Transformational Leadership and Grit as Predictors of School Counselor Burnout

Shannon Raikes, Jana Whiddon, and Kathryn Watkins van Asselt

Masters of Arts in Counselling Psychology

Yorkville University

School of Social and Behavioral Sciences

Capella University

Correspondence concerning this article should be addressed to Dr. Shannon Raikes, 100 Woodside Ln., Fredericton, NB E3C 2R9, Canada. Email: Shananafl@gmail.com

Abstract

This study examined the predictive relationship between transformational leadership (TL), grit, and burnout in school counselors. School counselor burnout has a negative impact on the mental, physical, and emotional well-being of counselors and diminishes the quality of care. This study sought to answer the question if transformational leadership and grit significantly predict burnout in school counselors. A quantitative methodology was selected for this study, and the researchers utilized a non-experimental, correlational design. A multiple linear regression was used to determine whether a predictive relationship exists between the two independent variables, TL and grit, and the dependent variable, burnout. The population was comprised of all certified school counselors that were actively practicing. The results of the multiple linear regression analysis indicated that, collectively, transformational leadership style and grit predicted burnout. Implications for counseling professionals are provided. Transformational leadership and grit can predict burnout. The authors suggest that transformational leadership and grit should be nurtured through personal practice and professional development opportunities to decrease burnout among school counselors.

Keywords: school counselor, leadership, grit, burnout

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School counselor burnout is caused by prolonged, unmitigated job stress due to both individual and organizational factors (Holman et al., 2019; King et al., 2018; Maslach, 2017; Mullen et al., 2021). For school counselors, external stressors include role ambiguity, lack of administrative support, minimal control over daily tasks, assignment of non-counseling duties, inability to deliver student services, and oversized caseloads (Fye et al., 2020; Mullen et al., 2021). Internal contributors to stress include perceived overwhelming demands, ineffective coping strategies, perfectionistic and altruistic dispositions, and a work-life imbalance (Fye et al., 2018; Limberg et al., 2016; Mullen et al, 2017). Without intervention, burnout can have a destructive impact on the emotional, mental, and physical health of an individual (Cook et al., 2021). Negative consequences of burnout include poor client outcomes, decreased job satisfaction, deterioration of physical and mental health, and minimal work engagement (Fukui et al., 2019; Gascon et al., 2021; Golonka et al., 2019; Mullen et al., 2020; Scanlan & Still, 2019; Yang & Hayes, 2020).

Determining mitigators of burnout would be beneficial for the school counseling field. Burnout is a critical issue in the mental health arena because it threatens the sustainability of the counseling profession (Eliacin et al., 2018). Researchers continue to investigate protective factors in hopes of alleviating, and even eliminating, burnout (Kim & Lee, 2021; Moen & Olsen, 2020; Neen et al., 2020; Newton et al., 2020; Park & Nam, 2020). Ethical guidelines suggest that practicing with a mental or emotional deficiency poses a risk to clients, therefore, it is unethical to deliver counseling services when burnout creates an impairment (ACA, 2014; ASCA, 2022). Furthermore, burnout has negative implications for the school counseling profession at the personal, social, and organizational levels (Kim & Lambie, 2018; Maslach &

Leiter, 2017; Yang & Hayes, 2020). School counselors who are burned out are disengaged and deliver substandard services to students (Mullen & Gutierrez, 2016). Additionally, they are frequently absent from work or quit their jobs altogether, resulting in exorbitant costs to the organization (Mullen et al., 2020). Burnout has a contagion effect, and counselors who are experiencing burnout are often socially toxic to the work environment (Eliacin et al., 2018; Khan et al., 2020).

Maslach's three-dimensional theory of burnout states that burnout manifests in the form of emotional exhaustion, detachment, and inadequacy (Maslach, 2017). Burnout has a strong social component. Support from peers, colleagues, or supervisors can reduce the likelihood of burnout (Ho & Kwek, 2021; Kim & Lee, 2021; Newton et al., 2020). Existing literature indicates that transformational leadership and grit are potential mitigators of burnout due to their characteristics, such as inspiration, perseverance, and resilience (Gibson et al., 2018; Khan et al., 2020; Lacap, 2020; Larberg & Sherlin, 2021; Lee et al., 2019; Lui et al., 2019; Meyer et al., 2020; Mullen & Crowe, 2018). In prior studies, both transformational leadership and grit have been inversely related to burnout (Cortez et al., 2020; Dam et al., 2019; Ho & Kwek, 2021; Jumat et al., 2020; Khan et al., 2020; Tang et al., 2021; Wei et al., 2020).

Transformational leadership theory (Bass, 1999) presents a potential response to the inefficacy, cynicism, detachment, and exhaustion that characterize burnout. Transformational leaders are interpersonal, inspirational, innovating, and influential (Gibson et al., 2018). Transformational leadership qualities have been shown to mirror effective counseling skills (Gibson, 2016; McKibben et al., 2017). The ASCA National Model (2019b) specifies leadership as a core attribute of school counselors demonstrated through effective data collection and program delivery. Effective implementation of the ASCA National Model has been linked to

both high leadership skills and job satisfaction (Fye et. al., 2022; Mason et al., 2023). School counselors are expected to possess the characteristics of transformational leadership, such as engagement, motivation, collaboration, and advocacy (ASCA, 2019a; Lowe, et al., 2017). Likewise, dynamic school counselors display passion and perseverance, the two qualities that make up what is referred to as grit (Duckworth et al., 2007; Jachimowicz et al., 2018; Mullen & Crowe, 2018; Southwick et al., 2019). Grit has been linked to successful outcomes in career, military, college, job retention, marriage, and overall life satisfaction (Akos & Kretchmar, 2017; Bowman et al., 2015; Cortez et al., 2020; Dam et al., 2019; Eskreis-Winkler et al., 2014; Hagger & Hamilton, 2019; Li et al., 2018; Stoffel & Cain, 2018). Researchers Mullen and Crowe (2018) found the presence of grit in school counselors can act as a buffer for burnout. This study was the first to examine a relationship between the three variables of transformational leadership, grit, and school counselor burnout.

Purpose

This study sought to contribute to existing research by further examining the significance of the relationship between transformational leadership, grit, and burnout specifically in the school counselor population. While current studies elucidate the causes and consequences of burnout, researchers are still exploring the preventative measures that protect against stress and burnout in school counselors (Holman et al., 2019; Kim & Lambie, 2018; Mullen et al., 2017; Randick et al., 2018). The school setting provides unique challenges to counselors that differ from those found in the general mental health field (Bardhoshi et al., 2014; Blake, 2020; Fye et al., 2020; Holman et al., 2019; Huat et al., 2018; Kim & Lambie, 2018; Mullen & Gutierrez, 2016; Shields et al., 2017; Strear et al., 2018). Contributors to burnout vary depending on the distinctive attributes of the work environment and how those factors align with the employee

(Allan et al., 2019; Dreison et al., 2018; Fukui et al., 2019; Gascón et al., 2021; Maslach, 2017; Mullen et al., 2017; Neen et al., 2020; Scanlan & Still, 2019). School counselor burnout negatively impacts job satisfaction and quality of client care (Fye et al., 2020; Mullen et al., 2020). The following research question guided this study: Do transformational leadership style, as measured by the School Counselor Transformational Leadership Inventory (SCTLI) and grit, as measured by the Grit-S, significantly predict burnout, as measured by the Counselor Burnout Inventory (CBI) in school counselors?

Method

Procedure

The sampling method for this study was non-probability, convenience sampling conducted through voluntary responses to a recruitment email. Survey Monkey was the electronic survey platform utilized for the data collection. Inclusion criteria for this study encompassed all active school counselors who were employed in a public school. Exclusion criteria incorporated retired or former school counselors and counselors outside of the selected region. School counselors who had previously worked with the researcher were also excluded.

To gather the list of email addresses required for data collection, a site permission letter was drafted by the researcher. Following University IRB approval, the letter was emailed to the state's Department of Education (DOE) requesting access to the entire database of school counselors in the state. Once the site approved, they provided a spreadsheet containing a list of approximately 5,000 school counselors and their email addresses. Participants were recruited via email informing them of the study and inviting them to participate. An email was composed by the researcher containing an explanation of the research study and the informed consent. To participate in the study, counselors would make the appropriate selection to grant their

permission, then they were routed to the three survey instruments: the Counselor Burnout Inventory (CBI), the School Counselor Transformational Leadership Inventory (SCTLI), and the Grit-S. The researcher sent the email to every school counselor on the contact list provided by the DOE. Exempting internet access, no special equipment was required for participation. The duration of participation was not expected to exceed 30 minutes. Data collection continued until the required number of respondents was attained. No incentive was provided to participants.

Participants

The G*Power (Faul et al., 2007) program, version 3.0, determined the necessary sample size for multiple linear regression with two predictor variables. The a priori power analysis indicated that a sample size of 68 would be sufficient with a medium effect size (f=.15), .80 power, and a significance level of 0.05. Cohen (1992) suggested an 80% measure of power and a 95% level of significance to reduce the likelihood of making a Type 1 error.

The population of interest for this study was comprised of all certified school counselors who were actively practicing in public schools in a South–Atlantic state. According to the Department of Education (2020), there were approximately 5,000 school counselors in the selected South–Atlantic state. A total of 152 certified school counselors from the selected South–Atlantic state responded to the recruitment email. However, 43 were missing data and removed from the study. Thus, the final sample size resulted in 109 participants, which exceeded the minimum requirement of 68. Women comprised 84% of the sample, while men represented 15% of the sample. Most of the respondents were White (63%), followed by smaller groups of Black (16%), Hispanic (19%), Asian (1%), and Other (2%). The sample represents primarily elementary level school counselors (38%), followed closely by high school (32%), middle school (21%), and multi-level sites (9%). Experience levels varied with most participants having 1-5

years of experience (28%), followed by 21+ (25%), then 6-10 (23%), 11-15 (12%), and finally

16-20 (11%). Respondents are predominately ages 36-45 (30%), followed closely by 46-55

(29%), then 26-35 (24%) and finally 56+ (18%). Caseload sizes were predominantly over the

ASCA advised ratio, with only 13% falling under the 250:1 recommendation. The sample

adequately reflects the larger population of certified school counselors in the United States,

based on data collected at the time of the study. It was reported that, in the US, approximately

70% of school counselors are women, and the average age of school counselors is 41.

Furthermore, about 70% of school counselors are White, 11% are Hispanic or Latinx, 10% are

African American, 5% are Asian, and 2% are Unknown (Zippia, n.d.).

Instruments

The assessment instruments selected for this study were chosen due to their strong

reliability and validity. Furthermore, these measurement tools have been successfully utilized in

prior studies measuring the variables of transformational leadership, grit, and burnout.

School Counselor Transformational Leadership Inventory (SCTLI). The SCTLI was

designed by researchers Gibson et al. (2018) to develop a valid and reliable measurement tool to

assess transformational leadership within the school counselor population. Gibson and

colleagues (2018) vetted the question set through a focus group of school counselor leaders. The

questions were constructed with the role of the school counselor in mind and how the job

responsibilities align with the components of transformational leadership. The responses measure

the frequency of engagement in leadership tasks and are scored on a 5-point Likert scale ranging

from 1 (Never) to 5 (Almost Always). The SCTLI yields a final scaled score ranging between 15

and 75 indicating the overall leadership competency of the individual. The validity was

established by using a Pearson-product correlation to determine alignment with the

Transformational Leadership Questionnaire (TLQ). There was a significant correlation found between the TLQ and the SCTLI (r=.68, p < .01), confirming the validity of the SCTLI to assess transformational leadership skills. With a Cronbach coefficient score of .94, the SCTLI displays strong internal consistency reliability (Gibson et al., 2018).

Grit-S. The Grit-S is a self-report questionnaire developed by Duckworth et al. (2009). A series of six studies, both cross-sectional and longitudinal, were performed to develop what became the final 8-item inventory. The Grit-S was correlated with the Big Five personality traits (Duckworth & Quinn, 2009). Duckworth emphasized that her findings support the conceptualization of grit as a compound trait (Duckworth & Quinn, 2009). The Grit-S utilizes a 5-point Likert-type scale (5 = very much like me, 1 = not at all like me) to measure the two factors of passion and perseverance. The result yields a scaled score between 1 and 5, with higher numbers equaling higher grit. Validity of the Grit-S was substantiated over a series of several studies (Duckworth & Quinn, 2009). Consensual validity was established through the use of an informant version of the Grit-S. Test-retest stability was corroborated over one year. Predictive validity was confirmed across multiple samples consisting of a variety of age ranges and populations. Confirmatory factor analysis was conducted through the comparison of the Grit-S to prior versions of the instrument, to the Big-Five personality inventories, and examination of future career changes and educational attainment. Confirmatory factor analyses substantiated the two-factor composition of the inventory. Both factors revealed strong internal consistency and intercorrelation with r = .59, p < .001. Observed internal reliability of the Grit–S was α = .82 (Duckworth et al., 2011).

Counselor Burnout Inventory (CBI). The CBI was designed to measure burnout levels specifically in professional counselors (Lee et al., 2007). The CBI was created to align closely

with the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981). The CBI expands the construct of burnout to include five dimensions: exhaustion, negative work environment, devaluing client, incompetence, and deterioration of personal life. The CBI also measures incompetence, which addresses a concern stated in the ACA Code of Ethics (2014) that counselors should monitor themselves for impairment when there is the potential for client harm.

The CBI is made up of 20 questions, four for each subscale. It uses a five-point Likert scale ranging from 1 (never true) to 5 (always true). Since its conception, the CBI has been used in multiple studies examining burnout in school counselors (Bardhoshi et al., 2014; Fye et al., 2020; Gnilka et al., 2015; Moyer, 2011; Mullen & Gutierrez, 2016). Gnilka et al. (2015) examined the five-factor structure of the CBI with a sample of school counselors and confirmed that the model was a good fit for the school counselor population. The CBI yields a final scaled score between 20 and 100 with higher numbers signifying higher burnout levels. The reliability of the CBI is reported by Lee et al. (2007) to be equal to or superior to that of the MBI. The internal consistency reliability coefficient was .88 in two separate samples taken over six weeks, and .81 across the subscales. Therefore, the CBI proved to be both reliable and stable.

Statistical Analyses

To determine variable predictability with one dependent variable (burnout) and two independent variables (grit, transformational leadership), a multiple linear regression was chosen for data analysis (Laerd, 2015). The first step of the analysis was to conduct an initial data review and screening to eliminate any contaminative or missing data that could distort the results (Albers, 2017; Privitera, 2016). To perform this procedure, the responses collected from SurveyMonkey were exported into an Excel spreadsheet and the data set was inspected for incomplete tests that were deleted from the sample. Responses were coded numerically to

facilitate the analysis process. The lead author, heretofore called the *researcher*, computed the results of each assessment following the inventory instructions and obtained a raw score for all participants. After all data in Excel were screened for completion and determined useful for analysis, the scores were transferred into IBM SPSS for the descriptive and inferential analysis.

The basic computations of mean, median, and mode were calculated in addition to the variance and standard deviation of the variables. The researcher conducted descriptive data analyses to test the assumptions and ensure that all data is normative and appropriate to use for the research study. To answer the primary research question and determine statistically significant variable predictability, multiple linear regression was performed. When conducting a multiple linear regression, the following assumptions must be met: (a) no autocorrelation, (b) linearity of variables, (c) equality of variance along the regression line, known as homoscedasticity, (d) independence of data (e) elimination of outliers, and (f) normality of the distribution. Sufficient conformity to these assumptions was determined by inspection of Durbin-Watson statistics (1.568), P-P Plot, and histograms. A visual examination of the scatter plot indicated that there was no violation of linearity or homoscedasticity.

Results

This study was the first to analyze the three variables of transformational leadership, grit, and burnout together, thereby leading to unprecedented findings in the school counseling field. The results indicated that, collectively, transformational leadership and grit statistically predicted burnout, $F(2, 106) = 3.365$, $p = .038 < .05$, leading to a rejection of the null hypothesis. R^2 for the overall model was 6 % with an adjusted $R^2 = 4\%$. Based on this statistic, the authors suggest that, collectively, transformational leadership and grit account for approximately 4% of the variance in school counselor burnout indicating that school counselors who practice transformational

leadership principles and are higher in grit will be less likely to experience burnout. Upon further examination of the individual predictor variables, it is noted that independently, grit was not significantly related to burnout ($p = .759 > .05$), though grit did demonstrate a non-significant trend in the predicted direction ($r = -.06$). Transformational leadership, however, did independently display a significant predictive relationship to burnout ($r = .24$, $p = .014 < .05$). Table 1 further illustrates the results on the following page for readability.

Table 1
Results

	Unstandardized		Standardized	95% CI for B			
	B	Std. Error	Beta	LL	UL	R^2	Adj R^2
(Contstant)	63.90	11.72		40.66	87.12	0.06	0.04
Grit	-0.90	2.92	-0.03	-6.69	4.89		
TL	-0.26	0.10	-0.24	-0.47	-0.05		

a. Dependent Variable: Burnout

Discussion

This study successfully examined the predictive relationship between the variables of transformational leadership, grit, and burnout in school counselors. The results suggest the presence of a statistically significant relationship between the variables of transformational leadership, grit, and burnout collectively. This finding coincides with prior research confirming that transformational leadership and grit relate inversely with burnout (Cortez et al., 2020; Dam et al., 2019; Jumat et al., 2020; Khan et al., 2020; Liu et al., 2019; Wei et al., 2020; Wu et al., 2020). It is noteworthy, however, that grit individually was not a significant predictor of burnout, whereas transformational leadership did independently demonstrate a significant relationship with burnout. This result was surprising due to the number of prior studies that indicated an existing relationship between grit and burnout (Cortez et al., 2019; Dam et al., 2019; Ho & Kwek, 2021; Jumat et al., 2020; Mullen & Crowe, 2018; Seguin, 2019; Tang et al, 2021).

Nevertheless, a statistically significant relationship between the three variables of transformational leadership, grit, and burnout collectively was exhibited. These findings buttress the existing research and offer implications for further studies.

The original problem presented was the concern that burnout poses to school counselors and their community (Fye et al., 2020; Holman et al., 2019; Huat et al., 2018; Mullen et al., 2020; Mullen et al., 2021; Wahynui, 2019). School counselor burnout results from job stress produced by both organizational and individual factors (Blake, 2020; Fye et al., 2020; Holman et al., 2019; Kim & Lambie, 2018; Mullen et al. 2020; Mullen et al., 2021; Wahyuni et al, 2019). Adverse effects such as job turnover, loss of physical and mental health, organizational costs, and negative client experiences occur when burnout persists (Delgadillo et al., 2018; Dreison et al., 2018; Eliacin et al. 2018; Fukui et al., 2019; Gascon et al., 2021; Golonka et al., 2019; Kim & Lee, 2021; Lee et al., 2019; Newton et al., 2020; Scanlan & Still, 2020). Feelings of powerlessness and loss of control exacerbate the hopelessness and emotional exhaustion characterizing burnout (Lee et al., 2019). The findings illuminate the possibility that acquiring a grittier disposition and utilizing transformational leadership in the school counseling practice could lead to lower levels of burnout within the organization. The authors also propose the potential benefit of hiring people that display these character qualities (Lawrence & Stone, 2019).

Prior literature indicated transformational leadership positively influences employee engagement (Lacap, 2020) and the presence of a transformational leader can reduce the level of burnout within an organization (Harrichand et al., 2021; Holman et al., 2019; Liu et al., 2019). Transformational leaders are empowering and motivational (Liu et al., 2019; Wei et al., 2020). A school counselor operating from a transformational leadership paradigm will be motivated to

accomplish personal goals and find innovative solutions to the obstacles they encounter (Gibson et al., 2018; Lacap, 2020; Strear et al., 2019). Instead of feeling ineffective and disengaging from their profession, a transformational school counselor will assertively address the areas in their work-life that are robbing them of job satisfaction (Fukui et al., 2019). This, in turn, will enhance their self-efficacy, and they will create the position they want through their charisma and inspirational approach (Holman et al., 2019; Lawrence & Stone, 2019). Their success will promote their perceived personal accomplishment, thereby protecting them from the emotional exhaustion, ineffectiveness, and cynicism that characterize burnout (Wei et al., 2020).

Grit is defined by passion and perseverance and has been related to self-control, self-discipline, resilience, and conscientiousness (Disabato et al., 2019; Hagger & Hamilton, 2019; Meyer et al., 2020; Morell et al., 2020; Zamarro et al., 2020). These concepts seem to oppose the exhaustion, cynicism, inefficacy that characterize burnout (Yang & Hayes, 2020). Grit has appeared to be a protective factor of burnout in many professions including healthcare and education (Cortez et al., 2020; Dam et al., 2019; Jumat et al., 2020; Moen & Olsen, 2020; Mullen & Crowe, 2018; Seguin, 2019; Tang et al., 2021). Two studies (Larberg & Sherlin, 2021; Mullen & Crowe, 2018) found higher levels of grit in school counselors (M = 3.9) which concurs with the above-average grit levels reported by school counselors in this study (M = 3.9). Grittier school counselors were shown to persevere despite difficulties and overcome challenges and barriers to programmatic service delivery (Larberg & Sherlin, 2021; Mullen & Crowe, 2018). Therefore, it is reasonable to conclude that grit would have a paradoxical relationship to burnout.

Limitations

This study yielded statistically significant results; however, the limitations must be addressed. Some limitations relate to the survey method. Despite attempts to include a broad

scope of participants to represent a wider population, the response rate for the survey was 2%. Furthermore, self-report surveys tend to contain bias through the respondents' desire to possess socially desirable attributes (Fye et al., 2020; Houston et al., 2021; Zamarro et al., 2020). Average completion time was reported by SurveyMonkey to be approximately seven minutes. This prompts concern for inadequate response time and attention given to the questions. The survey responses provide cross-sectional data as opposed to longitudinal (Jumat et al., 2020). Therefore, they reflect how participants felt at one moment in time rather than on another day.

Implications and Future Research

Implications

School counselors must monitor their stress and burnout levels to protect their mental health and maintain the ability to practice ethically (ACA, 2014; ASCA, 2022). Early intervention and proactive prevention methods can preempt potential burnout (Holman et al., 2019). School counselor transformational leaders (SCTL) exhibit integrity and build a legacy of trust with colleagues that fosters empowerment and collaboration (McCaffrey et al., 2017). Through their ability to inspire and motivate, transformational leaders can advocate for systemic change and help to overcome barriers that lead to job stress (Kahn et al., 2020; Liu et al., 2019; Strear et al, 2019; Wu et al., 2020). To begin becoming a SCTL, self-awareness is crucial for leadership enhancement (Fye et al., 2020; Mullen et al., 2018). School counselors should conduct self-assessments to evaluate their leadership attributes (Gibson et al., 2018). Once strengths and limitations are identified, counselors can pursue professional development opportunities such as webinars, lectures, and conferences to enrich their transformational leadership practices (Prochazka et al., 2017; Sahu et al., 2018). By practicing continuous self-reflection and remaining proactive through ongoing training, school counselors will fortify their

transformational leadership skills (Lowe et al., 2017; Robinson et al., 2018). Another source of transformational leadership development is through seeking support from colleagues, mentors, or supervisors (Kovac et al., 2017; Mullen et al., 2016). Burnout is a social construct, and the work environment surrounding school counselors can have a positive or negative impact on their levels of well-being, job satisfaction, and burnout (Eliacin et al., 2018; Khan et al., 2020; Kim & Lee, 2021; Newton et al., 2020). Building a network of professionals acts as a mutual support system to promote ongoing growth (Gascon et al., 2021) and can help buffer against burnout (Gascon et al., 2021; Kim & Lee, 2021).

Through the implementation of practices such as motivation, inspiration, casting vision, and building trust, theoretically, SCTL could employ what Maslach and Leiter (2016) term "job crafting" (p. 109), or adjust the way the job is performed. If organizational factors are a significant contributor to burnout, it stands to reason that changing the nature of the job and the associated responsibilities would subsequently reduce school counselors' burnout (Fye et al., 2020). Holman et al. (2019) suggested being proactive in the development of the school counseling program instead of passively waiting to be assigned duties. Having a greater sense of control over the daily tasks enhances employee engagement, job satisfaction, and overall well-being (Gascon et al., 2021). Likewise, having input into activities leads to counselors engaging in more meaningful work experiences, all of which mediate burnout (Allen et al., 2019).

Additionally, the results of this study indicate that grittier leaders are less likely to experience burnout (Rego et al., 2020). Grit is also considered a malleable trait and therefore can be nurtured (Larberg & Sherlin, 2021). School counselors can take opportunities to self-assess their gritty behaviors and engage in professional development opportunities to enhance their

grittiness (Mullen & Crowe, 2018; Schimschal & Lomas, 2019). An additional recommendation generated from this study is for those who are highly gritty to practice self-compassion (Harrichand et al, 2021). It is evident from the research that grit has negative consequences when perseverance becomes costly (Houston et al., 2021; Moen & Olsen, 2020). Therefore, it is suggested that gritty leaders monitor their wellness and enforce healthy boundaries when it becomes obvious their mental health is suffering. Transformational leadership and grit development can become a priority for professional development training at the school and district levels. Opportunities for mentorship and supervision can be provided to maximize collegial support (Harrichand et al., 2021). By implementing these practices, leaders could potentially see reduced occurrences of burnout in the educational system (Harrichand et al., 2021; Ho & Kwek, 2021; Wei et al., 2020).

Future Research

To date, only two other studies have examined grit in the school counselor population (Larberg & Sherlin, 2021; Mullen & Crowe, 2018). Future research could address the limitations of this study by expanding the geographical location of the sample. This study targeted one state, and therefore the generalizability could be restricted. Additionally, the inclusion of demographic information for data analysis could be noteworthy. For the purposes of this study, demographic information was excluded from the data analysis.

Conclusion

This study provided perspective on the problem of burnout in the mental health industry by examining the constructs of transformational leadership and grit as they relate to school counselor burnout. To accomplish this purpose, a quantitative methodology was chosen, and multiple linear regression was utilized to analyze the correlational relationship between the

variables (Cortina, 2019). Transformational leadership and grit can predict burnout. The authors

suggest that transformational leadership and grit should be nurtured through personal practice

and professional development opportunities to decrease burnout among school counselors.

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