



## **The Relationship Between of Psychological Capital and School Counsellors Burnout : A Systematic Literature Review**

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**Abstract:** This research aims to describe the relationship between psychological capital and school counsellors' burnout. This research method employed a Systematic Literature Review, collected reading material from various scientific articles (SCOPUS, EBSCO and SINTA) and subsequently compared relevant theories and research results. Based on the results of a literature study conducted, it was found that there was a significant relationship between psychological capital and school counsellors' burnout. A high state of psychological capital (hope, belief, resilience, and optimism) can provide energy for school counsellors to control behavior and reduce symptoms of burnout (fatigue, negative work environment, indifference to clients, feeling incompetent as a school counselor, and chaotic personal life). School Counsellors who have hope will have goals and know the way to achieve these goals. It makes the school counsellors able to overcome things that make them burnout. School Counsellors will become more resilient, confident, and optimistic in carrying out their role as school counsellors.

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## **Introduction**

As an integral component of the education system, guidance and Counseling seek to facilitate the development of students/counselees so that they can actualize their potential to achieve optimal development (Farozi, et al., 2016). Therefore, the school counselor is in charge of conducting guidance and counseling activities and has full authority to provide guidance and counseling services to these students. Based on the needs, potential, talents, interests, and personalities of students at school, their responsibilities are related to the self-development of these students. They guide, encourage, and assist students in developing mature personalities and realizing their full potential (Nelma, 2019).

Helping students is also hampered by the limited ratio between school counsellors and students. Data from the Office of Education shows that the annual workload of guidance and counseling teachers to guide a minimum of 150 students in one or more academic units needs to be revised. Therefore, school counsellors are prone to experiencing burnout due to the emotional drain and excessive burden of caring for students with different characteristics. Someone with this condition cannot handle pressure at work because it requires energy, time, and resources (Riswani, 2018).

As a result of this burnout, school counsellors are prone to providing services that are not optimal so that they cannot focus on helping solve student problems. If they are burnout, how can they offer professional service? The unfavorable psychological state of guidance and counseling teachers significantly impacts how well they provide their services; consequently,



they may not be motivated to help their students and exhibit unpleasant behavior toward themselves and their work (Suwanto & Fitriyadi, 2019).

The term burnout was first used in a clinical sense in the early 1970s by Herbert Freudenberger, an American psychologist. Freudenberger described this term from the condition of volunteers at the ST Mark clinic in New York (Neckel, Schaffner, & Wagner, 2017). He described that the volunteers' emotional control in the clinic gradually diminished, causing a loss of motivation and reduced commitment. Freudenberger said that burnout is usually described as a special phenomenon in the human service sector, especially in health, care, Education, psychotherapy, and legal services. It is based on the fact that the object of this field is a human being with unique characteristics, attitudes, and conditions, so special handling is required.

Teacher fatigue, commonly known as teacher burnout, shows a high tendency in teachers (Ferradas, Freire, Bertoa, Nunez, & Rodriguez, 2019). Burnout or excessive fatigue is a health problem that can impact the economic and social fields (Nunez, Valdehita, Ramiro, & Garcia, 2020). Furthermore, Ferradas, Freire, Bertoa, Nunez, and Rodriguez (2019) also explained several factors that cause teachers to experience burnout, including excessive workload, not having enough time to complete work, disruptive and hindering student behavior, demands responsibility as teachers and lack of support from superiors.

Several studies conducted in many countries (e.g., Turkey, China, Poland, and South Korea) show that the teaching profession is prone to experiencing high pressure (Zhang, Zhang, & Hua, 2019). Based on the research by Bardoshi et al., it was found that the burnout rate of school counsellors is higher than that of other mental health professionals, so this impacts the provision of counseling services in schools (Bardhoshi, Erford, & Jang, 2019). School counsellors, in this case as a helping profession in the world of education, which is included in human services, often experience difficulties in taking care of themselves rather than caring for their students, so they end up experiencing burnout in dealing with students, due to emotional demands and their profession (Salsabila & Fitri, 2020).

Zhang, Zhang, and Hua (2019) explain that the effects of burnout include reducing the quality of the learning process, not optimal work results, feelings of anxiety that can lead to depression, various kinds of illnesses (for example, nausea, dizziness, and vomiting) and the emergence of problems in personal relationships with family and people around. Lancu, Rusu, Maroiu, Pacurar, and Maricutoiu (2017) explained that a person's level of burnout is related to the level of positive psychology possessed by a person. Seligman and Csikszentmihalyi (2000) say positive psychology makes individuals move towards positive goals, optimizes human functions, and goals, and discovers factors that allow individuals and their communities to develop better.

Psychological capital is one form of positive psychology that can predict burnout (Luthans and Morgan, 2017). Positive psychological states in individuals can provide energy to control behavior and reduce work problems for school counsellors, such as burnout (Utami, Azizah, & Sinambela, 2022). There have been many studies on burnout and psychological capital abroad, while there have been few kinds of research in Indonesia. The lack of references on the relationship between psychological capital and burnout of counseling teachers in Indonesia evidence this. Even though in Indonesia, the problem of burnout is often experienced by counseling teachers, there is a need for further studies on things that can help counseling teachers overcome their burnout, one of which is with this psychological capital. This explanation follows the results of a preliminary study that the researchers conducted through indirect interviews with ten counseling teachers from the



provinces of DKI Jakarta, West Java, West Sumatra, and Banten, which stated that they experienced burnout which was marked by physical and emotional, and mental exhaustion and decreased performance. They also do not know what psychological capital is and how it relates to burnout experienced by school counsellors. Therefore, this article will explain the concept of psychological capital, burnout, the relationship between the two, and how psychological capital reduces burnout levels based on a literature review.

### **Research Method**

This study used the literature review method by collecting reading material, taking notes, and processing reading results (Melfianora, 2017). The data needed in research could be obtained from library sources or documents. According to Zed (2014) on library research, library research is the first step in preparing a research design and utilizing library resources to obtain research data. The data source used comes from secondary data collected through published and unpublished written works, textbooks, scientific articles, periodicals, websites, and other sources relevant to the research problem (Embun, 2012). In this study, there were collected total of 26 references: consisting of 22 scientific articles and four textbooks. Of the 22 scientific articles, 15 came from SCOPUS-indexed articles, five were from SINTA indexed, and two were from EBSCO indexed. Furthermore, related data was collected, recorded, and analyzed descriptively and qualitatively.

### **Results and Discussion**

This literature review shows that an individual's positive psychological state can provide energy to control behavior and reduce burnout at work (Utami, Azizah, & Sinambela, 2022). Lancu, Rusu, Maroiu, Pacurar, and Maricutoiu (2017) explained that a person's level of burnout is related to the level of positive psychology possessed by a person. Selligman and Csikszentmihalyi (2000) say positive psychology makes individuals move towards positive goals, optimizes human functions, and goals, and discovers factors that allow individuals and their communities to develop better.

Positive psychology that can affect burnout levels is psychological Capital. It means that the higher the psychological Capital possessed, the more the counseling teacher will be protected from burnout. Luthans and Morgan (2017) stated that Psychological Capital is a core construction of positive psychological Capital. The first level of positive Psychological Resources that make up Psychological Capital include hope, efficacy, resilience, and optimism. A developmental state characterized by: (1) having the confidence (efficacy) to take on and exert the effort necessary to succeed at a challenging task, (2) making positive attributions (optimism) of being successful now and in the future, (3) being persistent towards the goal and if necessary, redirect the path to the goal (hope) to be successful and (4) when hit by problems and difficulties, survive and bounce back and even go beyond (resilience) to achieve success. The four best meet the inclusion criteria based on theory and research, positive, validly measurable, such as circumstances, and impact attitudes, behavior, performance, and well-being (Luthans & Morgan, 2017).

Ferradas, Freire, Bertoa, Nunez, and Rodriguez (2019) explained that Psychological capital is an interaction of four positive attributes individuals possess. The four positive attributes are interrelated and should be owned by everyone to avoid unfavorable conditions. The four positive attributes in question are (1) hope, namely persistence in achieving goals and making alternative plans to achieve success, (2) efficacy, namely self-confidence to take and make the necessary efforts to succeed in carrying out challenging tasks, (3) resilience,



namely the ability to bounce back better when faced with problems and difficulties to achieve success or success, and (4) optimism. When these four resources are combined, they form and have been empirically supported (Luthans & Morgan, 2017). Optimistic individuals will view the chances of success as high. Being confident (having high efficacy), they will deliberately choose challenging goals and be motivated to achieve them. Hope will promote the generation and pursuit of multiple paths toward that goal, and resilience will enable recovery from setbacks when paths are blocked. These resources will help maintain internalized control and intentionality while goals are pursued and achieved (Luthans & Morgan, 2017).

Luthans and Morgan (2017) state that these four factors have been shown to have a synergistic effect when combined. School counsellors who are more hopeful, optimistic, efficacious, and resilient may be more likely to "ride through the storm" of the dynamic global environmental context that most organizations face today better than their counterparts with lower psychological well-being. Positive psychological states in individuals can provide energy to control behavior and reduce burnout at work (Utami, Azizah, & Sinambela, 2022). Zhang, Zhang, and Hua (2019) showed a correlation result of 0.67. The results of this study can be interpreted that individuals with high psychological capital and a lower level of burnout will experience. Ferradas, Freire, Bertoa, Nunez, & Rodriguez (2019) also support this statement by showing the results of a significant correlation value between psychological capital and each aspect of Teacher Burnout. Teachers with higher levels of psychological capital see events around them positively and are less affected by negative experiences. Teachers with higher levels of psychological capital have lower levels of stress and anxiety, which causes their burnout levels to be low (Demir, 2018). Hadi, Asheghi, and Hesari (2020) also stated that someone who has optimal psychological capital would help individuals to be able to adapt to various kinds of obstacles. (Vîrg , Baciuc, Laz r, & Lupsa, 2020) also supports that current studies need to expand on previous research on occupational hazards associated with helping professions and provide insight into coping with burnout and stress.

The key finding from this study is the proven protective role of psychological capital against burnout and stress (Vîrg , Baciuc, Laz r, & Lupsa, 2020). Thus, the level of psychological capital a person possesses can help reduce his burnout. This natural psychological capital makes an important contribution to the welfare of employees in assisting the profession by enriching their resources, protecting them from occupational hazards, and developing good and sustainable working conditions for them. Then this study will also recommend investing in interventions that increase employment resources through developing psychological capital and reducing emotional dissonance, thereby reducing burnout rates (Al-Mifleh, 2020).

Luthans et al. (2006) strategies for increasing psychological capital can be developed in training sessions. The training duration depends on the group size; the training medium generally lasts 1-3 hours. Training to increase psychological capital can be explained by developing the dimensions of psychological capital, along with the explanation: 1) Development of Hope, namely the development of expectations, can be carried out in two ways, namely (a) identifying goals, and designing ways to achieve goals, and (b) applying them to overcome obstacles (Luthans, Youssef & Avolio, 2015), 2) Development of Self-Efficacy. Development of self-efficacy can be done through (a) recalling mastery experience (experience of success, experience of mastering something, experience of achievement) and learning to follow that experience, (b) vicarious learning (learning to observe others) and following in the footsteps of their success, c) social persuasion (getting reinforcement from



others that a person can achieve what he wants to do) (Luthans, Youssef & Avolio, 2015), 3) Resilience Development (Resilience), resilience development can be done through (a) identification of receipt assets inner self-esteem and identification of risk factors if individuals have poor resilience, and (b) meaning of adversity (Luthans, Youssef & Avolio, 2015), and 4) Development of Optimism (Optimism), the development of optimism can be done through (a) creating self-confidence and (b) developing positive expectations (Luthans, Youssef & Avolio, 2015).

There are several psychological capital training that has been implemented by previous researchers, including 1) the Effectiveness of Psychological Capital Training to Reduce Teacher Burnout in Vocational School Teachers (Utami, Azizah, & Sinambela, 2022), 2) the Effectiveness of 'ASIMERU' Psychological Capital Increase Training as an Effort to Lower Levels Burnout Teachers at SMPN Y Surabaya (Yovani, Nisa, & Tjahjoanggoro, 2021), 3) Effectiveness of Psychological Capital Intervention and Its Influence on Work-Related Attitudes: Daily Online Self-Learning Method and Randomized Controlled Trial Design (Da, He, & Zhang, 2020), 4) Intervention Program "I'm Superhero In The Workplace" for Optimization of Innovative Work Behavior (Sasmita & Mustika, 2019), 5) HERO Training to Improve Psychological Welfare of Orphanage Adolescents (Alfinuha, Hadi, & Sinambela, 2019) 6) How to Become a Superhero Training to Improve Psychological Capital and Job Performance for TCA Agency Employees (Fani, 2019). Psychological capital-building training has proven effective in reducing burnout, increasing innovative work behavior, increasing psychological well-being, and improving work performance.

Therefore, this study's implication can be used as a reference for school counsellors' burnout and psychological capital. While in practice, school counsellors gain an understanding that it is necessary to have high psychological capital to avoid burnout. In addition, this study also explains how to have high psychological capital. If burnout syndrome is not addressed immediately, teacher guidance counsellors will easily experience emotional exhaustion, depersonalization, and decreased self-sale. Of course, this will greatly interfere with the role of counseling in schools in carrying out other professional duties. Suppose school counsellors immediately deal with burnout with curative measures to minimize the burnout they experience. In that case, school counsellors will enjoy their jobs, provide maximum performance, be more professional in their duties and responsibilities at school, and be able to give their best. On the other hand, suppose burnout is not addressed immediately, guidance and counselling teachers will continue to experience higher levels of work stress, causing uncomfortable with their profession and work; in addition, their work will not be optimal to produce highly minimal performance. Do not believe in the performance of the counseling teacher and make the counseling teacher want to quit his job. It, of course, will greatly disrupt the psychological condition of the guidance and counseling teacher and affect their responsibilities' resulting performance.

## **Conclusion**

Based on the study above, it can be concluded that the psychological capital school counsellors possess is related to burnout. The higher level of psychological capital in school counsellors will decrease the burnout level of the theme. It is since the source of psychological capital, namely hope, efficacy, resilience, and high optimism, protects the school counsellors from burnout symptoms such as fatigue, lack of empathy for clients, decreased competence as a school counsellor, and there are no boundaries between these



personal lives and work. School counsellors can possess psychological capital, one of which is by participating in training to increase psychological capital. Psychological capital training can help school counsellors to live up to expectations, be confident in their abilities, be resilient against all obstacles, and be optimistic about what will happen based on these capabilities/strengths and experience. Therefore, school counsellors can reduce this burnout.

### Recommendation

The recommendation for school counsellors from this study is to have high psychological capital; if it is difficult to have high psychological capital, school counsellors can take part in training or classes to increase psychological capital, both online and offline. So that school counsellors can provide the best guidance and counseling services for their students at school. In Addition, this research is only limited to a systematic literature review, which examines the theory and results of research based on previous research. Therefore future researchers who are interested in the issue of psychological capital and burnout of school counsellors are expected to be able to conduct field research related to the level of psychological capital and burnout of counseling teachers in Indonesia because this field research is still very limited in Indonesia if the research results show the effectiveness of psychological capital on school counsellors burnout than the next researcher can create an intervention program to help school counsellors from burnout by using psychological capital training.

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