

COUNSELLORS' ATTITUDINAL SKILLS AS PREDICTORS OF JOB SATISFACTION IN SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE OF ENUGU STATE NIGERIA FOR GLOBAL RELEVANCE

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Abstract

The study investigated Counsellors' Attitudinal Skills as Predictors of Job Satisfaction in Secondary Schools in Nsukka Education Zone of Enugu State, Nigeria. The need for the study came as a result of increased lack of counsellors' job satisfaction in secondary schools in the study area to which the researchers sought to find solutions. It was guided by two research questions and two corresponding null hypotheses tested at 0.05 level of significance. The research design used for the study was correlation survey design. The population of the study consisted of all 270 counsellors in public secondary schools in the study area. The entire population of 270 counsellors were used as sample. In this case, there was no sample. The instrument for data collection were two sets of questionnaires titled "Counsellors' Attitudinal Skills Questionnaire (CASQ) and Job Satisfaction Questionnaire (JSQ)". The instrument was developed by the researchers and validated by three experts in the Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient of CASQ and JSQ were determined using cronbach alpha and reliability estimate values of 0.82 and 0.81 were obtained for CASQ and JSQ respectively. The data collected were analyzed using coefficient of determination (R^2) for research questions, while linear regression was used in testing the hypotheses at $p < 0.05$ level of significance. The result of the study indicates that genuineness attitudinal skill positively predicts job satisfaction of secondary school counselors. Also, the study indicated that unconditional positive regards attitudinal skill predicts positive job satisfaction of secondary school counselors. The result also revealed that there is a significant relationship between genuineness attitudinal skill and job satisfaction of secondary school counselors in Nsukka Education Zone of Enugu State, Nigeria. Based on the findings, it was recommended among others that secondary school guidance counsellors should organize workshops on counsellors' attitudinal skills and job satisfaction to help improve their work.

Keywords: Counsellors' Attitudinal Skills, Genuineness, Job Satisfaction

Introduction

The society and Nigeria government have recognized the importance of secondary school as an institution that provided the bulk of its workers and introduced the basic technological skills within the first three years. This leads to the establishment of the Universal Basic Education (UBE) programme and many others (Afudoh, 2018). Secondary school education provides an opportunity for primary school leavers to acquire more

knowledge, develop skill and prepare them to live effectively in our changing society (Hose, 2019). A diverse environment like a secondary school can expose children to different cultures and enable them to make better decisions keeping in mind their roles and responsibilities as individuals of a society (Bangalore, 2021). According to Federal Republic of Nigeria (FRN) (2014), secondary school education provides an increasing number of primary pupils the opportunity for education of higher level, irrespective of social, religious and ethnic background. It also provides diversified curriculum to cater for difference in talents, opportunities and roles posed by or open to students after their secondary course. It equips students to live effectively in our modern age of science and technology. Secondary school education equally develops and projects Nigerian culture, art and language as well as the world's cultural heritage. It also raise a generation of people who can think for themselves, respect the feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as one citizen among others. In other words, its importance encourages living together as one citizen. However, despite these copus importances of secondary school education, guidance counsellors appear not to be satisfied with their job in schools. The effect of this ugly situation is usually failed society. According to Ibe (2021), job satisfaction of Nigerian guidance counsellors in secondary schools has remained poor over the years. Research studies such as Ikeh (2019) and Udobe (2020) have shown that there is lack of job satisfaction of guidance counsellors in secondary schools in Nigeria. Lack of job satisfaction of counsellors in secondary schools presently appears to be on the increase.

In Enugu State, specifically, Nsukka Education Zone, the researchers' observation from yearly practicum supervision exercise in public secondary schools indicate that lack of job satisfaction of counsellors appears to be on the increase and it is becoming increasingly stressful on the part of the counsellors, their clients and the society. For instance, counsellors in secondary schools complain of irregular promotion as when due, irregular salaries, no facilities to effectively carryout counselling session, absence of in-service training. Also, principals in the study areas do not accept counsellors posted to their schools and as such usually assign teaching subjects to them. This has led to serious ugly situation that counsellors are teaching instead of counselling. There is no doubt that the degree of job satisfaction of a worker has significant effect on his/her serach for alternatives or otherwise. The counsellors expect to get their salaries and other benefits as at when due, at least to satisfy their physiological needs. This may influence their decisions to be committed to work or not, and contribute towards the attainment of organizational goals. Hence, non-recognition of counsellors for excellent work done, lack of opportunities for advancement through promotion, irregular salaries and absence of in-service training among others tend to have significant influence on the degree of job satisfaction. In support of the above claim, Kohu (2021) found out that counsellors in secondary schools take teaching subjects and as such are not happy. Also, Ezeodo (2021) noted that counsellors in Enugu State are not recognized by principals where they are posted. According to Diraha (2022) the lack of job satisfaction by counsellors generally has been on the increase and shown no sign of reduction.

Job satisfaction is essentially the result of a series of maladaptive behavior. Job is an important aspect of an individual's life and it occupies a lot of personal and professional time

compared to any other activity. Satisfaction is the pleasure felt after a need is fulfilled (Ali, 2016). One would suppose a person is satisfied when his or her expectations of desires or requirements have been met. Job satisfaction describes how much extent an individual is pleased, comfortable or satisfied with his or her job (Ali, 2016). The author further noted that it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. In current organizations, job satisfaction is a crucial subject of attention which is very considered by the higher authorities, policy makers and top executives because this issue is related to many other significant and important issues of organizations. Job satisfaction is an affective orientation towards one's work (Ali, 2016, Liu & Bellibas, 2018). It can also be an attitude, an internal state, and a feeling an employee has about their work (Shen, 2018). Job satisfaction can represent the extent to which workplace expectations are met (Torlak & Kuzey, 2019). Hariri (2021) state that a person is satisfied when his or her individual needs are fulfilled. In this study, job satisfaction describes how much a counsellor is pleased, comfortable or satisfied with his or her job. Lack of job satisfaction generally brings low or poor productivity. It also increases students' failure, neglect and depression (Caha, 2020). There are many factors that could lead to lack of job satisfaction of counsellors. Top most on the list are the counsellors' attitudinal skills. Counsellors' attitudinal skills are soft (interpersonal) and hard (technical) attributes that a counselor put to use in order to best help their clients work through personal issues and overcome obstacles that are currently preventing them from living a full and happy life (Duando, 2020). This means that for counsellors to function effectively there are essential basic skills required of him/her. These basic skills according to Broussard (2022) include: genuineness, unconditional positive regards, concreteness, listening, empathy among others. These counsellors skills are very important due to the fact that they are the attributes that counsellors use to help their clients understand themselves (Pin, 2022). In other words, counsellors skills are important skills which counsellors should possess for effective counselling. It takes a skilled counselor to diagnose and assist mental health clients. In such important role, successful counsellors often spend time refining their skills such as genuineness, self-awareness and unconditional positive regards (Lindia, 2023). Although some skills may come more naturally than others, you can work to refine these skills. Mastering particular skills can make a significant difference in whether you can provide your clients with the best opportunities for personal growth (Pin, 2022). There are a variety of skills that are beneficial to counsellors' understanding of their client and to the client's overall comfort and willingness to be vulnerable about their hardships (Linodia, 2023). In all the counsellors' skills, genuineness and unconditional positive regards skills are the most essential skills. According to Udeh (2022), genuineness and unconditional positive regards have been found to be effective in counselling session aimed at resolving marital dispute. Also, Pin (2022) noted that genuineness and unconditional positive regards have the capacity to help counsellors resolve maladaptive behavior. It is therefore on this ground that the researchers are thinking that the skills can predict job satisfaction of counsellors in Nsukka Education Zone of Enugu State, Nigeria.

Genuineness is one of the counsellors skills that is very important in counselling session. It means, be honest, be yourself, be comfortable (Cabra, 2023). This implies that counsellors actions in counselling need to reflect the words you are saying. Oftentimes, we

can say the right things but our hearts and minds are far off. We need to be genuine in the things that we say. What we say should be paired with our behaviours. Genuineness is a condition that reflects honesty, transparency, and trust (Caro, 2023). The author further noted that genuineness refers to the harmony between what you are as a counsellor or teacher and what you say and do. Genuineness skill means counsellors conscious to be honest, and transparent to their client (Cabra, 2023). To support the above assertion, Barbara (2022) noted that successful counselling is anchored on genuineness skill. Also, Caro (2023) found out that genuineness skill influences effective counselling session. Genuineness attitudinal skill is being used by counsellors to assure trust and confidence of counsellors. According to Obi (2023), genuineness skill of a counsellor to a high extent affects job satisfaction. Unconditional positive regard is another attitudinal skill of a counsellor that helps him/her to perform well. It means accepting the client as a unique individual without evaluation irrespective of his disadvantages (Cabra, 2023). It means non-evaluative acceptance of the client (Obi, 2023). This implies, regardless of what is said, there needs to be an endless amount of kindness, and expression of caring. In this study, it means accepting the client as a unique individual without judging him/her. No doubt, these counsellors' skills have been found to be effective in counselling session. According to Lidar (2022), unconditional positive regard influences job satisfaction of counsellors. Also, Ekeh (2020) found out that unconditional positive regard relates positively with job satisfaction of workers. These findings imply that counsellors' attitudinal skills are measures for job satisfaction. Lack of job satisfaction of counsellors in Enugu State, Nigeria, specifically Nsukka Education Zone is assuming an alarming rate. Teachers, principals, students, parents, among others have often wondered and worried that the lack of satisfaction of counsellors would lead to unproductivity and depression. In spite of efforts made to reduce this ugly situation, it is still on the increase. It is based on this background that the researchers sought to investigate counsellors' attitudinal skills as predictors of job satisfaction in secondary schools in Nsukka Education Zone of Enugu State, Nigeria.

Purpose of the study

The main purpose of this study is counsellors' attitudinal skills as predictors of job satisfaction in secondary schools in Nsukka Education Zone of Enugu State, Nigeria. Specifically, the study sought to:

1. determine the relationship between genuineness attitudinal skill and job satisfaction of counsellors.
2. determine the relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors.

Research Questions

The following research questions posed guided the study.

1. What is the relationship between genuineness attitudinal skill and job satisfaction of counsellors?
2. What is the relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors?

Hypotheses

Ho₁: There is no significant relationship between genuineness attitudinal skill and job satisfaction of counsellors.

Ho₂: There is no significant relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors.

Methodology

The research design used for the study was a correlation survey design. The population for the study consisted of all 270 guidance counsellors in public secondary schools in the study area. The entire population of 270 counsellors was used as sample. In this case, there was no sample. The instrument for data collection was two sets of questionnaires titled “Counsellors’ Attitudinal Skill Questionnaire (CASQ)” and “Job Satisfaction Questionnaire (JSQ)”. The instrument was developed by the researchers with much help from literature reviewed and was validated by three experts in Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient of CASQ and JSQ were determined using cronbach alpha statistics and reliability estimate values of 0.81 and 0.86 were obtained for CASQ and JSQ respectively. The data collected were analyzed using coefficient of determination (R^2) for research questions while linear regression was used for testing the hypotheses at $p < 0.05$ level of significance.

Research Questions One: What is the relationship between genuineness attitudinal skill and job satisfaction of counsellors?

Table 1: Regression Analysis on the relationship between genuineness attitudinal skill and job satisfaction of counsellors

Variable	R	R^2
genuineness attitudinal skill and job satisfaction of counsellors	0.66	0.89

(R^2) = coefficient of determination

The result on Table 1 shows that the coefficient between genuineness attitudinal skill and job satisfaction of counsellors was 0.66. This implies that there exists a high positive relationship between genuineness attitudinal skill and job satisfaction of counsellors. Table 1 also revealed that the coefficient of determination (R^2) associated with the correlation coefficient of 0.66 was 0.89. This coefficient of determination (R^2) indicates that 66% of variation in job satisfaction of counsellors is attributed to genuineness attitudinal skill. Thus, genuineness attitudinal skill predicts counsellors’ job satisfaction positively.

Research Question Two: What is the relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors?

Table 2: Regression Analysis on the relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors

Variable	R	R ²
unconditional positive regard attitudinal skill and job satisfaction of counsellors	0.72	0.94

(R²) = coefficient of determination

The result on Table 2 shows that the coefficient between unconditional positive regard attitudinal skill and job satisfaction of counsellors was 0.72. This implies that there exists a high positive relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors. Table two also revealed that the coefficient of determination (R²) associated with the correlation coefficient of 0.72 was 0.94. This coefficient of determination (R²) indicates that 72% of variation in job satisfaction of counsellors is attributed to unconditional positive regard attitudinal skill. Thus, unconditional positive regard attitudinal skill predicts counsellors' job satisfaction positively.

Hypotheses One

There is no significant relationship between genuineness attitudinal skill and job satisfaction of counsellors.

Table 3: Regression analysis on the significant relationship between genuineness attitudinal skill and job satisfaction of counsellors

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.215	1	.215	1.000	.003 ^a
Residual	66.215	268	.138		
Total	66.512	269			

The result on Table 3 shows an F-ratio of 1.000 with associated exact probability value of 0.003 which is less than 0.05. Thus, the null hypothesis was rejected. The researchers therefore conclude that there is a significant relationship between genuineness attitudinal skill and job satisfaction of counsellors.

Hypothesis Two

There is no significant relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors.

Table 4: Regression analysis on the significant relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.316	1	.216	2.00	.002
Residual	52.410	268	.147		
Total	52.536	269			

The result on Table 3 shows that an F-ratio of 2.00 with associated exact probability value of 0.002 which is less than 0.05. Thus, the null hypothesis was rejected. The researchers therefore conclude that there is a significant relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors.

Discussion of findings

The result shows that the correlation coefficient between genuineness attitudinal skill and job satisfaction of counsellors was high. This means that there exists a high positive relationship between genuineness attitudinal skill and job satisfaction of counsellors. By implication, it means that the coefficient of determination with a high percentage variation in the job satisfaction of counsellors can be attributed to genuineness attitudinal skills. It also shows that increase in genuineness attitudinal skill predicts high job satisfaction of counsellors. Further analysis of the relationship between genuineness attitudinal skill and job satisfaction of counsellors revealed that at the associated probability for the calculated value of F; is less than the level of significance, the null hypothesis was rejected. This implies that there is a significant relationship between genuineness attitudinal skill and job satisfaction of counsellors.

The findings of this study is in agreement with the study of Barbara (2022) who found out that successful counselling is anchored on genuineness skill. In the same vein, Caro (2023) found out that genuineness skill influences effective counselling session. The findings of this study showed that secondary school guidance counsellors' genuineness attitudinal skill would lead to job satisfaction. The finding suggested that secondary school counsellors should always apply genuineness attitudinal skill for job satisfaction. The finding also shows that correlation coefficient between unconditional positive regard attitudinal skill and job satisfaction of counsellors. By implication, it means that the coefficient of determination with a high percentage variation in job satisfaction can be attributed to unconditional positive regard attitudinal skill. It equally showed that increase in unconditional positive regard attitudinal skill predicts job satisfaction of counsellors. Further analysis of the relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors reveals that at associated probability for the calculated value of F is less than the level of significance, the null hypothesis was rejected. This implies that there is a significant relationship between unconditional positive regard attitudinal skill and job satisfaction of counsellors. The finding of the study is in agreement with the study of Lidar (2022) who noted that unconditional positive regard influences job satisfaction of counsellors. In the other hand, Ekeh (2020) found out that unconditional positive regard relates positively with job satisfaction of workers. The finding of this study showed that secondary school counsellors' unconditional positive regard attitudinal skill predicts job satisfaction. This finding suggests that secondary school counsellors should apply unconditional positive regard attitudinal skill for success in counselling session, since it predicts job satisfaction.

Conclusion

The research is as a result of the need to seek solution to better job satisfaction of counsellors. Consequently, the study investigated counsellors' attitudinal skills as predictors of job

satisfaction in secondary school. The study revealed among others that high positive relationship exists between genuineness attitudinal skill and job satisfaction of counsellors. Therefore, applying genuineness attitudinal skill by secondary school counsellors should be encouraged to enable them be satisfied in their job.

Implication of the findings

The result of the study revealed that among others that genuineness attitudinal skill predicts job satisfaction of counsellors. By implication, secondary school counsellors should apply genuineness attitudinal skill to enable them be satisfied in their job.

Recommendations

School guidance counsellors should organize workshops on counsellors' attitudinal skill on job satisfaction at a regular interval to encourage the counsellors to use the counsellors' attitudinal skills, since it predicts high job satisfaction.

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