



RESEARCH ARTICLE

GENDER AS PREDICTOR OF JOB SATISFACTION AND COMMITMENT AMONG SECONDARY SCHOOL COUNSELLORS IN KANO STATE, NIGERIA

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ABSTRACT

The study examined gender as a predictor of job satisfaction and commitment among secondary school counsellors in Kano State. The research design adopted for this study is descriptive survey design. The population for the study was 1,526 secondary school counsellors. The sample size of 740 (243 females and 497 male) secondary school counsellors was used for the study. The sample was obtained using multi-stage sampling procedure involving stratified proportionate sampling and simple random sampling. The study used a researcher constructed questionnaire. The data collected for the study were analyzed using simple linear regression analysis to test the hypotheses at the significance level of 0.05. Findings revealed that there are no significant difference between gender and job satisfactions and between gender and job commitments among secondary school counsellors in Kano State, Nigeria. Similarly, the results showed that there is a significant difference between job satisfaction and job commitment of the secondary school counsellors. The study confirmed the important place occupied by gender of secondary school counsellors in its relationship with their job satisfaction and job commitment in the study area. The study recommended among others, that counsellor training/preparatory institutions and other relevant education stakeholders should be organizing workshops for existing secondary school counsellors so as to enhance their job satisfaction and commitment.

Keywords: Gender, job satisfaction, job commitment, secondary school, secondary schools' counsellors

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1.0. INTRODUCTION

Job satisfaction represents one of the most complex areas that have been a subject of discussion and investigation among today's education managers when it comes to managing their human resources. Job satisfaction is one of the significant and positive factors which has an acceptable influence on the performance and attitudes of employees toward their job within an organisation (Strydom, as cited in Mehrad & Zangeneh, 2017). Many studies have established an unusual large impact of the job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and on the performance of business organizations (Aziri, 2011).

Similarly, Luthan's research evidence (as cited in Aziri, 2011) indicates that job satisfaction may not necessarily lead to individual performance improvement but does lead to departmental and organisational level improvements; and that there are still considerable debates whether job satisfaction leads to improved performance or improved performance leads to job satisfaction. Aziri (2011) opines that job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organisations. Aziri (2011) further claimed that the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, and personal desires is a typical indicator of the importance of job satisfaction in present-day establishments.

Sirohi and Shrivastva (2013) have conducted a study to predict job satisfaction and performance in the faculties of private universities in India. This prediction, therefore, explained that the job satisfaction level of university staff has impact on willingness to put in their best in the university job in the way that might lead to the highest level of productivity in the universities as a whole. Mehrad & Zangeneh (2017) are of the view that job satisfaction as an organizational factor has specifically two different levels (high and low levels) that are determined by various motivators. According to Mehrad & Zangeneh, each of these levels specifies the amount of employees'



feeling towards their job and also shows their reaction at workplace. The presence of high level of job satisfaction at workplace leads to high productivity, loyalty, dedication, and punctuality amongst employees (Noordin & Jusoff, as cited in Mehrad & Zangeneh, 2017).

In the same vain, employees who have a high level of job satisfaction show acceptable organisational behavior and prefer to remain at work (Wan Ahmad & Abdurahman, as cited in Mehrad & Zangeneh, 2017). In contrast, employees with low level of job satisfaction show abnormal behavior at organisations. These behaviors include: turnover, low productivity, slowness, and absenteeism.

Job satisfaction needs to be regarded as a very important issue within the Nigerian education sector, especially for secondary school counsellors. This is mainly due to the fact that it is connected with different aspects of their role and those which consume most of their time both in and outside of school counselling practice. It is also proper to claim that, with regard to their job satisfaction, a satisfied secondary school counsellor is a happy school counsellor and a happy school counsellor is a successful employee that is expected to contribute to educational success. However, despite the wide attention received by job satisfaction in scientific research, there is still no general agreement regarding what job satisfaction is. Job satisfaction has been defined in several forms as one of the organizational feelings which combine physiological and psychological factors that employees illustrate towards their job and workplace. Succinctly, job satisfaction is a collection of positive approaches, attitudes, and opinions that employees display towards their job at the workplace (Mehrad and Zangeneh, 2017).

According to Hoppock (as cited in Aziri, 2011), job satisfaction is defined as any combination of psychological, physiological and environmental circumstances that cause a person to truly feel satisfied with his job. Vroom (as cited in Aziri, 2011), defines job satisfaction as affective orientations on the part of employees toward work roles which they are presently occupying.



However, in the context of this study, job satisfaction is defined as the extent to which a secondary school counsellor is feeling contented with his or her school counselling job to the extent that positive and favourable feeling towards the counselling job indicates efficiency and effectiveness in job performance, while negative and unfavorable feeling towards the counselling job indicates inefficiency, ineffectiveness, and poor job performance. It is worth noting that workers with high level of job satisfaction typically had an overall job commitment (Meyer & Allen as cited in Iden, 2014).

Commitment can simply be referred as the focus and the desire of attachment of a person to a certain task or work (Pitaloka & Sofia, 2014). Ayele (2014) observed that commitment can be viewed from two perspectives i.e. as an attitude and as a behavior. Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organisation as an object of commitment while commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial (Ayele, 2014). Hunt and Morgan (as cited in Isma'il, 2012) define organisational commitment as an employee's strong belief in and acceptance of an organization's goal and values, effort on behalf of the organisation to reach these goals/objectives, and strong desire to maintain membership in the organisation. In the context of this study, job commitment refers to the secondary school counsellor's emotional attachment to, identification with, and involvement in the school counselling practice so that there exist congruence between an individual's own values and beliefs and those of the school counselling practice.

Indeed, job commitment is one of the most important workplace attitudes of employees. Employees' commitment to job evokes their working consciousness which will lead to performing the work better with their nationality due to having faith in work enhancement (Ozer & Gunluk as cited in Jandaghi, Mokhles & Bahrami, 2011). Where congruence exists between



the employee's commitment and his job then job commitment can enhance individual and organisational performance by increasing work motivation and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism (Cohen & Golan, 2007). This is implying that job commitment helps to retain school counsellors and makes them feel satisfied with their job and thus enhance their job effectiveness.

In another perspective, job commitment contributes to improvement of school counselling and counsellor retention. Thus, job commitment can be regarded as one of the major professional characteristics that influence counsellor's success. However, this success is achieved when counsellors are managed properly to the extent that they display their job commitment which usually leads to increased effectiveness, performance and productivity. Therefore, an important organisational resource is to possess satisfied, highly energetic, creative and committed human capital (Shagholi as cited in Jandaghi, Mokhles & Bahrami, 2011). This can be the reason behind the efforts made by education stakeholders in the study area to ensure that adequate motivation is provided to school counsellors so as to promote effective school counselling.

School counselling has a significant role in the overall growth and development of secondary school students and is therefore an essential part of Nigeria's school curriculum. This is because secondary school students are at the stage of adolescence which is characterised by many physical and psychological changes that pose a number of personal, social and educational challenges (Mutie & Ndambuki as cited in Nyamwange, Nyakan & Ondima, 2012). To effectively achieve the roles, a trained and committed school counsellor, who is satisfied with his counselling job, is required to manage a secondary school guidance and counselling programme. However, an observation by the researcher points to the fact that secondary school counsellors are not satisfied and committed to their school counselling practice in the study area.



Thus, all avenues to investigate variables that are perceived to have relationship with secondary school counsellors' job satisfaction and commitment are worth exploring so as to save the study area and the nation from educational and general underdevelopment. It is based on this background that the researcher investigated gender as predictor of job satisfaction and commitment among secondary school counsellors in Kano State, Nigeria. Perhaps, the relationship might inspire education managers to consider the provision of a convenient gender as a basic requirement for improving productivity, performance, and commitment of serving secondary school counsellors. In fact, good gender condition helps employees accomplish their work and organizational goals, making the gender more enjoyable, thus increasing job satisfaction and commitment (Pitaloka & Sofia, 2014).

Gender has been noted as an explanatory variable in many studies on counselling, job satisfaction and commitment. It plays an important role in counselling. Nwafor (as cited in Ogunmola, 2014) found that male counsellors have been more skillful than their female counterpart in counselling. Likewise, in the studies involving gender and levels of job satisfaction, the literature is divergent indicating that in some studies females have higher levels of job satisfaction while other studies indicate that males have higher levels of job satisfaction.

There are even some studies that found no significant difference between male and female with their regard to their levels of job satisfaction. For example, Azim, Haque, and Chowdhury (2013) found no significant difference in job satisfaction between male and female. Whereas, in another study, Nester and Leary, as cited in Azim, Haque & Chowdhury (2013), found no significant difference in levels of job satisfaction between male and female. Research evidences suggest that men and women use qualitatively different criteria in their assessment of work (Oshagbemi, 2000). Similarly, the literature on the relationship between gender and job commitment have not reached consensus on the nature of the relationship that exists between the variables.



For instance, Ahmad and Abubakar, as cited in Ajayi (2017), found no relationship existing between gender and commitment, while Agyeman and Ponniah, as cited in Ajayi (2017), reported a positive, although statistically insignificant, relationship between gender and organisational commitment. In a study by Opayemi. as cited in Ajayi (2017), it was found that women were consistently more committed to their organisations than men. In this study, gender refers to the socially constructed values, attitudes, roles, practices and characteristics and social expectations associated with male and female secondary school counsellors.

An observation by the researcher in the study area points to the fact that secondary school counsellors are not satisfied and committed to their school counselling practice. Where there is absence of job satisfaction and commitment among the school counsellors, the tendency is that the counsellors may not be able to develop a process and procedure for implementing and evaluating comprehensive and effective school guidance and counselling programme in consultation with students, parents, school committees, school boards, and community members. Also, the school counsellors' absence of job satisfaction and commitment in school counselling can result in students' inappropriate personality development and adjustment, selection of inappropriate courses that are not in line with individuals' needs, interests and abilities, and improper selection of career.

Other problems that can emanate as a result of lack of secondary school counselors' job satisfaction and commitment include students mismatching between education and employment and thus the inefficient use of nation's manpower, inadequate motivation for youth to engage in self-employment and failure to identify and help students in need of special help. If this is the situation, the researcher is worried that the absence of job satisfaction and commitment among the secondary school counsellors will affect the overall growth and development of secondary school students. Consequently, the educational development and the general development of



Kano State can be at stake, which will in turn affect national development. It is against this backdrop that the present study investigated gender as predictor of job satisfaction and commitment among secondary school counsellors in Kano State.

2.1. PURPOSE OF THE STUDY

The purpose of this study was to investigate gender as predictor of job satisfaction and commitment among secondary school counsellors in Kano State, Nigeria. Specifically, the study investigated:

1. The relationship between gender and job satisfaction of secondary school counsellors in Kano State, Nigeria.
2. The relationship between gender and job commitment of secondary school counsellors in Kano State, Nigeria.
3. The relationship between job satisfaction and job commitment of secondary school counsellors in Kano State, Nigeria.

2.2. Hypotheses

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

1. There is no significant difference between gender and job satisfactions among secondary school counsellors in Kano State, Nigeria.
2. There is no statistical significant difference between gender and job commitments among secondary school counsellors in Kano State, Nigeria.
3. There is no statistical significant difference between job satisfaction and job commitment among secondary school counsellors in Kano State, Nigeria.

3.0. METHODOLOGY



The research design adopted for this study is descriptive survey design. The area of the study is Kano State - a state situated in the north-western geo-political zone of Nigeria. The population for this study was made up of 1,505 secondary school counsellors. The sample of the study comprised of 740 secondary school counsellors (497 males and 243 females). The instruments for data collection in the study were questionnaires titled Secondary School Counsellor's Job Satisfaction Questionnaire (SSCJSQ) and Secondary School Counsellor's Job Commitment Questionnaire (SSCJCQ) with 4-point rating-scale as: 1 – Strongly disagree, 2 – Disagree, 3 – Agree, 4 – Strongly agree. The instruments were face-validated by three experts - two from the area of Guidance and Counselling and one from the area of Measurement and Evaluation, all in the Faculty of Education, University of Nigeria, Nsukka. Cronbach alpha method was used to determine the internal consistency of the instruments. The reliability coefficients obtained were 0.75 for SSCEIQ, 0.84 for SSCJSQ and 0.81 for SSCJCQ were derived. A face-to-face method of data collection was employed by the researchers in collecting data for the research work. Analysis of Variance (ANOVA) was used to test the differences between gender and job satisfaction; gender and job commitment; and job satisfactions and job commitments among secondary school counsellors in the study area. The null hypothesis is rejected where the probability value (p-value) is less than the a priori probability value of 0.05 level of significance, otherwise the null hypothesis would be accepted.

4.0. PRESENTATION OF RESULTS AND DISCUSSION

4.1. Presentation of Results

Hypothesis One: There is no significant difference between gender and job satisfactions among secondary school counsellors in Kano State, Nigeria.



Table 1: ANOVA for difference between gender and job satisfactions among secondary school counsellors in Kano State, Nigeria

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	96.021	1	96.021	0.974	0.324
Residual	29173.483	296	98.559		
Total	29269.504	297			

Source: Authors' Analysis (2025).

Table 1 presents the ANOVA for difference between gender and job satisfactions among secondary school counsellors in Kano State, Nigeria. From the table, it is shown that the F value is .974 with a Sig. (p) value of 0.324. Since the Sig. value is greater than our alpha of 0.05 i.e. $P > 0.05$, then we retain the null hypothesis as no significant difference between gender and job satisfactions among secondary school counsellors. In the behavioral sciences, the acceptable level of significance is 0.05 and any P value that is greater than 0.05 indicates that the independent variable, in our case gender, is not significant in predicting the dependent variable, which is in our case, job satisfactions.

Hypothesis Two: There is no significant difference between gender and job commitments among secondary school counsellors in Kano State, Nigeria.

Table 2: ANOVA for difference between gender and job commitments among secondary school counsellors in Kano State, Nigeria

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	69.239	1	69.239	0.483	0.488
Residual	42431.620	296	143.350		
Total	42500.859	297			

Source: Authors' Analysis (2025).



Table 2 presents the ANOVA for difference between gender and job commitments among secondary school counsellors in Kano State, Nigeria. From the table, it is indicated that the F value is .483 with a Sig. (p) value of 0.488. Since the Sig. value is greater than our alpha of 0.05 i.e. $P > 0.05$, then we retain the null hypothesis as no significant difference between gender and job commitments among secondary school counsellors. It is stated earlier that in the behavioral sciences, the acceptable level of significance is 0.05 and where $P > 0.05$, then the independent variable, in our case gender, is not significant in predicting the dependent variable - which is job commitments.

Hypothesis Three: There is no significant difference between job satisfactions and job commitments among secondary school counsellors in Kano State, Nigeria.

Table 3: ANOVA for difference between job satisfactions and job commitments among secondary school counsellors in Kano State, Nigeria

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	6708.780	1	6708.780	55.482	0.000
Residual	35792.079	296	120.919		
Total	42500.859	297			

Source: Authors' Analysis (2025).

Table 3 presents the ANOVA for difference between job satisfactions and job commitments among secondary school counsellors in Kano State, Nigeria. From the table, it is shown that the F value is 55.482 with a Sig. (p) value of 0.000. Since the Sig. value is less than our alpha of 0.05 i.e. $P > 0.05$, then we reject the null hypothesis as there is significant difference between job commitments and job satisfactions among secondary school counsellors. In the behavioral sciences, the acceptable level of significance is usually 0.05 and any P value that is less than 0.05 indicates that the independent variable, in our case job satisfactions, is significant in predicting the dependent variable, which is in our case, job commitments.



4.2. Discussion of Findings

The result of this study extends previous research on gender, job commitment and job satisfaction. The first findings of this study revealed that there is no significant difference between gender and job satisfactions among secondary school counsellors in Kano State, Nigeria. This means that the males and females counsellors in the study area did not vary significantly in their levels of job satisfaction. The result confirms the findings of Ghoniem et al. (2011) who found insignificance influence of gender on job satisfaction. This result is also in line with the findings of Hulin and Smith (1964), as cited in Sydney-Agbor, et al. (2014), that gender is not a relevant determinant of either high or low job satisfaction. Sydney-Agbor, et al. (2014), opines that when gender is matched with separate factors like the pay, job level and promotional possibility, they may influence job satisfaction. However, this finding contradicts the findings of Xin and Macmillan (1999) who found significant influence of gender on job satisfaction.

The second finding of this study revealed that there is no significant difference between gender and job commitments among secondary school counsellors in the study area. This finding add credence to the finding of Tinu & Adeniji (2015) that there was no significant difference in the commitment of colleges of education lecturers to their job based on gender. In other words, masculine and feminine disparity have no effect on job commitment among colleges of education lecturers. Using the three different components of job commitment, Ahmad et al., (2023) revealed a significant gender difference on affective and normative commitment, while continuance commitment shows insignificant findings based on gender.

The third hypothesis which predicted that there is no significant difference between job satisfactions and job commitments among secondary school counsellors in Kano State, Nigeria was not supported. The results of this study revealed that there is significant difference between



job satisfactions and job commitments among secondary school counsellors in Kano State, Nigeria. This means that job commitment of secondary school counsellors can be determined by the level of job satisfaction of senior secondary school counsellors in the study area. This finding was supported by the work of Oyewobi, Suleiman & Muhammad-Jamil (2012) whose result of the correlation analysis showed that positive relationships exist amongst the variables of job satisfaction and job commitment tested. Similarly, it is supported by Mohammed & Eleswed (2013) who found that the relationship between job satisfaction and organisational commitment was found to be statistically significant and positive ($r=.669$; $\text{sig}=.000$).

5.0. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Drawing on the evidence established in this study, it can be concluded that there is no significant difference between gender and job satisfactions as well as between gender and job commitment among secondary school counsellors in Kano State, Nigeria. Accordingly, it is revealed that there is significant difference between job satisfactions and job commitments among secondary school counsellors in Kano State, Nigeria.

5.2. Recommendations

Based on the findings of the study, the researchers recommended that:

1. Counsellor training/preparatory institutions and other relevant education stakeholders should be organising workshops on regular basis for existing secondary school counsellors to serve as motivation to enhance their job satisfaction and commitment.
2. Employers should assist in fostering an inclusive work environment that encourages equal commitment and engagement from all secondary school counsellors irrespective of their gender.



Competing Interest

The authors have declared that no conflicting interest existed in this paper.

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