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# Professional Self-Care and Professional Quality of Life Among Educational Counselors: The Predictive Roles of Professional Development and Professional Support

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**ABSTRACT:** This study investigated the relationship between professional quality of life and professional self-care among educational counselors in Amman, with a particular focus on the predictive roles of professional development and professional support. A descriptive correlational design was employed, using a sample of 118 male and female school counselors selected during the 2022–2023 academic year. Data were collected using the Professional Quality of Life Scale (ProQOL) and the Professional Self-Care Scale (PSCS). The findings revealed that there were no statistically significant differences in professional quality of life or professional self-care based on gender or years of experience at either the overall or subscale levels. However, the results indicated a statistically significant positive correlation between professional quality of life and professional self-care, with correlations ranging from moderate to strong across all dimensions. Among the self-care components, professional development demonstrated the strongest association with professional quality of life, followed by professional support. Furthermore, regression analyses showed that professional development and professional support significantly predicted professional quality of life, whereas cognitive strategies, daily balance, and life balance were not significant predictors. These findings highlight the central role of professionally oriented self-care practices in enhancing counselors' occupational well-being. The study underscores the importance of strengthening institutional support systems and continuous professional development opportunities to improve counselors' quality of life and sustain effective counseling services in schools.

**Keywords:** Professional quality of life, Professional self-care, Educational counselors, Professional development, professional support, Occupational well-being, School counseling.

## I. INTRODUCTION

Numerous fields, including nursing, social work, psychology, counseling, and mental health, have conducted research on the effects of shocks, challenges, and stressful situations faced by professionals who work closely with people, which consequently impacts their quality of life at work [1, 2]. Therefore, helping these professionals, including mental health counselors and their clients, requires being aware of the elements that affect professional quality of life [3]. Recent studies have shown that people's experiences

with fulfillment and compassion fatigue have an impact on their overall professional quality of life [1, 2, 4]. Counselors' professional quality of life is the quality they experience in connection to their work as helps, and it is influenced by both positive and negative circumstances. According to Bloomquist et al. [5], compassion satisfaction (enjoyable positive experiences through counseling work, including caring for and assisting clients) is a positive indicator of professional quality of life and shows the joy derived from being able to perform the job well and effectively. Compassion fatigue is the term used to describe negative reactions to caring for people who have experienced trauma, such as anxiety associated with trauma work [2]. Compassion fatigue consists of two important components: secondary trauma exposure (related to exposure to severe trauma or stressful events in the workplace) and burnout (feelings of despair and ineffective job performance) [6, 7]. Therefore, counselors need to possess self-care strategies during their work to separate their profession from their personal life while providing counseling services to clients [8].

While the body of research on professional quality of life and self-care have independently addressed all helping fields in the past, few empirical studies have addressed the issue of the degree to which professional self- care dimensions (professional development, professional support, cognitive strategies, and life balance) predict professional quality of life among school counselors working in Arab educational settings, Jordan in particular. Additionally, inconsistent findings on the effect of demographic variables, such as gender and years of experience, on professional quality of life and professional self-care reported in the literature have called for more in-depth context-based investigation. This study aims to (i) Examine whether there are statistically significant differences in professional quality of life among educational counselors based on gender and years of experience. (ii) Investigate whether there are statistically significant differences in professional self-care among educational counselors based on gender and years of experience. (iii) Explore the relationship between professional quality of life and professional self-care among educational counselors. (iv) Identify the predictive roles of professional self-care dimensions (professional development, professional support, cognitive strategies, daily balance, and life balance) in explaining professional quality of life.

This study makes a significant addition to the growing body of literature in three ways: 1. This research expands the use of models related to professional quality of life and self-care, which are limited with regard to application to school counseling in Jordan. 2. Through the use of the multidimensional definition of self-care, the findings reveal the significant prediction of a selected couple of self-care components, such as professional development and professional support, on professional quality of life. 3. This research has some practical implications for school counseling programs in Jordan; the findings specify that school counseling programs in the school systems should implement structured professional development opportunities as well as organizational support systems. 4. Implications for policy and training development arising from this study relate to highlighting self-care as a key component needed for sustainable school counseling services.

## II. LITERATURE REVIEW

### *1. PROFESSIONAL QUALITY OF LIFE*

Professional Quality of Life refers to how counselors feel and interact regarding their roles as helpers, as well as their success in their work [9]. It also indicates the counselor's sense of providing assistance through their work and the success therein, and the extent to which they are affected by the positive and negative aspects of their job performance [2]. The importance of their work is evident in its potential contribution to their ability to optimally respond to a range of counseling needs. Indeed, satisfaction with and activation in the field of counseling are likely to contribute to counselors' effectiveness in various tasks, such as developing and maintaining positive working alliances, empathetically responding to pressures, and imbuing personal emotional engagement into interventions for each client. Considering the genuine and experimental interest in the impact of counselors' effects on the outcomes of counseling and psychotherapy (such as, [10]). Knowing and understanding the various factors and conditions that contribute to individual differences in professional Quality of life among mental health counselors is crucial. This requires an

understanding of the complexities and challenges of the requirements of mental health counselors' work, which involve analytical and emotional skills and abilities [11, 12]. Moreover, demands such as repeated exposure to stress and distress, various therapeutic setbacks, and occasionally negative client behaviors can pose risks and special conditions on the professional Quality of life of counselors [13]. Counselors and mental health professionals meet daily requirements and needs such as listening, discussing, and responding to their clients. Professional challenges, like the fatigue and exhaustion, can negatively impact a counselor's psychological well-being when dealing with clients which affected by various psychological traumas [14]. Additionally, self-care is a set of skills that helps counselors manage stress and fatigue while enhancing daily psychological and social well-being [15].

The concept of Emotional Exhaustion is currently one of the dominant theoretical frameworks in work-related stress studies, which examine the consequences of caring for others. Emotional exhaustion refers to the cumulative psychological burden associated with working with survivors of trauma or perpetrators of violence and crime as part of daily work [16]. It is sometimes viewed as the inevitable cost of caregiving [17]. Emotional exhaustion manifests through symptoms similar to those of Post-Traumatic Stress Disorder (PTSD) and burnout and has been shown to affect workers' cognition, emotions, behaviors, and even bodily functions [18]. In addition, clinicians experiencing emotional burnout have reported symptoms similar to those of their trauma patients. Due to these known consequences, it is important to develop tools capable of accurately assessing individuals who need support [16].

Mental health counselors are characterized by their nature and inclination towards harmony and emotional responsiveness to their clients' needs. Because of the nature of their counseling profession, they must be selfless in order to function effectively [19]. In order to evaluate and successfully address their clients' needs while navigating and properly regulating boundaries between themselves and their clients, professional counselors must be in good mental health [20]. Achieving this successfully is a constant challenge because the obligations and expectations of the counselor's job can endanger mental health and cause issues like exhaustion and low motivation, particularly if counselors' needs are not fairly taken into account [21].

Professional risks and challenges are prevalent in counseling and mental health professions and can significantly impact counselors working with clients experiencing psychological trauma through providing counseling services to them [22]. Significant job-related pressures can result from a number of factors, including high-risk and negative client behaviors like aggression, violence, and suicide; psychological and professional isolation; family issues; clients with chronic problems that are difficult to resolve; difficulties getting paid for services rendered; and an overwhelming amount of paperwork and administrative work [23, 24]. The counselor's professional quality of life and personal well-being may suffer as a result of this disturbance of equilibrium [25]. If these pressures are not handled, they may result in other negative outcomes such compassion fatigue, poor care, client injury, professional malpractice, and ethical transgressions, which may ultimately cause the counselor to quit their job [21, 23].

## *2. PROFESSIONALS SELF CARE*

Assisting counselors and professionals in taking time for personal and professional Self-care is difficult for them; they have high standards for their clients and firmly think that their help will have a positive influence. They like carrying out their responsibilities as assigned. Counselors must therefore exercise self-compassion in order to enhance their professional quality of life if they value helping their clients and being helped by them, despite the effort and challenges involved [26]. Self-care is a moral necessity for supporting individuals, as it helps in preventing and combating psychological exhaustion and secondary trauma. Identifying and practicing rejuvenating self-care activities is essential for achieving renewal and vitality. To optimally prepare counselors, counselor trainers, and their supervisors to meet the demands of helping others, self-care practices should be specific, measurable, achievable, realistic, and time-bound, taking into account the ongoing changes in life [27].

In terms of counselors' responsibility and ethical commitment, self-care is a preventive measure for them. It requires them to pay attention to their level of job performance and consider their weaknesses [28]. Self-care is regarded as a fundamental aspect of a counselor's professional identity, not merely an optional

or "nice-to-have" activity if time permits [29]. Engaging in comprehensive self-care works to protect counselors and enhance their counseling and therapeutic process [21].

As multifaceted constructs that enhance overall personal, emotional, and professional well-being, self-care practices are examples of occupational resources [30–33]. While simultaneously caring to the needs of their clients, professionals in the counseling and mental health sectors experience emotional stress related to their work. Self-care activities are actions that improve counselors' general well-being, according to Lee and Miller [32]. Professionals can improve their emotional resilience and gain control over their personal, emotional, and general health and well-being by practicing self-care. Research indicates that counsellors' health and well-being are positively impacted by self-care behaviors like as getting enough sleep, having peer and social support, developing emotional resilience, and being self-aware [33, 34].

### *3. JOB DEMANDS-RESOURCES (JD-R) THEORY*

It is important to mention the significance of Job Demands-Resources (JD-R) theory as a positive psychological approach to interpreting the experiences of school counselors. The theory is based on the fundamental premise that working conditions in all occupations can be broadly defined as either job demands or job resources. Job demands are the physical, social, organizational, and psychological aspects of work that require physical and/or mental effort and are associated with energy depletion and psychological and/or physiological costs (such as workload, disciplinary issues, and time pressure). In contrast to job demands, job resources are the elements of work that enable employees to achieve job objectives, manage job demands and their associated physical and psychological costs, and grow and develop in their jobs such as support for perceived autonomy, professional learning opportunities, and relationships with colleagues [35, 36]. Figure (1) presents the JD-R framework applied to educational counselors. The model illustrates that job demands such as workload and emotional strain may reduce counselors' well-being, whereas job resources such as professional development and professional support enhance occupational well-being and improve professional quality of life.

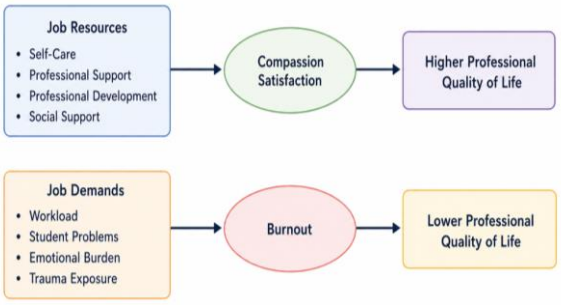


FIGURE 1. JD-R framework of the educational counselors.

Hobfoll [37] identifies key resources that facilitate the selection, modification, and application of other resources. These include personal resources, such as self-efficacy, self-esteem, optimism, and goal-oriented behavior, as well as work-related and community-related resources, such as social support and social influence. While they are generally applicable, different resources may serve the same specific purpose, and a single resource may contribute to multiple objectives. Conservation of Resources (COR) Theory explains how individuals seek to gain, protect, and maintain valuable resources across personal, social, and structural domains. Understanding the dynamics of resource conservation can provide insights into how individuals cope with challenges, manage stress, and optimize resource allocation strategies for resilience and growth. According to the COR Theory, mental health is essential for individuals to perform their daily activities. Mindfulness and wellbeing programs, provided by organizations as support services, help employees accumulate and maintain psychological resources, increasing their job satisfaction and quality of life. Job satisfaction mediates the relationship between mental health and performance. As COR Theory identifies, happy employees are more resilient and therefore able to invest additional energy in acquiring

more resources, and this leads to sustained job performance. Trust is essential because it ensures stability and resilience, facilitates the allocation of key resources to productive activities, and mitigates stressors such as work-life imbalance or uncertainty [38].

Counselors in educational settings face numerous professional and personal challenges and pressures while working with students. Overcoming these challenges is not easy and can sometimes lead to exhausting and negative outcomes for counselors. Therefore, in order to deliver effective services, counselors and mental health professionals must have a high professional quality of life, practice professional and personal self-care, have interpersonal, communication, and listening skills, and be able to control their emotions and stress. Additionally, the importance of feeling self-cared for through their work environment and social settings cannot be overstated, as it helps maintain proper psychological and emotional balance to deal with various circumstances [39]. Figure (2) illustrates the conceptual framework of the study, showing the relationship between professional self-care dimensions (professional development, professional support, cognitive strategies, daily balance, and life balance) and professional quality of life among educational counselors. The model indicates that professional self-care is expected to positively predict professional quality of life.


FIGURE 2. Conceptual framework of the study.

## III. STUDY PROBLEM

It has been observed that counselors face increased professional and psychological pressure as a result of the nature of their work, which involves immersion in the psychological, emotional, and social problems of their clients. This may lead to a decline in their professional quality of life and the emergence of burnout symptoms. This results in many counselors neglecting self-care practices or being unable to balance the demands of their profession with their personal needs.

The problem of the study emerged through the presentation, as well as through the challenges and pressures faced by counselors, both job-related and psychological, as well as external factors, whether familial, social, or with the counselees they provide guidance to in various fields. These negative factors affect the quality of life of the educational counselor and their performance and motivation to work positively with their counselees; therefore, effective and proactive self-care practices can contribute to the positive performance of counselors in schools. It serves as an important preventive factor against signs of fatigue by reducing its negatives and risks, and works on enhancing counselors' ability to perform their responsibilities effectively. The counselors who suffer from fatigue or distress may not be able to provide high-quality services to their counselees, and they may experience a decline in their professional quality of life; hence, self-care is of paramount importance for counselors to grow an effective way to protect themselves to be professionals in their work, and to fulfill their professional responsibilities to their counselees with honesty and dedication. Therefore, this study is an attempt to link the quality of professional life and its relationship with professional self-care between educational counselors in Amman. By these Questions (i) Do the levels of professional in quality of life differ among educational counselors

based on gender and years of experience at a significance level of $\alpha = 0.05$? (ii) Do the levels of professional self-care differ among educational counselors based on gender and years of experience at a significance level of $\alpha = 0.05$? (iii) Is there a statistically significant correlation between professional quality of life and professional self-care among educational counselors? (iv) What is the degree of contribution of professional self-care in predicting the professional quality of life among educational counselors?

## IV. METHODOLOGY

### *1. SAMPLE OF THE STUDY*

A basic random sample of 130 male and female counselors was selected throughout the 2022–2023 academic year. This sample comprised thirty percent of the study population. The individuals in the study sample received the questionnaires electronically. Following the receipt of responses, the researcher discovered that 118 completed and analyzable questionnaires were obtained, which accounted for 92% of the questionnaires that were sent to the study population. The study sample members are displayed by variable in Table 1.

**Table 1.** Study sample according to variables.

| Variable | Categories | Number | Percentage |
|---|---|---|---|
| Gender | Male | 30 | 25.4 |
| | Female | 88 | 74.6 |
| | Total | 118 | 100.0 |
| Years of Experience | Less than 5 years | 20 | 16.9 |
| | 5-10 years | 58 | 49.2 |
| | More than 10 years | 40 | 33.9 |
| | Total | 118 | 100.0 |

### *2. STUDY TOOLS*

To achieve the study's objective, the researcher employed Stamm's [2] Professional Quality of Life Scale (ProQOL), a 30-item instrument divided into three categories:Compassion Satisfaction (Items: 3, 6, 12, 16, 18, 20, 22, 24, 27, 30). Burnout (Items: 1, 4, 8, 10, 15, 17, 19, 21, 26, 29). Secondary Traumatic Stress (Items: 2, 5, 7, 9, 11, 13, 14, 23, 25, 28). The responses were measured using a 5-point Likert scale, ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). Additionally, the researcher employed the Professional Self-Care Scale PSCS that developed by Dorociak [33], which consists of 28 items and 5 dimensions: Life Balance (Items: 1, 4, 9, 7, 25, 18, 21). Professional Support (Items: 6, 13, 17, 26. Professional Development (Items: 10, 5, 3, 16, 27, 22). Cognitive Strategies (Items: 19, 24, 8, 15, 11, 28). Daily Balance (Items: 4, 20, 23, 12). Responses were measured using a 5-point Likert scale, ranging from "Strongly Agree" (5) to "Strongly Disagree" (1).

### *3. VALIDITY OF THE CURRENT STUDY INSTRUMENTS*

The validity of the current study instruments was assessed using the following metrics:

#### *3.1 Apparent Honesty*

To ensure the face validity of the study tools and their appropriateness for obtaining the objectives of this study, the instruments were at first presented to a group of specialists consisting of professors from Jordanian universities who are expert and specialized in counseling, mental health, measurement, and evaluation. Participants were invited to provide their opinions on the relevance of each item to its corresponding domain, the linguistic formulation, the clarity of the items, and to suggest any additions, modifications, or deletions. The researchers relied on a criterion of agreement of 80% or above to retain an item, and below that threshold to consider deletion or modification. The suggestions of the specialists were taken into discernment, and the necessary revision were made. While the Professional Quality of Life Scale

had 30 items distributed across three dimensions (compassion, fatigue, and secondary traumatic stress), the Professional Self-Care Scale had 28 items distributed across five dimensions (life balance, professional support, professional development, cognitive strategies, and daily balance). According to the researcher, making such adjustments strengthens the dependability of the study's findings and demonstrates the validity of the instruments used.

### *3.2 Internal Consistency Validity*

The internal consistency approach, one of the construct validity procedures, was used to assess the study instrument's dependability. Pearson correlation coefficients were used to analyze the relationships between the overall score and each of the scale's subscales. The Professional Self-Care Scale items had correlation coefficients between 0.78 and 0.86, and the Professional Quality of Life Scale items had correlation coefficients between 0.79 and 0.88 with the overall score. At a significance threshold of $\alpha < 0.05$, the reliability of the study's conclusions and the validity of the instruments' internal consistency were demonstrated by the statistical significance of all correlation coefficients.

## V. RELIABILITY OF THE TOOLS USED IN THE CURRENT STUDY

The Cronbach's Alpha coefficient for internal consistency was calculated in order to evaluate the instruments used in the study. The results are shown in Table (3) below.

**Table 3.** Reliability coefficients of the study instruments.

| Instrument | Dimension | Cronbach's Alpha |
|---|---|---|
| Professional Quality of Life | Compassion | 0.88 |
| | Burnout | 0.90 |
| | Secondary Trauma | 0.86 |
| | Total | 0.90 |
| Professional Self-Care | Work-Life Balance | 0.84 |
| | Professional Support | 0.88 |
| | Professional Growth | 0.91 |
| | Cognitive Strategies | 0.86 |
| | Daily Balance | 0.92 |
| | Total | 0.89 |

The outputs in Table 3 show that the reliability coefficients of the entire Professional Quality of Life Measure scale ranged from 0.86 to 0.90, with a total coefficient of 0.90. For the sub-dimensions, the coefficients ranged between 0.86 and 0.90. As for the Self-Care Scale, the reliability coefficient for the overall scale was 0.89, with sub-dimension coefficients ranging from 0.84 to 0.92. For the objectives of the present investigation, such values are deemed appropriate.

### *1. RESULTS AND DISCUSSION*

To identify the quality of professional life and its connection to self-care among educational counselors in the city of Amman, this section includes a thorough explanation of the results obtained from the current research in light of the questions posed. It also discusses the findings of the study and how to interpret them in light of existing studies. These elements are broken down in the following.

### *2. PRESENTATION OF RESEARCH FINDINGS*

Below are the results of the first question, which states, "Are there statistically significant variances at a significance level ($\alpha \leq 0.05$) regarding the professional life quality among educational counselors in relation to gender and experience?"

To address this query, a Two-Way ANOVA analysis was conducted to explore potential differences in professional life quality among educational counselors based on gender and experience. Table (4) illustrates these findings.

**Table 4.** Results of two-way ANOVA analysis to detect differences in professional life quality among educational counselors based on gender, experience.

| Domain | Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F Value | Significance Level |
|---|---|---|---|---|---|---|
| Empathy | Gender | 48.363 | 1 | 48.363 | 0.715 | 0.4000 |
| | Experience | 28.301 | 2 | 14.150 | 0.209 | 0.8120 |
| | Error | 7709.291 | 114 | 67.625 | | |
| | Total | 115560.000 | 118 | | | |
| Exhaustion | Gender | 41.641 | 1 | 41.641 | 0.635 | 0.4270 |
| | Experience | 44.420 | 2 | 22.210 | 0.339 | 0.7130 |
| | Error | 7472.890 | 114 | 65.552 | | |
| | Total | 115153.000 | 118 | | | |
| Shock Stress | Gender | 19.663 | 1 | 19.663 | 0.298 | 0.5860 |
| | Experience | 66.678 | 2 | 33.339 | 0.506 | 0.6040 |
| | Error | 7510.868 | 114 | 65.885 | | |
| | Total | 116401.000 | 118 | | | |
| Total | Gender | 318.323 | 1 | 318.323 | 0.542 | 0.4630 |
| | Experience | 399.018 | 2 | 199.509 | 0.339 | 0.7130 |
| | Error | 66997.028 | 114 | 587.693 | | |
| | Total | 1040226.000 | 118 | | | |

At the significance level ($\alpha \leq 0.05$), Table (4) demonstrates that there are no statistically significant differences in the professional life quality of educational counselors based on gender or experience, both overall and across all scale components. Results of the second research question, which states: "Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of professional self-care among educational counselors based on gender, experience?" A two-way ANOVA study was used to determine gender and experience-based differences in the professional self-care levels of educational counselors in order to answer this question. Table (5) displays these findings.

**Table 5.** Results of two-way ANOVA analysis to detect differences in the level of professional self-care according to study variables.

| Dimension | Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F Value | Significance Level |
|---|---|---|---|---|---|---|
| Work-Life Balance | Gender | .003 | 1 | .003 | .005 | .9440 |
| | Experience | 1.572 | 2 | .786 | 1.355 | .2620 |
| | Error | 66.125 | 114 | .580 | | |
| | Total | 1016.327 | 118 | | | |
| Professional Support | Gender | .214 | 1 | .214 | .337 | .5630 |
| | Experience | 1.531 | 2 | .766 | 1.205 | .3030 |
| | Error | 72.433 | 114 | .635 | | |
| | Total | 1002.600 | 118 | | | |
| Professional Development | Gender | .032 | 1 | .032 | .054 | .8170 |
| | Experience | .373 | 2 | .186 | .312 | .7330 |
| | Error | 68.102 | 114 | .597 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cognitive Strategies | Total | 1000.722 | 118 | | | |
| | Gender | .131 | 1 | .131 | .216 | .6430 |
| | Experience | 1.358 | 2 | .679 | 1.123 | .3290 |
| | Error | 68.913 | 114 | .605 | | |
| Daily Balance | Total | 989.500 | 118 | | | |
| | Gender | .001 | 1 | .001 | .001 | .9770 |
| | Experience | .976 | 2 | .488 | .755 | .4730 |
| | Error | 73.684 | 114 | .646 | | |
| Total | Total | 990.563 | 118 | | | |
| | Gender | .047 | 1 | .047 | .080 | .7780 |
| | Experience | 1.066 | 2 | .533 | .911 | .4050 |
| | Error | 66.713 | 114 | .585 | | |
| | Total | 996.645 | 118 | | | |

According to the results in Table (5), neither the overall level nor any of the scale's dimensions show statistically significant variations in the professional self-care levels of educational counselors by gender or experience at a significance threshold of $\alpha \leq 0.05$. Results of the third question, which states: "Is there a statistically significant correlation between professional quality of life and self-care among educational counselors?" To answer this question, Pearson correlation coefficients between the aspects of self-care and professional quality of life were calculated. Table (6) presents the findings.

**Table 6.** Pearson correlation coefficients between professional quality of life dimensions and self-care dimensions.

| Professional Quality of Life / Professional Self-Care | Work-Life Balance | Professional Support | Professional Development | Cognitive Strategy | Daily Balance | Total |
|---|---|---|---|---|---|---|
| Compassion Fatigue | 0.54* | 0.56* | 0.59* | 0.54* | 0.55* | 0.57* |
| Burnout | 0.61* | 0.55* | 0.63* | 0.53* | 0.50* | 0.61* |
| Secondary Traumatic Stress | 0.63* | 0.57* | 0.60* | 0.56* | 0.57* | 0.58* |
| Total | 0.55* | 0.57* | 0.60* | 0.55* | 0.56* | 0.63* |

(* Indicates statistical significance at $\alpha \leq 0.05$ level).

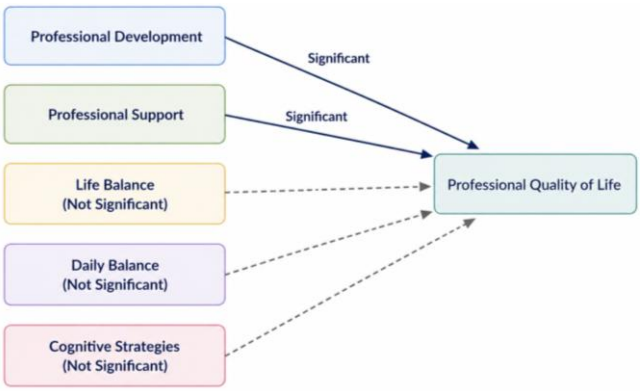


FIGURE3. Correlations between professional self-care dimensions and professional quality of life.

Professional self-care and professional quality of life among educational counselors are statistically correlated, according to the data in Table (6). At the ($\alpha < 0.05$) level, the overall correlation coefficient of

0.63 was statistically significant. Additionally, each aspect of professional self-care and professional quality of life were statistically significantly correlated at the dimension level. The correlation coefficients were between 0.55 and 0.60, with professional development showing the highest correlation and work-life balance showing the lowest. Figure (3) shows the correlation between professional self-care and professional quality of life among educational counselors. The figure indicates a positive relationship between the variables, suggesting that higher levels of self-care are associated with higher professional quality of life.

- Results of Question Four, which states: "What is the contribution of professional self-care in predicting the quality of professional life among educational counselors?"

To make sure the data was appropriate for the assumptions of regression analysis, tests were performed prior to using regression analysis to ascertain the role of professional self-care in predicting the quality of professional life among educational counselors. It was discovered that all independent variables had Variance Inflation Factor (VIF) values between 3.585 and 6.492, all of which were less than 10. Furthermore, there was no strong correlation between the independent variables (multicollinearity), as indicated by the tolerance values, which ranged from 0.154 to 0.278 and were greater than 0.05. Additionally, by computing the Skewness coefficient, where all values approached (0), it was verified that the data has a normal distribution. Additionally, the model's validity in forecasting life quality through professional self-care was verified. The results are displayed in Table (7).

**Table 7.** displays the outcomes of the Analysis of Variance (ANOVA) for confirming the validity of the model in predicting the quality of professional life through professional self-care.

| Dependent Variable | Source | R squared | Sum of Squares | Mean Square | Calculated F value | F Significance Level |
|---|---|---|---|---|---|---|
| Professional Life Quality | Regression | 0.396 | 24108.636 | 4821.727 | 12.362 | 0.00* |
| | Error | | 43685.635 | 390.050 | | |
| | Total | | 67794.271 | | | |

(* Indicates statistical significance at $\alpha \leq 0.05$ level)

Table (7) demonstrates the adequacy of the model in predicting professional life quality through self-care professionalism, indicated by the calculated F value and its corresponding significance level at a significance level ($\alpha \geq 0.05$). Additionally, 39.6% of the variation in the dependent variable (quality of professional life) may be explained by the aspects of self-care professionalism. The impact of self-care professionalism in predicting professional life quality among educational counselors was thus tested using multiple regression analysis, as shown in Table (8).

**Table 8.** Findings from a Multiple Regression Analysis to Assess the Effect of Self-Care Professionalism, as Denoted by Its Elements, on Forecasting Educational Counselors' Professional Life Quality.

| Independent Variable | B | Standard Error | Beta | Calculated T Value | T Significance Level |
|---|---|---|---|---|---|
| Professional Development | 1.15 | 0.339 | 0.432 | 3.387 | .002* |
| Professional Support | 0.475 | 0.192 | 0.2 | 2.976 | .018* |
| Cognitive Strategy | 0.772 | 0.302 | 0.296 | 2.01 | .0510 |
| Daily Balance | 0.785 | 0.393 | 0.281 | 1.996 | .0560 |
| Life Balance | 0.764 | 2.808 | 0.279 | 1.884 | .0610 |

(* Indicates statistical significance at $\alpha \leq 0.05$ level)

Two aspects of professional self-care that significantly affect professional quality of life are professional development and professional support, according to the statistical results shown in Table (8), which are supported by the presentation of beta coefficients and T-tests. The beta coefficients for the assumptions shown in the table also put this into practice. Furthermore, at a significance level of 0.05, the computed T-values exceed the critical values. The sub-dimensions of Cognitive Strategy, Daily Balance, and Life

Balance, on the other hand, showed no statistical significance; their impact on the professional quality of life was inconsequential. Finding the contributions of each independent variable as a component of the regression model is the aim of this approach; the findings are displayed in Table (9).

**Table 9.** Findings from Stepwise Multiple Regression Analysis for Forecasting Educational Counselors' Professional Quality of Life Using Self-Care Dimensions as Independent Variables.

| Entry Order of Independent Variables in Prediction Equation | R2 Value Cumulative Determination Coefficient | Calculated T Value | T Significance Level |
|---|---|---|---|
| Professional Development | 0.361 | 3.005 | 0.004* |
| Professional Support | 0.396 | 2.321 | 0.025* |

(* Statistically significant at the level ($0.05 \geq \alpha$) (- Excluded from the prediction equation: Cognitive strategy, daily balance, life balance)

According to Table (9) which displays the order in which the independent variables entered the regression equation, professional growth ranked highest among the components of professional self-care and contributed to the explanation of 36.1% of the variance in the dependent variable. 36.9% of the variance in the dependent variable was explained by the Professional Support dimension, which came next. Meanwhile, the prediction equation did not incorporate the elements that Cognitive Strategy, Daily Balance, and Life Balance represented.

## *3. DISCUSSION OF RESULTS*

### *3.1 Results of Question One*

The first question's results showed that, both overall and across all scale dimensions, there were no statistically significant variations in educational counselors' professional quality of life according to gender or experience. This outcome can be interpreted by the fact that male and female counselors do not differ significantly because they perform similar counseling tasks in relatively similar environments and are subject to the same counseling work factors. Often, satisfaction with their work and its effectiveness contributes to counselors fulfilling many tasks such as responding empathetically and flexibly to pressures, and imparting a personal emotional character to their interactions with clients. Therefore, if counselors appreciate providing psychological assistance to their clients and adapting to their difficulties, they need to perform self-compassionate actions to improve the quality of their professional lives. These findings go against the study conducted by Alharbi and Alkhamshi [40] that found variations among care providers based on years of experience and gender. Furthermore, Tran et al. [41] discovered that the quality of professional life scale varies by years of experience and gender. This discrepancy in findings may be cause a variation in sample demographics, cultural backgrounds, or measurement tools used across studies. It underscores the importance of considering context-specific factors when interpreting research outcomes in the field of professional quality of life.

### *3.2 Results of Question Two*

Overall and throughout the scale's categories, the results showed no discernible variations in educational counselors' self-care levels by gender or experience. This may be interpreted by the fact that counselors regardless of their gender, work in the same counseling environment and are subjected to similar levels of work-related stress, even with varying levels of professional experience. They have received the same training and educational courses that have enabled them to refine their skills and develop their capabilities to meet the demands of educational counseling. Therefore, they all deal with a set of skills that help them manage stress, fatigue, and enhance psychological and social well-being on a daily basis in the field of counseling and education. These results contrast with the findings of Sylvester-Nwosu [42] and Shiri-Mohammadabad & Afshani [43], which indicated significant differences in gender and experience levels on the self-care practice scale.

*3.3 Results of Question Three*

With a total correlation coefficient of 0.63, the findings showed a statistically significant relationship between educational counselors' professional self-care and professional quality of life, which was significant at the $\alpha < 0.05$ level. With correlation values ranging from 0.55 to 0.60, each component of professional self-care and professional quality of life showed a statistically significant relationship at the dimension level. The lowest correlation was found with the dimension of work-life balance, while the highest correlation was found with the dimension of professional development. This result can be interpreted by considering counselors' perceptions and interactions regarding their roles as professionals, their success and excellence in their work, and their exposure to various positive and negative aspects during work. This is associated with professional self-care, which promotes motivation, psychological, and social well-being of counselors, leading to better work performance, creating positive expectations for professional life, and enhancing ethical care principles. Engaging in self-care activities assists to decrease stress and maintain balance between professional and personal life paths. Self-care techniques help to improve and enhance professional quality of life [15]. Nogueiro et al. [44] mentioned that professional self-care is positively associated with professional quality of life. The dimension of psychological balance appeared to have the lowest correlation, possibly due to the burden of cases counselors deal with, individual differences and characteristics among them, and exposure to various challenges in the workplace. Blake et al. [39] displayed that practitioners view of self-care is affected by their setting and social setting it further helps to maintain a positive physical and emotional condition to support different scenarios.

*3.4 Results of Question Four*

The results indicated that the sub-variables of professional self-care dimensions, represented by professional development and professional support, have an impact on professional quality of life. The table's beta coefficients for these variables and the statistically significant rise in the calculated t-values above their tabulated values at the significance level ($0.05 \geq \alpha$) provide proof of this. However, aspects including life balance, daily balance, and cognitive strategy did not have a statistically significant impact on professional quality of life. This predictive result can be interpreted as professional self-care being a behavior that contributes to organizing the characteristics and factors that positively influence counselors' development and work for the improvement of their professional and psychological well-being. Professional self-care also contributes to the development of positive relationships between counselors and clients, as well as establishing value boundaries in relationships, thereby enhancing and improving job satisfaction. This study supports the findings of Bloomquist et al. [5], who demonstrated that various self-care practice domains have varying contributions to the prediction of professional quality of life indicators. Additionally, the results of Nogueiro et al. [44] demonstrated that self-care had a positive effect on compassion satisfaction and a negative effect on compassion fatigue. Likewise, this study supports the findings of Sansó et al. [45], which showed that professional quality of life was predicted by self-care. Furthermore, Sharifian's [15] regression analyses revealed that self-care was a negative indication of exhaustion and a positive indicator of compassion fulfillment. Self-care is an inverse indication of work-related weariness, according to the models that were examined.

## VI. CONCLUSIONS

Self-care is an individual or organizational approach helped at preventing work-related psychological stress and encouraging a healthy and positive work environment it also achieving a balance between work and personal life. It involves maintaining good communication among counselors, allocating appropriate time to complete various tasks, and discussing specific issues with the team when necessary. Moreover, the profession of counseling and mental health is not without its challenges and difficulties, which can affect counselors working with clients. Negative and high-risk client behaviors, such as hostility, violence, suicide, and social and professional isolation, can result in major job-related stressors that have an adverse effect on professional quality of life. Therefore, it is advisable for counselors to undergo specialized training

in the mental health field, attend professional counseling seminars, and focus on implementing preventive, recreational, and professional programs in this field.

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## Author Contributions

A. M. A. Al-tarawneh: Lead author; conceptualization, methodology, analysis, investigation, and original draft. R. A. Alomoush, M. I. A.-F. Salameh, F. Ghnaim, M. Alhajaj, and R. Alqaisi: Investigation, validation, resources, visualization, and manuscript review & editing. A. Alboraee: Supervision, project administration, validation, manuscript review & editing, and final approval.

## Conflicts of Interest

The authors declare that there is no conflict of interest.

## Data Availability Statement

Data are available from the authors upon request.

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