

SELF-EFFICACY AS A PREDICTOR OF COUNSELLORS' JOB COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study investigated self-efficacy as a predictor of counsellors' job commitment in secondary schools in Anambra State. Three research questions and one hypothesis guided the study. The study adopted the correlation survey design. The population for this study comprises of 206 Guidance Counsellors in secondary schools in Anambra State. The entire population was used as sample due to the manageable size. The instruments adopted for data collection are the self-efficacy scale (SES) and job commitment questionnaire (JIQ). The reliability of the instruments was as follows; Cronbach alpha internal consistency reliability coefficient of 0.86 for SES and for the JIQ, the coefficient of test-retest reliability obtains in an interval of 72 days is 0.90. The administration of the instruments was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents (counsellors) by the researcher with the help of 3 research assistants. Aggregate scores and regression analysis were used to analyse data for the study. The findings of the study revealed that most of the counsellors in secondary schools in Anambra state have high self-efficacy, and majority of the counsellors have high job commitment. The findings also showed that secondary school counsellors' self-efficacy significantly predicted 12.00 percent of their job commitment. Also, counsellors' personality traits are significant predictors of their job commitment in secondary schools in Anambra state. The study concluded that Counsellors' self-efficacy is a significant predictor of their job commitment in secondary schools in Anambra State. It was recommended among others that incentives should be made available at all time in order to maintain counsellors' level of job commitment.

Keywords: Self-Efficacy, Predictor, Counsellors, Job Commitment, Secondary Schools.

INTRODUCTION

Counsellors are individuals who inspire and encourage students to strive for greatness, live to their fullest potential and see to the best of themselves. They are greatly involved in the socialization, development and behavioural process of students. They also help students to grow in the right direction and teach them about the new phase of new life which they have entered (Akuh & Ayoko, 2025). In the opinion of Ajayi, Shiyanbade, Ajayi, Olodude and Olowoporoku (2017), success and failure of educational activities depend on their performance. Therefore, the level of job commitment among counsellors in secondary schools should be the focus of most research studies.

In secondary schools, counsellors' commitment is their ability to demonstrate sound professional attributes through adequate training and it is pivotal to successful counselling

sessions, the learning outcomes and attainment of quality education in secondary schools. The quality of counselling programmes is manifested in their knowledge of the behaviour exhibited by students before and after the counselling session which could lead to the accomplishment of the stated educational goals (Agu & Okoli, 2021). This means that counsellors possess the qualities for effective behavioural change, but this could be limited due to certain factors and constructs such as the level of work commitment and personality trait of the counsellors.

Counsellors' commitment in every successful organization is usually backed by committed employees and the commitment could be the outcome of motivation and job satisfaction (Nnadi, Uzoekwe & Oguzie, 2020). Employee motivation is the key to organizational effectiveness and could be a predictor of job commitment and satisfaction among employees. In the present day, there exists a lot of work pressure in the educational sector for employees, which ranges from workload, and other activities which could impact on counsellor's level of job commitment. As a result, work commitment of counsellor's tends to play an important role by managing and controlling their emotions, which may lead to higher level of job satisfaction and further result in job commitment (Hamid, 2016).

Commitment to work among counsellors is one of the most desirable attitudes required in the educational context. Accordingly, job commitment is said to be related to the employees' emotional affiliation, identification or involvement with the organization (Hassan, 2016). On the contrary, counsellors job commitment might be linked with their efficacy and traits, although it reflects a stronger linkage between the organization and the employee. More so, Masrek, Osman, Ibrahim and Mansor (2015) conceptualized job commitment into three distinct constructs, namely affective, continuance, and normative commitment. Masrek et al. went further to explain that continuance commitment is the extent to which employees feel committed to their job by virtue of the costs they feel are associated with living. Affective commitment is a positive feeling of identification with, attachment to, and involvement in the work organization. Normative commitment refers to commitment based on a sense of obligation to the organization.

Based on this, the importance of job commitment to organizational success, particularly in the context of education where counsellors' commitment to their educational duties is vital becomes imperative (Waqar & Bukhari, 2018). The idea of the importance of job commitment overtime has benefited practitioners and policy makers through enacting educational policy fair on the basis of what counsellors need to be committed in the counselling profession, and how to improve commitment in order to work efficiently and effectively. Success in academic activities carried out in the school environment depends on an efficient and effective workforce which is achieved through teacher's job commitment. It can be ascertained that the Federal Government of Nigeria through its Ministry of Education should nurture human capital through continuous training and development (McCleskey, 2014). Accordingly, counsellors' work commitment is dependent on certain factors within the human resource capital. And it could be deduced that, counsellors' level of commitment towards their job can be said to significantly depend on their self-efficacy and personality traits. In the context of this study, job commitment is an individual's expression through identification, involvement and loyalty to activities carried out in the school environment. Job commitment is that aspect of activity which results in voluntary participation to support attainment of organizational

ends and interest. On the contrary, studies have reported that counsellors' job commitment be predicted by their self-efficacy and personality traits.

The personal goals on any individual are related to their beliefs and expectations about their capabilities to perform successfully, hence the concept of self-efficacy. According to Achufusi and Utaka (2019), self-efficacy is the belief in one's capabilities to organize and execute the courses of action required for producing at a given attainment. The way people think, feel, act, and motivate themselves are affected by self-efficacy. Researchers such as Okafor and Okoli (2020), reported that self-efficacy is a significant predictor of interest in diverse areas. High self-efficacious counsellors have positive mindset, bordering on their confidence is the belief that they can accomplish any academic task no matter how difficult or challenging. Such mindset makes the learning all the more interesting to the students since they stay focused on the goals of any academic endeavour. Academic self-efficacy is often built upon past successes, especially ones that challenged the student and were overcome with abundant effort and therefore results in the interest to try other related or default academic task (Nwadinobi, Chigbu, Oguzie & Okoli, (2026). Operationally, self-efficacy is defined as students' belief in their capabilities to organize and execute the course of action required in high personality.

Hence, school as an organization employs counsellors that can assist in the actualization of its set goals which include among others the production of intellectual and responsible learners. The school like any other organization employs different categories of workers through whom it realizes its objectives; among such workers are school counsellors and others. A school counsellor is one who has inner and acquired skills for helping people who have problems to have deep insight into their own abilities and capabilities (Okoye, Adejumo & Achebe, 2017). School counsellor is responsible for the development and growth of students. More so, they play a large role in the overall development of students as intellectual and productive human beings. Such roles include among others; managing the organizational process that reflect the need of the school and its students; and preparing students through adjustments and skill development to match dynamic society of the day.

Ofodum (2016) observed that counsellors contend with myriads of problems in their career. These problems include lack of comfortable or attractive offices, irregular payment of emoluments and stringent funding. Ofodum also noted that the conditions of counsellors were made worse by the compulsory assignment of additional work load and other bureaucracies and paper work in most schools. This is not only unprofessional but also impacts on the counsellor's job commitment and their overall attitude to work. Stratt (2017) observed that poor commitment of counsellors to work not only frustrates students but also make them encounter such problems as poor study habit, inadequate knowledge about proper subject combination, poor foundation for life-long career development, poor transition from education to labour market among others. Stratt (2017) further noted that these problems, if not properly resolved will culminate into various misbehaviours such as staff turnover, dissatisfaction with job role, sexual promiscuity with students and extortion. This shows that school counsellors who manifest poor or negative job commitment as a result of low level of self-efficacy are likely to produce less result-oriented outcomes. The problem of poor job commitment among counsellors in secondary schools have led to the present study,

which will examine self-efficacy as a predictor of counsellors' job commitment in secondary schools in Anambra State

Purpose of the Study

The main purpose of this study is to determine self-efficacy as a predictor of counsellors' commitment in secondary schools in Anambra State. Specifically, this study determined;

1. Counsellors' self-efficacy score in secondary schools in Anambra State.
2. Counsellors' job commitment scores in secondary schools in Anambra State.
3. The predictive power of counsellor's self-efficacy on their job commitment in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the counsellors' self-efficacy score in secondary schools in Anambra State?
2. What are the counsellors' job commitment scores in secondary schools in Anambra State?
3. What is the predictive value of counsellors' self-efficacy on their job commitment in secondary schools in Anambra State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. Counsellors' self-efficacy does not significantly predict their job commitment in secondary schools in Anambra State.

METHODS

The correlational survey research design was adopted for this study. Nworgu (2015), opined that a correlational research design seeks to indicate the extent to which changes in one variable is associated with changes in another. Correlational design is a research design that studies the extent and direction of relationship between two or more variables. Correlational survey design is more suitable for this study because it seeks to observe the value of self-efficacy in order to determine the nature and value of its prediction on counsellors' job commitment in secondary schools in Anambra State. The population for this study comprises of 206 Guidance Counsellors Serving in Anambra State secondary schools. The researchers studied the entire population without sampling. This is due to the manageable size of the population.

The instruments adopted for data collection was the self-efficacy scale (SES) with a Cronbach alpha internal consistency reliability coefficient of 0.86. and Job Commitment Questionnaire (JCQ) with reliability coefficients of 0.72 and 0.80 for females and males respectively. The instruments were administered through direct delivery method. Aggregate scores and regression analysis were used for data collection. Data analysis was computed using the Statistical Package for Social Sciences version 27 (SPSS 27).

Variable	R	R ²	R ² Changed	B	BETA	% var. added	df	Cal. t	Alpha value	Pvalue	Remark
Counsellors' self-efficacy	0.120	0.014	0.014	0.061	0.120	12.00	20	3.44	0.05	0.001	S

RESULT

Table 1: Counsellors' self-efficacy score in secondary schools in Anambra State (n=206)

Self-efficacy scores	N	%	Remarks
30 – 80	96	46.60	Low self-efficacy
81 – 150	110	53.40	High self-efficacy

In table 1 it was observed that 96 (46.60%) of counsellors with scores ranging from 30 and 80 have low self-efficacy, while 110 (53.40%) of counsellors with scores ranging from 81 and 150 have high self-efficacy.

Table 2: Counsellors' job commitment scores in secondary schools in Anambra State (n=206).

Job commitment scores	N	%	Remarks
20 – 60	88	42.72	Low job commitment
61 – 100	118	57.28	High Job commitment

Table 2 reveals that 88 (42.72%) of counsellors in secondary schools with scores ranging from 20 and 60 have low job commitment, while 118 (57.28%) of the counsellors in secondary schools with scores ranging from 61 and 100 have high job commitment.

Table 3: Linear regression analysis on the predictive value of counsellors' self-efficacy on their commitment in secondary schools in Anambra State (n=206)

Variable	R	R ²	R ² Changed	B	BETA	% var. added
Counsellor's self-efficacy	0.120	0.014	0.014	0.061	0.120	12.00

Table 3 showed that the self-efficacy of counsellors in secondary schools had Beta of 0.120. This indicates that counsellor's self-efficacy contributed 12.00 percent of their job commitment in secondary schools in Anambra State.

Table 4: Regression analysis on the significant prediction of counsellor's self-efficacy and their job commitment in secondary school students in Anambra state.

S = Significant

The result presented in table 4 revealed that at 0.05 alpha level, with 1df numerator, 204df denominator, the calculated $t_{3.447}$ and a Pvalue of 0.001, which is greater than 0.05, the first null hypothesis is rejected. Hence, there is a significant prediction of counsellors' self-efficacy and their job commitment in secondary schools in Anambra State.

Discussion of Findings

Counsellor's self-efficacy and their commitment in secondary schools in Anambra State

This study found that most of the counsellors 110 (53.40%) have high self-efficacy in secondary schools in Anambra state. In another analysis, Counsellor's self-efficacy was found to contribute 12.00 percent of their job commitment in secondary schools in Anambra State. This aligns with the findings of Nnadi, Nnodum, Ify, Eberechukwu and Uzoekwe (2022), who found that the relationship between emotional intelligence and job commitment of secondary school counsellors is a very high positive relationship, the relationship between gender and job commitment of secondary school counsellors is a very low positive relationship, and the relationship between emotional intelligence and gender and job commitment of secondary school counsellors is a very high positive relationship.

Analysis from the corresponding hypothesis found that there is a significant prediction of counsellors' self-efficacy and their job commitment in secondary schools in Anambra State. Thos disagrees with Anyanwu, Ogboji, Etonyeaku and Iheme (2016) who found that there is no significant difference in the influence of self-efficacy on academic achievement mean scores of male and female secondary school students. This could be due to the difference in the subjects sampled in both studies. On the contrary, the findings of the present study conform with the finding of Hammed and Toyin (2015), which found that self-concept and self-efficacy jointly and relatively contributed to academic achievement in English language of the participants among others.

Conclusion

Based on the findings of this study, it is concluded that most of counsellors have high self-efficacy and are highly committed to their job. It was also concluded that counsellors' self-efficacy significantly predicted their job commitment in secondary schools in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Since there is a significant prediction of counsellors' self-efficacy and their job commitment in secondary schools in Anambra State. Ones self-efficacy is therefore perceived as a very important aspect of any workplace; it could be said that if counsellors do not possess high self-efficacy, they will not be committed in their jobs and this leads to reduced productivity. Hence, this study recommends incentives should be made available at all time in order to maintain counsellors' level of job commitment.
2. This study recommends that the government through its ministry of education should set up committees for constant supervision and inspection of the school environment. This is because human capital is the most valuable asset of any organization (school system inclusive). Today's work environment also face a big challenge of retention as well as attraction of new talent in the organization, and constant evaluation of their

personality traits could be one important contributor to organizational success in long-term.

3. There should be continuous professional development for counsellors. Counsellors should receive ongoing professional development to better understand and address the diverse needs of their students. Training should focus on recognizing and nurturing different psychological characteristics including self-efficacy and personality traits using data-driven approaches to enhance job commitment.

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