



## RELATIONSHIP BETWEEN SELF-EFFICACY AND JOB COMMITMENT OF SECONDARY SCHOOL COUNSELLORS IN ANAMBRA STATE, NIGERIA

Chinyelu Nwokolo,

Augustina Ukamaka Okafor<sup>i</sup>

Department of Guidance and Counselling,  
Nnamdi Azikiwe University,  
Ifite Road, 420110, Awka,  
Nigeria

### Abstract:

It is important for organisations like schools to pay attention to the wellbeing and efficacy of their employees. This study investigated the relationship between self-efficacy 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, General Self-Efficacy Scale (GSS) and Job Commitment Questionnaire (JCQ), were used for data collection. The reliability coefficient value the instruments are as follows;  $r = 0.87$  for GSS and  $0.70$  for JCQ. Copies of the instruments were distributed through direct delivery approach. Summated scores and percentages were 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 Self-efficacy 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 Self-efficacy in order for them to remain committed to their job.

**Keywords:** self-efficacy, job commitment, guidance counsellors, relationship, secondary school, Anambra State

---

<sup>i</sup> Correspondence: email [nau.researchscholar@gmail.com](mailto:nau.researchscholar@gmail.com)

## 1. Introduction

The organisation of every human society rests upon education. It is appropriate for such organisations to pay attention to the wellbeing and satisfaction of their employees in order to increase their workers commitment to their job. As a result, a responsible organization will strive to provide enabling work environment to make sure that the administrative framework gives shape, support and fulfilment to its workers that will enhance the worker's commitment to job.

Commitment to job according to Siti (2010) refers to psychological variables reflecting degree of connection an individual perceives himself or herself to have with a particular job in a particular organization. It could also be referred to as the extent to which a worker develops an attachment and feels a sense of allegiance to his or her job (Redmond, 2010). In this case, the individual will likely have strong belief in the job goals and values, a willingness to exert considerable effort on the work and having a strong desire to remain in the employment. Thus, in this study, job commitment is defined as

To predict job commitment, researchers have considered the relationship between the individual and the organization and the extent to which the individual and the organization share common values and goals. Empirical researchers have shown that the organization, supervisors, role clarity, and feelings of personal importance play pivotal roles in employees' behaviours toward their job and organization (ElBardissi & Sundt, 2012; Meyer & Herscovitch, 2001; Meyer & Maltin, 2010).

The researchers have indicated that a worker's performance on the job depends not only on how the individuals behave in the work setting but also on their' varying levels of commitment to their job and organization. Thus, employers need to identify both the individual and the environmental factors that promote employees' commitment to their job and organization. Bandura (1997) asserts that cognitive, behavioural, personal, and environmental factors interact to determine motivation and behaviour. For individuals, one of the most influential factors is belief in self-efficacy.

Self-efficacy is a useful concept for explaining human behaviour. Bhagat and Baliya (2016) defined self-efficacy as ones' belief about their contributions to produce designated levels of performance that exercise influence over events that affect their lives. It plays an influential role in determining an individual's choice, level of effort, and perseverance (Arya, Sharma & Singh, 2012). The construct of self-efficacy represents one core aspect of Bandura's social cognitive theory (Bandura, 2001). According to Bandura, self-efficacy makes a difference in how people think, feel and act. That is, in terms of feeling, low self-efficacy is associated with depression, anxiety and helplessness. People with low self-efficacy also have low esteem, harbour pessimistic thoughts about their accomplishments and personal development (Moran & Hoy, 2007). In the context of this study, self-efficacy refers to the perceived capabilities of counsellors to execute the courses of action, with emphasis placed on their performing skills to perform their job roles. Self-efficacy of a Counsellor can be described as a counsellor's beliefs or judgments about his or her capabilities to effectively counsel a client.

Baker, Zakaria and Mohammed (2011); Fast, Burriss and Bartel (2014) and Bandura (2011), observed that a counsellor with high self-efficacy is more likely to expend more effort, and persist longer in a job than those with low efficacy. Since it is believed that, high self-efficacy enhances human accomplishment and personal well-being. Counsellors with a strong sense of personal competence in their job would likely approach difficult tasks in the job as challenges to be mastered rather than as dangers to be avoided. It was further observed that those with high self-efficacy tend to have greater intrinsic interest in activities, set challenging goals and maintain strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failure or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring.

In addition to this, the authors noted that persons with higher self-efficacy beliefs set higher goals and are likely to exhibit stronger commitment, motivation, perseverance, and resiliency in achieving those goals. Bandura further noted that unless people believe they can produce desired effects by their actions they have little incentive to act. What this implies is that there are many activities, which, if done well, would guarantee valued outcomes, but people who doubt they can do what it takes to succeed may not pursue them. So, a low sense of efficacy can nullify the motivating potential of alluring outcomes. On the other hand, firm belief in one's efficacy can sustain efforts over prolonged periods in the face of uncertain or repeated negative outcomes. Thus, persons who have high need for achievement assume personal responsibility for the solution of tasks or problems, set moderately difficult goals, take calculated risks, and have strong desire for feedback on their performance. Such persons would most likely be satisfied with their jobs.

As a consequence, it is expected that highly satisfied counsellors, who believe in their capabilities to effectively counsel a client will likely be more committed to their job and the organization. Counsellors who possess higher self-efficacy beliefs may likely generate more helpful counselling responses, persist longer and expend more effort when encountering clinical impasses, and appear more poised during sessions.

### **1.1 Statement of the problem**

Commitment is one of the core qualities that are usually inherent in professional guidance Counselling. Although counsellors, especially those working in Nigeria may not receive complete financial compensation for these qualities, many tend to believe that they are paid in full with the satisfaction of knowing that they have helped to make a positive difference in someone's life, especially while working to meet the needs of school children.

However, there are a good number of counsellors who tend to feel distress and dissatisfaction with a given situation and indeed, their job. Today as in Anambra State, many counsellors are employed as professional counsellors without any teaching portfolio, yet it could still be observed that there are situations where school management force counsellors to engage in roles such as carrying full teaching loads, sitting on

students' disciplinary committee and supervising students serving punishment. The outcome of such action to the counsellors is that he or she may experience role conflicts which have the tendency to negatively influence counsellors' commitment to the counselling role.

Though, most counsellors may not be satisfied on the job, but in order to retain their job, in the face of no alternatives, they would resign to fate to stay and not leave the job. Nevertheless, while some may show commitment to their job despite the adverse situation, the commitment of many others stays questionable. Given this situation, and considering that no study known to this researcher has been carried out in Anambra State to answer the question of whether these variables; self-efficacy have any relationship with the job commitment of a counsellor. The researcher, in an attempt to answer the questions and possibly bridge the gap in literature, sought to investigate the relationship between self-efficacy and job commitment of counsellors in Anambra State.

### **1.2 Purpose of the study**

The main purpose of this study is to examine the relationship between self-efficacy and job commitment of Guidance Counsellors in Anambra State. Specifically, the study intends to determine:

- 1) Self-efficacy scores of counsellors in Anambra State
- 2) Job commitment of scores of counsellors in Anambra State
- 3) The relationship that exist between self-efficacy and job commitment of secondary school counsellors.

### **1.3 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 their self-efficacy and job commitment at work place. 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' self-efficacy towards their job in order to possibly get them committed to their job. Moreover, this study will empirically add to the existing literature on relationship between job satisfaction and job commitment among secondary school counsellors since there is relatively little work in this area.

### **1.4 Research questions**

The following research questions were posed to guide the study.

- 1) What are the self-efficacy 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 self-efficacy and job commitment of secondary school counsellors?

### **1.5 Hypotheses**

The following null hypotheses guided the study and will be tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant relationship existing between self-efficacy and job commitment of secondary school counsellors.

## **2. Materials and Methods**

### **2.1 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; self-efficacy and job commitment of secondary school Guidance Counsellors in Anambra State.

### **2.2 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.

### **2.3 Data collection**

Two research instruments were used to elicit information from the school counsellors for this study. The instruments include: General Self-efficacy Scale (GSS) and Job Commitment Questionnaire (JCQ). The GSS is a standardised instrument developed by Schwarzer & Jerusalem (1995) and is being adopted for this study. The job commitment questionnaire (JCQ) is validated instrument that 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 is 0.87 for GSS and 0.70. JCQ. All the participants for the study were administered the two research instruments through direct delivery approach.

### **2.4 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 of correlation was used to test the null hypothesis.

## **3. Results and Discussion**

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 Question 1:** What are the self-efficacy scores of Guidance Counsellors in Anambra State?

**Figure 1:** Distribution Scores of Guidance Counsellors Based on their Self-Efficacy in Anambra State

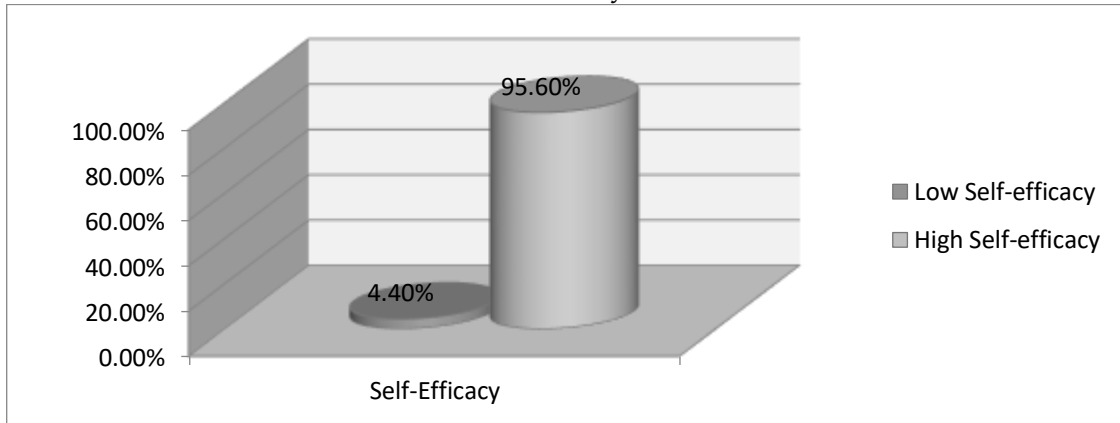
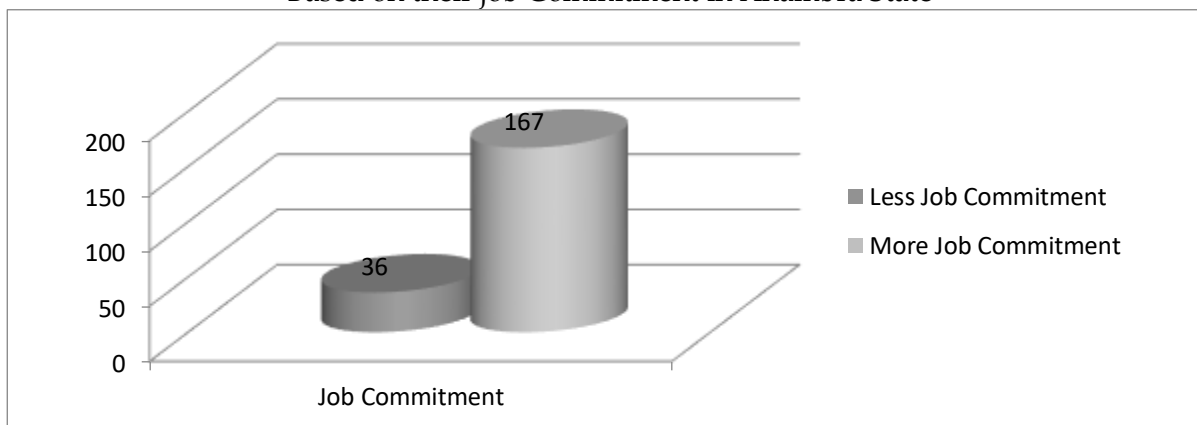


Figure 1 reveals that 194(95.6%) of the secondary school Guidance Counsellors in Anambra State with the scores ranging from 25 to 40 have high self-efficacy, while 9(4.4%) of the Guidance Counsellors who scored between 10 and 24.96 have low self-efficacy.

**Research Question 2:** What are the job commitment scores of counsellors in Anambra State?

**Figure 2:** 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 to 48 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 self-efficacy and job commitment of secondary school counsellors?

**Table 1:** Pearson r on the Relationship between  
Self-Efficacy and Job Commitment of Secondary School Counsellors

Variables	N	Pearson Correlation coefficient	(r) Remark
Self-Efficacy	203	0.166	Low positive relationship
Job Commitment	203		

The table shows that there is a low positive relationship of 0.166 existing between the Guidance Counsellors Self-efficacy and job commitment in secondary schools in Anambra State.

### 3.1 Testing the Null Hypotheses

**Null Hypothesis 1:** There will be no significant relationship existing between self-efficacy and job commitment of secondary school counsellors.

**Table 2:** Test for Significance of Relationship between  
Self-Efficacy and Job Commitment of Secondary School Counsellors (N=203)

Variables	r	t-cal	t-crit	df	p-value	Remark
Self-Efficacy	0.166	-4.213	1.96	202	0.000	S
Job Commitment						

S – Significant correlation at 0.05 level of significance

Table 2 revealed that at 0.05 level of significance and 202df, the calculated r 0.166 has P value 0.000 which is less than critical P value 0.05 ( $r = 0.166, p < 0.05$ ). Therefore, the null hypothesis is rejected. There is a significant relationship existing between self-efficacy and job commitment of secondary school counsellors in Anambra State.

### 3.2 Discussion

In this section, the findings of the study are discussed.

#### a. Self-efficacy of secondary school Guidance Counsellors in Anambra State

Findings of the study revealed that most of the secondary school Guidance Counsellors in Anambra State has high self-efficacy. This implies that the Guidance Counsellors have belief in their abilities to successfully perform a given task in order to accomplish specific goals. The finding is in agreement with Kolo, Jaafar and Ahmad (2017) whose study showed that 80.82% of the respondents have higher levels of academic self-efficacy. The finding is also consistent with Baker, Zakaria and Mohammed (2011) whose study showed that the school counsellors have high self-efficacy. The study indicated that counsellors see themselves positively in their task of helping students and believed they have the capability of performing counselling jobs.

The finding is also consistent with Bandura (1996) who asserted that persons with higher levels of self-efficacy beliefs set higher goals and exhibit stronger commitment, motivation, perseverance, and resiliency in achieving those goals.

The reason could be linked to the notion that people who doubt they can do what it takes to succeed tend not to pursue them. So, without people believing in themselves that they can produce desired effects by their actions, they would likely have little or no incentive to act. On the other hand, as Bandura noted, a firm belief in one's efficacy could sustain efforts over prolonged periods, even in the face of uncertain or repeated negative outcomes. Thus, in this study, the Guidance Counsellors seem to possess those elements mentioned by Bandura because their job responsibility is so important to bring an impact on the future of students. It seems probable therefore that school counsellors with high levels of self-efficacy would likely have more impact in their job and might affect their students in more effective ways than those with low levels of self-efficacy.

#### **b. Job commitment of secondary school Guidance Counsellors in Anambra State**

The findings of the study revealed that majority of the secondary school Guidance Counsellors in Anambra State have more job commitment. The finding is in agreement with Bakar (2007) whose study revealed that school counsellors are committed to their job. This is not surprising owing to the fact that it was observed in this study that the counsellors are satisfied with their job. As Popoola and Oluwole (2007) noted, job satisfaction is seen as one of the determinants of job commitment among guidance counsellors. The counsellors expect to get their salaries and other benefits as at when due at least to satisfy their physiological needs. This may have influenced their decisions to be committed to work or not.

Other factors that may have contributed to the job commitment of counsellors include the level of responsibility and autonomy that seem to be connected with counsellors' job in Anambra State. As Baron and Greenberg (2015) noted, the higher the level of responsibility and autonomy connected with a given job, the lesser repetitive and more interesting it is, and the higher the level of commitment expressed by the person who fill it. Anambra state is one of the states in Nigeria where the Guidance Counsellors in secondary schools have an assigned responsibility and some degree of autonomy. More so, recognition of counsellors for their counselling roles, opportunities for advancement through promotion, regular salaries and the presence of in-service training among others, may have significantly contributed to the degree of job satisfaction and commitment of counsellors to their clients in schools.

#### **c. Relationship between Self-efficacy and job commitment of secondary school Guidance Counsellors in Anambra State**

The findings of the study revealed that there is a low positive relationship existing between the Guidance Counsellors self-efficacy and job commitment in secondary schools in Anambra State. The study further revealed that there is a significant relationship existing between self-efficacy and job commitment of secondary school counsellors in Anambra State. The finding is consistent with Hurter (2008) whose study indicates that there is a positive correlation between self-efficacy and employee commitment. Finding of the study equally agreed with Garcia (2015), Oyewumi, Ibitoye



and Sanni (2012) and Saremi and Rezeghi (2015) whose studies on examination of self-efficacy as correlates of job commitment revealed that there was a positive significant relationship between self-efficacy and commitment.

The reason for these findings could be attributed to the view that self-efficacy can determine how much effort people will put forth and how long they will persist in the face of obstacles and adverse experiences. In such situation, the greater the degree of self-efficacy, the more actively engaged and motivated that person would be toward their desired outcome. The findings is also consistent with Bandura's socio-cognitive theory that behaviour is a cognitive process where one uses the mind to engage in the decision making process in order to determine the likely outcome of a behaviour.

The findings of the study is in contrast with the finding of Murphy (2013) whose study indicated that no significant correlation exists between teacher efficacy and organizational commitment of special education teachers in Massachusetts but indicated that one's personal teaching efficacy beliefs have diverse effects on one's commitment to an organization. The reason for Murphy's finding could be attributed to the view that teachers who lack a feeling of control over student learning are more inclined to feel like quitting or changing carriers, and falter in either their feeling of commitment to teaching and/or their commitment to their work.

The reason for the contrasting findings could as well be attributed to the notion that Guidance Counsellors as professionals and by the nature of their job tend to feel a sense of control over their success at work, tend to persist through adversity and thereby likely to exhibit greater levels of commitment. However, being that Guidance Counsellors and special education teachers share similar characteristics, there is a logical assumption that personal counselling and teaching efficacy and job commitment would significantly correlate. However, while the results of current study validated this claim, Murphy (2013) study did not seem to validate the claim.

A worker with low self-efficacy thus would likely invest less in a given task, be less committed in the task, and the chances of giving up sooner increases. However, Counsellors working in Anambra State secondary schools are professionals that seem to have different beliefs and assign different values to their job. This perhaps may have contributed to the finding of this study.

## **4. Conclusions**

Based on the findings of this study, the following conclusions are made: Most of secondary school guidance counsellors in Anambra State have high self-efficacy while majority of them have more job commitment. Moreover, there is significant low positive relationship existing between the self-efficacy and job commitment of secondary school Guidance Counsellors in Anambra state.

### **4.1 Implications of the Study**

Based on the findings of this study, the following implications are observed.

The findings of this study showed that secondary school guidance counsellors are committed to their job. This devotion to their job would likely lead to increased performance which would in turn bring about greater realization of the objectives of secondary education.

Post Primary Schools Service Commission in collaboration with the school management will see the need to periodically organize in-service education programmes such as conferences, workshop and seminars for counsellors to enhance their self-efficacy in order to stay committed to their job.

#### **4.2 Recommendations**

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

- 1) On the basis of the results of self-efficacy and its contribution to job commitment, it is suggested that during the recruitment of Guidance Counsellors to work in secondary schools, self-efficacy need to be assessed as a valuable input into the selection decision.
- 2) Post Primary Schools Service Commission in collaboration with the school management should periodically organize in-service education programmes such as conferences, workshop and seminars for counsellors to enhance their self-efficacy in order to stay committed to their job.

#### **Acknowledgements**

The authors acknowledge that there is no involvement of funding body or organization in the whole work.

#### **References**

- Arya, B., Sharma, M., & Singh, S. (2012). Moderating effect of gender role orientation on the relationship between organizational commitment and self-efficacy. *International Journal of Scientific and Research Publication*, 2, 1-5
- Baker, A. R., Zakaria, N. S. & Mohammed, S. (2011). Malaysian Counselors' self-efficacy: Implication for career counselling. *International Journal of Business and Management*, 6(9), 141-147. Retrieved from [www.ccsenet.org/ijbm](http://www.ccsenet.org/ijbm)
- Bandura, A. (2011). Social cognitive theory. In P. A. M. van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.). *Handbook of social psychological theories*. (pp. 349-373). London: Sage.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: Freeman
- Bhagat, P. and Baliya, J. N. (2016). Self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement. *International Journal of Allied Practice, Research and Review*, 3(3), 9- 17.
- ElBardissi, A. W., & Sundt, T. M. (2012). Human factors and operating room safety. *Surgical Clinics of North America*, 92(1), 21-35. doi:10.1016/j.suc.2011.11.007

- Fast, N. J., Burriss, E. R., & Bartel, C. A. (2014). Managing to stay in the dark: Managerial self-efficacy, ego defensiveness, and the aversion to employee voice. *Academy of Management Journal*, 57(4), 1013-1034. doi:10.5465/amj.2012.0393
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resources Review*, 11(3), 299-326. doi:10.1016/s1053-4822(00)00053-x
- Meyer, J. P., & Maltin, E. R. (2010). Employee commitment and well-being: A critical review, theoretical framework and research agenda. *Journal of Vocational Behavior*, 77(2), 323-337. doi:10.1016/j.jvb.2010.04.007
- Moran, M. T & Hoy, A. W. (2007). The differential antecedent of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956. doi:10.1016/j.tate.2006.05.003, <http://dx.doi.org/10.1016/>
- Siti, A. P. (2010). *Impact of work design on employee job commitment and job satisfaction among technical workers: A longitudinal study in Malaysia*. (Doctoral thesis). Waikato, New Zealand: University of Waikato.

Creative Commons licensing terms

Authors will retain copyright to their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Management and Marketing Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).