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WORK COMMITMENT AND WORK ADJUSTMENT AS CORRELATES OF PERFORMANCE EFFECTIVENESS OF GUIDANCE COUNSELLORS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

PROF. MERCY CHIKA OKONKWO ¹

EKWENZE, ANGELA UNOMA ²

Department of Educational Foundations, Chukwuemeka
Odumegwu Ojukwu University, Igbariam, Anambra State

Abstract

The study investigated work commitment and work adjustment as correlates of performance effectiveness of Guidance counsellors in public secondary schools in Anambra state. The main purpose of the study was to investigate the relationship between work adjustment, work commitment and counsellors' performance effectiveness in public secondary schools in Anambra state. Four research questions and four null hypotheses guided. The study It was a correlational survey type. The population of the study comprised 226 respondents which include: principals, school counsellors and zonal education counsellors in all the six Educational Zones and 2 state counsellors. Due to the manageable size of the population, census sampling technique was used. A structured questionnaire developed by the researcher was used for data collection. Cronbach Alpha statistics was used in determining the reliability coefficients of the instrument and the overall reliability estimate was 0.81. Pearson Product Moment Correlation was used for analyzing the research questions while the hypotheses were tested using simple regression analysis. The result of the study showed among others that work commitment has a strong positive correlation with guidance counsellors' performance effectiveness in public secondary schools in Anambra state and that work adjustment has a strong and negative correlation with guidance counsellors' performance effectiveness in public secondary schools in Anambra state. Based on the findings, the study recommended among others that the government should establish a supportive work environment that fosters continuous professional development and recognition. This can include implementing mentorship programs, providing opportunities for skill building workshops and acknowledging counsellors' contributions through rewards and recognition programs. This would go a long way to cultivate their sense of commitment and motivation which enhances their performance effectiveness.

Key Words: Work Commitment, Work Adjustment, Performance Effectiveness, Guidance Counsellors

INTRODUCTION

The issue of work commitment work adjustment and poor performance effectiveness of Guidance Counsellors in public Secondary Schools is a big challenge, impacting educational outcomes. Poor commitment, adjustment and lack of

performance effectiveness have led to decreased job satisfaction, higher stress levels and ultimately reduced effectiveness in their roles. Guidance Counsellors who struggle to adapt to the dynamics of their School environment find it difficult to provide the necessary support to

students, thereby impeding the overall educational experience and the well-being of the student body.

The problem of the study revolves around the observed variations in the performance effectiveness of Guidance Counsellors in public Secondary Schools, which significantly impact student outcomes. Despite the crucial role Guidance Counsellors play in supporting students' academic and personal development, there is limited understanding of how factors such as work commitment and work adjustment influence their performance. This presents a challenge for School Administrations aiming to enhance Guidance Counsellors' effectiveness. Understanding the problem necessitates examining the specific factors that influence work commitment and work adjustment among Guidance Counsellors. The issue of poor performance effectiveness of Guidance Counsellors in public Secondary Schools is a big challenge, impacting educational outcomes. Poor and lack of performance effectiveness have led to decreased job satisfaction, higher stress levels and ultimately reduced effectiveness in their roles. Guidance Counsellors who struggle to adapt to the dynamics of their School environment find it difficult to provide the necessary support to students, due to numerous challenges that cause poor performance effectiveness of guidance counsellors in public Secondary Schools in Anambra State such as: Inadequate funds, guidance counsellors need enough fund to facilitate their professional duties but that fund is not given to them by the government thereby militating against their performance effectiveness knowing fully well that fun is the primary need of every establishment same applicable to performance effectiveness of Guidance Counsellors which means if there is adequate funding it will lead to high level of performance effectiveness while in the absence of enough fund the outcome is poor performance effectiveness of guidance

counsellors. Lack of counselling materials and resource: A professional guidance counsellors office should be well equipped with necessary materials that will make it comfortable and attractive for students and every other individual that may be the professional guidance of a counsellor. Different kinds of books, catalogues, computer/printer and printing papers, writing materials, feelings posters, counselling forms which includes referral, consent and planning, chairs, tables television, little bay, refrigerator that could contain water and soft drinks, first aid box with the important content different kind of books any office that lacks working tools will always exhibit poor performance effectiveness that was one major cause of poor performance effectiveness of guidance counsellors in public secondary Schools in Anambra State. It is a very important area to be looked into for nobody works without necessary materials or resources needed will be able to achieve high performance effectiveness. Lack of and attracting ICT equipment: The world is going digital as the world revolves guidance counsellor should follow suit so as to learn new skills, version and approaches in the professional field of guidance and counselling. Virtually everything is being computerized but many schools don't have power supply let alone computers to work with while it is very important for data collection and saving information of client/counselee especially the public Secondary Schools located in rural area of Anambra State. Unconducive counsellor's office: a professional guidance counsellors' office needs to be conducive to enhance good performance effectiveness. It is difficult to see anyone that works and achieve good result while in an unconducive environment or office not to talk of professional like School guidance counsellors whose role is anchored on handling and rendering services to students/clients/counselee that undergoes through emotional, academics, psychological and social personal challenges. Students, clients and counselee that seeks for guidance

counsellors' services would not be comfortable to interact with school guidance counsellor in an uncondusive office for instance very close to class rooms, close to general staff office of the school or hot office where ventilation is lacking thereby making it difficult for guidance counsellors to achieve good performance effectiveness rather poor performance effectiveness. Unfavorable school policy: many public secondary schools make a lot of policy that hinder performance effectiveness of guidance counsellors they make rules forgetting the primary obligations of the professional guidance counsellors, some school authorities see guidance counsellors like other school teachers undermining their professional roles inotherwords causing poor performance effectiveness. High level of workload: due to high demand of job on the guidance counsellors by the school authority of where they are posted to officially as professional because the guidance counsellor is not being recognized for his/her professional roles rather subjects are been assigned to him or her to teach in the class leaving behind the main professional roles this equally cause poor performance effectiveness so it really needs to be looked into. Parental factors: parental factors plays vital roles in the life of the children in public secondary schools in Anambra State thereby causing poor performance effectiveness of guidance counsellors. Children that are from violence homes, where parent is drug, drunkard, smoker etc makes the job/role of guidance counsellors difficult in that case causing poor performance effectiveness of guidance counsellors. Moser (1963) Owoni (2015) and Ijere (2015) and numerous others factor. thereby impeding the overall educational experience and the well-being of the student. The problem of the study revolves around the observed variations in the performance effectiveness of Guidance Counsellors in public Secondary Schools, which significantly may impact student outcomes. Despite the crucial role Guidance Counsellors

play in supporting students' academic and personal development, there is limited understanding of how factors such as work commitment and work adjustment influence their performance. This presents a challenge for School Administrations aiming to enhance Guidance Counsellors' effectiveness. Understanding the problem necessitates examining the specific factors that influence work commitment and work adjustment among Guidance Counsellors Work commitment refers to the dedication and engagement Counsellors exhibit towards their roles. This commitment can be influenced by job satisfaction, opportunities for professional development, and the presence of burnout (Garcia & Martin, 2017). Work adjustment on the other hand, involves how well Guidance Counsellors acclimate to their job roles and environments, which can be affected by the level of administrative support, the quality of interpersonal relationships with colleagues and students, and the overall work conditions they experience (Taylor, 2021). When Guidance Counsellors struggle to adjust, their ability to perform effectively is compromised, leading to potential negative outcomes for the students they are meant to support (Lee, 2018). Guidance Counsellors who are not fully committed may lack the motivation to perform their duties effectively, resulting in subpar student support and guidance (Nguyen, 2022). Therefore, examining how these factors interplay and influence performance effectiveness is crucial for identifying strategies to enhance guidance counsellors' performance.

In the professional domain, organizational success hinges on the performance effectiveness of its members. Based on the present study, the research sees performance effectiveness as the degree to which an individual successfully fulfills their job responsibilities and achieves the desired outcomes of their role. In the context of school, performance effectiveness encompasses

various aspects such as the quality of their interactions with students, the ability to provide appropriate and timely guidance, the success in addressing students' academic, social, and emotional needs, and the overall impact on students' development and well-being. Chang and Yang (2023) explained that high-performing teams are characterized by efficiency, collaboration and innovation. The dynamic interplay of individual performances within a team setting can elevate the overall output and effectiveness of the group. Conversely, suboptimal performance or a lack of synergy can impede progress and hinder the attainment of organizational objectives. Thus, the impact of performance effectiveness is not only individual but ripples through the fabric of teamwork and organizational achievement (Ikegbusi et al., 2022).

In Anambra State, the issues of work commitment, work adjustment and their impact on Guidance Counsellors' performance effectiveness are notably rampant. Many Guidance Counsellors face significant challenges in adapting to their roles due to inadequate training, insufficient resources and the high demands of the job. These factors make it difficult for counsellors to align their personal goals and skills with the requirements of their positions. As a result, there is a high incidence of job dissatisfaction and turnover among School Guidance Counsellors, which undermines their labiality to provide consistent and effective support to students. The problem of low work commitment among Guidance Counsellors in Anambra State's public Secondary Schools is also prevalent. Many Guidance Counsellors feel disconnected from their professional environment due to lack of recognition, limited career advancement opportunities and inadequate compensation. This disconnection often leads to a diminished sense of loyalty and dedication to their roles. When Guidance Counsellors are not fully

committed, their engagement levels drop, which adversely affects their motivation to invest time and effort into their work. Consequently, students do not receive the comprehensive Guidance and support they need, negatively impacting the overall School climate and student outcomes.

Various Scholars have extensively explored the issues of work commitment, work adjustment and performance effectiveness among Guidance Counsellors in educational settings, in different literatures. For instance, researchers have focused on work commitment and its critical role in influencing Guidance counsellors' performance. Meyer and Allen's three-component model of commitment—affection, continuance, and normative commitment—provides a framework for understanding how different types of commitment impact job performance. Studies applying this model in educational settings have found that Guidance Counselors with high affection commitment, meaning they genuinely enjoy and value their work, are more likely to be engaged and perform effectively. Conversely, Guidance Counsellors who feel stuck in their roles due to a lack of alternatives (continuance commitment) or out of a sense of obligation (normative commitment) often display lower levels of job performance. These insights underscore the importance of fostering a supportive and rewarding work environment to enhance Guidance Counsellors' affection commitment.

Other researchers like Dawis and Lofquist's theory of work adjustment emphasized that a good fit between an individual and their work environment leads to higher job satisfaction and performance. This theory is supported by studies in the context of School Guidance Counselors, which indicate that when counselors' values and skills align with their job demands, they exhibit higher levels of job satisfaction and effectiveness. These findings suggest that efforts to improve Guidance Counsellors' work

adjustment could significantly enhance their performance in Schools.

In the workplace, such as Schools, performance effectiveness plays a pivotal role in fostering a culture of accountability and achievement. Members of staff who consistently deliver high-quality work contribute not only to their own success but also to the overall success of the School (Ikegbusi, 2018). This, in turn, enhances the School's reputation and competitiveness (Amed, 2016). Furthermore, performance effectiveness is closely linked to employee satisfaction and engagement. When individuals perceive that their efforts directly contribute to the success of the organization, it fosters a sense of purpose and motivation, leading to increased job satisfaction and a positive work environment. This is very essential for both staff and students in the School as it helps the School to achieve growth (Egbe-Okpenge, 2017).

Several initiatives have been undertaken to address the issues of work commitment, work adjustment and performance effectiveness among school counsellors, particularly in regions like Anambra state. These efforts include policy reforms, professional development programs and systemic changes aimed at creating a more supportive work environment for counsellors. One significant step has been the implementation of targeted professional development programs designed to enhance counsellors' skills and competencies. These programs often focus on areas such as counseling techniques, student psychology, and effective communication strategies. By equipping counselors with better tools and knowledge, these initiatives help them adjust more effectively to their roles and improve their overall job satisfaction. For instance, workshops and training sessions sponsored by educational authorities and non-governmental organizations have been instrumental in providing continuous learning opportunities for counselors.

In addition to professional development, there have been efforts to improve the work conditions and administrative support for Guidance Counsellors. This includes reducing student-to-counselor ratios to manageable levels, ensuring that Guidance Counsellors have access to adequate resources and facilities, and fostering a collaborative work environment. Some Schools have implemented mentorship programs where experienced Counsellors support newcomers, helping them navigate their roles and adjust more effectively. These measures aim to reduce the stress and workload of Guidance Counsellors, thereby enhancing their commitment and performance.

The present research aimed to provide a comprehensive analysis of the factors influencing work commitment, work adjustment and performance effectiveness among school counsellors in Anambra state, with the goal of identifying targeted solutions to these issues. By employing a mixed-methods approach, this research would gather quantitative data through surveys and qualitative insights through interviews, offering a nuanced understanding of the challenges faced by counsellors. The research would pinpoint specific areas where counsellors struggle with work adjustment. By analyzing factors such as job satisfaction, role clarity and the alignment between Counsellors' skills and job demands, the study would identify key barriers to effective adjustment. These findings would inform recommendations for tailored professional development programs that address these gaps, ensuring that Guidance Counsellors are better prepared and supported in their roles. Moreover, the research would advocate for the integration of these programs into the regular training curriculum for School Guidance Counsellors.

The research would explore the various dimensions of work commitment among Guidance Counsellors, drawing on established frameworks like Meyer and Allen's three-

component model of commitment. By understanding the levels of affective, continuance and normative commitment among counsellors, the study would identify factors that enhance or diminish their dedication to their roles. This insight would guide the development of strategies to foster a supportive and rewarding work environment, such as improved compensation packages, recognition programs, and opportunities for career advancement. These measures are expected to boost counsellors' emotional and psychological attachment to their profession, thereby enhancing their commitment and overall performance.

Work commitment and adjustment among guidance counsellors in secondary schools play a crucial role in shaping the educational landscape, particularly in Anambra state. The geographical location of Anambra state is paramount in understanding the unique challenges and opportunities faced by guidance counsellors. Anambra state, situated in southeastern Nigeria, has a distinct cultural and socio-economic context that influences the work commitment and adjustment of guidance counsellors (Adebayo, 2023). Work commitment and the adjustment of guidance counsellors in secondary schools in Anambra state face distinctive challenges in both urban and rural settings. In urban areas, the sheer volume of students and the complexity of issues present significant challenges. Urban schools often have larger student populations, leading to increased caseloads for guidance counsellors. Balancing the diverse needs of students in academics, career planning, and personal matters becomes a formidable task. Additionally, the fast-paced urban environment may demand counsellors to adapt quickly to ever-changing circumstances, necessitating a high level of commitment to staying abreast of emerging challenges (Omar & Shah, 2017).

Conversely, rural areas in Anambra state pose unique challenges for guidance counsellors. Limited access to resources, both educational and community-based, can hinder the ability of counsellors to provide comprehensive support. Economic disparities and a close-knit community structure may make it challenging for counsellors to address sensitive issues discreetly. The adjustment of guidance counsellors in rural settings involves developing a deep understanding of the local culture and overcoming potential resistance to external interventions. Building trust within smaller communities is crucial, but it requires time and persistent effort (Umar, 2022).

The geographical location of secondary schools in Anambra State necessitates a keen awareness of the cultural, economic and social factors influencing the student body. Urban and rural challenges demand tailored counselling approaches. Urban counsellors need to manage larger caseloads and address issues stemming from the complex urban environment, while rural counsellors must overcome resource constraints and build trust within closely-knit communities. Adapting to these challenges requires not only commitment but also a willingness to continually adjust strategies based on the specific needs of the location (Akbar & Abdullah, 2023). Another factor that also affects the work commitment and adjustment of guidance counsellors is their gender. This impact both male and female counsellors in different ways. One prominent issue is the heavy workload that often accompanies counselling responsibilities. Male counsellors may face challenges in balancing their duties, especially when there is an increased demand for their services. This may result in burnout, impacting the quality of support they can offer to students (Wanberg et al., 2018).

In the realm of work commitment, male guidance counsellors often grapple with societal

expectations and stereotypes that may undermine their role. Traditional gender norms may lead to misconceptions about the suitability of males in nurturing and supportive professions, potentially hindering their commitment to the demanding responsibilities of counselling (Omar & Shah, 2017). Conversely, female counsellors may face challenges related to work-life balance, as societal expectations and gender roles may place additional pressures on them to juggle professional commitments with traditional caregiving roles at home (Ugbaja, 2020).

Adjustment issues among guidance counsellors in Anambra State are also influenced by gender dynamics. Males may encounter difficulties in establishing rapport and building trust with students due to perceived differences in communication styles and emotional expression. In contrast, female counsellors may struggle with breaking through gender biases that stereotype them as nurturing but potentially lacking in the authoritative guidance that some situations demand (Aliero, 2019). These adjustment challenges impact the effectiveness of counselling interventions and the overall well-being of students in secondary schools. These challenges, however, make it difficult for guidance counsellors to achieve performance effectiveness (Meyer et al., 2023). Nevertheless, irrespective of the challenges and drawbacks faced by guidance counsellors, the importance of their services cannot be overstated. This is as a result of the fact that the students would always be in need of a professional to guide them. Against this backdrop, the present study is therefore, geared towards investigating the relationship between work commitment, work adjustment and performance effectiveness of guidance counsellors in secondary schools in Anambra State.

METHOD

This study is a correlational survey which investigates work commitment and work adjustment as a correlate of poor performance effectiveness of Guidance Counsellors in the Anambra State Public Secondary School system. The study was carried out in Anambra state of Nigeria. Anambra has six education zones namely Onitsha, Ogidi, Nnewi, Aguata, Awka and Otuocha. Anambra state has 269 public Secondary Schools in which 128 are located in urban while 141 are located in the rural areas. The target population for this study was made up of 235 principals, of the public Secondary Schools that has Guidance Counsellors and 235 guidance counsellors. Due to the manageable size of the population, census method was used. Therefore, the entire 235 Principal, 235 Guidance Counsellors so the total population of 470 would be involved in the study. A structured questionnaire developed by the researcher was used for collection of data for the study. The questionnaire titled: Work Commitment Questionnaire (WCQ), Work Adjustment Questionnaire (WAQ) Performance Effectiveness of Guidance Counsellors Questionnaire (PEGCQ) were used for the study. Section A; The WCQ consisted of 25 items. Section B of WAQ containing of 25 items which deals with work adjustment. Section C consisted of 6 items which deals with performance effectiveness of Guidance Counsellors. The items are designed to elicit information on work commitment and work adjustment as correlate guidance Counsellors' performance effectiveness. To determine the reliability, the questionnaires were administered on 25 practicing Counsellors of Public Secondary School in Enugu State. The choice of the area was solely the researcher's decision because the area has similar features with the study area and the respondents differ from the study respondents. The reliability coefficient of the instrument yielded a coefficient reliability of 0.72 for work commitment, 0.81 for work adjustment and 0.89 for performance

effectiveness. The overall reliability estimate was 0.81 and therefore reliable. In analyzing the data, Pearson Product Moment Correlation was used for analyzing the research questions.

Correlation analysis was adopted because of its ability to measure the extent of relationship between the variables used in the study.

RESULTS

In this section, the data generated were presented and analysed.

Table 1: Correlation analysis of how work adjustment correlates with guidance counsellors' performance effectiveness in Secondary Schools in Anambra state

		Performance Effectiveness	Work Adjustment
Performance Effectiveness	Pearson Correlation	1	-.622 .007
	Sig. (2-tailed)		
	N	470	
Work Adjustment	Pearson Correlation	-.622	1
	Sig. (2-tailed)	.007	
	N	470	470

The table 1 above showed the extent of association between work adjustment and Guidance Counsellors' performance effectiveness. Work adjustment has a correlation coefficient of -.622 with a probability value of .007 with Guidance Counsellors' performance effectiveness. This implies that work adjustment has a strong and negative correlation with Guidance Counsellors' performance effectiveness in public Secondary Schools in Anambra State

Table 2: Correlation analysis of how work adjustment correlates with male and female guidance counsellors' performance effectiveness in Secondary Schools in Anambra State.

	Work Adjustment and guidance counsellors' performance effectiveness
Female	
Pearson Correlation	-.562*
Sig. (2-tailed)	.001
N	158
Male	
Pearson Correlation	-.608
Sig. (2-tailed)	.000
N	68

Table 2 indicated that work adjustment has a correlation coefficient of -.622 with a probability value of .007 with guidance counsellors' performance effectiveness for female Guidance Counsellors. This implies that work adjustment has a strong and negative correlation with female Guidance counsellors'

performance effectiveness in public Secondary Schools in Anambra State. On the other hand, the correlation coefficient for male Guidance Counsellors is .608 with a probability value of .000. This showed that work adjustment has a strong and negative correlation with male Guidance Counsellors' performance effectiveness in public Secondary Schools in Anambra State.

Table 3: Correlation analysis of how work adjustment correlate with male and female Guidance Counsellors' performance effectiveness in Secondary Schools in Anambra State.

		Performance Effectiveness	Work commitment
Performance Effectiveness	Pearson Correlation	1	.536**
	Sig. (2-tailed)		.000
	N	470	470
Work commitment	Pearson Correlation	.536**	1
	Sig. (2-tailed)	.000	
	N	470	470

Table 3 above indicated that work commitment has a correlation coefficient of -.536 with a probability value of .000 with Guidance Counsellors' performance effectiveness. This implied that work commitment has a strong positive correlation with Guidance Counsellors' performance effectiveness in public Secondary Schools in Anambra State.

Table 4: Correlation analysis of how work commitment correlate with performance effectiveness of urban and rural based Guidance Counsellors in Secondary schools in Anambra State

Work commitment and Guidance		
	Counsellors Performance	Effectiveness
Urban	Pearson Correlation	.461**
	Sig. (2-tailed)	.000
	N	133
Rural	Pearson Correlation	.583**
	Sig. (2-tailed)	.000
	N	93

Result in table 4 revealed that work commitment has a correlation coefficient of .461 with a probability value of .000 with Guidance Counsellors' performance effectiveness for urban-based counsellors. This implied that work commitment has a strong positive correlation with urban-based Guidance

Counsellors' performance effectiveness in public Secondary Schools in Anambra State. On the other hand, the correlation coefficient for rural-based Guidance Counsellors is .583 with a probability value of .000. This showed that work commitment has a strong positive correlation with rural-based Guidance Counsellors' performance effectiveness in public Secondary Schools in Anambra State.

DISCUSSION OF FINDINGS

The study found that work adjustment has a strong and negative correlation with guidance counsellors' performance effectiveness in public secondary schools in Anambra state. This indicated that work adjustment has negative relationship with guidance counsellors' performance effectiveness in public secondary schools in Anambra state. This is in line with the view of Jones (2020) Job satisfaction was found to be positively associated with performance effectiveness, indicating that counsellors who are more satisfied with their jobs tend to perform better. Again, Brown and Wilson (2019) were in agreement with the study as they maintained that high levels of job stress were negatively correlated with performance effectiveness, suggesting that stress can hinder counsellors' ability to perform effectively. Furthermore, organizational support was identified as a crucial factor in enhancing guidance counsellors' performance. Schools that provide adequate support and resources to counsellors tend to have higher levels of performance effectiveness. Furthermore, Jones (2020) maintained that the role of guidance counsellors had evolved, with an increasing emphasis on mental health support and academic guidance.

The result of the study also revealed that work adjustment has a strong and negative correlation with male and female guidance counsellors' performance effectiveness in public secondary schools in Anambra State This indicated that work adjustment has negative relationship between male and female guidance counsellors' performance effectiveness in public secondary schools in Anambra state. In support of the findings,

Brown and Lent (2022) found in their study on comparative study of work adjustment and performance effectiveness among male and female guidance counsellors, that there were significant differences in work adjustment patterns between male and female counsellors, with females reporting higher levels of job satisfaction and job involvement, while males reported higher levels of coping strategies. Again, the study is also in line with Mainiero (2022) on the relationship between role congruence, individual differences and decision context on work adjustment of male and female guidance counsellors in schools that the work adjustment of male and female guidance counselors differ greatly.

The result of the study also showed that work commitment has a strong positive correlation with guidance counsellors' performance effectiveness in public secondary schools in Anambra state. This implied that work commitment positive relationship with guidance counsellors' performance effectiveness in public secondary schools in Anambra state. The result is in line with the views of Moriday et al. (2022) on work commitment and its impact on guidance counsellors' performance effectiveness in schools. In their views, they explained that positive relationship existed between overall work commitment and performance effectiveness. Specifically, affective commitment was found to be the strongest predictor of performance effectiveness. Their findings highlighted the importance of fostering a strong sense of commitment among guidance counselors to enhance their performance in school settings.

Finally the analysis revealed that work commitment has a strong positive correlation

with urban and rural-based guidance counsellors' performance effectiveness in public secondary schools in Anambra state. This indicated that work commitment has positive relationship with urban and rural-based guidance counsellors' performance effectiveness in public secondary schools in Anambra state. The study is in agreement with Omar and Shah (2017) that in urban areas, the sheer volume of students and the complexity of issues present significant challenges. Urban schools often have larger student populations, leading to increased caseloads for guidance counsellors. Additionally, the fast-paced urban environment may demand counsellors to adapt quickly to ever-changing circumstances, necessitating a high level of commitment to staying abreast of emerging challenges. Conversely, rural areas in Anambra state pose unique challenges for guidance counsellors. Limited access to resources, both educational and community-based, can hinder the ability of counsellors to provide comprehensive support. Economic disparities and a close-knit community structure may make it challenging for counsellors to address sensitive issues discreetly. The adjustment of guidance counsellors in rural settings involves developing a deep understanding of the local culture and overcoming potential resistance to external interventions. Building trust within smaller communities is crucial, but it requires time and persistent effort (Umar, 2022). Akbar and Abdullah (2023) in their submission was in agreement with the present study as they maintained that urban and rural challenges demand tailored counselling approaches. Urban counsellors need to manage larger caseloads and address issues stemming from the complex urban environment, while rural counsellors must overcome resource constraints and build trust within closely-knit communities. Adapting to these challenges requires not only commitment but also a

willingness to continually adjust strategies based on the specific needs of the location

CONCLUSION

The study investigated work commitment and adjustment as correlates of performance effectiveness of guidance counsellors in secondary schools in Anambra state. The data generated were subjected to statistical analysis and the following became evidence. The study found that work adjustment significantly and negatively correlates with guidance counsellors' performance effectiveness in secondary schools in Anambra state. Similarly, work adjustment was found to significantly and negatively correlate with male and female guidance counsellors' performance effectiveness in secondary schools in Anambra state. Work commitment was found to significantly and positively correlate with guidance counsellors' performance effectiveness in secondary schools in Anambra state. Finally, the study found that work commitment would significantly correlate with performance effectiveness of urban and rural based guidance counsellors in secondary schools in Anambra state. Based on the foregoing, the study concluded that work commitment and adjustment correlates with performance effectiveness of guidance counsellors in secondary schools in Anambra state.

RECOMMENDATIONS

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

1. The government should establish a supportive work environment that fosters continuous professional development and recognition. This can include implementing mentorship programs, providing opportunities for skill building workshops and acknowledging counsellors' contributions through rewards and recognition programs. This would go a long way to cultivate their

sense of commitment and motivation which enhances their performance effectiveness.

2. There should be regular professional development programs like workshops, seminars and training sessions to update guidance counsellors' skills and knowledge in counselling a supportive environment that fosters the effective work adjustment and performance of guidance counsellors, ultimately benefitting the overall well-being and success of students in public secondary schools in Anambra state.

3. There should be implementation of gender-sensitive training programs tailored to address the unique challenges and needs faced by male and female counsellors. This would help ensure that both genders receive the necessary support and resources to effectively navigate their roles and responsibilities,

ultimately enhancing their overall performance effectiveness.

4. There should be tailored training programs and support interventions to address specific challenges faced by counsellors in urban and rural areas. These interventions should focus on enhancing job satisfaction, building resilience, improving access to resources and fostering collaboration and other stakeholders. There should also be an advocate for policy changes or initiatives aimed at reducing disparities between urban and rural schools in terms of resources, support systems and professional development opportunities for guidance counsellors. This should go a long way to highlight the importance of counsellors to improve overall student outcomes and well-being.

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