RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB COMMITMENT OF SECONDARY SCHOOL COUNSELLORS IN ANAMBRA STATE

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Abstract

People tend to engage in one job or the other in order to satisfy their needs, and when they fail to satisfy such needs, they may become unfulfilled and less committed to the job. This study investigated the relationship between job satisfaction and job commitment of secondary school Guidance Counsellors in Anambra State, Nigeria. Three research questions guided the study while one null hypothesis was tested at 0.05 level of significance. Correlational research design was adopted by the researcher. A total of 221 secondary school Guidance Counsellors made up the population of the study. The whole population of the 221 Guidance Counsellors were included in the study, hence no sampling was done. Two research instruments namely; Job Descriptive Index (JDI) and Job Commitment Questionnaire (JCQ) were used for data collection. The reliability coefficient value the instruments are as follows; r = 0.69 for JDI and 0.70 for JCQ. Copies of the instruments were distributed through direct delivery approach. Summated scores was used for answering the research questions 1-2, Pearson Product Moment Correlation Coefficient was used to answer research question 3 while t-test of significance of relationship was used in testing of the hypotheses. The findings of the study showed among others, that there is a significant low positive relationship between the job satisfaction of Guidance Counsellors in Anambra State and their job commitment. From the findings of the study, the researcher made some recommendations which include improving the working environment of the school Guidance Counsellors and organising seminars and workshops to improve their job satisfaction in order for them to remain committed to their job.

Keywords: job satisfaction, job commitment, guidance counsellors, relationship, secondary school, relationship, Anambra State, Nigeria

INTRODUCTION

Satisfaction from work is very essential in the lives of every human being because it forms a fundamental reason for working in life. So, almost every person engages in one job or the other in order to satisfy their needs, and when they fail to satisfy such needs, they may become unfulfilled and less committed to the job. For organizations to achieve their desired goals, the need the cooperative efforts of persons who form the productive base or workforce are essential. Organizations therefore are not likely to perform at its peak level lest each employee is committed to his or her job in the organisation.

Commitment, as defined by Gemlik, Sisman and Signri (2010) is a multidimensional construct in which an individual feels psychologically bound to his job or the organization. It can also be defined using what Douglas (2010) describes as an individual's identification with and involvement in a particular job or organization. Commitment can be characterized by a strong personal belief in or organizational goals and values, acceptance of the job and a desire to exert oneself for the betterment of the organization, and a strong will to remain with the organization. Thus in the context of this study, job commitment is defined as a counsellors' strong personal belief in, and acceptance of the goal and values of his or her job, a desire to exert his or herself for the betterment of the job and the institution as a whole, and a strong will to remain with the job.

Job commitment of a counsellor, much like commitment of any other worker as noted by Akomolafe and Ogunmakin (2014) could be determined by many factors such as the work environment, knowledge, abilities, training skills, experience, availability of resources, willingness to engage in a job, improve on the job and the overall satisfaction derived from the job. In school settings for instance, counsellors who joined the profession being certain about their career choice are more likely to persist and remain counsellors (Steen &

Kaffenberger, 2007). This means that guidance counsellors who felt like they chose to become a counsellor are more likely to display good behaviours towards their job and also feel a greater degree of commitment to their job as well as persist through the daily challenges of their role as counsellors.

Job commitment tends to be characterized by attitude and behaviour. Committed employees are thus likely to manifest positive behaviour towards their job. They are more likely to perform beyond the call of duty to meet the clients' needs and the demands of the entire society. For instance, counsellor's commitment to educational institution manifests itself in identifying with the school, feeling like part of the school and showing loyalty to the school.

Commitment to job is an indication of the degree to which one has a positive and affective attachment to one's work. This affective attachment is critical in schools, since counsellors with a positive and strong commitment to their work are more likely to be dedicated to their students' wellbeing. A conducive work environment that is not hazardous and promotes collaboration, team work and trust is likely to encourage job commitment. An empirical study on relationship between job satisfaction and job performance conducted by Shahu and Gole (2008) revealed that high job satisfaction influences high or good job performance. Shahu and Gole however emphasized the need for organisations to create a conducive working environment; recognise and reward good performance; show concern about their workers' welfare, developmental goals and career aspirations; demonstrate respect for workers; encourage creativity and provide appropriate motivation and mentoring. All these as Shahu and Gole observed will eventually culminate in high job satisfaction of their workers and consequently likely lead to increased job commitment.

Job satisfaction describes an individuals' psychological reaction to the work environment. Furthermore, job satisfaction of employees is very crucial to the success of any organization. It mediates the relationship between working conditions and organizational outcomes (Akomolafe & Olatomide, 2013). Thus, job satisfaction is an indispensable goal every worker aspires to attain during active service. This is the sense of inner fulfilment and pride achieved when performing a particular job.

Job satisfaction could also be conceived as a feeling of accomplishment and worth developed by an employee following the performance on the job. Akinade (2005) described it as gaining contentment in a given career or vocation. The satisfaction could be in terms of take home pay, conducive work environment, or co-operative colleagues, and fairness from the establishment or promotion that comes at objective period. Thus, job satisfaction in the context of this study refers to the pleasurable state of contentment expressed by the counsellor following the evaluation of the job or the activities the counsellor carries out in the school system.

Ademodi and Akintomide (2015) noted that a worker who is not satisfied will either quit the job or constitute a liability to the organisation. Consequently, this may result in inefficiency, low productivity and low commitment. For instance, counsellors who are satisfied with their jobs would usually have a high degree of professional competence. They will most likely feel qualified in terms of their knowledge of subject matter and counselling skills, and they would feel secured about managing problem situations. On the other hand, the consequences of job dissatisfaction include absenteeism from schools, aggressive behaviour towards colleagues and learners, early exit from the profession and psychological withdrawal from work (George & Jones 2008; Ghazzawi & Smith, 2009, Robbins & Judge, 2009). Notable factors reported to be contributing to job satisfaction include: salary structure,

working conditions, attitude of parents, and students' attitudes toward learning, promotion, and workload and so on.

However, for counsellors working in the school settings, the consequences of job satisfaction and lack of confidence in his or her ability can be numerous and far reaching, on the provision of good counselling services to students. The reason is that guidance and Counselling is an indispensable cornerstone of any society, especially in meeting the goals and aspiration of schools. Thus, job satisfaction of counsellors could influence the quality of service being rendered to the school. Job satisfaction is one of the criteria for establishing a healthy structure in an organisation, as it helps bring about achieving organisational goals and enhanced performance. Thus, rendering effective guidance and counselling services in the schools would largely depend on the quality and efficacy of human resources.

Studies (Akomolafe & Olatomide 2013; Adeosun, Adeyemo, Adelowo, 2018) have shown that job satisfaction could contribute to organizational commitment, organizational citizenship behaviour and employee wellbeing. This is a pointer that there is a possible relationship that exists between job satisfaction and job commitment, especially as it concerns Guidance Counsellors working in Anambra State. Since most studies conducted in this area were mostly conducted among teachers and there is paucity of studies on counsellors' job satisfaction and job commitment in Anambra State, Nigeria.This researcher therefore is motivated to fill the identified gap in literature by investigatingthe relationship between job satisfaction and job commitment of secondary school counsellors in Anambra State.

Purpose of the Study

The main purpose of this study is to investigatethe relationship between job satisfaction and self-efficacy as correlates of job commitment of counsellors in Anambra State. Specifically, the study intends to examine:

1. Job satisfaction scores of counsellors in Anambra State
2. Job commitment of scores of counsellors in Anambra State
3. The relationship that exist between job satisfaction and job commitment of secondary school counsellors.

Significance of the Study

The findings of this study will be significant to guidance counsellors, Students, school managements, education authorities and future researchers and the general public.

Findings of the study will be beneficial to guidance counsellors since it will present them with the knowledge of the relationship between job satisfaction and job commitment. This will likely help the counsellor to make effort to collect relevant information about the job, make sound decisions, and take appropriate actions. This will serve as a base for improving counsellors overall performance. The school can also organise talks and seminars geared towards improving the counsellors' commitment towards their job.

The knowledge from the findings of this study will help school managers to make effort to improve the working conditions of counsellors with a view of improving their satisfaction. It will likely push them towards addressing those problems that affect counsellors' satisfaction and productivity.

Research Questions

The following research questions were posed to guide the study.

1. What are the job satisfaction scores of counsellors in Anambra State
2. What are the job commitment of scores of counsellors in Anambra State
3. What is the relationship between job satisfaction and job commitment of secondary school counsellors?

Hypotheses

The following null hypothesis guided the study and was tested at 0.05 level of significance.

1. There is no significant relationship existing between job satisfaction and job commitment of secondary school counsellors?

METHOD

Research Design

The study was conducted using a correlational research design. The design was used because it sought to establish the relationship that exists between variables; job satisfaction and job commitment of secondary school Guidance Counsellors in Anambra State.

Participants

A total of 221 Counsellors from both public and private secondary schools in Anambra State made up the sample for this study. In selecting the sample for the study, census involving all the 221 school counsellors was carried out.

Instrument for Data Collection

Two research instruments were used to elicit information from the school counsellors for this study. The instruments include: Job Descriptive Index (JDI) and Job Commitment Questionnaire (JCQ). The Job Descriptive Indexwas adopted questionnaire developed by Smith, Kendel and Hulin in 1969 but was modified to suit the purpose of this study. The job commitment questionnaire (JCQ) contains 12 items which aimed at measuring job commitment scores of school counsellors. The two instruments have all been subjected to internal consistency reliability test using Cronbach Alpha. The outcome yielded a coefficient Alpha of 0.69 for JDI and 0.70. JCQ.

Method of Data Collection

All the participants for the study were administered the two research instruments through direct delivery approach.

Method of Data Analysis

The data collected for the research questions 1 – 2 were analysed using range of aggregate scores and percentages. Research question 3 was analysed using Pearson Product Moment Correlation Coefficient (Pearson *r*), while t-test was used to test the null hypothesis.

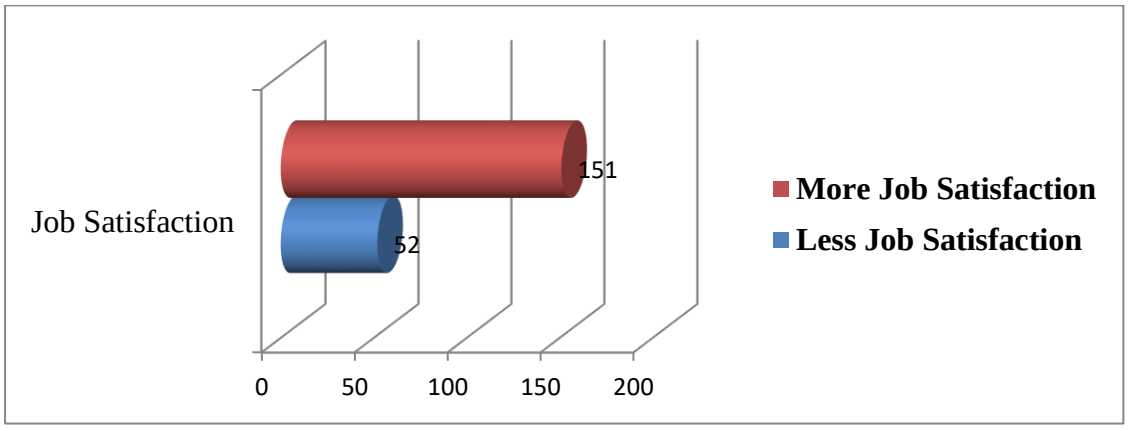
RESULTS

In this section, the data collected from the field for this study were analysed and the summaries presented in tables and charts to highlight the findings as follows:

Research Question1

What are the job satisfaction scores of counsellors in Anambra State?

Distribution Scores of Guidance Counsellors Based on their job Satisfaction in Anambra State

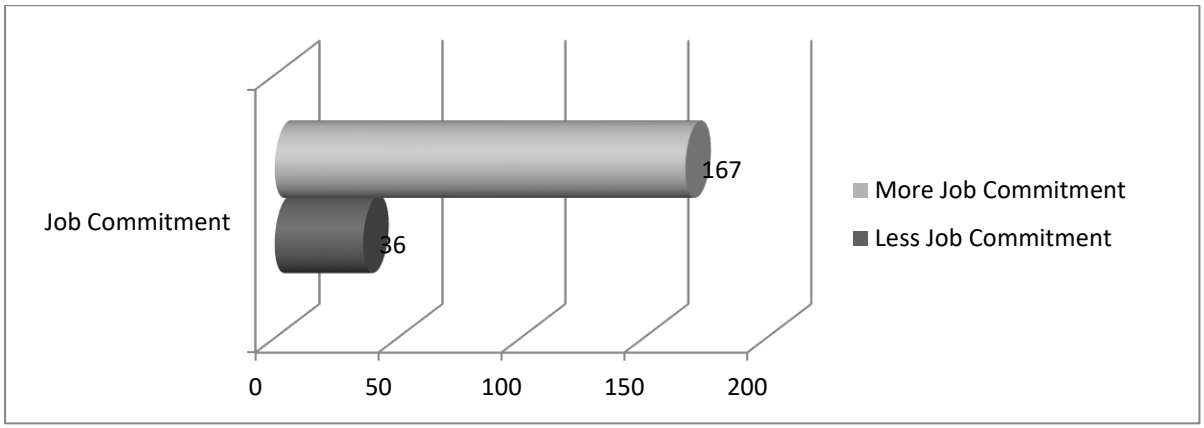


The chart above reveals that 151(74.4%) of the secondary school Guidance Counsellors in Anambra State with the scores ranging from 108 to186 have more job satisfaction, while 52(25.6%)of the Guidance Counsellors who scored between 31 and 107.96 have less job satisfaction.

Research Question 2

What are the job commitment scores of counsellors in Anambra State?

Distribution Scores of Guidance Counsellors Based on their job Commitment in Anambra State



The chart above reveals that 167(82.3%) of the secondary school Guidance Counsellors in Anambra State with the scores ranging from 30 to48 have more job commitment, while

36(17.7%)of the Guidance Counsellors who scored between 12 and 29.96 have less job Commitment.

Research Question 3

What is the relationship between job satisfaction and job commitment of secondary school counsellors?

Table 1: Pearson r on the Relationship between Job Satisfaction and Job Commitment of Secondary School Counsellors

Variables	**N**	**Pearson Correlation coefficient (*r*)**	**Remark**
Job Satisfaction	203		
		0.239	Low positive relationship
Job Commitment	203		

Table 1 revealed that there is a low positive relationship of 0.239 existing between the Guidance Counsellors Job Satisfaction and job commitment in secondary schools in Anambra State.

Testing the Null Hypotheses

Null Hypothesis 1

There will be no significant relationship existing between job satisfaction and job commitment of secondary school counsellors.

Table 2: Test for Significance ofRelationship Existing Between Job Satisfaction and Job Commitment of Secondary School Counsellors (N=203)

Variables	*r*	t-cal	t-crit	df	p-value	Remark
Job Satisfaction Job Commitment	0.239	64.235	1.96	202	0.000	S

S – Significant correlation at 0.05 level of significance

Table 2 revealed that at 0.05 level of significance and 202df, the calculated r 0.239 has Pvalue 0.000 which is less than critical Pvalue 0.05 ($r = 0.239$, $\rho < 0.05$). Therefore the null hypothesis is rejected.

DISCUSSION

The discussion of findings is done under the following sub-themes:

Job satisfaction of secondary school Guidance Counsellors in Anambra State

Findings of the study revealed that majority of Guidance in Anambra State have more job satisfaction. The finding of the study is consistent with Ezoem (1995) and Ezeani (2015). Both studies revealed that the Guidance Counsellors are satisfied with their job. Since, job satisfaction describes how content an individual is with his or her job. The finding thus means that the counsellors working in Anambra state secondary schools are actually happy with their jobs. This is based on the view that the happier people are within their job, the more satisfied they are likely to be with that job. This could be attributed to certain factors such as the nature of the individual's job environment which tend to influence their feelings on the job.

Other factors that could impact of the job satisfaction of Guidance Counsellors working in secondary schools include the individual workers personality, factors inherent in the job and factors under the control of the management (security, pay,fringe benefits, and opportunities for advancement, working conditions). According to Sinha (2013), certain personality traits have been viewed as an important cause of job satisfaction or dissatisfaction. More so, factors inherent in the job include the type of work to be performed, skills required for work performance, occupational status involved in the job, difference in work situations among others.

As regards to relation of occupational status to job satisfaction, Sinha (2013) pointed out that occupational status is related to job satisfaction though not identical with it. Such status may not depend entirely on the job itself and nor does it depends only on way the workers regards the status of their job, but also, on how it is considered by others whose opinions or views he regards to be important. Furthermore, the job satisfaction of counsellors could as well be attributed to the counsellors' personality, working conditions, prompt payment of salaries and how counselling is perceived and talked about by the counsellor and the significant others around them. Wachira and Gathungu (2013) on exploration of factors that influence job satisfaction revealed that not being well paid hampers the performance of individuals.

In the same vein, some people have innate dispositions that cause them to have tendencies towards a certain level of satisfaction regardless of their job. Such people have a compelling drive to succeed and they strive for personal achievement rather than the rewards of success that accompany it. People of such innate disposition are likely to be found mostly in professions like counselling. Such people tend to seek situations where they can attain personal responsibility for finding solutions to problems, where they can receive rapid feedback on their performance so they can set reasonably impacting goals. Such people tend

to depend on personal and occupational experiences and the type of organization for which they work to derive job satisfaction.

Moreover, it is possible that the development programs being initiated by the management board in Anambra State secondary schools must have contributed to improve the counsellors perceptions about their employer and increased the their overall positive feeling towards the employer, which in turn impacted on their job satisfaction. It is also possible that training organised for these Guidance Counsellors by the employer (state government) may have facilitated greater satisfaction by the Counsellors towards their jobs.

Relationship between job satisfaction and job commitment of secondary school Guidance Counsellors in Anambra State

Findings of this study revealed that there is a low positive relationship existing between the Guidance Counsellors job satisfaction and job commitment in secondary schools in Anambra State. The findings of the study also revealed that significant relationship exited between school Guidance Counsellors job satisfaction and job commitment. This implies that there is a substantial connection between the two variables such that when the job satisfaction of counsellors increased, the job commitment of the counsellors also increased. The finding of the study is consistent withEzoem (1995) and Kimi (2006) whose studies examined the relationship between job satisfaction and job commitment of secondary school Guidance Counsellors in Delta, Edo, and Niger States respectively.

The result of the study indicated a low positive relationship between counsellors' job satisfaction and job commitment. Ezoem revealed that the counsellors are satisfied with their job and are committed to perform very well. This shows that employees who are satisfied with their work would be more committed to their job. They are more likely to attend to their work, stay with the organisation, perform well at work and engage in behaviours that are

helpful to the organization than the employees who are not satisfied and who are more likely to be less committed.

The study is also in agreement with Awang Ahmad and Zin (2010), Awoyemi and Odefadehan (2017), Ezeani (2015), Hussin (2011) and Johnson, Wakefield, Price and Mueller (2010) whose studies confirmed that there is a significant relationship between job satisfaction and work commitment of counsellors. The study noted that when workers are satisfied with work, they become more committed and invariably more productive. The reason could because both job satisfaction and job commitment are determined by similar factors and task characteristics.

Due to the linkage between the two variables; job satisfaction and job commitment, it could be understandable that many counsellors are possibly staying in the job due to different reasons best known to them which this study was not out to ascertain. For instance, the counsellors expect to get their salaries and other benefits as at when due at least to satisfy their physiological needs. A counsellor would like to be recognized for excellent work done and to have opportunities for advancement through promotion. These may influence the degree of job satisfaction and commitment to schools/their clients.

Conclusions

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

Majority of secondary school guidance counsellors in Anambra State are satisfied with their job and have more job commitment. There is significant low positive relationship existing between guidance counsellor's job satisfaction and their job commitment in secondary schools in Anambra State.

Implication of the Findings

Through the findings of this study, the management of secondary schools in Anambra State will be informed on the relationship between job satisfaction and job commitment of Guidance Counsellors working in the schools and possibly work closely with the counsellors to address any possible challenges related to their job satisfaction in schools.

Recommendations

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

1. The working environment of the school Guidance Counsellors should be improved upon by the school management as well as give more incentives, better remuneration package than what prevailed now in order to maintain or possibly enhance their job commitment.
2. The school management should provide sustainable welfare packages for the Guidance Counsellors and seek for ways to maintain or possibly enhance their job satisfaction.

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