

Counselling Self-Efficacy, Trait Anxiety and Cognitive Flexibility and School Counsellor Job Satisfaction

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Abstract

The purpose of this study was to see how counselling self-efficacy, anxiety characteristics, and cognitive flexibility influenced school counsellor job satisfaction. The survey included 70 school counsellors from Pedaling Utama District. The Minnesota Satisfaction Questionnaire (MSQ), Cognitive Flexibility Inventory (CFI), Generalized Anxiety Disorder Scale (GAD-7) and Counselling Self-Efficacy Scales were employed in this study as test instruments (CSES). The test tools used in this study were The Minnesota Satisfaction Questionnaire (MSQ), Cognitive Flexibility Inventory (CFI), Generalized Anxiety Disorder Scale (GAD-7) and Counselling self-efficacy scales (CSES). All these test tools have been certified for their reliability in the past. The results of this study show that all the variables of Counselling Self-Efficacy, Cognitive Flexibility and Job Satisfaction of School Counsellors respondents are at a high level. While for Trait Anxiety respondents are at a low level. All hypotheses have been well answered. The relationship correlation results among school counsellor self-efficacy and job satisfaction were ($r = .386$) while the value ($p < 0.05$). The correlation result between school counsellor anxiety traits and job satisfaction was ($r = -.257$) while the value ($p < 0.05$). correlation results among school counsellors cognitive flexibility and job satisfaction were ($r = .414$ while p value < 0.05). While to see the factors that most influence job satisfaction, the findings show that only Cognitive-flexibility was the only major indicator of job satisfaction ($\beta = .363$, $p < .001$). The findings are analyzed and evaluated in light of the pertinent literature.

Keywords: self-efficacy, job satisfaction, cognitive flexibility, trait-anxiety, school counsellors, secondary school counsellors

1. Introduction

1.1 Introduce the Problem

Job satisfaction is defined as a person's attitude toward their job. Positive attitudes about work are synonymous with job satisfaction, whilst negative attitudes are synonymous with job discontent. Job satisfaction indicates how happy a person is with his or her job. People are thought to be more pleased with their jobs if they are happy at work. Although they are clearly related, job satisfaction and motivation are not the same thing. School counsellors are employed by the school's education and administrative divisions. They assist students in a range of areas, including school administration, career development, and social, emotional, and personal development. Students and their families benefit from individual and group

counselling from experienced school counsellors. Teachers, parents and administrators benefit from their specialized expertise. Therefore, the importance of the role of a counsellor is even more important the role of the environment that can shape the counsellor into a competent person.

Before the turn of the century, there were no school counsellors; instead, teachers utilized some of their time to give students career guide. Early in the twentieth century, the Industrial Revolution resulted in a massive of many types of students into public schools. Guidance counsellors were responsible for assisting students in avoiding problem behaviours, connecting occupational interests to curriculum issues, and developing character. School counsellors play a vital role in a student's educational team and are also leaders.

Secondary school counsellors in Malaysia face a number of obstacles that obstruct their performance. Some of these challenges are unclear definition of the counsellor's role, insufficient of professional identity and status, insufficient professional training, insufficient funding, insufficient support from principals, teacher bias against counsellors, and students' mistaken beliefs that they must be dysfunctional if they need to see a counsellor.

In Malaysia, every secondary school has to have at least one full-time counsellor by the year 2000. The Counsellor Act of 1998 was approved by Malaysian lawmakers in 1998. (Act 580, Commissioner of Law Revision). The community's trust in identifying credible counselling services was boosted as a result of this provision. With no additional teaching obligations, the school counsellor's function is to give just advise and counselling. Self-efficacy is linked to self-control, self-concept, and mastery goal orientation in terms of influencing academic performance outcomes.

Individual and group counselling, big group guiding, advising, and coordinating are all methods used by school counsellors to meet the needs of students. They assist students in overcoming or coping with developmental obstacles. Elementary school counsellors must take into account peer interactions, social abilities, family concerns, perception of themselves, and intercultural knowledge. Counsellors at high schools assist students in identifying their interests in the workplace in order to increase their career knowledge.

High schoolers are looking for their own personal identity, and they look to their peers for praise and validation rather than their parents. School counsellors engage with students to integrate school and home life, emphasizing the importance of peer and adult contacts in the process. Counsellors in middle schools teach students tools to help them get through this difficult time. Counsellors in high school help students make decisions about their future by offering encouragement, support, and career counselling. Counsellors in high schools maintain a network of postsecondary institutions as well as a library of career and post-graduate options. In order to be productive and effective, students must have adequate information as well as actual experience.

School counsellors are team players who recognize the value of delegating tasks. When they are diverted away from critical counselling activities to undertake non-counselling functions, they cannot be completely successful. In high school, a school counsellor may be designated

as the only testing coordinator for the Advanced Placement examinations. This counsellor becomes too preoccupied with exam scheduling to help his or her students.

When the principal is absent, school counsellors are frequently called to fill in. This may change students' point of view of the role of the school counsellor. School counsellors are not disciplinarians; instead, they give counselling to students before to and/or following disciplinary action. A counsellor's time to enter students' classes into the computer scheduling system is not beneficial for them. Counsellors work on students' schedules for several hours at a time.

New research is needed to better understand the work satisfaction of school counsellors. The previous study presented by Fatih Aydin1 and Hatice Odaci (Aydin & Odaci,2022) with the following theories were investigated:

Hypothesis 1: The relationship between counselling self-efficacy, trait anxiety, cognitive flexibility, and work satisfaction in school counsellors.

Hypothesis 2: How counselling self-efficacy, trait anxiety, and cognitive flexibility impact work satisfaction in school counsellors.

The findings show that job satisfaction was identified to have moderate significant correlations with counselling self -efficacy. Counselling self-efficacy and trait anxiety were also found to be significant predictors of job satisfaction. The findings also show that trait anxiety is inversely linked with school counsellor job satisfaction. However, cognitive flexibility was not shown to be a statistically significant predictor of work satisfaction in the final stage, and included cognitive flexibility in the model did not substantially contribute to the model ($\beta = .033, p > .05$).

In this study, cognitive-flexibility was the only major indicator of job satisfaction among counsellors. This result contradicts Demir's research findings (2020) which found that school administrators must assist teachers in improving their self-efficacy beliefs if they want them to have more positive views about their job. Because counselors tend to have less negative emotional responses to the organization or always receive instructions responsibly, it can be concluded that more cognitively flexible employees are more able to accept challenges.

The goal of this study is to examine at Counselling Self-Efficacy, Trait Anxiety, and Cognitive Flexibility, as well as Job Satisfaction for School Counsellors. The outcomes of the study will aid in the development and education of school counsellors.

The results of this study can further strengthen the need for the provision of appropriate training for school counselors. Increased job satisfaction will automatically ensure that the psychological well-being of counselors will be at a good level. This study is expected to help researchers in the field of personnel to find the best indicators of improving the quality and quality of work productivity. In Malaysia, the role of school counselors is closely linked to meeting the needs of developed countries by 2020 to develop human capital that is virtuous, knowledgeable and highly skilled. A good school counselor is cognitively flexible, can tolerate role ambiguity, and has a positive attitude. Employees benefit greatly from cognitive flexibility in situations where complex tasks, such as multitasking, must be completed.

1.2 Explore Importance of the Problem

School counsellors are the primary resource for students to talk about, discuss, and share problems. Counselling programmes supplied by the counsellor also play a vital role in student satisfaction with the service or programmes. If programmes have a beneficial influence on students, ragging and other discipline issues may become less of a concern. School counsellors are uncomfortable interacting with children who have a mental health diagnosis on a regular basis (Asude & Zeynep, 2020). According to the results of the survey, changes in education and training may help to alleviate this discomfort. During the course of their careers, school counsellors are exposed to a variety of difficult scenarios. Trait anxiety may play a significant effect in how much psychological distress these present settings create in such scenarios. Individual differences in the proclivity to feel anxious are known as trait anxiety. It is a negative personality feature that can negatively impact employee work satisfaction. Unfortunately, there is not much research on trait anxiety and its link to work satisfaction. Sinar Harian went live on the internet on Tuesday, June 18, 2019. In an incident on Sunday at a school in Sungai Manggis, Banting, a form five student attacked his counselling teacher out of vengeance and stress in class. The incident occurred around 8.20 p.m. in the school warden's assistant room. According to Kuala Langat District Police Chief Superintendent Azizan Tukiman, the 17-year-old student entered the room before waiting for the victim to arrive. Before fleeing, the perpetrator stabbed the victim in the shoulder several times. According to the investigation, the motivation for the event was retribution because the instructor was accused of enforcing overly strict regulations in schools and dormitories, which had left the suspect despondent (Star, 2022).

Every profession requires a high level of work satisfaction. The same may be said for counsellors' work happiness. The majority of research focus on satisfaction with counselling job are moderate. How can a school counsellor be expected to improve the potential of students in school if the counsellors' work satisfaction is only moderate? School counsellor workloads are becoming more and more demanding in recent years. The general public, particularly parents, as well as the whole educational community, began to place a great level of confidence and expectation in counsellors. School counsellors are becoming more important in educational systems across the world, especially in Malaysia (Ooi et al., 2018), and they meet students' guidance and counselling requirements. The idea of self-efficacy, or how confident a counsellor is in their abilities to conduct counselling sessions, has received little attention in the area. Counsellors' professional dedication to the profession, students, and organization was predicted by CSE (Akinlolu and Chukwudi, 2019). Most of the past researches were conducted in industrial or business settings. Not many studies have been carried out in assessing the job satisfaction of school counsellors. Traditionally, studies in this field focus on employees of industrial organizations. Some others have looked at the relationship of demographic factors towards job satisfaction.

Counsellors who are cognitively flexible may be happier in their employment because they are better at solving problem and making decision in the face of personal and school-related issues. When doing complicated activities like multitasking, making rapid judgments, and responding to shifting demands, employees benefit from cognitive flexibility (Asude &

Zeynep, 2020).

To achieve meaningful change, innovative training and a greater awareness by administrators of the vital role that school counsellors play in delivering mental health services to students appear to be required. School counsellor training, professional development opportunities, and cross-disciplinary relationships that are thoughtful and rigorous will increase the prospect of better mental health outcomes for our students. Counselling self-efficacy is linked to job satisfaction in a positive way; feeling capable in providing counselling services to students helps school counsellors make more favourable assessments of their work. To further understand how pleased school counsellors are with their professions, new research is needed (Asude & Zeynep, 2020). The counselling self-efficacy, trait anxiety, and cognitive flexibility on job satisfaction will be investigated in this study. While there has been study into school counsellor job satisfaction, the results have been restricted to quantitative studies with mixed outcomes. This study looks at how work satisfaction is influenced by job expectations vs job actuality for school counselling directors.

A study examines the factors that influence the emotional stress of teachers in Sekolah Menengah Kebangsaan Bandar Rinching in Hulu Langat district, Selangor found three factors which were student discipline problems, workload and health problems on emotional stress. Data were analyzed using SPSS application (Statistical Package for Social Science version 18) with descriptive and correlation methods. Results of the study found that all three factors had a significant positive relationship to teachers' emotional stress (Muhammad Fazry bin Anuar and Noraznida Husin, 2019).

It is vital to identify crucial components in order to keep school counsellors from being burned out. A recent review revealed eighteen published research publications that met the inclusion criteria. The purpose of this study is to examine past research on burnout and occupational stress in school counsellor populations. In relation to school counsellor burnout, the researchers identified external and internal determinants, as well as protective and risk factors. According to the study, non-counselling responsibilities, large caseloads, working in schools that did not meet adequate yearly progress (AYP) standards, a lack of supervision, higher emotion-oriented stress coping scores, fewer direct student services, and higher perceived stress were all associated with higher levels of burnout in school counsellors (Kim & Lambie, 2018).

Job satisfaction is a positive emotional feeling, outcome of a person's assessment towards job or job experience by judging expectations from the present job and what he actually gets from it. According to Smith et. al (1969), job satisfaction is one's thought towards his or her job or occupation. Although there are different definitions of job satisfaction, the concepts are the same: sentiments of dislike or like, or the emotional state to which one associates one's employment. The contentment with one's job will be measured in this study. The Minnesota Satisfaction Questionnaire (MSQ) is used to determine whether or not an employee is satisfied with their job. It provides more specific information on the aspects of a job that a person finds satisfying than more generic job satisfaction assessments. The MSQ may also be used to look into a client's vocational needs, do follow-up studies, and offer information on

job reinforcers. Most of the past researches were conducted in industrial or business settings. Not many studies have been carried out in assessing the job satisfaction of school counsellors. Traditionally, studies in this field focus on employees of industrial organizations. Some others have looked at the relationship of demographic factors towards job satisfaction.

1.3 Describe Relevant Scholarship

The current research is significance for several reasons. As members of the educational team, school counsellors confront the same challenges as the rest of the staff. Because of the uncertain function of school counsellors, they struggle to comprehend and implement what they have learned as counsellors into practice (Burnham & Jackson, 2000). Exasperation and a decrease in job satisfaction may result as a result of this. School counsellors, according to Ribak-Rosenthal (1994), entered the field with the goal of being a helpful assistant to kids who sought their help. However, they will ultimately devote more time to paperwork and administrative responsibilities such as testing, coordinators, and instructional personnel. In Malaysia, school counsellors play an important part in meeting the demands of developed countries by 2020, which include developing a human capital that is noble, informed, and highly talented. To address the expectations and needs linked to kids' holistic wellbeing, school counsellors must continually develop their knowledge, skills, and competencies. Burnout, stress, and the urge to leave the work all rise when job satisfaction declines, according to research (Lu & Gursoy, 2016; Peng et al., 2016; Yang & Hwang, 2014). Low job satisfaction has negative implications on both an individual and organizational level. (a) Having administrative assistance, (b) creating effective contact with other employees, and (c) having clearly articulated and directive duties are some of the variables that contribute to school counsellors' work satisfaction (Clemens, Milsom, & Cashwell, 2009; Pyne, 2011). Workplace stress and burnout, on the other hand, might have a detrimental impact on their work satisfaction. School counsellors who have a high level of counselling self-efficacy may be more satisfied with their jobs.

1.4 Research Hypothesis

The research hypotheses for this research are:

This study investigated four hypotheses in order to examine the relationships between school counsellor self-efficacy, trait-anxiety, cognitive flexibility and job satisfaction.

1.6.1 Ha1: There is a significant relationship among school counsellor self-efficacy and job satisfaction.

1.6.2 Ha 2: There is a significant relationship among school counsellor trait-anxiety and job satisfaction.

1.6.3 Ha3: There is a significant relationship among school counsellor cognitive flexibility and job satisfaction.

1.6.4 Ha4 Self-efficacy, Trait -Anxiety and Cognitive- flexibility are to be significant predictors of job satisfaction.

2. Method

2.1 Participant (Subject) Characteristics

The samples for this study consisted of 70 school counsellors who work in secondary schools in Petaling Utama, Selangor. The data was provided by Pusat Sehenti Data, Sektor Perancangan dan Pengurusan PPD, Jabatan Pendidikan Negeri Selangor. Simple random sampling varies from ordinary random sampling in that it comprises the random selection of data from the whole population, with each prospective sample having an equal chance of occurring. Simple random sampling is a sampling method that divides a population into smaller sub-groups known as strata. It involves the random selection of data from a complete population, such that each potential sample has an equal chance of occurring. For this research, all the respondent were randomly selected. This study used simple random sampling technique. In comparison to the population, a random sample from each stratum is gathered in an amount appropriate to the size of the stratum. These strata choices are then merged to produce a random sample. For this research, all the respondent were randomly selected. In this study it focused one of the districts in Selangor which is Petaling Utama District. There were 72 school counsellors from secondary schools in Petaling Utama District. The Krejcie and Morgan Tables are used to determine sample size. The total based on the Krejcie and Morgan tables is 75 and the minimum is 63 samples. In this study, the sample size of 70 was chosen for this study. This size also complies to Roscoe's (in Cavana et al, 2001) general tip guideline that sample characteristics should be greater than 30 but less than 500 for most investigations.

2.2 Sampling Procedures

Simple random sampling varies from ordinary random sampling in that it comprises the random selection of data from the whole population, with each prospective sample having an equal chance of occurring. Simple random sampling is a sampling method that divides a population into smaller sub-groups known as strata. It involves the random selection of data from a complete population, such that each potential sample has an equal chance of occurring. For this research, all the respondent were randomly selected. This study used simple random sampling technique. In comparison to the population, a random sample from each stratum is gathered in an amount appropriate to the size of the stratum. These strata choices are then merged to produce a random sample. For this research, all the respondent were randomly selected.

2.2.1 Sample Size, Power, and Precision

In this study it focused one of the districts in Selangor which is Petaling Utama District. There were 72 school counsellors from secondary schools in Petaling Utama District. The Krejcie and Morgan Tables are used to determine sample size. The total based on the Krejcie and Morgan tables is 75 and the minimum is 63 samples. In this study, the sample size of 70 was chosen for this study. This size also complies to Roscoe's (in Cavana et al, 2001) general tip guideline that sample characteristics should be greater than 30 but less than 500 for most investigations.

2.2.2 Measures and Covariates

To assist in addressing the research questions of this study, a questionnaire was given to respondents through Google Form. In this study, I employed the snowball sampling method, which relies on participants sending the survey link to other potential participants. They are under no obligation to share this information, and whether or not they do will have no impact on their relationship with anybody or their institute. I had also emailed the individual schools in Petaling Utama in order to get data from the school counsellors. The data for this study was collected using two different types of data gathering procedures. The primary data is a method used by the researcher to acquire and gather information, such as the questionnaire method. Secondary data is information derived mostly from books, relevant journals, or articles. In this research, a questionnaire is utilized to gather data. The purpose of the survey is to examine counselling efficacy, trait-anxiety and cognitive flexibility and school counsellor job satisfaction. For the purposes of this study, a closed-ended question with a

Likert (1932) introduced the concept of evaluating attitudes by tapping into the cognitive and emotional components of attitudes by asking individuals to rate how much they agree with a series of statements about a topic. Fixed choice response forms are employed in Likert-type or frequency scales, which are intended to examine attitudes or opinions (Bowling 1997, Burns & Grove 1997). These ordinal scales are used to assess different levels of agreement and disagreement. To acquire personal information from participants without affecting their anonymity in this study, questionnaire is used to collect data on the participants' age, gender, location, race/ethnicity background, religion as well as experience of working as school counsellors. This study involved item analysis to examine the Counselor Activity Self-efficacy Scale (CASES) developed by Lent, Hill, and Hoffman (2003). There are 41 items on the 10-point Likert-type scale with a three-factor structure; The Generalized Anxiety Disorder Scale (GAD-7) with 7 items; The Cognitive Flexibility Scale with 20 items

and Job Satisfaction Scale based on Short form (MSQ) 20 items.

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2.2.3 Research Design

The current study used a correlational research methodology to investigate the associations between job satisfaction, counselling self-efficacy, trait anxiety, and cognitive flexibility. The goal of correlational research is to discover correlations between two or more variables without altering any of them (Fraenkel, Wallen, & Hyun, 2011).

3. Results

3.1 Recruitment

The period of recruitment were from 29th March 2022 to 31st May 2022. In this study it focused one of the districts in Selangor which is Petaling Utama District. There were 72 school counsellors from secondary schools in Petaling Utama District.

3.2 Statistics and Data Analysis

All study data was handled with Statistical Packages for Social Science (SPSS) Version 24.0 for quantitative data analysis. The usage of this programme is very much in line with the demands of research, especially in the field of social sciences like this one. Among the analyzes performed were mean, correlation, and multiple regression. The descriptive and inferential analyzes are employed in this study. Descriptive analysis is a type of frequency analysis that use percentages and frequencies. Furthermore, descriptive analysis uses mean and standard deviation to analyze the level of each variable. Inferential analysis, on the other hand, aims to produce a response to the study hypothesis. Correlation tests were used to determine the relationships. The relationship between the dependent and independent variables was determined using correlation tests. In the meanwhile, regression analysis will be used to see which impact or factor has the most influence on the dependent variable.

The statistical analysis used in this study is shown in Table 1.

Table 1. Statistical Analysis

Research questions	Statistical Analysis
1. What is the level of Counselling self – efficacy, trait anxiety, cognitive flexibility and job satisfaction among school counsellor.	Frequency, Percentage
2. Are there any relationships between Counselling self –efficacy, trait anxiety, cognitive flexibility and job satisfaction among school counsellor?	Pearson Correlation
3. Are there any influences of self - efficacy, trait anxiety and cognitive flexibility towards job satisfaction among school counsellor?	Multiple Regression

First, we will look at the descriptive statistics of the variables. The first statistics for all research designs should include descriptive statistics about the sample's personal information. In this study ,descriptive statistics on gender and age were reported in all studies. Other factors that may be considered include grade level, years of work experience, educational qualifications, and so on. Descriptive analysis was used to analyze the level of Counselling self –efficacy, trait anxiety, cognitive flexibility and job satisfaction among school counsellor. Second, Pearson Correlation was be used to examine the relationships between Counselling self-*efficacy*, trait anxiety, cognitive flexibility, and job satisfaction among school counsellors. The Pearson correlation coefficient measures the strength of a linear relationship between two variables. It has a value range of -1 to 1, with -1 representing total negative linear correlation, 0 representing no correlation, and + 1 representing total positive linear correlation. Pearson Correlation was utilized in this study to examine the link between self-*efficacy*, trait anxiety, and cognitive flexibility toward job satisfaction among school counsellors. Finally, Multiple regression is a statistical technique for examining the influence between a number of independent variables to a single dependent variable. The purpose of multiple regression

analysis is to use known independent variables to predict the value of a single dependent variable in a given circumstance. Multiple regression was used to examine the influence of school counsellor self-efficacy, trait anxiety, cognitive flexibility, and work satisfaction.

Reliability Test

As a precaution, reliability tests were performed before to any further analysis. Internal consistency on the metric was studied further. Cronbach's alpha is a form of dependability metric that allows researchers to calculate an instrument's internal consistency (Cronbach, 1951). Internal consistency refers to the amount to which all of the items in a test evaluate the same concept, equivalent to the inter-relatedness of the items inside the instrument (Tavakol, 2011).

The reliability coefficient demonstrates the dependability of a test. It is denoted by the letter "r" and expressed as a number between 0 and 1.00, with $r = 0$ representing no dependability and $r = 1.00$ denoting total dependability. If you can't find a truly dependable test, be prepared to be disappointed. A test's reliability is often stated as a decimal, such as $r = .80$ or $r = .93$. The higher the coefficient of dependability, the more consistent and dependable the test findings.

Table 2. The reliability results for this questionnaire are as below

Scale	M	SD	No. Item	Cronbach's α
CSES	6.602	1.187	41	0.980
GAD-7	0.433	.386	7	0.834
CFI	5.154	.545	20	0.803
JSQ	3.884	.481	20	.928

The results of the analysis conducted showed that the Self-Efficacy variable has a value of Cronbach's Alpha (.980). The Anxiety Trait variable has a Cronbach's Alpha value (.834). Cognitive Flexibility Variable (.761). Finally the Job Satisfaction variable has a Cronbach's Alpha value (.978). The findings show that all variables are at a good and high level of reliability.

Counsellor Activity Self-Efficacy Scales

The Counsellor Activity Self-Efficacy Scales (CASES; Lent, Hill, & Hoffman, 2003) was developed to assess counselors' belief about their ability to perform a number of counsellor behaviours and to deal with particular issues in the counselling process. Specifically, in this scale, counselling self-efficacy was conceptualized in three subdomains: (a) performing basic helping skills, (b) managing session tasks, and (c) negotiating challenging counselling situations and presenting issues. The CASES scale includes 41 items. Each item has a Likert-type answer set with values ranging from 0 (no confidence) to 9 (extreme confidence) (complete confidence). Values might vary from 0 to 369, with higher scores indicating a higher CSE. The CASES reliability analysis generated an overall alpha value of .97 from 345 counselling students, with subdomains ranging from .79 to .92 (Lent, Hill, & Hoffman, 2003). In this study, Cronbach's alpha internal consistency coefficient of the inventory was

calculated to be .981 in the sample group.

Generalized Anxiety Disorder Scale

The Generalized Anxiety Disorder Scale (GAD-7; Spitzer, Kroenke, Williams, & Löwe, 2006) was developed to assess probable cases of generalized anxiety disorder (GAD) over the last two weeks. The GAD-7 includes 7 negatively stated questions. Each question has a Likert-type answer set with values ranging from 0 (not all) to 3 (nearly every day). Values might vary from 0 to 21, with higher scores indicating more anxiety. Spitzer and colleagues (2006) found an overall Cronbach's alpha value of .92 and a test-retest reliability value of .83 (one week interval) in a sample of 2740 adult patients in primary care clinics, and Löwe et al. (2008) found an overall alpha score of .89 with a general population group using a household survey data collection method. The GAD-7 demonstrated convergent validity by correlating favourably with the Beck Anxiety Inventory ($r = .72$) and the Symptom Checklist-90 anxiety subscale ($r = .74$). (Spitzer et al., 2006). In this study, Cronbach's alpha internal consistency coefficient of the inventory was calculated to be .839 in the sample group.

Cognitive flexibility scale

According to Dennis and Vander Wal (2010), most operational definitions of cognitive flexibility include the ability to alter cognitive sets in response to changing environmental cues (CF). It takes the form of a range of exercises designed to help people think adaptively rather than maladaptively when confronted with stressful life situations. This test was developed by Dennis and Vander Wal (2010) to assess people's cognitive flexibility. The questionnaire is divided into two parts and has 20 items on a seven-point Likert scale.

The inventory yielded a low of 20 and a high of 140. The inventory's Cronbach's alpha internal consistency coefficient was estimated to be .90. The Turkish version has a maximum score of 100 and a minimum score of 20. The Turkish type exhibits a high level of cognitive flexibility, as indicated by the large number of high scores. A high inventory score suggests a high amount of cognitive flexibility. The Cognitive Flexibility Inventory (CFI) is a brief self-report test of the cognitive flexibility (CF) required to confront and change maladaptive beliefs. Cronbach's alpha internal consistency coefficient of the inventory was determined to be .804 in the sample group in this investigation.

The Minnesota Satisfaction Questionnaire (MSQ)

To evaluate an employee's level of job satisfaction, the Minnesota Satisfaction Questionnaire (MSQ) is employed. It gives more particular information on the components of a work that a person enjoys than more generic job satisfaction assessments. The MSQ may also be used to investigate client job expectations, conduct follow-up studies, and provide information on job reinforcers. Two long versions (1977 and 1967) and one short version are available. The MSQ gives more specific information on the characteristics of a work that a person finds rewarding than other general measures of job satisfaction. The handbook covers how the two long-form MSQs and the short-form MSQ were designed and scored, as well as information on reliability and validity and normative data on certain vocations. The terminology of the long and short forms was altered after the manual was published to make MSQ items gender

neutral. The manual includes normative data on three scales for six different jobs. The Short-Form MSQ is used in this study to measure work satisfaction among school counsellors.

This version has 20 items chosen from the long-form MSQ to reflect each of the 20 scales. The 20 elements were divided into two categories: internal and extrinsic satisfaction. These two categories, as well as a score for General Satisfaction, can all be rated. The response categories on the short-form MSQ are identical to those on the long-form MSQ from 1977. MSQ was used to collect data for this investigation, which compared job satisfaction among high school graduates and college graduates to fill in certain gaps in the literature. The surveys were provided to 89 men, 55 of whom are graduates and 34 of whom are school leavers, and 121 women, 60 of whom are graduates. According to the data, they are most unsatisfied with their coworkers, as well as their salary and occupations. (Kamarulzaman, 2019).

Test-retest Reliability

For General Satisfaction, the scores were 0.89 after one week and 0.70 after a year. There were no findings for either the intrinsic or extrinsic subscales.

Internal Consistency

The intrinsic alphas ranged from 0.84-0.91, with a median of 0.86. The range of extrinsic enjoyment was 0.77 to 0.82, with a median of 0.80. The range for general satisfaction was 0.87-0.92, with a median of 0.90. In this study, Cronbach's alpha internal consistency coefficient of the inventory was calculated to be .926 in the sample group.

Results and Findings

Demographic Analysis of Respondents

There were 70 respondents that took part in this study. The input provided in the questionnaire that was given to all respondents through google form was used to acquire respondent profile information. The description process focuses on the respondents' demographic parameters, which include gender, age, degree of education, ethnicity, religion, and membership on the Malaysian Board of Counsellors.

Table 3. Demographic Information of Respondents (N = 70)

	Group	<i>n</i>	%
Gender	Male	14	20.0
	Female	56	80.0
Age Group	20-24	2	2.9
	25-29	11	15.7
	30-34	8	11.4
	35-39	14	20.0

	40-44	12	17.1
	45-49	6	8.6
	50-54	14	20.0
	55-59	2	2.9
	60-64	1	1.4
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Education Level			
	Bachelor	49	70.0
	Master	19	27.1
	PhD	2	2.9
<hr/>			
Ethnicity			
	Malay	50	71.4
	Chinese	10	14.3
	Indian	7	10.0
	Others	3	4.3
<hr/>			
Religion			
	Muslim	49	70.0
	Buddhist	3	4.3
	Christian	10	14.3
	Hindu	7	10.0
	Others	1	1.4
<hr/>			
Member of LKM			
	Yes	40	57.1
	No	30	42.9

Note. n = number of cases; % = percentage; M = mean; SD = standard deviation; Min = minimum value; Max = maximum value.

The number and percentage of respondents by gender is shown in Table 3. There were 14 males (20.0 percent) among the respondents and 56 females (80%) according to the demographic study. Female counsellors are more prevalent than male counsellors, indicating that they are more diverse. The number and percentage of respondents by age are shown in Table 3. According to the demographic analysis, this research includes respondents of various ages who have been grouped into nine age groups. The majority of respondents are between the ages of 35 and 39, and 50 years to 54 years where these two categories have the same number of respondents 14 (20.0%), 40 years to 44 years 12 (17.1%). 25 years to 29 years 11 (15.7%), 30 years to 34 years 8 (11.4%), 45 years to 49 years 6 (8.6%). While there are 2 respondents (2.9%) were of 20 years to 24 years and 55 years to 59 years. Finally only one respondent (1.4%) was 60 years to 64 years. The number and percentage of respondents by level of education based on the demographic data, it was found that a total of 49 (70.0%) respondents who had a bachelor. Meanwhile, a total of 19 respondents (27.1%) had a master's and only 2 respondents (2.0%) had a PhD. Based on the demographic research, this survey found that ethnic Malays had the largest number of responses, with 50 respondents (71.4 %). Ethnic Chinese with 10 respondents (14.3 %), followed by ethnic Indians and others, with 7 respondents (10.0 %) and 3 respondents (4.3 %). According to the demographic data, Muslims account for the majority of

responders 49 (70.0 %); 10 Buddhists (14.3 %); 7 were Hindus (10.0 %); 3 (4.3 %) Christian, and 1 (1.4 %) belong to other religions. From the demographic analysis, only 40 people (57.1%) were members of Malaysian Board of Counsellors and the remaining 30 people (42.9%) were non - members.

Mean Level Analysis For Each Variable

Table 4. Descriptive analysis of mean and standard deviation of variables

Variables	Min	Max	Mean	Standard deviation
Self-Efficacy	3.17	8.76	6.602	1.187
Trait Anxiety	0	1.14	.433	.386
Cognitive Flexibility	4.00	6.45	5.154	.545
Job Satisfaction	2.35	5.00	3.884	.481

First, we looked at the descriptive statistics of the variables. The mean scores for job satisfaction (mean: 3.884, SD = .481), counselling self-efficacy (mean: 6.602, SD = 1.187), Trait Anxiety (mean: .433, SD = .386) and cognitive flexibility (mean: 5.154, SD = .545)

Table 5. Stage Analysis Using Total Score

Variable	Level	Frequency	Percentage
Self-Efficacy	Low	1	1.4
	Moderate	29	41.4
	High	40	57.1
Trait Anxiety	Low	70	100.00
	Moderate	0	0
	High	70	100.00
Cognitive Flexibility	Low	0	0
	Moderate	21	30.0
	High	49	70.0
Job Satisfaction	Low	1	1.4
	Moderate	20	28.6
	High	49	70.0

Findings show a low level of one (1.4%) respondent. At the medium level as many as 29 people (41.4%) respondents and at the high level as many as 40 people (57.1%) respondents. Overall, the majority of respondents were at a high level. According to Larson et al., (1992), Self -efficacy of counselling refers to an individual's views and judgments regarding his or

her ability to counsel clients effectively in the near future. Individual self-efficacy refers to their belief in their ability to perform a task effectively (Bandura, 1977). This statement reinforces the findings in chapter four which show the Self-Efficacy of the majority of respondents is at a high level.

According to the findings, all responders are at a low level. The majority of responses are at a low level, according to the findings. This is a positive conclusion since it shows that the respondents have no mental health issues and are not affected by concern or stress at work. This will indirectly result in the normalization of life's well-being. Generalized anxiety disorder (GAD) is an autonomous illness in the Diagnostic and Statistical Manual of Mental Disorders characterized by persistent anxiety and concern, according to Amanda Jones Rincon & Krista J. Howard (2018). Restlessness, tiredness, and sleep disruption are possibly additional symptoms.

Burnout is frequently caused by chronic high work stress, which can occur from a variety of sources. Burnout is defined as a long-term reaction to the many stresses that employees face. Because GAD and stress are associated (Acquadro Maran, Varetto, Zedda, & Ieraci, 2015; Jensen et al., 2009; Murphy & Leighton, 2009), increasing work-related stress can exacerbate burnout symptoms, including GAD (Acquadro Maran, Varetto, Zedda, & Ieraci, 2015; Jensen et al., 2009; Murphy & Le Piko, 2006). Burnout and GAD are more likely to occur in high-demand jobs (Acquadro Maran et al. 2015).

Findings show that the majority of respondents are at a high level of Cognitive Flexibility. that is 49 respondents (70.0%) and 21 people (30.0%) are at a moderate level. This indicates that respondents consisting of counsellors are able to work and complete assignments of more than one type. In other words, respondents are able to work multitasking. Cognitive flexibility in animal models typically refers to the ability to change a behavioral response based on the context of a scenario (Scott, 1962) as cited in K.R. Magnusson, 2014. Functional magnetic resonance imaging (fMRI) in humans reveals that particular brain areas, such as the prefrontal, anterior cingulate, and posterior parietal cortices, as well as the basal ganglia, are engaged when a person engages in task-switching processes that demand cognitive flexibility (Leber et al., 2008; as cited in K.R. Magnusson, 2014).

Overall, the majority of respondents for job satisfaction were at a high level as many as 49 people (70.0%) respondents. This means that the majority of respondents are satisfied with the work they have now. Indirectly it shows that the respondents consisting of counselors are satisfied with their careers. Overall, the majority of respondents reported high levels of job satisfaction. This means that the vast majority of respondents are content with their current jobs. Indirectly, it demonstrates that the respondents, who are counsellors, are happy with their jobs. Job satisfaction, according to Smith et al. (1969), is a person's feelings about his or her job or occupation. Working with a positive attitude will cause them to always have fun and be eager to return to work the next day.

Statistical Data Analysis (Inference)

This analysis was carried out using the study's objectives and hypotheses, which were given

in the first chapter. The suitability of the variables that had been developed in this study was utilized to determine the sort of statistical test that would be performed. In this study, Pearson correlation analysis was performed to evaluate hypotheses. Regression analysis (multiple) is a statistical test that analyzes all of the data and may test the research hypotheses that have been established.

Table 6. Summary of Pearson Correlation Coefficient Analysis of Correlations Between Variables

Variables	1	2	3	4
1. Self-Efficacy	-			
2. Trait Anxiety	.386**	-		
3. Cognitive Flexibility	.472**	-.257*	-	
4. Job Satisfaction	.383**	-.252*	.414**	-

Note. *** indicates $p < .001$, ** indicates $p < .01$, * indicates $p < .05$.

Correlation analysis findings from the correlation analysis of the relationship among school counselor self-efficacy and job satisfaction showed a value of $r = .386$ while a value of $p < .05$. This indicates that there is a significant relationship between the relationship among school counselor self-efficacy and job satisfaction. This positive correlation relationship is at a moderately strong level. Hypothesis accepted. There is a significant relationship among school counselor self-efficacy and job satisfaction.

Correlation analysis findings of relationship among school counselor trait-anxiety and job satisfaction showed a value of $r = -.257$ while a value of $p < .05$. This indicates that there is a significant relationship between the relationship among school counselor trait-anxiety and job satisfaction. This correlation is negative and weak. But the hypothesis is accepted. There is a significant relationship among school counselor trait-anxiety and job satisfaction.

Correlation analysis findings of the relationship among school Counselors cognitive flexibility and job satisfaction. Showing a value of $r = .414$ while a value of $p < .05$. This demonstrates that there is a significant relationship between the relationship among school counselors cognitive flexibility and job satisfaction. This correlation relationship is positive is at a moderately strong level. Hypothesis accepted. There is a significant relationship among school counselor cognitive flexibility and job satisfaction.

Table 7. Multiple Regression Analysis (Stepwise Method) For Independent Variables

Model	Sum of Square	df	Mean Square	F	P-value
1 Regression	1529.670	3	509.890	6.978	.000 ^b
Residual	4816.673	66	72.980		

Total	6346.343	69
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a. Predictor: (Constant), Self-efficacy, Trait Anxiety, Cognitive flexibility

b. Dependent Variable: Job satisfaction

Table 8. Summary of R-Square

Variable (X)	R	R Square	Adjusted R Square	Std. Error of The Estimate
Model 1	.445 ^a	.198	.527	8.650

a. Predictor: (Constant, Cognitive flexibility)

b. Dependent Variable: Job satisfaction

The findings of multiple regression analysis in this study (N = 70), found that only 1 factor contributed to counselor job satisfaction. Significantly, Cognitive-flexibility was the only major indicator of job satisfaction ($\beta = .363$, $p < .001$). Overall, the regression showed that the Cognitive-flexibility factor contributed 44.5% of the influence on job satisfaction of counselors. Self-efficacy, Trait -Anxiety and Cognitive- flexibility are to be significant predictors of job satisfaction.

4. Discussion

Discussions and Limitation of Study

The level of counselling self-efficacy, trait anxiety, and cognitive flexibility as predictors of school counsellor work satisfaction was investigated in this study. Counselling self-efficacy, followed by trait anxiety, was shown to be the most strong predictor of work satisfaction. However, school counsellors' work satisfaction is not significantly influenced by cognitive flexibility. In this part, we explore these findings in relation to the working environment and job satisfaction of school counsellors. The research's findings will be discussed in greater depth based on theories, models, and past studies that have been done in accordance with the appropriateness of this investigation, whether supporting or differing from the findings obtained. The results of this study show that all the variables of Counselling Self -Efficacy, Cognitive Flexibility and Job Satisfaction of School Counsellors respondents are at a high level. While for Trait Anxiety respondents are at a low level. All hypotheses have been well answered.

Results from the correlation analysis of the relationship among school counselor self-efficacy and job satisfaction showed a value of $r = .386$ while a value of $p < 0.05$. This indicates that there is a significant relationship between the relationship among school counselor self-efficacy and job satisfaction. This positive correlation relationship is at a moderately strong level. Hypothesis accepted.

These findings are consistent with those of Nwankwo, Anyamene, and Akpojivi (2019), who discovered that self-efficacy had a considerable effect on work satisfaction. Khanna (2010) defined work satisfaction as an employee's favourable attitude toward his job as well as his personal life. Counsellors with high degrees of self-efficacy are more receptive to new ideas, show more preparation and organization, experiment with their clients, and have defined objectives with higher levels of desire (Guskey, 2013). The findings support the findings of Bilali (2013), who discovered that female and male instructors exhibited comparable levels of self-efficiency. According to the study, there was no significant variation in sense of efficacy across genders.

However, this study does not focus on gender disparities. The most crucial point is that self-efficacy has a significant impact on work satisfaction. I also want to give recommendations to academics and practitioners on how to put the results into practice. According to the findings, counselling self-efficacy has a beneficial influence on school counsellor work satisfaction. In other words, feeling competent in delivering counselling services to teenagers helps school counsellors have more favorable views regarding their profession. As a result, enhancing school counsellors' counselling self-efficacy beliefs might help them have better work attitudes. In fact, not just self-efficacy, but also organizational climax, organizational citizenship behavior, and other psychological characteristics have been published in top publications as predictors of job satisfaction. The role of organizational psychological capital, work satisfaction, and burnout are associated with other factors, according to Aliyev and Tunc, (2015).

Results from the correlation analysis of relationship among school counselor trait-anxiety and job satisfaction showed a value of $r = -.257$ while a value of $p < 0.05$. This indicates that there is a significant relationship between the relationship among school counselor trait-anxiety and job satisfaction. This correlation is negative and weak. But the hypothesis is accepted. This finding is in line with the findings presented by Aydin & Odaci, (2022). The findings show that job satisfaction was identified to have moderate significant correlations with counselling self-efficacy. Counselling self-efficacy and trait anxiety were also found to be significant predictors of job satisfaction. The findings also show that trait anxiety is inversely linked with school counsellor job satisfaction. Trait anxiety, according to other studies (Elovainio, Kivimäki, Steen, & Kalliomäki-Levanto, 2000; Richardson, Burke, & Leiter, 1992), is a personality trait that causes school counsellors to react more intensely and emotionally exhaustingly to stressful situations in the workplace, lowering their satisfaction with their jobs. School counsellors are advised to seek supervision from an experienced colleague (Crutchfield et al., 1997), and it is plausible that this would help them deal with stresses and reduce trait anxiety. These findings further make it very clear that, the career of a school counsellor is not a high-risk career. This also shows that the respondents who are school accountants are employees who are genuinely interested in their careers. When someone loves and knows how to work they will have fun and always be able to do something that is best for the employer as well as the institution where they work. Indirectly their psychological well-being as well as mental health will be at a very good level.

Results from the correlation analysis of the relationship among school Counsellors cognitive

flexibility and job satisfaction showed a value of $r = .414$ while a value of $p < 0.05$. This shows that there is a significant relationship between the relationship among school counsellors cognitive flexibility and job satisfaction. This correlation relationship is positive is at a moderately strong level. Hypothesis accepted. These findings are contrary to previous studies. According to the findings of this study, cognitive flexibility was not a significant predictor of school counselor job satisfaction in the setting of the investigation. According to the study, when school counsellors deal with everyday tasks, they may not need to exercise cognitive flexibility. Cognitive flexibility has been discovered to be a desirable attribute in jobs that need the ability to think in a number of ways, complete challenging tasks, and perform in a range of conditions (Dennis & Vander Wal, 2010; Gajewski et al., 2010; Ionescu, 2012; Ritter et al., 2012). This viewpoint poses an essential question: Is it possible to predict job satisfaction in counsellors or psychologists who work with difficult clients based on cognitive flexibility?

Recognizing and managing one's own emotions, on the other hand, will help a counsellor better comprehend the other person's feelings and conduct therapy sessions. Counselors' psychological well-being may benefit from psycho-educational programmes that promote emotional literacy and cognitive flexibility. Integration of these results into counselling training curriculum is critical for educating counselling practitioners. Based on findings from Asude & Zeynep, (2020) the relationships between emotional literacy, cognitive flexibility, helping skill self-efficacy, session management self-efficacy, and counselling challenges self-efficacy levels of senior university students in psychology and psychological counselling and guidance departments are investigated in this correlative-descriptive study. Respondents in this study indicated that their level of cognitive flexibility was at a high level. This shows that they are competent with the work they are doing. Most likely the respondents who are experts in this study are respondents who are truly trained and skilled. So indirectly they are among the employees who are able to absorb all the stress and make their work easy and convenient. This is supported by statements from Spiro and Jehng (1990) in their cognitive flexibility theory have proposed that people who can create multiple representations of the task can easily interpret Employee Engagement, Cognitive Flexibility and Pay Satisfaction as Potential Determinants of Employees' Turnover Intentions. The results of multiple regression analysis in this study ($N = 70$), found that only 1 factor contributed to counselor job satisfaction. Significantly, Cognitive-flexibility was the only major indicator of job satisfaction ($\beta = .363$, $p < .001$). Overall, the regression showed that the Cognitive-flexibility factor contributed 44.5% of the influence on job satisfaction of counselors. This result contradicts Demir's research findings (2020). The study's findings revealed that school administrators must assist teachers in improving and developing their self-efficacy beliefs if they want them to have more positive views about their job and less negative attitudes.

Another study by Jadelyn K. Martinez & Shengli Dong (2020) which the purpose of this study was to see if there was a relationship between mindfulness, cognitive flexibility, and cognitive complexity and multicultural counselling competence (MCC) among counselling trainees, while controlling for race and mindfulness practice. An online survey was completed by 78 graduate-level counselling students from around the United States. Mindfulness,

cognitive flexibility, cognitive complexity, and MCC all showed substantial positive connections in the results. There were also significant differences in self-perceived MCC scores depending on race and mindfulness practice participation. In addition, cognitive flexibility, cognitive complexity, and mindfulness practices explained a significant portion of the adjusted variation in MCC ($r^2 = .52$). It is examined what this means for research and practice (Martinez & Dong, 2020).

These findings explain that cognitively flexible counselors can perform any task assigned to those instructed even in situations that come suddenly. They will be willing to accept the goals of the organization well, indirectly it brings a greater affective attachment to the organization (McDonald & Siegall, 1992). Because counselors tend to have less negative emotional responses to the organization or always receive instructions responsibly, it can be concluded that more cognitively flexible employees are more able to accept challenges. In addition, They have the ability to adapt to a constantly changing environment. Indirectly they will remain relevant with the organization that we know will always grow every year. Studies suggest that cognitively flexible employees are more flexible (Lau & Woodman, 1995). So, this group will always think positively and confident in their direction in the organization. Thus, their goals and work style are always dynamic and skilled so their work productivity is at a perfect level.

Implications of the Study

The next paragraph will discuss the study's proposals and implications. It can be described for the requirements and attention of various levels of parties concerned, such as school administration, district education offices in Selangor, Selangor state education offices, and the Ministry of Education Malaysia itself.

The first is the recommendation and also the addition of improved policies and strategies from each ministry. Especially from the human resource management division. Human resource management can streamline and refine various aspects of training and anything that can improve job quality and satisfaction. Increased job satisfaction will automatically ensure that the psychological well-being of counselors will be at a good level.

This study also contributes to the knowledge related to the field of psychology and the personnel of counselors. More specifically, it will contribute to current social research in the field of education where the field of education is one of the pillars that give birth to the layers of national leadership in the future. This study is expected to be able to help researchers in the field of personnel to find the best indicators of improving the quality and quality of work productivity.

This study will also be necessary and should be extended to head teachers and principals. This matter needs to be informed and disseminated to school leaders so that every school leader understands the best way to ensure that school counsellors have their psychological well-being is always at the best level. Indirectly the quality and productivity of their services will be at the best level. Given the relevance of self-efficacy for work satisfaction, the current study recommends that a more thorough system and legal requirements for school counsellors

in Malaysia to obtain professional development and supervision from school counsellors and/or other psychologists be implemented. Extra training, experience, and professional supervision, according to Cashwell & Dooley (2001), promotes counselling self-efficacy. As a result, the findings of this study might further emphasize the need of providing suitable training for school counsellors. Professional counselling services are provided by school counsellors. The job of school counsellors in Malaysia is intimately tied to satisfying the demands of developed nations by 2020 to generate virtuous, informed, and highly trained human capital. School counsellors must continually enhance their knowledge, abilities, and competences in order to satisfy the expectations and requirements of kids' overall well-being. This encompasses students' emotional, mental, and behavioural health, all of which are important factors in academic performance.

Given the significance of self-efficacy in job satisfaction, the current study recommends that a more comprehensive system and legal requirements be developed for Malaysian school counsellors to receive professional development and supervision from other experienced school counsellors and/or psychologists. Further study with school counsellors and/or psychologists to investigate the issue of job satisfaction in greater depth is also recommended. School counsellors are exposed to a range of difficult circumstances during their work. Trait anxiety may play a significant role in how much psychological discomfort these current situations cause. It is a negative personality trait that can have a negative impact on employee job satisfaction. A good school counselor is cognitively flexible, can tolerate role ambiguity, and has a positive attitude. Employees benefit greatly from cognitive flexibility in situations where complex tasks, such as multitasking, must be completed. Long-term and unchallenging job demands, on the other hand, may reduce employees' cognitive flexibility. Individuals who are cognitively flexible in the face of sudden changes and problems can cope with difficult situations more actively. Inflexibility, on the other hand, may result in a failure to break free from old habits, resulting in conflict with the changing environment.

In Malaysia, the job of school counsellors corresponds with addressing the demands of developed countries by 2020 to generate noble, knowledgeable, and highly trained human capital. These include students' emotional, mental, and behavioural health, all of which contribute to academic performance. To accomplish these duties, school counsellors must consistently enhance their knowledge, abilities, and competences.

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