors. While individuals with low self-efficacy can become pessimistic about their work performance, personal achievement, and

associate with burnout in the long term (Ventura, et al., 2015). School counselors with low self-efficacy experience difficulty completing task, have disheartening effects on how well a school functions as a social system; negatively impacting students' belief in their own capability to be successful in academic activities (Bandura, 1994). Therefore, further research is needed to explore the relationships between these additional constructs.

Related Research

Trends in the United State tell us that the workforce is becoming more racially diverse and social interactions within the workplace are characterized by incivility (Kern, & Grandey, 2009). People of color are twice as likely to be in customer-servicing occupations, facing racial disparities in job success and advancement (Grandey, et al., 2019). People of color often negotiate their responses in work environments, choosing between tacitly participating in marginalization or actively reacting against racial dynamics at the risk of possible exclusion (Evans, & Moore, 2015). This requires people of color to make more of an emotional effort to be perceived as competent or as good as their White counterparts (Grandey, et al., 2019).

This is further perpetuated through stereotypes that people of color are emotional and overly focused on race, meaning that people of color find themselves in a paradox of balancing institutionalized expectations so that their emotions are not perceived in a way that is emotionally deviant (Evans, & Moore, 2015). Mashlach (2017) states that when personal values conflict with work expectations, a gap is created between a worker and their work environment. This leads to workers feeling conflicted between what they want to do and what they must do, resulting in a greater chance of burnout (Mashlach, 2017).

For people of color, the need to cope with a constant stream of microaggressions can results in physical and emotional stress that are linked to exhaustion (Gorski, 2019; Kern, & Grandey, 2009). In contrast healthy work environments are where individuals have a sense of belongingness, fairness, autonomy, competence, psychosocial safety, positive emotions, and purpose (Maslach, 2017). This may be difficult for people of color as their work environments often dictate how they should feel, express how should they feel, and have their own method of interpret what feelings are appropriate (Froyum, 2013).

Emotional labor has an important role in these workplaces, as it can assist in both hiding negative emotions and displaying positive emotions even when clients (Wróbel, 2013). It is a social construct that is created through social exchange and is the subject of external forces (Kim, & Wang, 2018). Clients are directly impacted by worker's gestures, behavior, and expressions; workers engaging in emotional labor can manage the relationship with the clients their perception of the workplace (Lee, An, & Noh, 2015). Organizational control of emotions is not necessarily problematic, it can even be viewed as beneficial for the workplace; the negative consequence of emotional labor is when workers do not internally embrace and are forced to follow expectations of display rules (Schaible, & Gecas, 2010). This relationship is referred to as surface acting, the component of emotional labor that is the change of emotional expression without changing feelings (Cheung, Tang, & Tang, 2011). Compared to deep acting, in which feelings are changed to change outer expression of emotions, surface acting solely focuses on the displayed emotions (Akin, Aydin, Erdogan, & Demirkasimoglu, 2014; Cheung, Tang, & Tang, 2011). The side effect of this prolong emotional labor can result in harm to worker's overall well-being, having adverse effects on job-related attitudes

and eventually burnout (Lee, 2019). For caring professionals, emotional labor can assist in managing their feelings and expressions to fulfill their work's display rules, while having a significant relationship with burnout (Moon, & Shin, 2018).

Burnout is rooted in service industries which has a focused in caregiving occupations, in which the core values of these professions is the relationship between the service provider and client (Jeung, et al. 2017). In a study conducted by Moon and Shin (2019) focusing on caring professions, found that due to the nature of the profession, having close interactions with clients, care workers experienced emotional labor to suppress negative feelings resulted in reported feelings of burnout and limited options to cope with stress. The consequence of emotional labor is burnout; what starts as feelings that associated with fulfilling work that begins to become meaningless and an unpleasant experience (Lee, 2019). It is a byproduct of personal-role conflict that places a worker in a state of exhaustion and emotional depletions, both components of burnout (Kim, & Wang, 2018; Grandey, Foo, Groth, & Goodwin, 2011). Given school counselors feel experience the inability to cope with burnout, it is important to consider how this variable may impact school counselor self-efficacy (McCarthy, et al., 2010).

Summary

Burnout is a psychological state that arises when individuals have a stressful workplace that demands them to overextend their energy, strength, and resources (Sachdeva, & Narwal, 2015; Freudenberger, 1974). It reflects through three dimensions for workers: emotional exhaustion, depersonalization, and reduced personal accomplishment (Mashlach, & Jackson, 1981). Counselors who experience burnout hold negative self-concept, influencing their self-efficacy within in their profession and

impairing their performance while working with clients (Mullen, et al., 2018; Schaufeli, et al., 1993). School counselors are required to prioritize comprehensive programs within school; while balancing the ethical stands that give them the responsibility to maintain their overall wellbeing (ASCA, 2019; 2016). Burnout can be further amplified when the variable of race is introduced, as people of color not only have to keep up with professional demands but tactfully navigate through racial dynamics (Grandey, et al., 2019).

Race

Since the founding of the United states, race has been used to establish and maintain societal advantage among individuals of European ancestry (Donnor, 2016). A social construct, race manifest itself in variety of covert and overt ideologies, values, thoughts, and behavior (Armstrong, & Jennings, 2018; Donnor, 2016). Race can also encompass physical features such as skin tone, hair texture, eye color and other facial and body features (Monroe, 2016). It so interwoven into systematic culture that it is enmeshed in our society, that it appears normal and natural (Kerry-Berry, 2016). Critical race theory (CRT) examines the relationship between race and social inequality by highlighting the laws and social policies that construct and preserve the inequity in the relationship between race and equal opportunity, colorblindness, and post-racialism in the United States (Donnor, 2016). CRT argues that individuals of European ancestry or who identity as white, are the primary beneficiaries of how race has impacted societal structure due to historical property rights and civil rights in the United States (Brown, 2014; Chadderton, 2013). With time, this balance of power has been used gain material

wealth, political power or heighten social standing ultimately affect the treatment of people of color (Zorn, 2018; Donnor, 2016).

To the extent that such mechanisms have operated in the United States economy, a plea for diversity does not always imply exposure to diversity (Cooke, & Kemeny, 2017; Boterman, & Musterd, 2016). Diverse workplaces have both cost and benefits that may not always be apparent to the majority (Cooke, & Kemeny, 2017). They offer opportunities for socialization, better conditions to create strong role models, and more supportive social networks (Boterman, & Musterd, 2016). The drawback of diversity is found in the differences of individual's backgrounds, such as, race and their experience in creating trusting relationships and finding common ground (Cooke, & Kemeny, 2017). Race is complex in society, meaning that it is consistently transformed and formed under constant pressure of political struggle that can profoundly shape workplaces to have different outcomes for people of color (Monroe, 2016; Wingfield, 2010). Due to their outsider status, people of color may experience hardships such as harassment, discrimination, and greater levels of stress (Stroshine, & Brandl, 2011). Having a skewed number of individuals within work environments affects the interactions and perpetuate the idea that people of color are tokens within the workplace (Niemann, 2016).

Tokens or tokenism is when minorities are low in number in segregated occupations, who experience difficulties due to their small numbers in the workplace and their low status in the larger society (Turco, 2010). When race has been considered, people of color as tokens experience visibility, are isolated informally and formally in organizations; while urged to overtly and covertly follow expectation in the workplace while providing continuous representation that is congruent with appropriate roles

(Stroshine, & Brandl, 2011; Wingfield, 2010). In a study conducted by Wingfield (2010), professors of color reported that they often felt the inability to express anger or frustration as their White counterpart, their race limiting their ability to adhere to feeling rules that molded their responses, so they were appropriately expressed. Suggesting that people of color should conform display rules to appear as nonthreatening as possible (Wingfield, 2010). Hoschild (1983) would describe this process as engaging in emotional labor, following display rule or work expectations in order to please others.

Display rules that are racialized have significant implications for the engagement of emotional labor in workplaces (Wingfield, 2010). With the added restriction of tokenism, people of color can experience performance pressure, absences and attrition, attribution of professional expertise and competency, and mentorship relations and other leadership dynamics; symptoms that are correlate to burnout (Perez, & Strizhko, 2018; Schaible, & Gecas, 2010). Yet, there is little research that focuses on race regarding emotional labor and burnout in work environments explicitly. Complex cultural dynamics can emerge for counselors of marginalized racial minority identities (Goode-Cross, 2011). School counselors who express chronic stress caused by multiple roles can affect emotional, personal, and occupational burnout (McCarthy, et al., 2010). For school counselors of color this may further exacerbate when considering race, as microaggressions both overt and covert communicate hostile, derogatory, negative racial slights, and insults (Nadal, et al., 2012).

Race and School Counselors

ASCA (2019) defines school counselors as certified or licensed educators with a minimum of a master's degree in school counseling, who implement comprehensive

school counseling programs to improve, promote, and enhance student success for all students. The role of the school counselor is to manage emotions and interpersonal skills to assist students achieve academic success (ASCA, 2019). School counselors are transformative leaders that are trained to assist students in academic, career, social and emotional needs (Olsen, et al., 2018; Ratts, & Greenleaf, 2018). They are encouraged to spend most of their time providing direct services to students (The Educational Trust, 2019; Bringman, et al., 2010). Often roles are blurred for school counselors as they find themselves responding to other school responsibilities and addressing non-counseling duties (Mullen, & Crowe, 2017; Lorraine, et al., 2013). This conflict in roles places school counselors in a vulnerable position and complicate the nature of their expectations of their actual job (McCarthy, Kerne, Lambert, & Guzmán, 2010). This can be further complicated for counselors of color, as people of color can experience significant challenges within workplace environments (Shillingford, Trice-Black, & Butler, 2013).

According Data USA (2018), nearly 70.6% percent of counselors in the United States identify as White, out numbering the total school counselors of color. School counselors of color are vital for students, as the same racial dynamics that exist in the community exist in school's environment (Dollarhide et al., 2018). Schools are considered microcosms of the society at large and can reflect the failure of how policies and pedagogy that may not always support positive academic outcomes for students of color (Owens, Simmons, Bryant, & Henfield, 2010). A racially inclusive and positive school environment can intercept systemic negative racial interactions, resulting in better student academic and behavioral outcomes (Dollarhide et al., 2018). However, school counselors of color may find themselves pressured to negotiate interactions between

students and co-workers, exposing them to potential mistreatment while encountering racial microaggressions (Sloan, 2012; Nadal, Griffin, Wong, & Rasmus, 2012).

Encountering variations of racism both overt and covert is a fact of life for those who have made it through headship (Coleman, & Campbell, 2010). Individuals who feel as if they are being discriminated against within their workplace are less satisfied with their job, less likely to continue working, and its affect on their performance (Leasher, & Miller, 2012). When race is not acknowledged, it does not erase racial differences; instead, it can negativity impact positive aspect of racially diverse environments (Dollarhide, et al., 2018; Coleman, & Campbell-Stephens, 2010). Schools, as microcosms, can reflect this perception of the larger society (Owens, et al., 2011). Given the many responsibilities and roles of school counselors, race can further complicate the nature of U.S. educational systems and make school counselors vulnerable to racial stressors (McCarthy, et al., 2010). For school counselors, this could affect how they develop, implement, and assess school counseling programs to address student outcomes (ASCA, 2019).

Race and Self-efficacy

Self-efficacy is defined as an individual's perception of their ability to complete and competently engage in specific activities (Bandura, 2012). Developed from the social cognitive theory, Bandura (2001) stated that self-efficacy is socially interdependent, contextual, and conditionally created with through various societal structures that interplay in a complex way. Specially, aspects such as ethnic identity, cultural value, and race can influence one's perceived self-efficacy (Minter, & Pritzker, 2017). Self-efficacy acknowledges that personal choice is influenced by these sociostructurally created

constructs (Bandura, 2001). In context, race is evident in both overt and covert various behaviors, thoughts, and ideologies (Armstrong, & Jennings, 2018).

Research conducted by Bondy, Peguero, and Johnson (2017) focusing on the relationship between school justice and punishment faced by 1,800 immigrant students; found that self-efficacy was not an identical process across different racial and ethnic group and generational statuses. Meaning that social cues, even those that are covert, are socially modeled (Bandura, 2012). Supporting Bandura's (2012) theory, that self-efficacy is influenced by individuals' experiences with race, physical and emotionally. As race can be incorporate into an individual's self-concept affecting their perception and belief in abilities (Williams, Banergee, Lozada-Smith, Lambouths, & Rowley, 2017; Bandura, 2012). Within schools, school counselors of color must negotiate their own perceptions of their racial identity and experiences; in order to handle negative encounters within schools that come at a high emotional cost affecting their self-efficacy. (Dollarhide, et al., 2018; Cheruvu, Souto-Manning, Lencl, & Chin-Calubaquib, 2015).

Related Research

Freudenberger (1974) defined burnout as the action of becoming exhausted, through excessive demands on personal resources, energy, or strength. It is a persistent negative state of the mind; it that is work-related stress that results in distress and decreased sense of effectiveness (Ventura, et al., 2015). It is a combination of both individual and environmental stressors, manifesting from the expectations that workers' have about their profession (Fye, et al., 2018; Sangganjanavanich, & Balkin, 2013). Burnout reflects through cynicism, feelings of bitterness, and lack of empathy; affecting

ones' perception of self negatively (Testa, & Sangganjanavanich, 2016;

Sangganjanavanich, & Balkin, 2013).

Workers are generally attuned to their work environment cues relevant to their

own identity; yet, little attention is focused on the relationship between race and burnout

(Smith, & Silva, 2010; Kern, & Grandey, 2009). People of color in the workforce face

more incivility and mistreatment from their work environment, establishing the link

between race and stress (Kern, & Grandey, 2009). In a study conducted by Wingfield

(2010) focusing on African American professors, found that tokenized professors of color

described stressors related to withholding true feelings from their White colleagues with

the goal to match their workplace expectations and seem less intimidating. Furthermore,

burnout has been stigmatized as a sign of weakness or incompetence; individuals who

complain about work stressors are often viewed irresponsible or behave inappropriately

(Maslach, 2017). This combination has negative effects on the body linked to self-

depletion or exhaustion leading to feelings limited in coping with stress and resulting in

frequent turnover (Moon, & Shin, 2018; Kern, & Grandey, 2009).

Social relationships and interactions in work environments are dictated by

historical customs that have traditionally stemmed from White male citadel (Durr &

Wingfield, 2011). Customs and organizational norms dictate the criteria for

professionalism for workers (Wingfield, 2010). It is a cultural myth that by embracing an

ethnic care and empathy, it keeps individuals from perpetuating racism (Cottingham,

Johnson, & Erickson, 2018). Instead, it creates an ideology that empirical realities of

racial structural and institutional arrangements disconnect those who may be racially and

ethnically underrepresented (Cottingham et al., 2018; Evans & Moore, 2015).

When considering race in this context, people of color often experience heightened performance pressure, social isolation, and stereotyping due to the significant underrepresentation within work environments (Niemann, 2016; Turco, 2010). They are often forced to negotiate systematic racial microaggressions and internalize racism that may lead mental colonization (Cottingham et al., 2018; Evans & Moore, 2015). This frame of thinking places people of color in a position that requires them to participate in institutional dynamics that force them to carry the burden of having to choose between tactfully participating in their own objectification or becoming excluded and alienated (Evans & Moore, 2015).

This emotional labor occurs when individuals follow display rules to appease their work expectations and potential clients (Wingfield, 2010). Hochschild (1983) defined emotional labor as the labor that is required to suppress feelings in order to produce a proper state of mind that makes others feel cared for and safe. It is vital to understand that when engaging in emotional labor, emotions become commodified and sold for a wage (Durr, & Wingfield, 2011). To fulfill the expectations, individuals who interact with others, one must strategically manage their visage and fake emotional displays (Houston, Grandey, & Sawyer, 2018).

For people of color, this may impact whether they express discomfort in the workplace, in order to appear as competent or nonthreatening (Wingfield, 2010). This can result in emotional and health problems at a personal level attributing to burnout (McCarthy, et al., 2010). As leaders, school counselors should emphasis school counseling programs and other schoolwide initiatives that respond to students' needs culturally (Olsen, et al., 2018; Ratts, & Greenleaf, 2018). For school counselors of color

this may be complicated when faced with negative racial microaggressions affecting their ability to provide comprehensive school counseling programs (Nadal, et al., 2012).

Summary

The following proposed study explored the impact that emotional labor and burnout impact school counselor self-efficacy. The researcher was interested in investigating how race can affect the primary variables in question. Research indicated that persons of color encounter challenges that are collated to their identity within their workplace (Bryant et al., 2011). It could be stressful to work in environments that is structured to emulated societal prejudicial hierarches (Kohli, 2009). Work environments can limit people of color by encouraging the communication of inauthentic emotions in order to meet expectations and follow display rules that align with systemic cultural (Hoschild, 1983). Most studies that focused on emotional labor, burnout, and self-efficacy typically assume a White worker is a racially homogenous in a White environment (Wingfield, 2010). For this reason, it was vital to consider if emotional labor, burnout, and self-efficacy was perceived differently by school counselors of color.

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Summary and Conclusions

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The purpose of this study was to investigate the factors that were related to school counselor self-efficacy. The researcher wanted to understand if there was a relationship between emotional labor, burnout, and school counselor self-efficacy. It was evident through the literature review that burnout and self-efficacy has been study frequently, both independent and dependently. However, to the researcher's knowledge there has been no studies that focused on the relationship between emotional labor and school counselor self-efficacy. Furthermore, even fewer studies were found that explicitly

focused on how race can moderate the relationship between emotional labor, burnout, and school counselor self-efficacy. To address the gaps within the literature, this chapter discussed how school counselor self-efficacy may be affected by emotional labor and burnout. While considering how these variables may be moderated by race.

The role of the school counselor is to support students by developing comprehensive school counseling programs that address academic, personal, emotional, and career needs. Due to the extensive demands outside of the counseling profession and blurred roles, school counselors may find it challenging to effectively address student needs. Demands placed on school counselors can affect the quality of work they provide to students and their self-efficacy. Long-term stress can lead to emotional exhaustion associated with burnout. Research suggest that there is a correlation between the effects of burnout on school counselor self-efficacy. To the researcher's knowledge there was no research that discuss school counselors engaging in emotional labor. It was important to address emotional labor, as research suggested that it was positivity correlated to early signs of burnout. Race could further complicate the relationship between these variables, as school counselors of color may encounter microaggressions that make their experience unique to White school counselors.

The following literature review suggested that emotional labor was related to burnout that can affect school counselor self-efficacy. However, the relationship between each of these variables, including race, have not been explored. To address this gap and expand on the literature, the researcher conducted survey research study to examine these relationships. The following chapter addressed the methodology that was used to conduct the study.

CHAPTER 3: METHODOLOGY

The purpose of this study was to investigate the factors that were related to school counselor self-efficacy. The researcher explored the relationship between the predictor variables, emotional labor and burnout, and the outcome variable school counselor self-efficacy. The researcher also investigated if the race of the school counselor would moderate the relationship between the predictor variables, emotional labor and burnout, and the outcome variable school counselor self-efficacy. This chapter included the description of participants, procedures and data collection instrument, and research design and data analysis.

Participants

In the proposed study, the sample of participants consisted of licensed school counselors who graduated from a masters' or doctoral counseling program. The participants were members of the American School Counseling Association (ASCA) and a part of their current listserv. Participants were at least 18 years or older. Participants in the proposed study were currently practicing as a professional school counselor or have experience practicing for at least a year as a professional school counselor in the United States at the elementary, middle, or high school level. Using G*Power, version 3.1, the researcher needed a least 176 participants for adequate statistic power to answer the research question: is there a direct relationship between the predictor variables, emotional labor and burnout, and the outcome variable school counselor self-efficacy?

Data Collection Procedures

Before beginning the proposed study, the researcher gained approval from the Institutional Review Board (IRB) at the University of North Carolina at Charlotte to

conduct the following study. Upon approval from the IRB, the primary researcher began recruited participants by requesting ASCA to post the following study in their own listserv. The researcher also requested for the following organization to post the study to their own listserv; the North Carolina Department of Public Instruction (NCDPI), North Carolina School Counseling Association (NCSCA), Virginia School Counselor Association (VASCA), and Georgia School Counselor Association (GSCA). The ASCA, NCDPI, NCSCA, VASCA, and GSCA agreed to post the study on their own listserv, possible participants could access the study through an online link provided on the post.

   To recruit a representative sample of school counselors of color, the researcher contacted leading academic institutions that support students of color with the hopes of contacting school counselors of color graduates from the counseling department. The researcher requested the director or chair to submit a recruitment email to alumni detailing the purpose of the study to individuals on the listserv. The IRB was revised by the researcher to expand and include the ability to post the study on their personal social media. The researcher posted the study on their personal social media accounts including the following: Instagram, LinkedIn, and Facebook. The listserv post, social media post, and email contained the same dialog; it contained the purpose of study, IRB approval number, contact information of the researcher, requested participation, and possible incentive for those who participate in the study. The social media post contained a graphic with the same dialog of the email. Participants were assured that their participation in the study was completely voluntary and confidentiality would be emphasized if they did not want to be illegible for a possible incentive.

A contact email address of the primary researcher was provided to answer any questions individuals may have had regarding the study. If individuals were interested in participating in the study, a link was provided to access the study through SurveyShare. SurveyShare is a web-based survey and questionnaire distribution tool. After reading the description and requirements of the study, individuals interested in participating were able to access the study through a link provide by SurveyShare to complete the online survey. Prior to starting the survey, participants were asked to complete an informed consent form. The informed consent form reminded the participants of the purpose of the study, that their participation was completely voluntary, and confidential. Only participants who met the following inclusion criteria were asked to complete the survey in its entirety: a) participants must have graduated from a masters or doctoral counseling program; b) participants must have a license or certification in school counseling; c) participants must be a current practicing or have at least a year of experience as school counselor; d) participants must be at least 18 years or older.

The online survey asked participants to indicate demographic information including their race, age, gender, level of education, student caseload size and size of the school population. Participants were asked about their schools' geographical location, professional work experience as a school counselor indicted by number of years, and their role as a professional school counselor. Participants were also asked if they worked in a Title 1 school and the percentage of students of color in their school. The survey also included the Refined Emotions at Work Scale, School Counselor Self Efficacy Scale, and the Copenhagen Burnout Inventory. Responses will be stored in a password protected Dropbox account only accessible to the primary researcher and their dissertation chair.

Two weeks after sending the initial request to post and email, the researcher sent a follow-up email and a request to ASCA to repost the study on their listserv. One week after the follow-up email and when ASCA has reposted the study on their listserve, the researcher closed the survey. The survey was closed after a total of three weeks. All the collected data was downloaded from SurveyShare, then securely stored on a password protected Dropbox only accessible to the primary researcher and their dissertation chair.

Once the survey was completed, the participants had the option to be entered into a random drawing by providing the researcher with a contact email address. Once the survey is closed, the researcher randomly selected two participants to each receive one $50 Amazon gift card. The gift cards would be provided as an incentive to individuals to participate in the study, this information was shared in the original and follow up recruitment post and email. Only two participants were selected to receive one $50 Amazon gift card, but all participants who provide an email and complete the survey were eligible to be randomly selected. Participants selected to receive the amazon gift card were contacted by the primary researcher via email to indicate they have been selected. The email would provide addition informational detailing instructions on how the individuals could download the assigned Amazon gift card through their email address. Participants did not have to provide an email to participate in the study, this was completely voluntarily.

Instruments

Demographic Questionnaire

The researcher developed an 11 item demographics questionnaire to obtain descriptive information about the participants. The demographic questionnaire asked the

participants to detail their gender, age, racial identity, professional experience, current

caseload, size of student population in schools, current or last school level, if their school

was a Title 1 school, the percent of students of color in their schools, their school

geographic region and school setting. The questionnaire was presented to the participants

at the end of the survey.

Refined Emotions at Work Scale

The Refined Emotions at Work Scale (EWS) is a 13-item emotional labor scale

that was refined to 9-items. It included two subscales that measured surface acting

through 5-items, and deep acting through 4-items. Each item is rated on Likert-scale

responses ranging from a score of 1 ("Rarely or Never") to 5 ("Most of the Time").

Scores may be calculated individually regarding the components of surface acting or deep

acting of emotional labor to provide a sum score for the total scale. Each subscale had an

inter-item correlation of .33 and a Cronbach's alpha coefficient was .96 for the overall 9-

items. The subscale measurement for surface acting had a .71 Cronbach's alpha

coefficient. The subscale measurement for deep acting had a .67 Cronbach's alpha (de

Castro, Curbow, Agnew, Haythornthwaite, & Fitzgerald, 2006). The researcher used the

total scores for each subscale.

School Counselor Self-Efficacy Scale

The School Counselor Self-Efficacy (SCSE) Scale is a 43-item measurement. The

scale consists of five subscales. The responses are on a 5-point scale, 1 ("not confident")

to 5 ("highly confident"). The average can be found of each subscale to indicate the

school counselor's efficacy of providing services. Averaged subscales can be used to

indicate overall self-efficacy of the school counselor to meet their client's needs. The researcher will use total scores.

The first subscale, Personal and Social Development, consists of 12 items. It is related to the ASCA National Standards on personal and social development that is focused on respecting self and other, safety, goal achievement, and survival skills. The second subscale, Leadership and Assessment, it is made up of nine items. This subscale is related to the ASCA national standards related to leadership and focuses on engaging in system wide change to promote student success. The third subscale, Career and Academic Development, is made up seven items. The subscale includes items associated with the ASCA national standards on students' academic and career development, focusing on effective learning, regarding career decisions. The fourth subscale, Collaboration, is made up of 11 items. It is related to ASCA National Model them of collaborating and teaming, that focuses on implementing responsive educational programs with stakeholders. The final, fifth subscale is named Cultural Acceptance and consist of four items. This subscale considers the counselor's ability to increase cultural awareness and acceptance.

All the subscales positively correlate with one another except for the Career and Academic Development subscale. The correlation between subscales ranges from .27 to .43 apart from the subscale Career and Academic Development. The Career and Academic Development subscale had a negative correlation that range from -.28 to -.41. The SCSE had an overall Cronbach's alpha coefficient of .96. Coefficients alpha for the subscale scores were .91 for Personal and Social Development, .90 for Leadership and Assessment, .85 for Career and Academic Development, .87 for Collaboration and

Consultation, and .72 for Cultural Acceptance (Bodenhorn & Skaggs, 2017). The

researcher used the total scores.

The Copenhagen Burnout Inventory

The Copenhagen Burnout Inventory is a 19-item survey that are both with

positively and negatively framed. The scales consist of three subscales with responses

that are on a 5-item scale ranging from always (or to a very high degree) to Never/almost

never (or to a very low degree). The survey consists of three subscales: personal, work-

related, and client-related burnout. The subscales have high internal reliability and were

designed to be applied in different domains, addressing degree of exhaustion, physical

and psychological fatigue. The total score will be used in the proposed study.

The personal burnout was made up six items. The items of the personal burnout

subscale were created so that all beings could answer regardless of occupational status,

measuring overall exhaustions, physical and psychological fatigue. The work-related

burnout is comprised of seven-items assume that the participant has paid work of some

kind. This subscale addresses the exhaustion, physical and psychological fatigue that is

related to work; this can assist the researcher in identifying between work and non-factors

that may attribute to burnout. The client-related burnout is made up of six-items that were

created to include the term client, to highlight the fatigue that is related to people work.

The term client can be substituted to an appropriate term related to the worker and whom

they work with, such as student for school counselors. The Cronbach's alpha for internal

reliability was very high at .85 to .87. All of the subscales are positively skewed; at a

baseline they were correlates were .72, .46, and .61 (Kristensen, Borritz, Villadsen, &

Christensen, 2005). The researcher used the total sores.

Research Design

The proposed study was a nonexperimental correlational designed to explore the relationship between the predictor variables emotional labor and burnout, and the outcome variable school counselor self-efficacy while using race as a moderator. In order to minimize socially desirable bias responses from participants, the researcher utilized survey methods created by Dillman, Smyth, and Christian (2009). For example, the online survey-maintained consistency, used simple recording methods, and provided special instruction that essential as part of the question statement (Dillman, et al., 2009). In order to understand the relationship between the predictor and outcome variables, the researcher conducted a multiple regression. Multiple regression considers the relationship between concepts in a correlational analysis, correlations that may be partial and semipartial (Hahs-Vaughn, 2017).

Research Questions

The following research questions were addressed in the study:

1. Is there a direct relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?

2. Does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?

Data Analysis

The data collected from survey share was entered into the Statistical Package for the Social Sciences (SPSS) software. A multiple regression was used to address the following question: is there a direct relationship between the predictor variables,

emotional labor and burnout and the outcome variable school counselor's self-efficacy? Also, a multiple regression addressed the second question: does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy? A multiple regression allowed the researcher to examine the relationship among multiple predictor variables and an outcome variable. Having race as moderator would allow the researcher to determine if the relationships between emotional labor, burnout, and school counselor self-efficacy depend on race of the participants (Hahs-Vaughn, 2017).

Data Screening

Prior to conducting the analysis, the data collected in the proposed study was screened for normality, outliers, and any missing data. The researcher consulted the probability plots, kurtosis, and skewness values for normality. Using G*power version 3.1, it was estimated that the appropriate sample size for a power was .95 with a small effect size of .10 was 176 participants. The achieved power would be enough to support the proposed study (Hans-Vaughn, 2017; Huck, 2012).

Descriptive Statistics

Descriptive statistics were collected to identify characteristics of participants. The information used to collect descriptive statistics included gender, age, racial identity, professional experience, current caseload, size of student population in schools, current or last school level, if their school was a Title 1 school, the percent of students of color in their schools, their school geographic region and school setting. Participants were asked to identify their schools' geographical location, professional work experience as a school counselor indicated by number of years, and their role as a professional school counselor.

Collecting the participant's race allowed the researcher to use race as a moderator to answer the following question: does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?

Multiple Regression

Social systems, such as education, psychology, and sociology are formed by multi-interactive components (Karadag, 2012). Conducting a multiple regression allowed for the researcher to analyze the relationship between multiple predictor variables or independent variables, and an outcome, dependent variable (Hans-Vaughn, 2017). It assumed that all variables were reliably measured and identified by theory (Aguinis, & Gottfredson, 2010). While eliminating variables based on their contribution to the prediction of the criterion variable (Hans-Vaughn, 2017).

For the proposed study, the researcher was interested in understanding the relationship between the predictor variables emotional labor, burnout, and the outcome variable, school counselor self-efficacy. A multiple regression assumed that the relationship between each of the predictors and the criterion is linear, exhibit homoscedasticity, and that the residuals were predictor, normally distributed and have little multicollinearity (Aguinis, & Gottfredson, 2010). This analysis also allowed the researcher to use race as a moderator in the model to indicate if there were interactions between variables (Hans-Vaughn, 2017). This assisted the researcher to answer the second question: does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?

Chapter Summary

Chapter three outlined the research methodology for the proposed study. This chapter provided how the researcher recruited participants, data collection procedure, and proposed instruments that may be used for the proposed study. The research design, research questions, and data analysis were discussed. The data analysis was discussed in detail providing potential data screening techniques, descriptive statistics, and multiple regression analysis.

CHAPTER FOUR: RESULTS

The purpose of this study was to investigate the factors that were related to school counselor self-efficacy. Two questions guided this study. The first question was: is there a direct relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy? The second question was: does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy? The results of this research study are presented in this chapter. The following section will first describe the reliability of the instruments utilized in this study. In the second section, the researcher described the process of data screening. Third, the descriptive statistics were provided for each demographic variable presented. Lastly, results from the data analysis were discussed. A summary of the results was provided at the conclusion of this chapter.

Data Screening

Prior to conducting the analysis, the Statistical Package for Social Sciences (SPSS) software was used to screen the data. Data was screened for normality, outliers, and any missing data. The assumptions for multiple regressions included linearity and homoscedasticity for multiple regression were considered and examined using a scatterplot (Hans-Vaughn, 2017).

Missing Values

The survey used in this study was administrated through an online program called Survey Share. Survey Share reported that a total of 98 incomplete surveys were generated by participants who did not complete the survey. Of those 98 incompletes a total of 40 of

the responses did not answer any of the questions. Of the 58 incomplete responses, the participants did not answer any of the questions from the School Counselor Self-efficacy scale, the Copenhagen Burnout Inventory, or any of the demographic questions. The incomplete responses to the survey were not included in the final data set (N=121). A Missing Value Analysis (MVA) with Expectation Maximization (EM) was used to further analyze any missing values of the 121 completed surveys in SPSS. Of the 121 participants, one participant did not answer if they worked in a Title 1 school. Results from the Little's Missing Completely at Random (MCAR) test indicated that the missing data was not statistically significant ($\chi 2$ = 62.760, df=86, p=.972), indicating the data could be treated as missing at random.

Outliers, Normality, and Multicollinearity

The distribution of the data was scanned and examined for univariate and multivariate outliers using SPSS. To detect if there were any outliers, a Mahalanobis distance was calculated for each participant and the results suggested that none of the values were extreme ($p < .001$). In order to determine if any assumptions were violated, the skewness and kurtosis of the data was analyzed and used to determine if the assumption was of normality. There appeared to be issues regarding normality of the data according to the Shaprio-Wilk with a significant value of p=.001. However, a visual inspection was used to determined that the data appeared to have a normal distribution.

<div align="center">

Descriptive Statistics

</div>

Participants Demographics

Table 1 depicts the frequencies and percentages of the demographic data provided by participants. The participants were asked to complete an 11 demographic

questionaries' focused on their gender, age, racial identity, professional experience, current caseload, size of student population in schools, current or last school level, if their school was a Title 1 school, the percent of students of color in their schools, their school geographic region and school setting. The number of licensed professional school counselors who enrolled at the time of the study consisted of a total of N=121 of licensed professional school counselors. The population sample was collected from the licensed professional counselors in the United States. A total of n=11 (9.1%) students identified as man, and a total of 110 (90.9%) students identified as woman. There were a total of eight racial identities groups, there were a total of n=79 (65.3%) participants who identified as White or Caucasian, non-Hispanic; n=22 (18.2%) participants identified as African American or Black, non-Hispanic; n=11 (9.1%) participants identified as Non-White Hispanic, Latino/a, Latinx or Spanish descent; n=0 (0%) participants identified as American Indian or Alaska Native, n=5 (4.1%) participants identified as Asian or Asian American; n=0 (0%) participants identified as Native Hawaiian or Pacific Islander; n=3 (2.5%) participants identified as Multiracial or Biracial, and n=1 (.8%) participants identified as other. The average age of participants was 38.70 years old.

With regards to professional experience, there were 14 ranges of years of experience. A total of n=40 (33.1%) participants indicated that they had 1 to 3 years of experience, n=21 (17.4%) participants indicated that they had 4 to 6 years of experience, n=16 (13.2%) participants indicated that they had 7 to 9 years of experience, n=7 (5.8%) participants indicated that they had 10 to 12 years of experience, n=10 (8.3%) participants indicated that they had 13 to 15 years of experience, n=11 (9.1%) participants indicated that they had 16 to 18 years of experience, n=2 (1.7%) participants

indicated that they had 19 to 21 years of experience, $n=4$ (3.3%) participants indicated that they had 22 to 24 years of experience, $n=3$ (2.5%) participants indicated that they had 25 to 27 years of experience, $n=4$ (3.3%) participants indicated that they had 28 to 30 years of experience, $n=3$ (2.5%) participants indicated that they had 31 to 33 years of experience, $n=0$ (0%) participants indicated that they had 34 to 36 years of experience, $n=0$ (0%) participants indicated that they had 37 to 39 years of experience, and $n=0$ (0%) participants indicated that they had 40 or more years of experience. The participants identified the range of their current caseload of students as the following: there were $n=38$ (31.4%) with 250 or less students, $n=59$ (48.8%) with 250 to 500 students, $n=23$ (19%) with 500 to 1000 students, and $n=1$ (.8%) with more than 1000 students. The participants also indicated the size of their school's student population as the following: $n=47$ (38.8%) worked in schools with less than 500 students, $n=46$ (38%) worked in schools with 500 to 100 students, and $n=28$ (23.1%) worked in schools with more than 1000 students. The participants shared their current or last school level $n=35$ (28.9%) worked in elementary schools, $n=25$ (20.7%) worked in middle schools, $n=45$ (37.2%) worked in high schools, $n=0$ (0%) worked in K-6 schools, $n=3$ (2.5%) worked in alternative schools, $n=4$ (3.3%) worked in early college schools, and $n=9$ (7.4%) worked in K-8 schools.

A majority of participants $n=62$ (51.2%) worked in a Title 1 schools, while $n=58$ (47.9%) participants did not work in Title 1 schools. The participants indicated the percentage of students of color within their schools within the following ranges: $n=14$ (11.6%) indicated that less than 5 percent, $n=7$ (5.8%) 5 to 10 percent, $n=12$ (9.9%) 11 to 15 percent, $n=8$ (6.6%) 16 to 20 percent, $n=8$ (6.6%) 21 to 25 percent, $n=5$ (4.1%) 26 to

30 percent, *n*=4 (3.3%) 31 to 35 percent, *n*=7 (5.8%) 36 to 40 percent, *n*=9 (7.4%) 41 to

45 percent, *n*=8 (6.6%) 46 to 50 percent, and *n*=39 (32.2%) more than 50 percent. The

participants also stated their school geographic region as the following: a total of *n*=24

(19.8%) were working schools in the West, *n*=12 (9.9%) were working schools in the

Midwest, *n*=15 (12.4%) were working schools in the Southwest, *n*=56 (46.3%) were

working schools in the Southwest, and *n*=14 (11.6%) were working schools in the

Northwest. Furthermore, the participants stated the type of school setting they worked in

as the following: *n*=27 (22.3%) were in Urban areas, *n*=59 (48.8%) were in Suburban

areas, and *n*=35 (28.9%) were in Northeast areas.

Table 1

Demographics of Participants

Variable	Number of Responses (*N* = 121)	Percentage
Gender		
Woman	110	90.9%
Man	11	9.1%
Age		
20 – 24 years old	2	1.7%
25 – 29 years old	28	23.1%
30 – 34 years old	22	18.2%
35 – 39 years old	21	17.3%
40 – 44 years old	12	9.9%
45 – 49 years old	15	12.4%
50 – 54 years old	9	7.4%
55 - 59 years old	6	4.9%
60 – 64 years old	5	4.1%
65 – 70 years old	1	.82%
Race		
White or Caucasian, non-Hispanic	79	65.3%
African American or Black, non-Hispanic	22	18.2%

Table 1 (Cont.)

Variable	Number of responses (*N*=121)	Percentage
Race (cont.)		
Non-White Hispanic, Latino/a, Latinx, or Spanish Descent	11	9.1%
American Indian or Alaska Native	0	0.0%
Asian or Asian American	4	3.3%
Native Hawaiian or Pacific Islander	0	0.0%
Multiracial or Biracial	3	2.5%
Other	1	.82%
Professional Experience		
1 – 3 years	40	33.1%
4 – 6 years	21	17.4%
7 – 9 years	16	13.2%
10 – 12 years	7	5.8%
13 - 15 years	10	8.3%
16 - 18 years	11	9.1%
19 - 21 years	2	1.7%
22 - 24 years	4	3.3%
25 - 27 years	3	2.5%
28 - 30 years	4	3.3%
31 - 33 years	3	2.5%
34 - 36 years	0	0%
37 - 39 years	0	0%
40 or more years	0	0%
Caseload		
250 or less students	38	31.4%
250 to 500 students	59	48.8%
500 to 1000 students	23	19%
More than 1000 students	1	.8%
Student Population		
Less than 500 students	47	38.8%
500 - 1000 students	46	38%
More than 1000 students	28	23.1%
School Level		
Elementary	35	28.9%
Middle	25	20.7%

Table 1 (Cont.)

Variable	Number of responses (*N*=121)	Percentage
School Level (cont.)		
High	45	37.2%
K-6	0	0%
Alternative	3	2.5%
Early College	4	3.3%
K-8	9	7.4%

Table 2

Descriptive Statistics for Demographics

Variable	*M*	*SD*	Range	Minimum	Maximum
Age	38.70	10.805	44	23	67
Professional Experience	3.47	2.781	10	1	11
Caseload	1.89	.728	3	1	4
Student Population	1.84	.775	2	1	3
Students of Color	6.94	3.784	10	1	11

Instrument Reliability

This section provides the reliability of the instruments used in this study. A Cronbach's alpha of internal consistency was employed for the following instruments: Emotions at Work Scale, School Counselor Self-efficacy Scale, and the Copenhagen Burnout Inventory. The Cronbach's alpha of the Emotions at Work Scale's item of surface acting had a reliability of .744. The Cronbach's alpha of the Emotions at Work Scale's item deep acting with a reliability of .699. The reliability of the School Counselor Self-Efficacy Scale was .971. The Cronbach Burnout Inventory had a reliability of .913.

All reliability coefficients are within acceptable range for demonstrating evidence of measurement internal consistency.

Bivariate Correlations

To examine if there was a correlation between the predictor variables (emotional labor, burnout, and race) and the outcome variable (school counselor self-efficacy) a Pearson product coefficient was conducted. In Table 3, the correlation between the predictor and outcome variables are shown. The result indicated that there were multiple significant relationships between variables. There was a positive correlation between burnout and emotional labor, surfacing acting ($r=.241$, $p<.05$), suggesting that the more burnout experienced by school counselors the more likely they are to experience emotional labor, surfacing acting. However, when examining the correlation between burnout and self-efficacy, there was a negative correlation ($r=-.135$, $p<.05$). This negative correlation indicates that the school counselor with more self-efficacy were less likely to experience burnout. Further investigation indicated, found that there was a positive correlation between the item of emotional labor deep acting and school counselor self-efficacy ($r=.311$, $p<.05$). This finding suggested that the more self-efficacy a school counselor reported, the more likely they were experiencing factors correlated with deep acting from emotional labor. Furthermore, there was a negative significant correlation between the variables race and emotional labor ($r=-.144$, $p<.05$). This negative correlation indicates that emotional labor reported was not affected by the participants of race.

Table 3

Personal Correlation between Predictor and Outcome Variables

Variable	Self-efficacy	Burnout	EL Surface Acting	EL Deep Acting
Self-efficacy	1	-.135	.072	.311*
Burnout		1	.214	.100
EL Surface Acting			1	.564
EL Deep Acting				1

Note. *p< 0.05, **p<0.01 (2-tailed).

Multiple Regression

A standard multiple regression was conducted to examine the research questions: a) Is there a direct relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?; b) Does the race (i.e., white and non-white) of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy? Table 4 displays the means and standard deviations for all the variables.

Table 4

Means, Standard Deviations of Variables

Variables	N	M	SD
Self-efficacy	121	4.000	.602
Burnout	121	2.696	.591
EL Surface Acting	121	3.450	.849
EL Deep Acting	121	3.994	.672

Results of the multiple regression indicates that the linear combination of predictor variables explained a significant amount of variance in the school counselor self-efficacy ($F(3,117) =6.015$, $p<.05$, , $R^2= .134$, adjusted $R^2=.111$). In Table 3, the unstandardized coefficients (B) and intercept, standardized regression coefficients (β), and semi-partial correlations (sr_i), t-values, and p-values for the predictor variable. Emotional labor deep acting was statistically significant and related to the school counselor self-efficacy. Based on the adjusted R^2, approximately 13.4% of the variance in school counselor self-efficacy is accounted among the predictor variables. These findings suggest that the more emotional labor, the higher level of school counselor self-efficacy. Therefore, this led the researcher to believe that deep acting can have an impact on a school counselor's self-efficacy while working in a school environment. None of the other predictor variables were statistically significant.

Table 5

Multiple Regression Evaluating Predictors of School Counselor Self-efficacy

Variables	B	St. Error	β	t-value	p-value
Burnout	-.152	.090	-.149	-1.689	.094
EL Surface Acting	-.082	.075	-.117	-1.104	.272
EL Deep Acting	.352	.093	.392	3.763	<.001

Testing Moderating Effects

Using Hayes' (2018) Process macro, a moderated multiple regression was performed to analysis if race (white and non-white) could be used as a moderator in the study to answer the question: does the race of the school counselor moderate the

relationship between the predictor variables, emotional labor and burnout, and the outcome variable school counselor self-efficacy?

To assess the significance of race as a mediator in this study, PROCESS, a computation tool used to conduct a moderation analysis. A simple mediation model was conducted to determine the effects of race when considering emotional labor, burnout, and school counselor self-efficacy. Model 1 was selected in the analyses to estimate an unmoderated mediation model (Hayes, 2012). The analysis generated a confidence interval, bias corrected, 95 percentile confident intervals and effect size.

The results from the analyses were shown on Table 6. Participants who identified as White, Caucasian, or non-Hispanic were coded as 0 and other races and ethnicities were coded as 1. When examining the relationship between race by emotional labor deep acting, there were no significate moderations (μ= .263, SE = .157, p = .987). The results also indicated that there was no moderation between race by emotional labor surface acting (μ= -.011, SE = .135, p = .937). There was no moderation between race by burnout (μ= 145, SE = .189, p = .764). These finding suggest that race was did not act as a moderator between the relationship of the predictor variables of emotional labor and burnout, and the outcome variable of school counselor self-efficacy.

Table 6

Simple Mediation Model Coefficients

Variable	Coefficient.	SE	t	p	LLCI	ULCI
EL Deep Acting	.263	.157	1.671	.0974	-.049	.574
EL Surface Acting	-.011	.135	-.078	.938	-.278	.257
Burnout	.145	.189	.764	.447	-.231	.520

Summary

The purpose of this study was to investigate the factors that were related to school counselor self-efficacy. Two questions guided this study: a) Is there a direct relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?; b) Does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy? This chapter presented the results of this research study. First, the data was screened missing values, outliers, normality, and multicollinearity. It was indicated that no assumption was violated in the study. Secondly, descriptive statistics of the data and bivariate correlations were shared. Lastly, the results from the multiple regression were provided and explored.

Results from the multiple regression indicated there was statistically significant and indirect relationship related to school counselor self-efficacy and emotional labor when considering deep acting. Results showed that surface-acting remained statistically insignificant when analysis for relationship with school counselor self-efficacy. Further investigation found that in this study that race could not have been used as a moderator

for the study. Race had significant negative correlation with emotional labor. However, race did not act as a moderator, meaning that when school counselors of color were compared to their White school counselor counter parts, race did not moderate the relationship between the predictor variables emotional labor and burnout, and the outcome variable school counselor self-efficacy.

CHAPTER FIVE: DISCUSSION

This research study examined the relationship between emotional labor, burnout, race, and school counselor self-efficacy. The results of this research study will be addressed in this chapter. This chapter will discuss the results of the study, limitations of the study, and implications of the findings. Lastly, recommendations for future research and concluding remarks will be provide in this chapter.

Discussion of Results

Discussion of Demographic Data

Despite trends in the United States showing an increase of diversity both in schools and society, there was an underrepresentation of diversity among the participants of this study. Most of the participants identified as White (65.3%) women (90.9%) with an average age of 38.70 years old. These demographics align with findings from Data USA (2018) that found that White female school counselors outnumber the total number of school counselors of color. This finding demonstrates the literature that suggest a need for school counselors of color, as they provide diverse viewpoints on school committees and assist in addressing academic gaps for students of color (Dancy, & Brown, 2011; Grissom, & Keiser, 2011). A majority of participants had from one to three years of experience (17.4%). The literature suggest that burnout and other stressful factors begin to occur within the first year after individual has begun to work in a stressful environment (Freudenberger, 1974). Most of the participants of this study reported working at Title 1 schools (51.2%). Title 1 schools are considered high needs schools that qualify for School Improvement Grants as they tend to be in the bottom 5% on their combination state math and reading assessment and have a below 60% graduation rate (Salina, et al.,

2013). The literature tells us that the needs within these schools tend be viewed as more complex by educators and school counselors; as a result they may finds themselves overloaded by the work that is required to fulfill these needs (Baroudi, & Hojeij, 2018; Salina, 2013). A majority of school counselors who participated in this study had caseloads of between 250 to 500 students (48.8%). This correlates with the literature that states that school counselors often have caseload over the recommended number of 250 students; the average student to school counselor ratio is 464 to 1 (Educational Trust, 2019). Furthermore, most participants of the study reported more than 50 percent (32.2%) of their schools made up of students of color. These findings support the literature that schools in the United States are becoming increasingly diverse (Weinberger, 2014). As a result, lending to the lack of social capital for students of color in education (Grissom, & Keiser, 2011; Linnehan, et al., 2011).

Discussion of Multiple Regression Analysis

A multiple regression analysis was used to examine the relationship between emotional labor, burnout, and school counselor self-efficacy. Furthermore, a multiple regression was used to examination if race could be used a moderator when examining the relationship between emotional labor, burnout, and school counselor self-efficacy. This analysis was used in attempt to answer the research questions: a) Is there a direct relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy?; b) Does the race of the school counselor moderate the relationship between the predictor variables, emotional labor and burnout and the outcome variable school counselor self-efficacy? A statistically

significant relationship was identified in this study. There was a positive correlation between the variables emotional labor deep acting and school counselor self-efficacy.

Emotional Labor. Based on a review of the literature, this is the first study to examine the relationship between emotional labor, burnout, race, and school counselor self-efficacy. Minimal research has examined emotional labor in the context of school counselor self-efficacy. Emotional labor is more than the modification of feelings it extends to how employees display and express themselves while working with clients due to it's potential to affect their income (Barry, et al., 2018; Hochschild, 1983).

As previously discussed, this study focused on two types of emotional labor known as surface acting and deep acting. Surface acting is when an individual's displayed emotions are not actually experienced and the individual is attempting not to feel them, while simultaneously suppressing their own feelings while at work (Barry, Olekalns, & Rees, 2018). In contrast, deep acting is when an individual strives to change their own emotions and feelings to fit their environment, an attempt to deceive themselves of their feelings (Hochschild, 1983). The results of this study yielded unanticipated results. The researcher hypothesized that the participants would report experiencing higher rates of emotional labor surface acting that would have a statistically significant correlation with school counselor self-efficacy. However, the results of this study indicated that there was a statistically significant positive correlation between deep acting of emotional labor and school counselor self-efficacy. Leading the researcher to believe that the level of deep acing experienced by a school counselor positively correlated with school counselor self-efficacy among school counselors.

Deep acting is when an individual deliberately attempts to feel the targeted emotions of the display rules of a work environment in order to allow themselves to express them outwardly (Barry, et al., 2018). Unlike surface acting, deep acting focuses on changing feelings and emotions in order to change their outer expression of emotions (Akin, Aydin, Erdogan, & Demirkasimoglu, 2014; Cheung, Tang, & Tang, 2011). It can lead to harmful outcomes for school counselors, such as, diminished job satisfaction, health, quality of work life, and increased burnout (Carlos, Eerfuson, & Whitten, 2012). This prolonged behavior can lead to feelings of alienation, inauthenticity, and self-estrangement in the workplace (Jeung, et al., 2017).

School counselors are encouraged by ASCA (2019; 2016) to prioritize the services provided to students, while balancing ethical standards to maintain their own wellbeing. However, this can be difficult when the roles of the school counselor are blurred within their school (Fye, et al., 2018; Mullen, & Crowe, 2017). While they constantly are being discouraged to express true feelings in order meet the emotional, physical, and mental needs of their students (Humphrey, et al., 2015; Gündüz, 2012). This can impact school counselor self-efficacy as it attributes to negative attitudes of self and doubt about their capability to regulate both actions and cognitive behavior while working at their schools (Jeung, et al., 2017; Karamanoli, et al., 2014; Sloan, 2014). The results of this study provide insight favorable in considering the impact that deep acting can have on school counselor self-efficacy and the potential effects it can have on the quality of services provided to students by school counselors.

Race. The variable of race could have been affected by the lack of participants that identified as school counselors of color. School counselors of color are vital leaders within

school systems, as they can be examples of role models who are academically successful and provide insight to unique issues faced by students of color (Bilingesly, et al., 2017). However, school counselors may often find themselves pressured to negotiate interactions within schools at the risk of potential mistreatment and encountering racial microaggressions (Sloan, 2012; Nadal, et al., 2012). The literature suggests most school counselors, 70.6%, of the United States identify as White women (Data USA, 2018). This research aligned with the participants of the study; most of the participants White (65.3%) women (90.9%). The variable of race was found to be a statistically significate within the study. Yet, the variable of race did not act as a moderator for the following study. Therefore, the study could not provide insight to the unique experiences that school counselors of color may encounter while working in schools. However, in a recent study conducted by Parikh-Foxx (2020) and colleagues, found that school counselors of color who worked in urban schools may have higher self-efficacy due to the exposure of working in environments that required them to develop skills to meet complex needs of students.

Contributions of the Study

This study is the first to explore emotional labor, burnout, race, and school counselor self-efficacy. The results of this study indicated that there was a statistically significant positive correlation between deep acting of emotional labor and school counselor self-efficacy. This result suggest that deep acting can impact school counselor self-efficacy and potential effects on the quality of services provided to students. This can provide insight to stakeholders such as school counselor educators, practicing school counselors, and administrators regarding the significance of the impact of deep acting on

school counselor self-efficacy. Furthermore, findings from this study expand on current literature that addresses school counselor self-efficacy and emotional labor.

Limitation of the Study

There are several limitations present in this study. First, it is important to consider that the study was formatted so that participants provided self-report responses. Responses could have been affected by social desirability and as a result affecting the responses to the study to be more favorable to the researcher. Another limitation of the study was that the survey was only targeted to licensed school counselors who practiced in the United States. This makes the results generalizable to the personal perceptions and experiences of school counselors working in the United States. Furthermore, the study was only available in English and only accessible through a link that provided an online survey.

Although the survey was open to all licensed school counselors in the United States, there was still a lack of diversity as most of the participants in this study identified as White women. The percentage of school counselors of color did not meet the inclusion criteria necessary to determine if race could moderate the data despite being statistically significantly. More diversity amongst the participants could have offered different results and shared the unique experience of school counselors of color. Lastly, a larger sample size of participants could have generated different results.

Implications of the Findings

School Counselors

School counselors engaging in emotional labor deep acting, may view it as an effort to regulate their emotions while at work in order to better perform at tasks

requiring intense emotional labor (Huey, & Kalyal, 2017). However, findings suggest

that employees can not exclusively rely on display rules to effectively meet the demands

of their work environment as it may not always result in tangible benefits (Becker, et al.,

2018; Rohrmann, & Beersman, 2011). Emotional labor performed while working can

violate personal ideals, time, and body; that in return make feelings of frustration, guilt,

and inauthenticity a part of the work environment (McQueeney, & Lavelle, 2017). What

may appear as a method to gain control of one's work environment can lead to adopting

cynical and depersonalized worldviews that discredit external emotional demands (Huey,

& Kalyal, 2017; Schaible, & Gecas, 2010). Leading to the possibility of adopting

maladaptive behaviors in order to cope with work-related stress (Huey, & Kalyal, 2017).

Ineffectively coping with environmental demands can impairing school

counselors and how they proceed to undertake concerns of failure and mishaps (Bandura,

1982). School counselors engaging in deep acting is related to lower work engagement

due to the inability to recognize emotions appropriately (Rohrmann, & Beersma, 2011).

Therefore, it is encouraged that school counselors strive to be aware of the effects of

emotional labor (Liu, et al., 2018). School counselors can accomplish this by openly

communicating feelings that are related to emotional labor with supervisors, such as,

feelings of inauthenticity, self-estrangement or alienation (Hsieh, et al., 2016; Franzosa,

et al., 2014). School counselors who process feelings related to emotional labor with

supervisors can learn how to adequately address emotions that may affect their

interactions with students and change their behavior so they feel more in control of

situations that cause emotional distress (Gelderen, et al., 2017; Rohrmann, & Beersman,

2011).

Emotions can be a reflective tool to identity personal stressors and triggers while in the work environment (McQueeney, & Lavelle, 2017). A stressful work environment can spill into an individuals' personal life through excessive workload and dealing with physical or verbal stressors (Huey, & Kalyal, 2017). Interventions used by school counselors should be aimed to reducing exhaustion by focusing on processing when they encounter emotionally taxing situations (Geldern, et al., 2017). School counselors should consider it a social responsibility to incorporate the act of processing emotions and incorporate what work-life balance means to them in the workplace (Liu, et al., 2018). It a key component to achieve job autonomy, by having a discretion in managing task and making relevant decision when attempting achieve set task (Cho, & Song, 2017). For example, school counselors should build on supportive workplace relationships and use these resources to address issues as a team to achieve desired results within a school (Becker, et al., 2018; Barry, et al., 2016).

While in their work environment, school counselors can do preventative work by educating stakeholders on the appropriate and inappropriate task for school counselor while providing data to support the distinction of the effectiveness of their work (Fye, et al., 2018). School counselors are systematic problem-solving tools when it comes to academic issues student may face (Lorraine, et al., 2013). For this reason, school counselors should use data to both assess their own level of engagement and evaluate their work environment (Mullen, 2018). This can strength communication between stakeholders and school counselors so that they may emphasize the value of their contribution within their schools (Wilkerson, 2009).

Counselor Educators

In training school counseling students, counselor educators should create classroom environments that educate and train future school counselors to address emotional labor (Lee, et al., 2014). Emphasis should be placed on developing skills that promote self-care and self-promotion (Lawless, 2018). It is important that counselor educator promote this by helping students identify specific work factors that reduce negative effects of emotional labor on overall health and well-being (Indrgard, et al., 2018). This does not mean students should argue what they should or should not stop doing, instead learning environments should encourage the discussion of the realities of work environments within schools (Lawless, 2018). This discussion could be further benefitted from having student exposed to settings of current practicing school counselors with levels of perceived competence (Crook, et al., 2015). Aloe and colleagues (2018) suggest that positive self-efficacy is correlated to exposure to a variety of induction activities such as orientation, opportunities to attend workshops, and mentoring. Therefore, counselor educators should invest time in creating classroom that are supportive while showcasing various diverse training environments for school counselors (Franzosa, Tsui, & Baron, 2018). This can be useful to school counselors as it assures that they clearly understand the values and expectations of working within a school (Leeson, 2010).

Furthermore, school counseling programs should be grounded in understanding academic pressures, social supports, and relational trust (Salina, et al., 2013). Counselor educators should train students to use self-assessments of stress and burnout (Mullen, et al., 2018). This should be followed by practical lessons on mindfulness strategies, self-awareness, and communication skills (Kim, et al., 2018). This can assist students

understanding the importance of nurturing positive service attitudes and strength

interpersonal skills (Hsieh, et al., 2016). Learning what career sustaining behaviors are

beneficial to school counselors could help students proactively work towards professional

satisfaction and alleviating difficult experiences (Mullen, et al., 2018). This could help

students to develop a sense of purpose in their future work environments (Kim, et al.,

2018).

Counselor educators can help foster problem-solving coping skills as oppose to

emotion-focus coping skills (Mullen, et al., 2018). These problem-solving skills should

incorporate solid tools to effectively respond to problematic situations (Lee, et al., 2014).

The goal should be to minimize psychological harm of the school counselor by the

enhancement or maintain autonomy (Barry, et al., 2016). This can be done by learning

from counselor educators how to target stressors in a practical manner that examines

occupational factors through time management, goal setting problem-solving and social

support (Mullen, et al., 2018).

Supervisor

It is important that school counselors or school counseling students to understand

their changing role as school counselors and build on collaborative relationships with

administration (Salina, et al.2013). It is vital that school counselors connect and

communicate with supervisors, as supervisors can provide institutional support in high

emotional job demands that may improve psychological wellbeing (Franzosa, et al.,

2018). Through supervision, supervisors can take on the role of mentor and introduce

diverse work practices to school counselors while in work environments (Cho, & Song,

2017). For example, professional development opportunities that can generates satisfaction and a sense of control over work (Franzosa, et al., 2018).

Supervisory support is seen as the extent to which supervisors provide support and encouragement for employees while showing concern about their wellbeing (Cho, & Song, 2017). Supervisors are important contributors to professional development of school counselors as they can observe and assess levels of stress and provide feedback to school counselors on how to cope with the demands of school environments (Mullen, et al., 2018). If given the opportunity, thinking reflexively about emotions can assist school counselors on identifying emotional triggers, this can lead to learning how to move forward productively in their work environment (McQueeney, & Lavelle, 2017). This can impact the overall work environment by creating a positive emotional climate that supports the expression genuinely felt positive emotions (Liu, et al., 2018). Supervisors should address how school counselors appropriately convey emotions and handle difficult situations without losing their professionalism (Hsieh, et al., 2016). It is vital that school counselors reflect interpersonal relationships and their motivation to supervisors (Cho, & Song, 2017). As it will help school counselors to develop skills to self-monitor their own and others' emotions in order to discriminate among them and use this to guide their actions while working with students (Rohrmann, & Beersma, 2011).

Recommendations for Future Research

The following research study extends the empirical research in this area and provides a framework for future research. This is the first research study to examine the relationship between emotional labor, burnout, race, and school counselor self-efficacy. First, it is suggested that future research should focus on school counselors working at

high need schools, such as, schools labeled as Title 1 or in rural areas where resources may be more limited. This could give a perspective of school counselors practicing in high stressful environments. While also expanding on research that could prepare new school counseling students on how to manage emotional labor when in a demanding environment.

A second recommendation for future research is to examine, qualitatively, the perception of school counselors and school counselors of color on their unique experiences that may be affected by microaggression. Obtaining this data could indicate whether there were discrepancies exist between the perception of White school counselors and school counselors of color. Furthermore, qualitative research could provide sight to unique experience of school counselors of color through themes. Another recommendation for future research is to explore additional factors that contribute to emotional labor and its impact on school counselor self-efficacy.

Last, an intervention or outcome research study examining emotional labor would beneficial for future research. For example, future research could examine the effect of mindfulness training intervention on school counselors experiencing emotional labor. Findings from this study could further inform school counselors, counselor educators, supervisors on the appropriate measures necessary to prevent or cope with emotional labor. Overall, the research in this area could help to further advance the training of school counselors to better support the needs of students and advocate for the school counseling profession.

Concluding Remarks

School counselors are leaders at the school, district, state and national level (ASCA, 2019). Within schools, they deliver school counseling responsive programs to address academic, career, personal and social needs of their students (ASCA, 2019; 2012). However due to the discrepancies between the training school counselors receive in graduate programs and the reality of their position, school counselors deal with complex circumstances outside of their role (Mullen, et al., 2018; Gündüz, 2012). Leading to school counselors to feel stress and burnout that stems from multiple job demands and request from various stakeholders (Fye, et al., 2018; Mullen, & Gutierrez, 2016). Ultimately, affecting their self-efficacy as school counselors may find themselves dwelling on their personal deficiencies that they may encounter and adverse outcomes (Bandura, 1994). This can further be complicated by race, as school counselors may simultaneously navigating through systems of oppression and microaggressions within the workplace (Moss, & Singh, 2015). This research study contributes to the literature in this area and broadens the scope to include the variable of emotional labor that may be experienced by school counselors. The significant findings in this study highlight the importance of and correlation between emotional labor deep acting and school counselor self-efficacy. The findings highlight the importance of addressing emotional stress experienced by school counselors to ensure that services are ethically provided to students. Overall, results of this study inform school counselors, counselor educators, and supervisors on emotional labor and its effect on self-efficacy. While providing a framework for future research to ensure that professional school counselors address

personal needs in order to continue provide services to their students effectively (ASCA, 2019; 2012).

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APPENDIX A: Recruitment for Research Study

Dear School Counselor,

My name is Maylee Vazquez and I am doctoral student in the Counselor Education and Supervision program at UNC Charlotte. The purpose of this study is to investigate the factors that are related to school counselor self-efficacy.

If you are currently a school counselor or have experience working as a school counselor with at a) least a year of experience, b) have graduated from a masters or doctoral counseling program and c) obtained a license or certification in school counseling, I am reaching out to you asking if you would please take the survey below. To participate you must be at least 18 years old of age and have worked as a school counselor in the United States. Participation is completely voluntary. Your answers are strictly confidential, and your identity will not be shared with anyone. Your responses will be recorded and used only for the purpose of this research study. In order to participate, please complete the following online survey via the link in this email. This survey should take 25 -30 minutes of your time.

To compensate you for your time, you will have the option to submit your email address at the end of the survey to enter in a drawing to win **one of two $50 amazon gift cards**. Your email will not be associated with any of your responses.

Follow this link to the Survey:

Or copy and paste the URL below into your internet browser:

This study is approved by the UNC Charlotte IRB, study #XX-XXXX and is under the direction of my Advisor Dr. Sejal Parikh Foxx. For any questions or concerns related to this study, please contact Maylee Vazquez at mvazque9@uncc.edu. UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the University's Research Compliance Office via email at uncc-irb@uncc.edu if you have questions about how you are treated as a study participant.

Best Regards,

Maylee Vazquez, MS, LPCA, NCC
Doctoral Candidate | Counselor Education and Supervision
Primary Investigator
Email: mvazque9@uncc.edu

Sejal Parikh Foxx, Ph.D
Association Professor | Department of Counseling

Faculty Advisor
Email: sbparikh@uncc.edu

APPENDIX B: Follow-up Recruitment for Research Study

Dear School Counselor,

You were recently sent an email regarding participating in a short online survey. **This is a follow-up email; the survey will close in one week.** The purpose of this study is to investigate the factors that are related to school counselor self-efficacy. This is a study conducted by Maylee Vazquez, a doctoral candidate at the University of North Carolina at Charlotte.

If you are currently a school counselor or have experience working as a school counselor with at a) least a year of experience, b) have graduated from a masters or doctoral counseling program and c) obtained a license or certification in school counseling, I am reaching out to you asking if you would please take the survey below. To participate you must be at least 18 years old of age and have worked as a school counselor in the United States. Participation is completely voluntary. Your answers are strictly confidential, and your identity will not be shared with anyone. Your responses will be recorded and used only for the purpose of this research study.

In order to participate, please complete the following online survey via the link in this email. This survey should take 25 -30 minutes of your time.

To compensate you for your time, you will have the option to submit your email address at the end of the survey to enter in a drawing to win one of two $50 amazon gift cards. Your email will not be associated with any of your responses.

Follow this link to the Survey:

Or copy and paste the URL below into your internet browser:

This study is approved by the UNC Charlotte IRB, study #XX-XXXX and is under the direction of my Advisor Dr. Sejal Parikh Foxx. For any questions or concerns related to this study, please contact Maylee Vazquez at mvazque9@uncc.edu. UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the University's Research Compliance Office via email at uncc-irb@uncc.edu if you have questions about how you are treated as a study participant.

Best Regards,

Maylee Vazquez, MS, LPCA, NCC
Doctoral Candidate | Counselor Education and Supervision
Primary Investigator
Email: mvazque9@uncc.edu

Sejal Parikh Foxx, Ph.D
Association Professor | Department of Counseling
Faculty Advisor
Email: sbparikh@uncc.edu

APPENDIX C: Social Media Post

Dear School Counselor,

My name is Maylee Vazquez and I am doctoral student in the Counselor Education and Supervision program at UNC Charlotte. The purpose of this study is to investigate the factors that are related to school counselor self-efficacy.

If you are currently a school counselor or have experience working as a school counselor with at a) least a year of experience, b) have graduated from a masters or doctoral counseling program and c) obtained a license or certification in school counseling, I am reaching out to you asking if you would please take the survey below. To participate you must be at least 18 years old of age and have worked as a school counselor in the United States. Participation is completely voluntary. Responses will be coded by an assigned number; therefore, names will not be connected to any survey responses and emails provided by the participants will be separated from their responses before analyzed.

 In order to participate, please complete the following online survey via the link in this email. This survey should take 25 -30 minutes of your time.

To compensate you for your time, you will have the option to submit your email address at the end of the survey to enter in a drawing to win one of two $50 amazon gift cards

Follow this link to the Survey: here

Or copy and paste the URL below into your internet browser:

http://uncc.surveyshare.com/s/AYA6J5A

This study is approved by the UNC Charlotte IRB, study #19-0418 and is under the direction of my Advisor Dr. Sejal Parikh Foxx. For any questions or concerns related to this study, please contact Maylee Vazquez at mvazque9@uncc.edu. UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the University's Research Compliance Office via email at uncc-irb@uncc.edu if you have questions about how you are treated as a study participant.

Best Regards,

Maylee Vazquez, MS, LPCA, NCC
Doctoral Candidate | Counselor Education and Supervision
Primary Investigator
Email: mvazque9@uncc.edu

Sejal Parikh Foxx, Ph.D
Association Professor | Department of Counseling
Faculty Advisor
Email: sbparikh@uncc.edu

APPENDIX D: Online Consent Form

Primary Investigator: Maylee Vazquez
Faculty Research Advisor: Dr. Sejal Parikh Foxx
Organization/Affiliation: University of North Carolina at Charlotte

Introduction:
My name is Maylee Vazquez and I am doctoral candidate in the Counselor Education and Supervision program at UNC Charlotte. I am conducting a research study that is focused on understanding school counselor self-efficacy.

Purpose of Research:
The purpose of this study is to investigate the factors that are related to school counselor self-efficacy.

Participant Selection:
If you are currently a school counselor or have experience working as a school counselor with at a) least a year of experience, b) have graduated from a masters or doctoral counseling program and c) obtained a license or certification in school counseling, I am reaching out to you asking if you would please take the survey below. To participate you must be at least 18 years old of age and have worked as a school counselor in the United States.

Overall Description of Participation:
You are being invited to participate in this research study. If you choose to participate, you will be asked to complete one online survey. This survey should take 25 – 30 minutes of your time. Your participation in this study is completely voluntary and you can withdraw at any time.

Risk and Benefits of Participation:
There are no known risk associated with this research study; however, as with any online related activity the risks of a breach of confidentiality is always possible. To the best of our ability your answers in this study will remain confidential. We will minimize any risk by collecting data completed anonymously. The primary investigator and faculty adviser will be the only persons who will have access to the responses provided participants. Your responses will be recorded and used **only** for the purpose of this research project. To compensate you for your time, you will have the option to submit your email address to enter in a drawing to win one of two $50 amazon gift cards. Your email will not be associated with any of your responses.

Statement of Fair Treatment and Respect:
This study is approved by the UNC Charlotte IRB, study #XX-XXXX and is under the direction of my Advisor Dr. Sejal Parikh Foxx. For any questions or concerns related to this study, please contact Maylee Vazquez at mvazque9@uncc.edu. UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the University's

Research Compliance Office via email at uncc-irb@uncc.edu if you have questions about how you are treated as a study participant.

By clicking "I agree" below you are indicating that you have read and understood this consent form and agree to participant in this study. Please print this page for your records.

I Agree

APPENDIX E: Demographics Questionnaire

1. Please indicate your gender:
    a. Woman
    b. Man
    c. Transgender Woman
    d. Transgender Man
    e. Agender
    f. Genderqueer
    g. Nonbinary
    h. Genderless
    i. Nonbinary
    j. Genderless
    k. Two Spirit
    l. Third Gender
    m. Bigender
    n. Gender Non-conforming
    o. Gender Fluid
    p. Other _____

2. How old are you?
    a. _____

3. What is your racial identity?
    a. White or Caucasian
    b. African American or Black
    c. Non-White Hispanic, Latino/a, Latinx, or Spanish descent
    d. American Indian or Alaska Native
    e. Asian or Asian American
    f. Native Hawaiian or Pacific Islander
    g. Multiracial or Biracial
    h. Other _____

4. Please indicate your professional experience as a school counselor:
    a. 1 to 3 years
    b. 4 to 6 years
    c. 7 to 9 years
    d. 10 to 12 years
    e. 13 to 15 years
    f. 16 to 18 years
    g. 19 to 21 years
    h. 22 to 24 years
    i. 25 to 27 years
    j. 28 to 30 years
    k. 31 to 33 years
    l. 34 to 36 years

m. 37 to 39 years

n. 40 or more years

5. What is your current caseload of students?
   a. 250 or less students
   b. 250 – 500 students
   c. 500-1000 students
   d. More than 1000 students

6. What is the size of your student population?
   a. Less than 500 students
   b. 500 – 1000 students
   c. More than 1000 students

7. What is your current/last school level?
   a. Elementary
   b. Middle
   c. High
   d. K-6
   e. Alternative
   f. Early College
   g. K-8

8. Is your school a Title 1 school?
   a. Yes
   b. No

9. What percentage of your school is made up of students of color?
   a. Less than 5%
   b. 5% to 10%
   c. 11% to 15%
   d. 16% to 20%
   e. 21% to 25%
   f. 26% to 30%
   g. 31% to 35%
   h. 36% to 40%
   i. 41% to 45%
   j. 46% to 50%
   k. More than 50%

10. Where is your school geographic region?
    a. West
    b. Midwest
    c. Southwest
    d. Southeast

      e.   Northeast

11. What is your school setting?
      a.   Urban area
      b.   Suburban area
      c.   Rural area

APPENDIX F: Refined Emotions at Work Scale

Factor one: surface acting

1. I act like nothing bothers me, even when a student makes me mad or upset.
2. I have to act the way people think a person in my job should act.
3. I want my students to think I'm always able to handle things.
4. At work I have to seem concerned, even when I don't feel like it.
5. I want my student to think I'm always calm.

Factor two: deep acting

1. To give advice, I have to make sure I say it in a nice way.
2. I make an effort to be interested in my students' concerns.
3. I work hard to keep myself in a positive mood at work.
4. To make suggestions, I make sure I say it in a nice way.

Response categories:

The response categories are: (1) Rarely/Never, (2), Occasionally, (3) Often, (4), Usually, and (5) Most of the time.

APPENDIX G: School Counselor Self-Efficacy Scale

School Counselor Concept Scale

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

Use the following scale:

1 = not confident,
2 = slightly confident,
3 = moderately confident,
4 = generally confident,
5 = highly confident.

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

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

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

1 = not confident
2 = slightly confident
3 = moderately confident
4 = generally confident
5 = highly confident

19. Ensure a safe environment for all students in my school.	1 2 3 4 5
20. Change situations in which an individual or group treats others in a disrespectful or harassing manner.	1 2 3 4 5
21. Teach students to use effective communication skills with peers, faculty, employers, family, etc.	1 2 3 4 5
22. Follow ethical and legal obligations designed for school counselors.	1 2 3 4 5
23. Guide students in techniques to cope with peer pressure.	1 2 3 4 5
24. Adjust my communication style appropriately to the age and developmental levels of various students.	1 2 3 4 5
25. Incorporate students' developmental stages in establishing and conducting the school counseling program.	1 2 3 4 5
26. I can find some way of connecting and communicating with any student in my school.	1 2 3 4 5
27. Teach, develop and/or support students' coping mechanisms for dealing with crises in their lives – e.g., peer suicide, parent's death, abuse, etc.	1 2 3 4 5
28. Counsel effectively with students and families from different social/economic statuses.	1 2 3 4 5
29. Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself.	1 2 3 4 5
30. Help teachers improve their effectiveness with students.	1 2 3 4 5
31. Discuss issues of sexuality and sexual orientation in an age appropriate manner with students.	1 2 3 4 5
32. Speak in front of large groups such as faculty or parent meetings.	1 2 3 4 5
33. Use technology designed to support student successes and progress through the educational process.	1 2 3 4 5

34. Communicate in writing with staff, parents, and the external community.	1 2 3 4 5
35. Help students identify and attain attitudes, behaviors, and skills which lead to successful learning.	1 2 3 4 5
36. Select and implement applicable strategies to assess school-wide issues.	1 2 3 4 5
37. Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate.	1 2 3 4 5
38. Develop school improvement plans based on interpreting school-wide assessment results.	1 2 3 4 5
39. Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specified situations and populations.	1 2 3 4 5
40. Implement a preventive approach to student problems.	1 2 3 4 5
41. Lead school-wide initiatives which focus on ensuring a positive learning environment.	1 2 3 4 5
42. Consult with external community agencies which provide support services for our students.	1 2 3 4 5
43. Provide resources and guidance to school population in times of crisis.	1 2 3 4 5

APPENDIX H: Copenhagen Burnout Inventory

Part one: Personal burnout.

Definition: Personal burnout is a state of prolonged physical and psychological exhaustion.

 Questions:
1. How often do you feel tired?
2. How often are you physically exhausted?
3. How often are you emotionally exhausted?
4. How often do you think:" I can't take it anymore"?
5. How often do you feel worn out?
6. How often do you feel weak and susceptible to illness?

Response categories: Always, Often, Sometimes, Seldom, Never/almost never.

Part two: Work burnout.

Definition: Work-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work.

Questions:
1. Is your work emotionally exhausting?
 2. Do you feel burnt out because of your work?
3. Does your work frustrate you?
4. Do you feel worn out at the end of the working day?
 5. Are you exhausted in the morning at the thought of another day at work?
6. Do you feel that every working hour is tiring for you?
7. Do you have enough energy for family and friends during leisure time?

Response categories:

Three first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree.

Last four questions: Always, Often, Sometimes, Seldom, Never/almost never. Reversed score for last question.

Part three: Student-related burnout.

Definition: Student-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work with students.

Questions:
1. Do you find it hard to work with students?
2. Do you find it frustrating to work with students?
3. Does it drain your energy to work with students?
4. Do you feel that you give more than you get back when you work with students?

5. Are you tired of working with students?
6. Do you sometimes wonder how long you will be able to continue working with students?

Response categories:
The four first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree.
The two last questions: Always, Often, Sometimes, Seldom, Never/almost never.

APPENDIX I: Instruments Request and Confirmation

Maylee Vazquez <mvazque9@uncc.edu>

Request for Permission to Use Scale - VAZQUEZ

Maylee Vazquez <mvazque9@uncc.edu>   Fri, Sep 13, 2019 at 11:19 AM
To: bcurbow@umd.edu

Hi Dr. Curbow,

I hope this email finds you well. My name is Maylee Vazquez and I am doctoral candidate at the University of North Carolina at Charlotte in the Counselor Education and Supervision Program. I am seeking permission to use the refined Emotions at Work Scale found in the following article:

de Castro, A. B., Curbow, B., Agnew, J., Haythornthwaite, J. A., & Fitzgerald, S. T. (2006). Measuring emotional labor among young workers: Refinement of the emotions at work scale. AAOHN Journal, 54(5), 201-209. doi:10.1177/216507990605400503

What would be the appropriate measure to gain access to use the scale for a study that I am developing under the supervision of Dr. Sejal Parikh Foxx? I apologize for any inconvenience this may cause you. Please let me know your thoughts, I look forward to hearing from you. Thank you for your time!

Best Regards,
--
Maylee Vazquez, MS, LPCA, NCC
Licensed Professional School Counselor
2019 MHC-D Fellow | NBCC
Doctoral Candidate | Counselor Education and Supervision at UNC Charlotte
Graduate Assistant for the Division of Student Affairs
Pronouns: she, her, hers

Maylee Vazquez <mvazque9@uncc.edu>

Request for Permission to Use Scale - VAZQUEZ

Barbara Ann Curbow <bcurbow@umd.edu>   Mon, Sep 16, 2019 at 1:38 PM
To: Maylee Vazquez <mvazque9@uncc.edu>

Yes, this is fine. I am sorry you cannot contact Butch but I will give you permission so that you are not held up any longer!
Barbara Curbow
Professor, Department of Behavioral and Community Health
ADVANCE Professor
School of Public Health
University of Maryland
she/her/hers

[Quoted text hidden]

Maylee Vazquez <mvazque9@uncc.edu>

Use of Scale "School Counselor Self-efficacy Scale' - Vazquez
3 messages

Maylee Vazquez <mvazque9@uncc.edu>   Tue, Sep 10, 2019 at 7:33 PM
To: nanboden@vt.edu, gskaggs@vt.edu

Hi Dr. Bodenhorn and Dr. Skaggs,

I hope this email finds you both well. My name is Maylee Vazquez and I am doctoral candidate at the University of North Carolina at Charlotte in the Counselor Education and Supervision Program. I am seeking permission to use the School Counselor Self-efficacy Scale developed in the following article:

Bodenhorn, N., & Skaggs, G. (2005). Development of the school counselor self-efficacy. Measurement and Evaluation in Counseling and Development, 38(1), 14-28. doi:10.1080/07481756.2005.11909766

What would be the appropriate measure to gain access to use the scale for a study that I am developing under the supervision of Dr. Sejal Parikh Foxx? Please let me know your thoughts, I look forward to hearing from you. Thank you for your time!

Best Regards,

--
Maylee Vazquez, MS, LPCA, NCC
Licensed Professional School Counselor
2019 MHC-D Fellow | NBCC
Doctoral Candidate | Counselor Education and Supervision at UNC Charlotte
Graduate Assistant for the Division of Student Affairs
Pronouns: she, her, hers

Bodenhorn, Nancy <nanboden@vt.edu>   Thu, Sep 12, 2019 at 3:06 PM
To: Maylee Vazquez <mvazque9@uncc.edu>

Hi Maylee, you have permission to use the scale in your study. I have attached a copy of the scale for your convenience.

Nancy

[Quoted text hidden]

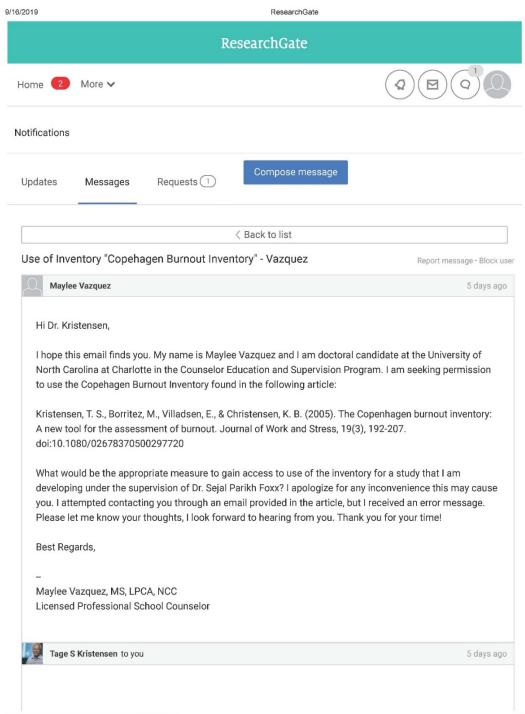📄 **School Counselor Concept Scale -43 items.docx**
18K

Maylee Vazquez <mvazque9@uncc.edu>   Thu, Sep 12, 2019 at 3:11 PM
To: "Bodenhorn, Nancy" <nanboden@vt.edu>

Thank you so much! I appreciated this so much!

Best Regards,
Maylee Vazquez
[Quoted text hidden]

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Use of Inventory "Copehagen Burnout Inventory" - Vazquez   Report message · Block user

Maylee Vazquez   5 days ago

Hi Dr. Kristensen,

I hope this email finds you. My name is Maylee Vazquez and I am doctoral candidate at the University of North Carolina at Charlotte in the Counselor Education and Supervision Program. I am seeking permission to use the Copehagen Burnout Inventory found in the following article:

Kristensen, T. S., Borritez, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen burnout inventory: A new tool for the assessment of burnout. Journal of Work and Stress, 19(3), 192-207. doi:10.1080/02678370500297720

What would be the appropriate measure to gain access to use of the inventory for a study that I am developing under the supervision of Dr. Sejal Parikh Foxx? I apologize for any inconvenience this may cause you. I attempted contacting you through an email provided in the article, but I received an error message. Please let me know your thoughts, I look forward to hearing from you. Thank you for your time!

Best Regards,

–

Maylee Vazquez, MS, LPCA, NCC
Licensed Professional School Counselor

Tage S Kristensen to you   5 days ago

Thank you for your mail.
The CBI is in public domain and free to be used by all researchers.
I enclose some material that might be of interest.

I wish you all the best with your research.

TSK

📎 An Interview with Tage Kristensen CBI 2009.docx

📎 CBI Scores. Int Comparisons.docx

📎 Information sheet on CBI.docx

Maylee Vazquez   5 days ago

Thank you so much for clarification!

Best,
Maylee Vazquez

| Reply |
| Mark as unread |
| Archive conversation |