

The Contribution of Psychological Capital Elements and Emotional Dissonance in Predicting the Psychological Burnout among Counselors in Jordan

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Abstract

This study aimed to reveal the level of psychological burnout, psychological capital, and emotional dissonance, and the degree to which they contribute to explain the variation in psychological burnout among psychological counselors in Jordan. The researchers developed psychological burnout scale, the psychological capital, and the emotional dissonance scales and their validity and reliability were assured. The sample of the study consisted of (258) psychological counselors working in schools of the directorates of education in Al-Mafraq and Al-Zarqa. The results indicated that optimism, self-efficacy, hope and emotional dissonance explained (46.4%) of the explained variance of psychological burnout. The study recommended investing in interventions that contribute to improving job resources through developing psychological capital, and reduce emotional dissonance, and thus reducing the level of psychological burnout.

Keywords: psychological capital, emotional dissonance, psychological burnout.

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Introduction and theoretical framework

One's existence has several physical, intellectual, psychological and emotional dimensions. The world experienced new changes. There are difference between people's views in social, scientific and academic areas. There are various reasons causing stress. There is a wide gap between one's efforts and wage. In the light of these changes, human being is the most influenced one by those changes. These changes shall make one feel that he/she is incapable to carry out the best performance. It can be noticed that emotional exhaustion and stress led to experiencing psychological burn out (Maslach, 2003). In addition, low wage with showing excessive commitment led to experiencing psychological burn out too (Bakker et al., 2000).

Psychological burn out doesn't affect one area only. In fact, it affects several areas. The implications of psychological burn out appear during the first three years among the professionals working in the health care or social services fields (Maslach, 2003).

Counselors may experience psychological burn out due to excessive commitment and carrying out many responsibilities (Raquepaw and Miller, 1989). They have many responsibilities to do for the favor of students. For instance, they must provide students with assistance, skills and knowledge. They are responsible for identifying the factors that affect various aspects of students' personalities. They are responsible for providing students with a good environment that motivates students. In order for counselors to handle these responsibilities effectively, they must acquire the required knowledge, and skills, and dedicating the required time and effort. The demands that must be fulfilled by counselors may be inconsistent with the available resources. That shall negatively affect the counselors' motivation and enthusiasm. Thus, it shall negatively affect the counselors' productivity.

Butler & Constantine (2005) suggest that there are many duties that must be carried out by counselors. Such duties include: providing counseling services to individuals and groups and conducting studies about the social and psychological status of employees. They include: carrying administrative tasks, and engaging in the process of supervising the pre-service counselors who are still receiving training. They include issuing pamphlets that aim at promoting awareness in the field of counseling. Wachter et al. (2008) suggest that the duties that must be carried out by counselors include: taking the necessary measures against the ones who abuse students and the students who run away from schools. Such duties include: taking the necessary measures against the ones who show bad social behaviors or aggressive behaviors. Such duties include: taking the necessary measures to fighting against school disputes among students.

There are numerous duties that are assigned to counselors. Counselors are responsible for helping and assisting others. In the same time, they must provide care to themselves. That shall make counselors experience exhaustion and experience lack of motivation to work. It shall make some counselors refrain from carrying out their duties. It shall make some counselors leave work.

Freudenberger (1974) suggests that he experienced psychological burn out while working in the clinics that

provide free medical services and located in slums. He suggests that psychological burn out is prevalent among the employees working in such clinics. He suggests that the signs of psychological burn out include: irritation, frustration, difficulty to keep emotions under control, experiencing stress under light work load, and pessimism while talking. He suggests that such signs include: rigidity and stubbornness. He suggests that it's difficult to detect psychological burn out when having employees working for long hours with showing low levels of productivity. The factors affecting psychological burn out may include: personality type, perceived self-efficacy, Psychological capital and emotional dissonance.

Psychological capital is a four-dimensional concept. It is associated with the following questions: who are you? (your actual self) and who is the one you want to be? (the potential self) (Avey et al., 2010). Luthans et al. (2007) suggest that Psychological capital involves self-efficacy. Self-efficacy refers to one's beliefs about his/her own ability to complete a particular difficult task successfully. Luthans et al. (2007) suggest that Psychological capital also involves optimism. Optimism means that one expects to succeed currently and in the future. Luthans et al. (2007) suggest that Psychological capital involves resilience. Resilience refers to the capacity to recover from difficult situations. Luthans et al. (2007) suggest that Psychological capital involves hope. Hope is essential for achieving success.

Psychological capital doesn't refer to emotions nor qualities (e.g. IQ level and personal traits). In fact, it is a dynamic concept (Rehman et al., 2017). It is affected by changes and development (Carver and Scheier, 2002; Luthans et al., 2008). It may be defined as a cognitive resource that employees can use for handling failures at the workplace. It plays a significant role in reducing the stress level (Avey et al., 2009). It plays a significant role in reducing the psychological burn out level (Bitmiş & Ergeneli, 2015; Rehman et al., 2017). It plays a significant role in increasing employees' engagement at the workplace (Avey et al., 2008). It plays a significant role in enabling employees to achieve development and success (Cheung et al., 2011). Luthans et al. (2007) suggests that the following: "*Employees who are more hopeful, optimistic, efficacious, and resilient may be more likely to "weather the storm" of the type of dynamic, global environmental contexts confronting most organizations today better than their counterparts with lower PsyCap*" (Luthans et al. (2007:p.568).

Psychological capital enables organizations to handle effectively the challenges associated with the external environment. It shall make organizations handle such challenges in an optimistic manner. It shall enable organizations to adapt themselves with such challenges and handle them from an opportunistic perspective. It promotes a meaningful perspective for life among employees. It promotes positive cognitive beliefs among employees. It promotes positive work values among employees and increase the employees' dedication to work. It promotes emotional commitment among employees (Van Wyk, 2016).

Psychological capital plays a significant role in reducing fatigue. That is because it reduces the amount of the negative feelings. Psychological capital plays a significant role in fighting against psychological burn out (Aliyev & Karakus, 2015; Çetin et al., 2013).

Lack of psychological resources is associated with emotional dissonance. Emotional dissonance occurs when having a conflict between the experienced feelings and the feelings expressed (Celik & Oz, 2011). Regarding the employee who holds a job involving personal interaction and communication, he/she must hide his/her actual feelings and express adverse feelings (Hoffman & Bateson, 2010). Emotional dissonance is one of the cognitive indicators of the employee's welfare level (Yozgat et al., 2012). Experiencing emotional dissonance means that there is a gap between the personality and the demands of the job. It significantly affects the psychological burn out level (Pugh et al., 2011).

The ones who suffer from emotional dissonance employ two strategies to meet the expectations. The first one is the (surface acting) strategy. The (surface acting) strategy is implemented when employees display the emotions required for a job without changing how they actually feel (Pugh et al., 2011; Hochschild, 1983). Implementing the (surface acting) strategy has many negative impacts. That is because the employee shall display emotions that contradict the way the employee actually feels in order to show conformity with the required standards. Employing this strategy shall increase the emotional dissonance level. Emotional dissonance has several implications, such as: high psychological burn out level, and low job satisfaction level (Côté & Morgan, 2002; Erickson & Ritter, 2001; Hochschild 1983). It has other implications, such as: emotional exhaustion and depression (Ashforth & Humphrey 1993; Grandey 2003; Zapf, 2002). It has other implications, such as: absence from work (in regard et al., 2016). The second strategy employed by the ones who suffer from emotional dissonance is the (deep acting) strategy. Through the (deep acting) strategy, the employee shall exert effort to change his/her internal feelings to align with organizational expectations and standards. That shall reduce the level of emotional dissonance (Hochschild, 1983).

There is a difference between the Positive emotional dissonance and Negative emotional dissonance. The negative emotional dissonance means that employees shall suppress their negative feelings (e.g. anger). It shall infuriate employees because the employee shall feel forced to meet the work demands at the expense of the feelings he/she expresses. That shall make employees feel that they lost their capability to control the way they express their emotions (Rutner et al., 2008). It shall lead to experiencing fatigue by the employees (Morris and Feldman,

1996). The positive emotional dissonance involves showing false positive feelings in order to comply with the organizational expectations and standards (Rutner et al., 2008). It shall make employees pretend to be experiencing positive feelings and a good mood (Adelmann & Zajonc, 1989).

The attention that one provides to psychological capital and emotional dissonance means that one has distinguished personal traits. It means that one is capable to regulate his/her emotions. It means that one is capable to show emotional alignment. It means that one is capable to meet the demands without excessiveness. Freudenberger (1974) suggests that the signs of psychological burn out includes the need to give in an excessive manner. That shall lead to experiencing exhaustion and boredom. It shall lead to the absence of the competitive spirit. Emotional dissonance can significantly predict emotional exhaustion and psychological burn out levels (Abraham, 1999, 2000; Morris & Feldman, 1996).

Psychological burn out has several negative impacts on one, family and workplace environment. Hence, many studies were conducted about it. For instance, Demir (2018) aimed to explore the impacts of psychological capital on exhaustion, anxiety, psychological burn out, job satisfaction and employee engagement. The sample consists from 335 teachers in Turkey. It was found that improving the psychological capital shall lead to reducing the exhaustion level. It was found that psychological capital shall negatively affect anxiety and psychological burn out levels of teachers. It was found that psychological capital shall positively affect job satisfaction and employee engagement levels.

Andela, & Truchot (2016) aimed to explore the relationship between emotional dissonance and psychological burn out. The sample consists from 445 nurses and health care assistants in a public hospital in France. It was found that there is a significant relationship between emotional dissonance and psychological burn out. Based on the regression analysis, it was found that the re-assessment process and meditation has an impact on emotional exhaustion.

Al-Mashaqbeh (2016) aimed to explore the psychological burn out level among school counselors in the Northern areas in Saudi Arabia. The sample consists from 74 female and male school counselors. It was found that the psychological burn out level among school counselors is moderate. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender and experience. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to the educational stage targeted by counselors. It was found that there are statistically significant differences between the respondents' attitudes in the poor sense of accomplishment area which can be attributed to gender. The latter differences are for the favor of males. It was found that there are statistically significant differences between the respondents' attitudes in the depersonalization area which can be attributed to experience.

Hansen et al. (2015) aimed to explore the relationship between psychological capital, subjective well-being, burnout and job satisfaction. The sample consists from 103 educators working in the institutions in the Umlazi region in South Africa. It was found that there is a positive relationship between psychological capital and subjective well-being. It was found that there is a negative relationship between burnout and job satisfaction. It was found that psychological capital mediates the relationship between subjective well-being and burnout.

Al-Qaisi (2014) aimed to explore the psychological burn out level among school counselors in Tafileh, Jordan. He aimed to explore the impact of gender and experience on the psychological burn out level. The sample consists from 58 female and male school counselors. It was found that the psychological burn out level among school counselors in Tafileh is moderate. The latter result applies to the areas of emotional exhaustion and suppression. It was found that the psychological burn out level among school counselors in Tafileh is high in the poor sense of accomplishment area. It was found that there are significant differences between the respondents' psychological burn out level in the emotional exhaustion area which can be attributed to gender. It was found that there isn't any significant difference between the respondents' psychological burn out level in the areas of (poor sense of accomplishment and suppression) which can be attributed to gender.

Celik & Oz (2011) aimed to explore the impact of emotional dissonance on employees' intention to quit his/her job or get absent without giving an excuse. They aimed to explore the mediating impacts of the quality of one's perceptions for life. The sample consists from 318 female and male employees who work in a call center in Turkey. It was found that emotional dissonance positively affect employees' intention to quit his/her job or get absent without giving an excuse. It was found that the quality of one's perceptions for life affects the employees' intention to quit his/her job or get absent without giving an excuse. The latter perceptions are about (opportunities to get a promotion, soft leadership, promotion and wage system).

Gunaim and Qatani (2011) aimed to explore the psychological burn out level among counselors in public schools in Jordan. The sample consists from 100 female and male counselors. It was found that there is a statistically significant difference between the respondents' psychological burn out levels which can be attributed to gender. The latter differences are for the favor of males. It was found that there is a statistically significant difference between the respondents' psychological burn out levels which can be attributed to income. The lower the income is, the higher the psychological burn out level shall be. It was found that there isn't any statistically significant difference between the respondents' psychological burn out levels which can be attributed to the marital

status. It was found that there is a statistically significant difference between the respondents' psychological burn out levels which can be attributed to the school stage targeted by students. It was found that there is a statistically significant difference between the respondents' psychological burn out levels which can be attributed to the experience.

Some of the aforementioned studies shed a light on psychological burn out among counselors (e.g. Al-Qaisi, 2014). Some of the aforementioned studies shed a light on the relationship between psychological burn out and personal and demographic variables (e.g. Gunaim and Qatani, 2011). Some of the aforementioned studies shed a light on the relationship between psychological capital, subjective well-being, burnout and job satisfaction (Hansen et al., 2015).

Based on the aforementioned studies, psychological capital mediates the relationship between psychological burn out and other variables. Some of the aforementioned studies aimed to explore the relationship between emotional dissonance and psychological burn out (e.g. Andela, & Truchot, 2016). Some of the aforementioned studies aimed to explore the impact of emotional dissonance on employees' intention to quit his/her job or get absent without giving an excuse (Celik & Oz, 2011).

The present study differs from the aforementioned studies in terms of subject. For instance, it aimed to explore the role of psychological capital and emotional dissonance in predicting the psychological burn out level among counselors in Jordan.

Statement of the problem

Counselors are at high risk of experiencing psychological burn out. That may be attributed to the stressful nature of their profession. It may be attributed to the professional risks associated with therapeutic practices. It may be attributed to the fact that the counselors experience emotional exhaustion due to the nature of their profession. Experiencing psychological burn out by counselors may manifest through emotional exhaustion, poor sense of accomplishment, and depersonalization (Maslach & Leiter, 2008).

The counselors who experiencing psychological burn out shall isolate themselves. They shall have poor sense of accomplishment. That shall force them to quit or experience anxiety or depression. Experiencing psychological burn out shall increase the rate of physical health problems among them. Such problems include: insomnia, headache, and feeling weak. That shall reduce the quality of the services provided by counselors. It shall make counselors show negligence to the service recipients (Carrola et al., 2016). Psychological burn out is a problem associated with the counselors' profession.

Psychological burn out level may be reduced if individuals are aware of their positive psychological resources (i.e. positive psychological capital). If individuals are aware of such resources, they shall be motivated to meet their personal and organizational goals. If individuals are aware of such resources, their psychological welfare shall rise. Psychological burn out level may be reduced if individuals felt capable to meet their emotional demands. Psychological burn out level may be reduced if individuals felt capable to handle their emotional dissonance. In other words, it may be reduced if individuals realize that they do not have to fake their feelings (Jansz & Timmers, 2002). That may be attributed to the fact that employees start to experience psychological burn out when they become incapable to handle their emotional dissonance (Morris & Feldman, 1996).

Several studies were conducted about psychological burn out level among counselors in Jordan. The latter level is affected by personal and demographic variables. However, many of those studies do not address psychological capital and emotional dissonance. Many of those studies do not address the relationship between psychological capital or emotional dissonance and psychological burn out. Hence, the present study aimed to explore the role of psychological capital and emotional dissonance in predicting the psychological burn out level among counselors in Jordan.

The Study's Questions:

The present study aimed to answer the following questions:

Q.1. To what degree do psychological capital, emotional dissonance and demographic variables¹ participate in predicting the psychological burn out level among counselors in Jordan?

Q.2. Is there any statistically significant difference between the counselors' psychological burn out levels in Jordan which can be attributed to (gender, marital status, academic qualification, and experience)?

The Study's Limits

Human limits: This study sampled several counselors in Jordan

Spatial limits: This study was conducted in public schools in Zarqa and Mafraq

Temporal limits: This study was conducted during the second semester of the academic year (2018/2019).

¹(i.e. gender, marital status, academic qualification, and experience)

The Study's Limitations:

The results of the present study can't be generalized because they're limited to the study's sample, population, and instrument.

Method and study procedures

Study methodology

The present study used a descriptive approach, predictive, as it is appropriate to its nature and objectives, which is based on describing the phenomenon, its interpretation, and predicting it through its factors.

Individuals Study

The study population consisted of all male and female psychological counselors working in schools of directorates of education in Jordan, whose number according to the statistics of the Ministry of Education for the academic year 2019/2018 (407) guides. The study measures were distributed to all individuals in the sample, and (258) male and female instructors responded.

Table (1): Distribution of study sample individuals according to the gender variable, social status, educational qualification and number of years of experience in the field of psychological counseling

Study variables	Levels of variables	No.	percentage
Gender	Male	73	28.30
	female	185	71.70
Social status	Single	65	25.20
	Married	193	74.80
Qualification	BA	180	69.80
	Postgraduate	78	30.20
Years of experience in psychological counseling	5 years or less	86	33.30
	6- 10 years	65	25.20
	11- 15 years old	63	24.40
	Over 15 years old	44	17.10
Overall		258	100

Study instruments

First: the measure of psychological capital

The scale was developed by reviewing the previous theoretical literature and the related measures, and it is in its initial form of (33) paragraphs.

Validate the scale

The reliability of the psychological capital scale has been confirmed in two ways:

First, content: The scale was presented in its primary form to a committee of arbitrators consisting of ten specialists in the fields of educational measurement and statistics, counseling psychology, and educational psychology, and they were asked to express an opinion in the proper formulation of the paragraphs in terms of linguistically and scientifically, and their suitability for the field to which they belong and for the scale as a whole, and its suitability for the Jordanian environment, and adding any notes that would modify the scale to be better. An agreement criterion (80%) was adopted to accept the paragraph, and based on the opinion of the arbitrators, two paragraphs were deleted, and 11 paragraphs were reworded. The scale is in its final form based on the adjustments made from (31) items distributed in four areas: self-efficacy, hope, flexibility and optimism.

Secondly, construction validity: The scale was applied to an exploratory sample of (25) psychological counselors outside the study sample, and correlation coefficients were calculated between the grades on the paragraph and the grades on the field to which they belong, as well as the correlation coefficients between the degree of each paragraph with the degree of dimension to which it belongs. With the overall scale of the scale, the values of the coefficients of correlation paragraphs for the subjective efficacy ranged between (0.366-0.791) with its dimension, and between (0.310-0.654) with the overall degree of the scale, and the values of coefficients for correlation paragraphs of the hope dimension ranged between (0.344- 0.906) with its dimension, and between (0.335--0.762) with the overall scale of the scale, while the values of the coefficients for paragraphs after flexibility are filtered. Dangled between (0.305- 0.815) with then, and between (0.318- 0.706) with a total score of the scale, while the correlation coefficients values ranged from paragraphs after optimism among (0.510- 0.816) with then, and between (0.302- 0.751) with a total score of the scale. It is clear from the indicators of the sincerity of the construction of the psychological capital scale that the coefficients of correlation of all paragraphs with their dimensions and with the overall degree of the scale are statistically significant at the level of significance (0.05), and exceeded (0.30); the approved criterion for accepting the paragraph in the scale (Hattie, 1985).

The values of the interconnection coefficients for the scale dimensions were calculated, and the values of the dimensional correlation coefficients for the scale as a whole, the values of the interconnection coefficients between the dimensions of the psychological capital scale ranged between (0.335 - 0.598), and the values of the correlation coefficients between the dimensions and the scale as a whole ranged between (0.665 - 0.835), and all of them are statistically significant, and this is an indication of the sincerity of the internal construction of the scale.

Stability of the scale: The scale was applied to an exploratory sample consisting of (25) psychological counselors outside the study sample, and the value of the internal consistency coefficient of the scale was estimated using the Cronbach's Alpha equation, where the Cronbach alpha correlation coefficients for the sub-dimensions ranged between (0.456- The value of the Cronbach alpha for the scale as a whole was 0.862), and by using a split-half, the values of the half-dimension stability coefficient for the sub-dimensions ranged between (0.532- 0.749), and the value of the half-division coefficient of the scale as a whole was 0.859). These are indications of the stability of the scale.

Correcting the scale: The scale included (31) paragraphs, answered by a quadratic gradient that includes the following alternatives: (Strongly agree (4) degrees, I agree (3) degrees, and I do not agree (2 degrees), and I do not strongly agree (1 degree)), These scores apply to positive paragraphs (1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 24, 25, 27, 28, 30, 31), while the gradation is reflected in the negative paragraphs (2, 6, 13, 20, 23, 26, 29). Thus, the scale degrees as a whole range between (31-124), so that the higher the degree, the more an indication of a high level of psychological capital among the psychological counselors. The level of psychological capital was determined by classifying the level of arithmetic averages to low (less than 2 degrees), medium (between 2-3 degrees), and high (greater than 3 degrees).

Secondly, the emotional repulsion scale: The scale was developed by reviewing the previous theoretical literature and the related measures. The scale shall be in its primary form, from (18) paragraphs.

Validate the scale

The validity of the emotional repulsion scale was confirmed in two ways:

First: Content validity: The validity of the scale was verified by presenting it in its primary form to a panel of arbitrators consisting of ten specialists in the fields of educational measurement and statistics, indicative psychology, and educational psychology, and they were asked to express an opinion in the proper formulation of the paragraphs in terms of linguistically and scientifically, And its suitability for the field it belongs to and to the scale as a whole, and its suitability for the Jordanian environment, and adding any notes that would modify the scale to be better. An agreement criterion (80%) was adopted to accept the paragraph, and based on the opinion of the arbitrators, (4) paragraphs were deleted, and two paragraphs were reworded. The scale shall be in its final form based on the adjustments made of (14) paragraphs.

Secondly, construction validity: The scale was applied to an exploratory sample of (25) psychological guides from outside the study sample, and the values of correlation coefficients for the scale and scale paragraphs as a whole were calculated, and ranged between (0.332 - 0.751), and it is clear from the indicators of construction validity of the emotional dissonance scale that correlation coefficients All paragraphs with the overall score of the scale are statistically significant at the significance level (0.05), and exceeded (0.30); the approved criterion for accepting the paragraph in the scale (Hattie, 1985).

Stability of the scale: The scale was applied to an exploratory sample consisting of (25) psychological counselors outside the study sample, and the value of the internal consistency coefficient of the scale was estimated using the Cronbach's Alpha equation, and it reached 0.815), and by using the value of the half-segmentation coefficient (Split) -Half), and the correlation coefficient was 0.679). This indicates the stability of the scale.

Scale Correction: The scale included (14) paragraphs, answered by a quadratic scale that includes alternatives (strongly agree (4) degrees, and I agree (3) degrees, and do not agree (2 degrees), and do not strongly agree (1 degree)), and these apply The grades are on positive paragraphs (1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14), while the gradient is reflected in negative paragraphs (2, 11). Thus, the scale degrees as a whole range between (14-56), so that the higher the score, the more indicative of the level of emotional dissonance among the psychological counselors. The level of emotional repulsion was determined by classifying the level of arithmetic averages to low (less than 2 degrees), medium (between 2-3 degrees), and high (greater than 3 degrees).

Third: The Psychological Burnout Scale: The Psychological Burnout Scale was developed through reviewing the previous theoretical literature and the related measures. The scale shall be in its initial form of (44) items.

Validate the scale

First, content: The scale was presented in its primary form to a committee of arbitrators consisting of ten specialists in the fields of educational measurement and statistics, counseling psychology, and educational psychology, and they were asked to express an opinion in the proper formulation of the paragraphs in terms of linguistically and scientifically, and their suitability for the field to which they belong And for the scale as a whole, and its suitability for the Jordanian environment, and adding any notes that would modify the scale to be better. An agreement

criterion (80%) was adopted to accept the paragraph, and based on the opinion of the arbitrators, one paragraph was deleted, and 10 paragraphs were reworded. The scale shall be in its final form based on the adjustments made of (43) paragraphs, distributed in six dimensions: Disengagement from work, attrition, dispersal of personality, lack of personal achievement, sarcasm, and professional effectiveness.

Secondly, construction validity: The scale was applied to an exploratory sample of (25) psychological guides from outside the study sample. Correlation coefficients were calculated between the score of each vertebra with the degree of the dimension to which it belongs and with the overall degree of the scale. (0.305-0.891) with its dimension, and between (0.332-0.6828) with the total score of the scale, and the values of the parameters of the parameters of post-drainage ranges ranged between (0.337-0.862) with its dimension, and between (0.314-0.733) with the overall degree of the scale, while the values of correlation coefficients Paragraphs after the dissipation of the personality ranged between (0.303-0.828) with its dimension, and between (0.319-0.658) with the overall score of the scale, while The values of the coefficients of paragraphs correlation after the lack of personal achievement ranged between (0.349-0.878) with their dimension, and between (0.336- 0.718) with the overall degree of the scale, and the values of coefficients of paragraphs after mocking ranged between (0.487- 0.796) with its dimension, and between (0.417- 0.694) with the overall score of the scale, and the values of coefficients for paragraphs after the professional effectiveness ranged between (0.643- 0.770) with their dimension, and between (0.305 - 0.509) with the overall score of the scale. It is clear from the indicators of sincerity of the construction of the scale of psychological burning that the coefficients of correlation of all paragraphs with their dimensions and with the overall degree of the scale are statistically significant at the level of significance (0.05), and exceeded (0.30); the approved criterion for accepting the paragraph in the scale (Hattie, 1985).

The values of the interconnection coefficients were also calculated for the scale dimensions, and the values of the dimensional correlation coefficients for the scale as a whole, the values of the interconnection coefficients ranged between the dimensions of the psychological combustion scale ranged between (0.349 - 0.636), and the values of the correlation coefficients between the dimensions and the scale as a whole ranged between (0.417-0.836) , And all of them are statistically significant, and this is an indication of the sincerity of the internal construction of the scale.

Stability of the scale: The scale was applied to an exploratory sample consisting of (25) psychological counselors from outside the study sample, and the value of the internal consistency coefficient of the scale was estimated using the Cronbach's Alpha equation, where the Cronbach alpha correlation coefficients for the sub-dimensions ranged between (0.645- The value of the Kronbach alpha for the scale as a whole was 0.868), and by using Split-Half, the values of the half-dimension stability coefficient for the sub-dimensions ranged between (0.596 - 0.807), and the value of the half-tick factor of the scale as a whole was 0.883). These are indications of the stability of the scale.

Correcting the scale: The scale included (43) paragraphs, answered by a quadratic scale that includes the following alternatives: (Strongly agree (4) degrees, I agree (3) degrees, and I do not agree (2) degrees), and I do not strongly agree (1 degree)), These scores apply to positive paragraphs (2, 4, 5, 7, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 28, 29, 30, 31, 33, 35, 36, 37 38, 39, 40, 41, 42, 43), while the gradient is reflected in the negative paragraphs (1, 3, 6, 8, 12, 17, 20, 21, 22, 23, 24, 25, 26, 27, 32, 34). Thus, the scale degrees as a whole ranges between (43-172), so that the higher the score, the more indicative of a high level of psychological burnout among psychological counselors. The level of psychological burnout was determined by classifying the level of arithmetic averages to low (less than 2 degrees), medium (between 2-3 degrees), and high (greater than 3 degrees).

The results of the study and its discussion

Results related to the first question: "What is the degree of contribution of elements of psychological capital, emotional dissonance, and demographic variables (gender, social status, educational qualification, and number of years of experience in the field of counseling) in explaining the variation in psychological combustion among psychological counselors working in Jordanian schools?"

To answer this question, a multiple regression analysis was performed using a (Stepwise) method, and Table (2) shows that.

Table (2): Results of multiple linear regression analysis for the contribution of the elements of psychological capital, emotional repulsion, gender, social status, educational qualification and the number of years of experience in the field of counseling in explaining the variance in psychological combustion

Predictive variables	Multiple correlation coefficient (R)	Cumulative explained contrast ratio	How much the variable adds to the overall explained variance	Regression coefficient Standard (β(Non-standard weight	Value)F(Value)t(Sig
optimism	- 0.628	0.394	0.394	-0.403	165.941	-6.447	0.000*
Self-efficacy	- 0.661	0.437	0.043	-0.148	19.300	-2.324	0.021*
Hope	- 0.673	0.452	0.015	-0.196	7.078	-2.865	0.005*
Emotional dissonance	0.682	0.464	0.012	0.113	5.724	2.392	0.017*

* Statistical function at the level of significance (0.05).

It is clear from Table (2) that the variables involved in predicting psychological burnout are optimism, self-efficacy, hope, and emotional repulsion, which together accounted for (46.4%) of the explained variance of psychological burnout, and the optimism variable was the most able to predict psychological burning, where he explained what percentage (39.4%) of the variance, and its correlation coefficient was negative and statistically significant and amounted to (- 0.628), followed by the subjective effectiveness variable, which explained (4.3%) of the variance, and its correlation coefficient was negative and statistically significant and reached (- 0.661), followed by the hope variable, which explained (1.5%) Of the variance, and its correlation coefficient was negative and statistically significant (0.673), then the variance variable Emotional t, which explained (1.2%) of the variance, and its correlation coefficient was positive and statistically significant (0.682), and the explanation of the variance for these variables was statistically significant at the level of significance ($\alpha = 0.05$). This did not include the element of resilience, the variables of the educational qualification, social status, gender, and the number of years of experience in the field of counseling in predicting psychological burnout among psychological counselors working in Jordanian schools, given that the explained variance that was added was not statistically significant at the level of significance ($\alpha = 0.05$).

It is also clear from Table (2) that a higher level of optimism by a standard unit (standard deviation) reduces psychological combustion by (0.403)) from a standard unit, and that a higher level of self-efficacy by a standard unit (standard deviation) reduces psychological combustion by (0.148) Of the standard unit, and that the increase in the level of hope by a standard unit (standard deviation) reduces psychological burning by (0.196)) from the standard unit, and that the high level of emotional dissonance by a standard unit (standard deviation) increases the psychological burning by (0.113)) from the standard unit Note that these predicted variables were Machine statistically significant at the level of significance ($0.05 = \alpha$).

After optimism, it was the highest predictor of psychological burning, and their correlation coefficient was negative and statistically significant. This means that the higher the optimism, the lower the psychological burnout. This can be attributed to the fact that the psychological counselors seem to carry positive expectations, and they are confident about the future even when dealing with inconveniences or disturbances, which may make them not test their profession as exhausting, frustrating, and totally exhausted, and made them more oriented towards achievement and it seemed clear In the low level of lack of personal achievement, and I feel easy to make decisions and find better solutions in dealing with problems or obstacles and this appeared in the high level of professional effectiveness, and thus give them a tendency to test a kind of positive emotions that relate to professional effectiveness and achievement Profile. Optimism provides an opportunity for more accomplishments in any mission and goal, higher levels of satisfaction, as well as flexibility in decision-making (Herbert, 2011), and plays an important role in adapting to stressful life events (Scheier, Carver, & Bridges, 2001).

After self-efficacy, it was the second highest predictor of psychological burning, and their correlation coefficient was negative and statistically significant, and this means that the higher the self-efficacy, the lower the psychological burning. This can be attributed to the fact that just as a lack of confidence in an individual's competence and capabilities may encourage the development of combustion (Cherniss, 1993), it is only logical that a psychological counselor possesses confidence or a belief in his ability to organize and implement work paths and use the skills needed to deal with tasks and face challenges and stress that would It limits or hinders the development of psychological burning.

This finding is consistent with the results of the Jiang & Yang Study (2016), which found a significant effect of optimism on functional combustion, and the results of the Skaalvik Study (2010), which indicated that self-efficacy can limit psychological combustion, and are incompatible with What research has identified is that "the

self as a primary source of combustion rather than" the environment "(Maslach & Goldberg, 1998).

Results related to the second question: "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the psychological burnout of psychological counselors working in Jordanian schools according to the variables (gender, social status, educational qualification and number of years of experience in the field of counseling)?"

To answer this question, a t-test was used to answer binary variables, and One-Way Analysis of Variance-ANOVA was used to answer the three variables and more.

Differences in psychological burning according to the gender variable:

The (T) test was used to find the differences between the psychological counselors in the psychological burning according to the gender variable (male and female), and Table (3) shows that.

Table (3): Results of (T) test for the performance of psychological counselors in psychological combustion according to the gender variable

Gender variable, mean	No.	arithmetic mean	standard deviation	value (T)	degrees of freedom	Sig
Male	72	2.23	0.32	1.441	255	0.151
Female	185	2.17	0.29			

* Statistical function at the level of significance (0.05).

It is clear from Table (3) that there are no statistically significant differences at the level of significance (0.05) between psychological counselors in psychological combustion according to the gender variable, where the value of (T) (1.441), and the level of significance (0.151).

This result can be attributed to the fact that, given that psychological burning arises due to personal, interpersonal and institutional factors, or the interaction between them, the effect of institutional factors appears to have been no different between male and female; They are similar, and it is not possible at this time to judge how different issues that arise in female schools are different from those in male schools because they each have their own requirements and needs and a certain degree of complexity of problems or concerns.

This finding is consistent with the result of the study of Farshi & Omranzadeh (2014), which indicated that there is no significant relationship between combustion and gender, and with the study of Al-Qaisi (2014) that did not find differences according to the gender variable on the dimensions of attrition and lack of achievement, It conflicts with Maslach and Jackson's (1986) study that found that the rate of psychological burning is higher for females, and with studies that found that the symptoms of combustion, especially emotional attrition, are greater for females (Newell & MacNeil, 2011), and the dissipation of personality was higher For males (Rosenberg & Pace, 2006).

Differences in psychological burning according to the social status variable:

The (T) test was used to find the differences between the psychological counselors in psychological burning according to the variable of marital status, and Table (4) shows that.

Table (4): Results of (T) test for the performance of psychological counselors in psychological combustion according to the social status variable

Marital status variable	No.	arithmetic mean	standard deviation	value (T)	degrees of freedom	Sig
Single	64	2.20	0.35	0.412	91	0.681
Married	193	2.18	0.28			

** Statistically significant at the level of significance (0.01).

It is clear from Table (4) that there are no statistically significant differences at the level of significance (0.05) between psychological counselors in psychological combustion according to the variable of social status, where the value of (T) (0.412), and the level of significance (0.681).

This result can be attributed to the fact that marriage or lack of it has no negative effects on the profession of psychological counseling where psychological counselors are present in the same institutional and educational conditions in terms of identical working hours and equal in the given vacations except for parental leave, promotions, salaries, rewards or motivation, and they experience a school climate similar to Somewhat similar to social support that is not limited to husbands, but extends to family, co-workers, friends and possibly electronic social networks, which can offer love and care.

This finding is consistent with the result of the Farshi & Omranzadeh study (2014), which did not find any statistically significant relationship between married teachers and single teachers, and contradicted the results of the study of Ross et al. (1989) that found that married extension center employees They suffered from emotional depletion more than unmarried counselors, possibly due to the conflict of the greater role between family and work, and a study (Hoeksma, Guy, Brown, & Brady, 1993) where psychotherapists suffered parents from burning more than those who were not parents.

Differences in psychological burning according to the variable of the educational qualification:

The (T) test was used to find the differences between the psychological counselors, in psychological combustion

according to the variable of the educational qualification, and Table (5) shows that.

Table (5): Results of (T) test for the performance of psychological counselors in psychological combustion according to the variable of the educational qualification

Qualification variable	No.	arithmetic mean	standard deviation	value (T)	degrees of freedom	Sig
BA	179	2.18	0.28	-0.492	255	0.623
Postgraduate	78	2.20	0.35			

** Statistically significant at the level of significance (0.01).

It is clear from Table (5) that there are no statistically significant differences at the level of significance (0.05) between psychological counselors in psychological combustion according to the variable of the educational qualification, where the value of (T) (-0.492), and the level of significance (0.623).

This result can be attributed to the fact that the criteria for a sense of achievement, performance, tasks and job requirements are the same among psychological counselors regardless of the educational qualification, and they assume the same responsibilities, and may carry the same expectations and perception of their profession and the same perception of its importance, and they work in similar environments and similar school climate and similar working conditions, and are available to them The same opportunities related to career development programs.

This result is consistent with the results of the Hartawi study (1991), which indicated that there are no statistically significant differences in the level of psychological burnout among psychological counselors according to the variable of the educational qualification, and this result is inconsistent with what Maslach (2003) observed that individuals who have higher levels of Education showed higher levels of goals and personal expectations, but they found themselves insufficiently prepared to attack stress, and therefore suffered from psychological burnout, and are inconsistent with the results of the Al-Zyoud study (2002) which indicated a statistically significant difference in the level of psychological burnout among psychological counselors according to the qualification variable The Scientific, for the benefit of the bachelor.

- Differences in psychological combustion according to levels of the variable number of years of experience: Mathematical averages and standard deviations were found for the mean of psychological counselors' performance in psychological combustion according to the levels of variable number of years of experience, and Table (6) shows that.

Table (6): Arithmetic mean and standard deviations for the performance of psychological counselors in psychological combustion according to the levels of variable number of years of experience

Levels of years of experience	Arithmetic mean	Standard deviations
1-5	2.16	0.28
6 -10	2.24	0.30
11 -15	2.11	0.29
16 -20	2.25	0.32

To know the differences between the averages of performance in psychological combustion according to the levels of the variable number of years of experience in the field of psychological counseling, one-Way Analysis of Variance-ANOVA was used, and Table (7) shows that.

Table (7): Results of the mono-variance analysis of the performance of psychological counselors in psychological combustion according to the levels of variable number of years of experience

	Sum of squares	degrees of freedom	Average squares	value (F)	Sig
Between groups	0.770	3	0.257	2.92	0.035*
Within groups	22.201	253	0.088		
Total	22.971	256			

* Statistically significant at the level of significance (0.05).

It is clear from Table (7) that there are statistically significant differences at the level of significance (0.05) between psychological counselors in psychological combustion according to the levels of the variable number of years of experience in the field of psychological counseling, where the value of (P) (2.92), and the level of significance (0.035), and to know Difference trend according to levels of variable years of experience. LSD test was used for dimensional comparisons. Table (8) shows that.

Table (8): LSD test results for dimensional comparisons of the psychological counselors' performance in psychological combustion according to the variable of years of experience categories

		Categories of years of experience			
		Arithmetic mean	1-5	10 -6	11 -15
Psychological Burnout	10 -6	2.24	-0.081		
	15 -11	2.11	0.046	0.127*	
	20 -16	2.25	-0.092	-0.010	-0.138*

*** Statistical function at the level of significance (0.05)**

It is clear from Table (8) that there is a statistically significant difference in psychological combustion at the level of significance ($\alpha = 0.05$) between the arithmetic mean for the categories (6-10) years and (11-15) years attributable to the variable (the number of years of experience) in favor of mentors with a number of years Experience (6-10 years), and between the arithmetic averages for the categories (11-15) years and (16-20) years for the benefit of mentors with a number of years of experience (16-20 years).

This result is consistent with the results of the Al-Qaisi study (2014), which found significant differences in favor of years of experience of (6-10) years, and with the results of the Butler & Constantine (2010) study, which found that the level of psychological burning was high among mentors with experience (20 years and over), and with what has been indicated that workers in auxiliary occupations in general show the highest degree of combustion when they enter the field first and then again after a large number of years in the profession (Heckman, 1980), and are inconsistent with the results of the Lambie study (2002), which found that experience has the greatest impact on psychiatric combustion factors, so that new mentors have lower levels of Emotional depletion and character dissipation.

This result can be attributed to the high expectations, which may be unrealistic for the new psychological counselors, except that they are more enthusiastic and motivated, and this enthusiasm may be the first stages of combustion according to the Edelwich and Brodsky model (1980) and will be accompanied by the extra tender that may deplete them. If they feel that the reward for this or the payoff is insufficient according to the combustion risk factors or its sources identified by Maslach & Leiter (2005) and according to the model of the voltage-payoff disorder (Siegrist, 1996), they may over-identify with the guides, making them More likely to suffer from the effects of work stress and berries He saw it, threatening the level of their effective performance, and feeling them exhaustion and psychological burning.

The result can be attributed to the fact that more experienced psychological counselors experience a feeling of psychological burning that they may be characterized by being less able to withstand the pressures of aging and approaching the retirement age as there are no promotions or the need for self-affirmation, but their interest in social status may increase and increase. Their feeling of tension and pressure nears leaving them to work and dispense with their services, and that there will be nothing they will do anymore, so they no longer are able to bear more or give more, so their feeling of energy depletion and separation from work and perhaps from people increases, and their feeling of psychological burning increases.

Recommendations

In the light of the study's results, the researchers recommend:

- 1) Holding courses for counselors to enable them to employ personal resources (e.g. psychological capital) effectively. Holding courses for counselors to promote awareness among them about emotional dissonance and other types of resources. Such courses play a significant role in reducing the psychological burn out level and preventing it.
- 2) Implementing strategies and interventional measures for fighting against psychological burn out among counselors. The researchers recommend empowering counselors and improving their psychological health and welfare. They recommend encouraging counselors to practice self-case practices. They recommend employing the strategies that may reduce the emotional dissonance.
- 3) Conducting more studies about the affecting that affect the psychological burn out level of counselors. The researchers recommend conducting more studies about the strategies used for fighting against psychological burn out.

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