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Self-Efficacy as an Indicator for Predicting the Level of Burnout among School and Career Guidance Counselors
A Field Study on a Sample of School and Career Guidance Counselors in Ain Defla Province

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Abstract:

This study aimed to explore the possibility of predicting burnout levels among school and career guidance counselors in Algeria based on their self-efficacy levels. Using a descriptive methodology, the study was conducted on a stratified random sample of 51 counselors from Ain Defla Province. The Sherer et al. (2002) scale was used to measure self-efficacy, and the Maslach Burnout Inventory (Maslach, 1981) was employed to assess burnout.

After statistical analysis using simple linear regression and weighted arithmetic mean based on item significance, the following results were obtained:

• The self-efficacy level among school and career guidance counselors in Ain Defla Province is high.

• The burnout level among these counselors is low.

• Self-efficacy contributes to predicting burnout among school and career guidance counselors in Ain Defla Province.

Keywords: Self-efficacy; Burnout; School and Career Guidance Counselor, Ain Defla, Prediction

1. Introduction:

School and Career Guidance is an interactive leadership process based on a relationship between two parties aiming to collaborate in studying the situation to understand its dimensions, recognizing the individual's abilities and aptitudes on one hand, and the opportunities and resources provided by the environment on the other. The goal is to reach the most suitable possible solutions and assist the individual in making the appropriate decision for themselves.

The concept of guidance emerged in the early twentieth century and went through several stages with varying definitions among researchers and specialists. Initially, guidance was associated with the professional field, where the counselor's focus was on the individual in the workplace, addressing workers' problems, organizing vocational services, and training youth for different jobs. With the expansion of education and the entry of women into the labor market, the function of guidance evolved to include the school setting, shifting the focus to caring for and educating the child simultaneously and attending to their personality as a whole.

At this point, this role was assigned to the school and career guidance counselor, who works to help the student understand themselves, develop psychologically and socially within the educational process, and recognize their abilities and aptitudes in order to guide them properly toward building their academic and professional plan.

The position of School and Career Guidance Counselor is considered a newly established role within educational institutions according to Ministerial Circular No. 219 dated 18/09/1991, which mandated the creation of this position in secondary education institutions. However, counselors face several obstacles and pressures in the field that limit their effectiveness. The most prominent challenges include supervising an entire educational district, in addition to the numerous tasks and activities assigned to each student throughout the academic year.

This workload burdens the counselor and may lead to psychological exhaustion, which can develop into burnout. Maslach highlighted the severity of this burnout, noting that it results in decreased efficiency and productivity, increased conflicts among staff, and is associated with serious psychological disorders such as anxiety, depression, nervous breakdowns, and low self-esteem. Ultimately, this may cause the counselor to lose the desire to continue in the profession and leave it.

In light of these challenges, self-efficacy emerges as a fundamental psychological factor that helps counselors cope with work-related stress and adapt to its demands. It reflects an individual's belief in their ability to regulate their behavior, exert the necessary effort to achieve goals, and overcome difficulties.

Therefore, a high level of self-efficacy among guidance counselors is expected to serve as a protective factor against psychological exhaustion and enhance their capacity to perform their duties efficiently, thereby contributing to the improvement of the quality of guidance and counseling services within educational institutions.

Given the critical importance of self-efficacy within the context of the school and vocational guidance profession, as it constitutes a fundamental psychological factor determining the counselor's ability to adapt to job demands and cope with associated stresses, this study aims to investigate the extent to which self-efficacy can predict the level of burnout among school and vocational guidance counselors.

This investigation serves as a foundation for developing preventive and training strategies that enhance self-efficacy, reduce manifestations of burnout, and thereby support the quality of guidance services within educational institutions.

1-Problem statement:

Guidance and counseling are considered essential pillars within the educational system, serving as a key tool to achieve integration among the cognitive, psychological, and social aspects of the learner. Despite rapid technological and scientific developments worldwide, guidance and counseling remain an urgent necessity to help learners confront pressures resulting from the accumulation of curricula, the diversification of knowledge, and the variety of study programs, which at times exceed their cognitive capacities and negatively affect their psychological, educational, social, and professional adjustment.

School guidance and counseling is viewed as a dynamic and integrated process involving multiple parties, including students, teachers, parents, and study materials, within a framework of continuous interaction that impacts the quality of educational outcomes. The guidance counselor plays a fundamental role in this context, being responsible for organizing and directing these interactions to serve the balanced development of learners. (Shehab, 2010, p. 11).

Brahamiya (2006, p. 2) points out that one of the primary objectives of guidance is to build bridges of cooperation among guidance officials, teaching staff, and parents to ensure the effectiveness of the educational

process. Thus, the school and vocational guidance counselor is expected to possess scientific competence and the ability to objectively assess the student's interests and abilities, in order to assist them in realistically and appropriately formulating their academic and career plans.

However, field practice reveals that the counselor faces a range of difficulties that may hinder their job performance; these include the heavy workload, multiple roles, program intensity, and lack of pedagogical resources. These factors may lead to experiencing burnout, a condition characterized by physical, emotional, and mental exhaustion affecting individuals working in human service professions, resulting in loss of motivation, feelings of anxiety and stress, and withdrawal from work.

Maslach and Jackson (1981) clarified that human service professions—such as education and counseling—are among the most susceptible to this phenomenon due to their increasing demands. A study by Hind Hartawi (1991) found that educational counselors suffer from a moderate level of burnout, and demonstrated the impact of variables such as gender, qualification, and experience on the severity of burnout (Zawi, 2011, p. 27).

Similarly, a study by Smaily (2007) revealed a positive correlation between burnout and job satisfaction among secondary education counselors, reflecting the impact of burnout on performance and job commitment.

In response to these challenges, the concept of self-efficacy emerges as one of the positive psychological factors capable of mitigating the effects of occupational stress. Bandura (1997) emphasized that self-efficacy represents an individual's belief in their ability to organize and execute actions effectively to face future situations.

Self-efficacy is a fundamental determinant of motivation and plays a prominent role in determining the level of effort exerted, perseverance in the face of difficulties, and the types of responses an individual adopts upon failure or success.

Ibrahim (2013, p. 200) considered it a central driver of an individual's motivation in confronting professional and psychological problems and

pressures. It is also closely linked to mental health and the ability to achieve. Atiyah (2011, p. 3) pointed out that self-efficacy directly affects the quality of tasks performed by the guidance counselor and the quality of human and social relationships they build with their environment.

Ahmadi (2012, p. 82) views self-efficacy as an individual's ability to carry out the necessary actions and tasks to handle anticipated situations and to assess the quality of their performance in these situations.

According to Mezaini and Khemmad (2025), self-efficacy is a necessary requirement for achieving personal accomplishments. If an individual does not believe that they can effectively manage events and situations, hesitation will overcome them in using their knowledge and skills to handle the challenges they face.

Bandura (1997) assumes in this regard that an individual's self-efficacy judgments are built based on how they interpret four sources of information: mastery experiences, which reflect opportunities for direct practice in the field; vicarious experiences, which reflect the individual's opportunity to directly observe models; verbal persuasion, which consists of the type of messages the individual receives from others and serves as feedback; in addition to emotional states such as anxiety, calmness, and physiological states such as increased heart rate, and hand sweating.

Based on the above, it becomes clear that the profession of school and vocational guidance counseling, despite its vital importance within educational institutions, places the counselor before increasing challenges and pressures that may lead to psychological burnout, with negative repercussions on their performance and professional competence.

Conversely, self-efficacy constitutes one of the essential psychological determinants that contribute to enhancing the counselor's ability to face these pressures and mitigate their negative effects. This is because self-efficacy can represent a crucial psychological variable in understanding counselors' responses to professional pressures that may lead to burnout.

It is assumed that the higher the counselor's beliefs in their self-efficacy, the greater their ability to adapt to the demands of the profession and reduce its negative impacts, and vice versa. From this arises the problem statement of this study, which seeks to reveal the extent to which

self-efficacy can predict the level of psychological burnout among school and vocational guidance counselors, and the practical implications that may result from this, which can be utilized to enhance the quality of guidance services within the educational environment.

Research questions:

• What is the level of self-efficacy among school and vocational guidance counselors in Ain Defla Province?

• What is the level of psychological burnout and its sub-dimensions among school and vocational guidance counselors in Ain Defla Province?

• Does self-efficacy contribute to predicting psychological burnout among school and vocational guidance counselors in Ain Defla Province?

Hypotheses:

• Self-efficacy contributes to predicting psychological burnout among school and vocational guidance counselors in Ain Defla Province.

Research objectives:

• To identify the level of self-efficacy among school and vocational guidance counselors in Ain Defla Province.

• To identify the level of psychological burnout and its sub-dimensions among school and vocational guidance counselors in Ain Defla Province.

• To examine the possibility of predicting psychological burnout among school and vocational guidance counselors in Ain Defla Province through their self-efficacy.

2-Research concepts:

Psychological Burnout: A state of emotional and physical exhaustion caused by the pressures experienced by the individual; it refers to negative changes in relationships and attitudes of the individual towards others due to excessive emotional and psychological demands (Al-Samadoni, 1990, p. 230).

According to Taher and Khalifa Al-Zawari (2020), burnout is a psychological condition composed of a set of behavioral, physical, and relational symptoms that affect the working individual as a result of continuous exposure to stressors in their work environment, negatively impacting themselves, their work, and those around them.

Operationally, it is defined as the score obtained by the school and vocational guidance counselor in Ain Defla Province through responding to Maslach's Burnout Inventory (1981).

Self-Efficacy: It is defined as an individual's judgments and expectations regarding their ability to perform effective behavior in situations characterized by ambiguity and uncertainty, the efforts exerted, and overcoming obstacles (Al-Sakr, 2015, p. 38).

Operationally, it is defined as the score obtained by the school and vocational guidance counselor in Ain Defla Province through responding to the Self-Efficacy Scale developed by Sherer et al. (1982).

School and Vocational Guidance Counselor: According to the ministerial decree dated April 27, 1991, "This human resource is assigned a set of tasks (information, guidance, evaluation, psychological and social follow-up of the student), which are performed within a specific spatial and temporal framework to assist the student in constructing their academic and vocational project based on scientific principles relying on the analysis of the student's inclinations and aptitudes on one hand, and the requirements of the educational and professional reality on the other."

3-Study Procedures

3-1-Methodology: To achieve the study objectives, the descriptive method was employed.

3-2-Population and sample:

The study population refers to all individuals or elements forming the subject of the research, or in other words, all units related to the study problem to which the researcher seeks to generalize the results. The population of this study consists of school and vocational guidance counselors in Ain Defla Province, numbering 210 counselors during the academic year 2023-2024.

The following table illustrates the characteristics of the study population:

Table 1: characteristics of the study population

Variable		Frequency	Percentage
Gender	Males	38	18.10%
	Females	172	81.90%
Rank	Senior Counselor for School and Career Guidance	18	8.57%
	Counselor for School and Career Guidance	192	91.43%
Institution of Appointment	Secondary School	64	30.43%
	Middle School	146	69.52%

The table above shows that the percentage of females reached (81.90%), which is a high proportion compared to males who represented only (18.10%), reflecting the dominance of the female element in the field of school and career guidance counseling.

Regarding rank, the results showed that the majority of the study population are counselors for school and career guidance at (91.43%), while senior counselors do not exceed (8.57%), indicating that most practitioners are still at the basic level with few in senior positions. As for the institution of appointment, it was found that the largest percentage of counselors work at the middle school level (69.52%), compared to only (30.48%) at the secondary school level, which suggests a concentration of guidance and counseling services at the middle school stage, considered a critical phase in determining students' academic orientations.

The study sample is defined as the representative portion of the total population, selected according to scientific rules and methods to accurately reflect the characteristics of the population. In this study, the sample consisted of 51 counselors selected through stratified random sampling from the study population. The following table illustrates the specifications of the study sample.

Table 2: characteristics of the study sample

Variable		Frequency	Percentage
Gender	Males	9	18.10%
	Females	42	81.90%
Rank	Senior Counselor for School and Career Guidance	4	8.57%
	Counselor for School and Career Guidance	47	91.43%
Institution of Appointment	Secondary School	16	30.43%
	Middle School	35	69.52%

The table displays the study sample, which was selected using a stratified random sampling method from the population of school and vocational guidance counselors. It is evident that females constitute the majority, representing 81.90%, compared to 18.10% males.

Additionally, most sample members belong to the rank of school and vocational guidance counselors (91.43%), while the percentage of senior counselors does not exceed 8.57%. Regarding the employing institution, the largest proportion of counselors are concentrated in the intermediate education stage (69.52%) compared to secondary schools (30.48%).

3-3-tools and Their Psychometric Properties:

To achieve the study objectives, two scales were utilized: the Sherer Self-Efficacy Scale (2002) and the Maslach Burnout Inventory (1981). The psychometric properties of these instruments were verified on a sample of 30 counselors.

Self-Efficacy Scale (Sherer & al, 2002):

The Self-Efficacy Scale was developed by Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, and Rogers (1982) to measure individuals' beliefs about their competence and ability to handle difficult situations and accomplish various tasks. The scale consists of 30 items formulated in both positive and negative statements, answered using a five-point Likert scale ranging from (1 = Not at all true for me) to (5 = Exactly true for me).

After reversing the negatively worded items, the total score is calculated, with higher scores indicating a higher level of self-efficacy. The scale was revised in 2002 to enhance its accuracy and suitability for a broader range of research and applied contexts, and its latest version consists of 24 items.

Psychometric Properties of the Scale in the Current Study: Validity of the Scale in the Current Study:
• Discriminant Validity:

We compared the means of the scores of individuals in the exploratory sample whose scores represent the top 27% and those whose scores represent the bottom 27% on the scale and its sub-dimensions. This was done to test the scale's ability to distinguish between different levels of self-efficacy among the sample members. The results were as follows:

Table 3: Significance of differences between the means of the two extreme groups of the exploratory sample (Self-Efficacy Scale)

Dimensions	Lower Group (n=8) Mean (M)	Lower Group (n=8) SD	Upper Group (n=8) Mean (M)	Upper Group (n=8) SD	t-value	Sig. Level

Total Score	69.25	4.39	102.12	7.29	-10.91	0.01

It is evident from Table 3 that the t-value is statistically significant at the 0.01 level, indicating that the scale can differentiate between the two extreme groups on the total scale score, which is considered an indicator of its validity.

• Internal Consistency Validity:

To verify the validity of the scale, correlation coefficients were calculated between the scores of the sample individuals on each item and their total scores on the scale, as shown in the following table:

Table 4: Correlation coefficients between each item and the total scale score

Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
1	0.43**	9	0.41**	17	0.45**
2	0.64**	10	0.70**	18	0.35*
3	0.49**	11	0.54**	19	0.58**
4	0.62**	12	0.40**	20	-0.49**
5	0.63**	13	0.52**	21	0.52**
6	0.35*	14	0.36**	22	0.48**
7	0.66**	15	0.57**	23	-0.06
8	0.36**	16	-0.00	24	0.40**

* Significance level 0.05

** Significance level 0.01

From the above, it is clear that the correlation coefficients between the items and the total test score are statistically significant at the 0.05 or 0.01

levels. This provides an indicator of the internal consistency of the scale items.

Scale Reliability in the Current Study:

• Cronbach's Alpha Coefficient

This coefficient is preferred when the goal is to estimate the reliability of scales measuring affective and personality aspects, as these involve Likert-type scales without right or wrong answers. It was found that the scale has a high reliability coefficient of 0.73.

Maslach Burnout Inventory (1981)

According to Rahmon (2013, p. 72), this inventory was developed by researchers Maslach and Jackson (1981) and was originally applied in the American context to workers in relational professions (such as education, police, healthcare sectors, etc.) to determine their level of burnout. It is abbreviated as MBI, which stands for Maslach Burnout Inventory.

The inventory consists of 22 items related to an individual's feelings toward their profession, distributed across three dimensions:

Emotional Exhaustion: Measures the level of emotional stress experienced by a person as a result of working with a certain group or in a specific field. This dimension is assessed by nine items.

Depersonalization: Measures the level of indifference or lack of concern resulting from working with a certain group or in a specific field. This dimension is assessed by five items.

Reduced Personal Accomplishment: Measures the individual's self-evaluation and the level of competence and satisfaction felt in their work. This dimension is assessed by eight items. (Rahmon, 2013, p. 75)

The responses for each dimension are summed separately in order to obtain scores for each dimension. These results can then be combined to determine the level of psychological burnout as shown in the following table:

Table 5: Classification of Maslach Burnout Inventory Dimensions

Dimensions	Low	Moderate	High
Emotional Exhaustion	0–17	18–29	30 and above
Depersonalization	0–5	6–11	12 and above
Reduced Personal Accomplishment	40 and above	34–39	0–33

Source: (Rahmoun, 2013, p75)

From the table, an individual is considered to have a high level of psychological burnout if they score high on the dimensions of Emotional Exhaustion and Depersonalization, and low on the dimension of Reduced Personal Accomplishment.

This means:

High (Emotional Exhaustion + Depersonalization) + Low (Reduced Personal Accomplishment) = High level of psychological burnout.

If the psychological burnout is moderate, all three dimensions are at moderate levels, thus:

(Moderate Emotional Exhaustion + Moderate Depersonalization + Moderate Reduced Personal Accomplishment) = Moderate psychological burnout.

If the psychological burnout is low, the individual obtains low scores on Emotional Exhaustion and Depersonalization, and a high score on Reduced Personal Accomplishment, so:

Low (Emotional Exhaustion + Depersonalization) + High (Reduced Personal Accomplishment) = Low level of psychological burnout.

Psychometric properties of the scale in the current study:

Validity of the scale in the current study:

- **Discriminant Validity**

We compared the mean scores of individuals in the pilot sample whose scores represented the top 27% and those whose scores represented the bottom 27% on the scale and its sub-dimensions. This was done to test the scale's ability to distinguish between different levels of psychological burnout among sample members. The results were as follows:

Table 6: Significance of Differences Between the Mean Scores of the Two Extreme Groups in the Pilot Sample (Maslach Burnout Inventory)

Dimensions	Lower Group (n=8) Mean (M)	Lower Group (n=8) SD	Upper Group (n=8) Mean (M)	Upper Group (n=8) SD	t-value	Sig. Level
Emotional Exhaustion	8	2,44	38	6,80	11,73-	0,01
Depersonalization (Emotional Blunting)	0	0	12	2,97	11,40-	0,01
Reduced Personal Accomplishment	1,50	1,41	28,25	5,72	12,82-	0,01
Total Score	18	2,92	62,50	8,84	13,50-	0,01

It is evident from Table (6) that all t-values are statistically significant at the 0.01 level, indicating that the scale has the ability to discriminate between the two extreme groups on the total scale score and its sub-dimensions. This is considered an indicator of its validity.

- **Internal Consistency Validity**

This was examined by calculating the correlation coefficients between the dimensions of psychological burnout themselves, and between the dimensions and the total scale score. Additionally, correlation coefficients

between each item and the total score of the dimension to which it belongs were calculated.

Table 7: Correlation Coefficients Between the Dimensions of Psychological Burnout and Between the Dimensions and the Total Scale Score

Dimensions	Emotional Exhaustion	Depersonalization (Emotional Blunting)	Reduced Personal Accomplishment
Depersonalization	0.31*		
Reduced Personal Accomplishment	0.46**	0.54*	
Total Score	0.73**	0.52**	0.57**

It is evident from the previous table that all correlation coefficient values between the three dimensions of the scale and the overall scale score were statistically significant at the 0.01 level. As for the relationships among the dimensions themselves, they were statistically significant at the 0.05 level. This provides an indication of the internal consistency of the scale.

Table 8: Correlation Coefficients Between Each Item and the Total Score of Its Corresponding Dimension

Emotional Stress	Correlation	Emotional Numbness	Correlation	Reduced Sense of Personal Accomplishment	Correlation
Item 1	0.57**	Item 5	0.78*	Item 4	0.54**
Item 2	0.73**	Item 10	0.65**	Item 7	0.54**
Item 3	0.84**	Item 11	0.63**	Item 9	0.77**
Item 6	0.49**	Item 15	0.51**	Item 12	0.58**
Item 8	0.83**	Item 22	0.32*	Item 17	0.59**
Item 13	0.63**			Item 18	0.80**
Item 14	0.39**			Item 19	0.65**

Item 16	0.39**			Item 21	0.62**
Item 20	0.35*				

It is evident from the above table that all correlation coefficients between the items and the dimensions to which they belong are statistically significant at the 0.01 significance level. This is considered an indicator of the internal consistency validity of the scale. This means that the items within each sub-dimension are consistent with each other and measure the same dimension they are supposed to belong to.

Table 9: Correlation Coefficients Between Each Item and the Total Score of the Scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.47**	6	0.44**	11	0.35**	16	0.14**	21	0.62**
2	0.40**	7	0.16**	12	0.59**	17	0.30*	22	0.51**
3	0.58**	8	0.63**	13	0.51**	18	0.52**		
4	0.09	9	0.40**	14	-0.02	19	0.36**		
5	0.42**	10	0.39**	15	0.35**	20			

*Significance level 0.05

**Significance level 0.01

From the above, it is clear that the correlation coefficients between the items and the total test score are statistically significant at the 0.05 or 0.01 levels, which provides an indicator of the internal consistency of the scale items. Except for items number 4 and 14, which were not statistically significant and therefore were removed.

Scale Reliability in the Current Study:

- **Cronbach's Alpha Coefficient**

The Cronbach's alpha coefficients for the sub-dimensions and the overall scale can be presented in the following table:

Table 10: Cronbach's Alpha Reliability Coefficient for Dimensions and Total Score

Dimensions	Reliability Coefficient Value
Emotional Exhaustion	0.75
Emotional Numbness	0.51
Reduced Personal Accomplishment	0.78
Total Score	0.71

It is evident from the table that the sub-dimensions of the scale have acceptable reliability coefficients ranging between 0.51 and 0.78, while the overall scale demonstrated a good level of reliability with a coefficient of 0.71.

• Split-Half Method:

The scale was divided into two halves: items with odd numbers and items with even numbers. This was done after rearranging the items according to the discrimination coefficient using the true split-half correlation method in the SPSS program. The homogeneity of the scores of the two halves will be verified to determine the appropriate method.

Table 11: Reliability by Split-Half Method (Spearman-Brown) for Maslach Burnout Inventory

Variance of Half 1 Scores	Variance of Half 2 Scores	Calculated F	Critical F	Correlation between Halves	Statistical Significance	Spearman-Brown Reliability Coefficient
82.51	89.41	1.08	1.26	0.75	0.01	0.85

By comparing the calculated F value, which was less than the tabulated F value at the 0.05 significance level, the Spearman-Brown method was selected due to the homogeneity of the two halves of the scale. The

reliability coefficient reached 0.85, which is an appropriate value to judge the stability of individual scores on the scale.

4-Results:

4-1-Presentation, Analysis, Discussion, and Interpretation of the Results for the First Question: What is the level of self-efficacy among school and career guidance counselors in Ain Defla Province?

To determine the level of self-efficacy among the individuals in our sample, the five-point Likert scale intervals were used as follows:

1.00–1.79: Very low level

1.80–2.59: Low level

2.60–3.39: Medium level

3.40–4.19: High level

4.20–5.00: Very high level

The following table shows the arithmetic mean of the responses of the sample individuals on the test.

Table 12: Level of Self-Efficacy among Sample Individuals

Variable	Arithmetic Mean Variable	Self-Efficacy Level
Self-Efficacy	3.46	High

From the table, we observe that the average response value of the sample individuals on the test items reached 3.46, which falls within the range (3.40–4.19). Therefore, we can say that the level of self-efficacy among the sample individuals is high.

The result we reached, indicating a high level of self-efficacy among school and career guidance counselors, suggests that these counselors possess a strong conviction in their ability to perform their duties efficiently.

According to Bandura's theory (1997), self-efficacy represents the beliefs an individual holds about their capabilities to organize and execute the actions required to achieve certain levels of performance. Accordingly, the high level of self-efficacy among the counselors reflects a strong confidence in their ability to face daily challenges and handle the complex situations faced by students.

This high level of self-efficacy can be explained by the nature of the role counselors play within the educational institution. Their work requires advanced skills in communication, persuasion, problem-solving, and providing psychological and academic support to students. These repeated practices provide counselors with accumulated practical experiences that translate into repeated successes, which in turn enhance their sense of competence and efficacy. According to Bandura, successful experiences are the strongest source for strengthening self-efficacy.

Additionally, academic education and professional training play a fundamental role in building this high level of self-efficacy. Counselors often undergo theoretical and practical preparation programs in psychology and counseling, equipping them with cognitive and skill-based tools to face real-life challenges.

The school and professional environment, which provides support and appreciation for the counselors' efforts, also contributes to boosting their confidence in their abilities. Positive feedback from colleagues, administration, and students enhances their sense of effectiveness.

This outcome is also linked to broader factors such as the increasing societal awareness of the importance of counseling in supporting students' academic and career paths. This growing appreciation of the role counselors play reflects a social and professional value that makes them more committed and confident in their ability to make a difference in students' lives. Furthermore, professional development programs offered by educational institutions or the ministry enable counselors to keep up with the latest trends and skills, which raises their self-confidence.

The high level of self-efficacy among guidance counselors can be explained in light of Bandura's (1997) theory that self-efficacy is built from four main sources:

The first source is direct mastery experiences, where the counselor daily encounters complex cases related to psychological, educational, or professional problems. Successfully addressing these cases enables the counselor to develop an increased sense of self-efficacy. This may also be attributed to the foundational training that guidance counselors receive during their university studies and their understanding of the expected tasks after graduation, gained through internships conducted during their academic years and the training received after obtaining their position.

The second source is vicarious experiences, where counselors gain greater confidence by observing the success of their colleagues or by participating in supervisory sessions from which they benefit as professional role models. Layla Al-Mazrou' (2007) refers to these as alternative experiences, which are sources of enhancing individuals' self-efficacy.

Bandura calls this learning through modeling, meaning learning by observing others. When a guidance counselor sees role models among peers with similar abilities, they acquire through this observation different behaviors and methods of performing tasks, which builds a cognitive repertoire forming a self-belief in their own ability to work efficiently.

The third source is verbal persuasion, where the counselor's belief in their abilities is reinforced through encouragement received from administration, colleagues, or even students and their parents when guidance interventions succeed. The encouragement and support that the guidance counselor receives from the school and social environment are important factors that nurture their self-efficacy. Bandura refers to this as the source of verbal persuasion, considered a form of positive feedback that plays a significant role in developing an individual's self-beliefs.

Finally, the physiological and emotional states: the more the counselor is able to control their tension and manage stress in difficult situations, the more it enhances their sense of capability to face professional challenges efficiently. Thus, the nature of the counselor's tasks, which rely on group interaction and positive feedback, makes sources of self-efficacy highly available, explaining their elevated levels of self-efficacy.

Based on the above, the result reached by our study is not merely a statistical indicator but a reflection of intertwined factors including field

experience, institutional support, repeated successes, and increasing societal awareness of the importance of guidance counseling. All these combined elements explain why counselors enjoy a high level of self-efficacy.

4-2-Presentation, analysis, discussion, and interpretation of the results of the second question: What is the level of burnout and its sub-dimensions among school and vocational guidance counselors in the Ain Defla Province?

To determine the level of burnout and its sub-dimensions among our sample of school and vocational guidance counselors, the mean total scores of the sample members on the burnout scale and its sub-dimensions—emotional exhaustion, depersonalization (emotional numbness), and reduced personal accomplishment—were calculated and classified according to three levels: low, moderate, and high, as shown in the following table:

Table 13: Levels of burnout among sample individuals

Dimension	**Maslach Scale Standard**	**Burnout Level**	Average Scores of Sample Individuals
Emotional Exhaustion	0-17	Low	
	18-29	Moderate	21.72
	30 and above	High	
Depersonalization (Toblud Al-Masha'er)	0-5	Low	3.76
	6-11	Moderate	
	12 and above	High	
Personal Accomplishment (Feeling of Achievement)	40 and above	Low	
	34-39	Moderate	
	0-33	High	11.24

Table (13) shows that the mean scores of the sample individuals on the three dimensions are as follows: For the Emotional Exhaustion dimension, the arithmetic mean was 21.72, which falls within the range of 18–29; thus, we can say that the sample individuals have a moderate level of emotional exhaustion. Regarding the Depersonalization dimension, the arithmetic mean was 3.76, indicating a low level of depersonalization among our sample since it falls within the range of 0–5. As for the Personal Accomplishment dimension, the arithmetic mean was 11.24, which reflects a high level of personal accomplishment as it lies within the range of 0–33.

In conclusion, **school and career guidance counselors suffer from a low degree of burnout because: low (emotional exhaustion + depersonalization) + high (personal accomplishment) = a low level of burnout.**

The results show that the level of emotional exhaustion among school and career guidance counselors is moderate. This means that the nature of their work, characterized by continuous interaction with students' problems and their families, generates noticeable psychological and emotional pressures; however, these pressures have not reached a level that threatens psychological balance or leads to complete depletion. Literature indicates that a moderate level of exhaustion is expected in helping professions, where workers face difficult situations but these do not necessarily lead to burnout if they have the necessary coping resources (Maslach & Leiter, 2016).

As for the depersonalization dimension, it appeared at a low level, indicating that counselors still retain their ability for human connection and empathy with students and other educational stakeholders. This result is significant, as a high level of emotional numbness (emotional detachment) is considered one of the most critical indicators of burnout.

Schaufeli & Buunk (2003) explained that low emotional detachment is associated with effective professional skills and emotional regulation abilities, which allow counseling professionals to maintain the human meaning of their work and thereby resist the onset of burnout symptoms.

Regarding the dimension of personal accomplishment, it was found to be relatively high, reflecting counselors' sense of competence and

effectiveness in performing their tasks and their ability to make a tangible impact on students' lives. This sense is one of the most important protective factors against burnout; the stronger an individual's perception of success and competence, the higher their levels of motivation and job satisfaction. Bandura's self-efficacy theory (1997) supports this explanation, indicating that the belief in one's ability to influence and control challenging situations reduces stress severity and enhances positive adaptation.

Based on the above, it can be concluded that the level of burnout among the sample individuals is low. The observed combination of moderate emotional exhaustion + low emotional detachment + high sense of accomplishment suggests that counselors possess psychological and professional resources that enable them to effectively cope with occupational stress without negatively impacting their performance or diminishing the quality of the counseling services they provide.

The availability of resources such as social support, professional competence, and job control mitigates the impact of demands and prevents the development of burnout. Accordingly, the results confirm that the profession of school and career counseling, despite its inherent pressures, remains surrounded by protective factors that reduce the likelihood of reaching high levels of burnout.

The results of our study differed from those of (Abdullah Al-Mahdawi, 2002), which found a high level of emotional exhaustion, low sense of accomplishment, and a moderate level of depersonalization among student counselors in the primary and intermediate stages within the Education Administration of the Holy Capital in Makkah.

On the other hand, the study by (Abdulaziz Khamis, 2016) concluded that school and vocational guidance counselors at the School and Vocational Guidance Center in Ouargla and El Oued exhibit a low level of burnout, which aligns with the findings of our study. Similarly, the study by (Mishari Al-Juaid, 2017) found a low level of burnout among student counselors in schools in Jeddah Governorate.

The result we reached can be attributed to the nature of the guidance counselor profession, which is characterized by diverse activities. Some are educational in nature, such as informational and guidance sessions benefiting students, which provides them with a sense of satisfaction from

the humanitarian services they offer, making them feel less pressured and less psychologically burned out. This is despite the fact that they also engage in administrative activities such as analyzing results, studying student follow-up records, calculating averages, and attending meetings.

Additionally, the availability of programs like the "Excellent Program" facilitates the work of the guidance counselor. The researcher believes that the counselor's positive perception of the importance of their profession and their sense of their role within the educational system necessarily leads to a state of moral satisfaction and positive adaptation.

It is noted by (Abdulaziz Khamis, 2016) that the profession of school and vocational guidance counseling is distinguished from other professions in the education sector by several characteristics that make it a desirable profession, as it is predominantly humanitarian in nature, involving advising, guiding, and directing, alongside the professional personality...

Abdul Aziz Khamis (2016) mentions that the profession of school and vocational guidance counselor is distinguished from other professions in the education sector by several characteristics that make it a desirable profession. This is due to its predominantly humanistic nature, which involves advising, guiding, and directing, alongside the professional personality that the counselor must possess as a social psychologist and expert analyst of certain educational problems. This makes it essential for the counselor to enjoy good mental health and to be less susceptible to psychological issues such as depression, anxiety, and burnout.

4-3-Presentation, Analysis, Discussion, and Interpretation of the Hypothesis Results:

The hypothesis states that it is possible to predict the burnout level of school and vocational guidance counselors in Ain Defla Province based on their self-efficacy scores.

To verify this hypothesis and determine the relative contribution of self-efficacy in predicting the burnout level of school and vocational guidance counselors, the simple linear regression method was used after confirming the conditions for its application to the sample data. These conditions primarily include: the normal distribution (normality) of the

random error, homoscedasticity (homogeneity of variance) of the random error at values of the dependent variable.

One of the most well-known methods to verify this condition is the scatterplot of residuals. Another condition is the independence of error terms from each other, commonly verified by the histogram, which is used to ensure that the standardized residuals follow a normal distribution and are independent of each other. Additionally, it is necessary to ensure the absence of regression analysis problems, especially regarding outliers that affect the estimates of regression model parameters. The Mahalanobis distance method is considered one of the easiest ways to detect outliers.

All these statistical procedures to verify the conditions for applying simple linear regression are integrated into the SPSS software program.

Table 14: Analysis of Covariance (ANCOVA) for Predicting Burnout among School and Career Guidance Counselors in Light of Their Self-Efficacy Scores.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	fF	Significance Level
Regression (Self-Efficacy)	1590.80	1	1590.80	88.38	0.01
Residuals	8725.86	46	189.69		
Total	10316.66	47			

This table indicates a statistically significant F-value for the independent variable self-efficacy on the dependent variable, psychological burnout, among school and career guidance counselors. Accordingly, a mathematical equation can be derived to describe this relationship.

Therefore, it can be concluded that psychological burnout among school and career guidance counselors can be predicted based on their self-efficacy scores. Self-efficacy serves as a predictor of psychological burnout. The following table details the relative contribution of self-efficacy in explaining the variance in burnout scores within the sample.

Table 15: The Relative Contribution of Self-Efficacy in Explaining the Variance of Burnout Scores Among Sample Individuals

Model	A Value	Standard Error	Correlation Coefficient	Coefficient of Determination (R^2)	Beta Value	t-value	Significance Level
Constant	82.12	15.82	-0.39	0.154	-0.39	5.19	0.01
self-efficacy	-0.54	0.18				-2.89	0.01

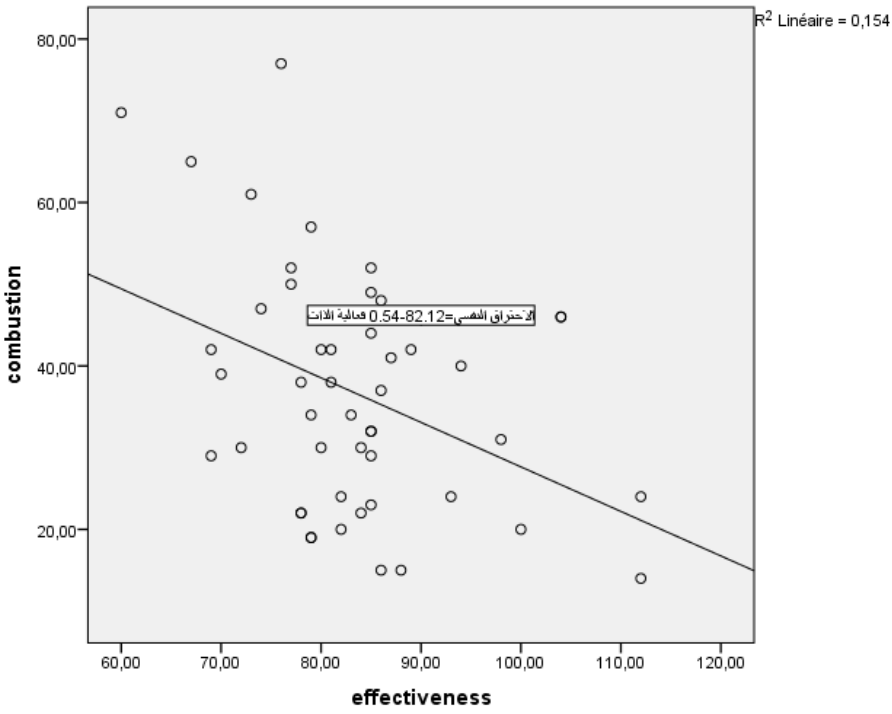
The table shows a statistically significant correlation at the 0.01 significance level between the total burnout scores of the sample and their self-efficacy scores. The correlation coefficient value is -0.39, indicating an inverse relationship between self-efficacy and psychological burnout among school and career guidance counselors. Thus, as self-efficacy increases, psychological burnout decreases within the study sample.

The table also illustrates the contribution percentage of the self-efficacy variable in explaining the total variance of the scores of the sample individuals, who are school and career guidance counselors, in their level of psychological burnout. It was found that self-efficacy explains approximately 15.4% of this variance, while the remaining 84.6% is attributed to other factors or variables. Thus, its contribution is somewhat weak, but it predicts the level of psychological burnout in the sample at a significance level of 0.01

Accordingly, we can derive the following predictive equation:

Psychological burnout among school and career guidance counselors = 82.12 - 0.54 × Self-efficacy

Figure (1): Contribution of self-efficacy in predicting psychological burnout among school and career guidance counselors.



The figure shows an inverse linear relationship between self-efficacy and psychological burnout among guidance counselors. It is evident from the slope of the regression line that as self-efficacy levels increase, psychological burnout scores decrease. The coefficient of determination value, $R^2 = 0.154$, indicates that self-efficacy explains about 15.4% of the variance in psychological burnout, which is a weak proportion. This means there are many other factors contributing to explaining this variable beyond self-efficacy.

Therefore, the study's results also confirmed the possibility of predicting psychological burnout among school and career guidance counselors based on their self-efficacy scores.

This result is logical and consistent with previous findings, such as the high level of self-efficacy among school and career guidance counselors and

their low level of psychological burnout. It was found that they experience a moderate level of emotional exhaustion or emotional depletion, which indicates the depletion of emotional resources to the extent that the worker becomes unable to give, as well as feelings of continuous fatigue and stress.

They have a low level of emotional numbness, which refers to detachment from personal characteristics and a feeling of numbness in emotions toward work and others. This completely contradicts the results of our study, as the sample individuals exhibit high self-efficacy and attribute their professional achievements to their abilities and the beliefs they form about themselves in controlling environmental factors.

Consequently, they do not display what is called emotional numbness in feelings toward work or clients; they do not interact with coldness, harshness, anxiety, or indifference regarding the people they deal with. Since they possess high motivation for work, negative thoughts or beliefs about work and clients do not exist in their minds.

They also have a high level of personal accomplishment, which refers to the degree of feeling that one achieves personal accomplishments at work, self-evaluation, and the level of perceived competence and satisfaction with their work.

This result aligns with what Mishari Al-Juaid (2017) stated: both self-efficacy and professional self-esteem play a fundamental role in the extent of susceptibility to sources of stress and reaching a state of burnout. There is a clear inverse relationship between positive work components on one hand and the occurrence of burnout due to work stress and lack of professional satisfaction on the other.

The researcher believes that the school and career guidance counselor in Algeria has the capacity to handle the responsibilities of the counseling profession and assist the counselees. This result reflects their high self-efficacy. Defining professional identity and the counselor's awareness of their role helps increase self-confidence and protects them from performance anxiety during counseling practice. Moreover, their positive expectations about their competence, capabilities, and ability to meet the demands of their profession (their self-efficacy) help them experience a state of professional satisfaction.

It also enables individuals to direct their abilities and energies positively to achieve professional goals. Self-efficacy provides the school and career guidance counselor with self-confidence, self-reliance in decision-making, and the ability to bear responsibilities related to professional requirements. It also helps them face work-related pressures and manage crises encountered in the workplace in a positive manner.

This result reflects the presence of a clear and defined framework for the counselor's work and a full understanding of their role, allowing them to avoid many sources of burnout, such as role conflict, role ambiguity, work difficulty, and impaired interpersonal relationships.

The results of our study showed that approximately 15.4% represents the contribution of self-efficacy in predicting burnout among the sample individuals, reflecting the close relationship between counselors' perception of their professional competence and their ability to meet job demands, and the degree to which they experience psychological exhaustion. Individuals with high levels of self-efficacy are more capable of managing occupational stress and employing effective coping strategies, which reduces the likelihood of entering the cycle of burnout.

This perspective is supported by Bandura (1997), who considered self-efficacy one of the most important behavioral and emotional determinants that guide an individual's responses to stress. High self-efficacy equips the counselor with the ability to reinterpret stressful situations, viewing them as challenges that can be overcome rather than destructive threats. This reduces emotional stress levels and prevents the development of emotional detachment (emotional numbness).

Therefore, self-efficacy is considered a personal resource that acts as a protective barrier, mitigating the impact of high job demands.

Accordingly, the result reached by the current study holds practical significance, as it shows that enhancing the levels of self-efficacy among guidance counselors can be an effective preventive strategy to reduce burnout. This opens the door for educational institutions to adopt training and supervisory programs that focus on developing professional competencies and building self-confidence, thereby contributing to increasing psychological resilience and maintaining the quality of guidance services provided to students.

As for the remaining percentage, approximately 86.4%, which explains the variance in burnout levels among the sample individuals, it may be attributed to other factors or variables, including:

* The supervision of the guidance counselor over a geographical district consisting of a high school and several middle schools with a large number of students, which makes it difficult for the counselor to perform their duties during periods requiring intervention due to transportation challenges and the large student population.

One of the fundamental roles of the guidance counselor is to oversee the student's academic path by clarifying available tracks (specializations) that align with future labor market demands, and then assist the student in choosing the track that matches their abilities and readiness. Consequently, it becomes difficult for the counselor to fully manage their assigned tasks within the allotted time, leading to shortcomings in fulfilling their duties, especially given the large number of students and their lack of awareness of the importance of guidance work, considering they are at a sensitive developmental stage—adolescence.

* Gender factor: Women, especially married ones, have family responsibilities that make it more difficult for them to travel compared to men. Females constitute the majority of the study sample as well as the community under study.

*The tasks of the guidance and counseling advisor can be summarized as (information dissemination, guidance, and evaluation). However, the advisor faces difficulties in fulfilling these tasks due to the lack of dedicated periods to carry out their duties according to an annual program. As a result, their interventions often occur during teachers' absences or through explanations provided via brochures, which is insufficient. This situation leads to a lack of conviction among the educational institution's staff regarding the importance and value of the guidance counselor's work.

Conclusion:

This study originated from an interest in two fundamental variables: burnout and self-efficacy, given their significant importance in the field of school and vocational guidance and counseling. Burnout represents a state

of emotional exhaustion, emotional numbness, and a reduced sense of personal accomplishment. It is one of the most prominent negative effects of increasing professional stress that an advisor may face in their daily practices. On the other hand, self-efficacy reflects an individual's confidence in their abilities to face challenges, solve problems, and achieve success. It is considered one of the most important psychological resources that contribute to positive adaptation to work demands.

Based on the interaction between these two variables among a sample of guidance and counseling advisors, the results showed that the level of burnout in the sample members was low. They recorded moderate scores in the emotional exhaustion dimension, low scores in the depersonalization (emotional numbness) dimension, and high scores in the personal accomplishment dimension. These indicators suggest that the advisors experience a state of emotional and professional balance and are capable of meeting work demands and pressures without reaching high levels of exhaustion or emotional withdrawal.

The results also indicated that the sample individuals exhibit a high level of self-efficacy, reflecting their positive perception of their competencies and their ability to control the course of their work and overcome obstacles they may encounter.

Furthermore, the findings revealed the possibility of predicting burnout based on self-efficacy, meaning that counselors with high self-efficacy are less likely to experience burnout, and vice versa. This conclusion highlights the preventive and pivotal role that self-efficacy plays in protecting counselors from chronic stress and the negative effects of professional practice.

Accordingly, it can be stated that this study sheds light on the importance of investing in the development of positive psychological resources, foremost among them self-efficacy, as a fundamental mechanism to reduce burnout among school and vocational guidance counselors. The results also emphasize the necessity of integrating continuous training and development programs aimed at enhancing counselors' self-confidence and adaptive skills, ensuring balanced professional performance while maintaining their mental health and the quality of their educational and counseling services.

Recommendations:

In light of the obtained results, a set of practical recommendations can be proposed to contribute to enhancing self-efficacy and reducing indicators of burnout among school and vocational guidance counselors:

• Organizing workshops and training courses aimed at developing psychological adaptation skills and stress management, with a focus on strategies to enhance self-efficacy such as planning, goal setting, and developing problem-solving skills.

• Providing a comfortable and encouraging work environment by reducing excessive administrative burdens, distributing tasks fairly, and acknowledging the efforts made by counselors.

• Activating mechanisms for psychological supervision and peer support that allow counselors to express and share their professional issues and receive appropriate support and guidance from experts and educational supervisors.

• Integrating awareness programs within educational institutions to highlight indicators of burnout and methods of prevention, encouraging counselors to care for their mental health as much as they care about their counseling duties.

• Incorporating practical methods such as meditation, deep breathing techniques, and mindfulness within psychological support programs for counselors to reduce levels of emotional stress.

• Encouraging future studies that examine the relationship between self-efficacy and other variables such as intrinsic motivation, psychological resilience, or job satisfaction, enriching the understanding of the phenomenon and providing more comprehensive solutions.

• Involving administrators, teachers, and parents in supporting the role of the counselor to alleviate the pressures placed on them and to provide a work climate based on cooperation and mutual respect.

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