



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIP OF COUNSELLING SELF-EFFICACY, JOB SATISFACTION
AND ORGANIZATIONAL COMMITMENT AMONG MALAYSIAN SCHOOL
COUNSELLORS***

OOI PEI BOON

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COUNSELLORS**

By

OOI PEI BOON

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfillment of the Requirements for the Degree of
Doctor of Philosophy**

January 2016

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

RELATIONSHIP OF COUNSELLING SELF-EFFICACY, JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG MALAYSIAN SCHOOL COUNSELLORS

By

OOI PEI BOON

January 2016

Chairman : Wan Marzuki Bin Wan Jaafar, PhD
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The roles of school counsellors have evolved over the years and the professional and personal development of the school counsellors receives scarce attention from researchers, policy makers and authorities. Past research studied on the relationship of the counselling self-efficacy, job satisfaction and the organizational commitment was not in the context of Malaysian counsellors. Thus, this study was conducted to study the relationship of the counselling self-efficacy, job satisfaction and the organizational commitment among school counsellors in Malaysia.

The descriptive and correlational research design was used. The sample size was 541 secondary school counsellors selected via the simple random sampling method from all over Malaysia. A structured questionnaire which comprised of 5 different inventories was used, (a) sources of counselling self-efficacy, (b) perceived access to training and perceived supervisor support towards training, (c) Minnesota Satisfaction Questionnaire, (d) Counselling Self-Estimate Inventory (COSE), and (e) Three-Component Model (TCM) Employee Commitment Survey. The Structural Equation Modelling (SEM) was used to determine the model fit of the proposed models, and the direct and indirect effects of the mediator.

The findings indicated that the correlation between the variables studied (mastery experience, social persuasion, vicarious learning, access to training, and perceived supervisor support towards training) and counselling self-efficacy were significant and as predicted. Mastery experience reported the strongest relationship with counselling self-efficacy, followed by social persuasion and vicarious learning. Both environmental determinants reported moderate correlation with counselling self-efficacy. Counselling self-efficacy was positively related to job satisfaction, and job satisfaction was also positively related to the organizational commitment of the school counsellors.

The Bootstrapping procedure also revealed that counselling self-efficacy emerged as significant partial mediator to only: (a) mastery experience and job satisfaction and (b) perceived supervisor support towards training and job satisfaction. The finding revealed that mastery experience, perceived supervisor support towards training and counselling self-efficacy contributed 20% variance in job satisfaction among school counsellor.

The findings could be used to further enhance counselling self-efficacy and job satisfaction of the school counsellors. Counsellor educators could focus on the professional and personal development of the school counsellors through structural opportunities for efficacy-building on mastery experience, cultivating sense of belief in performing counselling tasks, and obtaining the supervisors' support towards training.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

**HUBUNGAN DIANTARA EFIKASI SWADIRI KAUNSELING, KEPUASAN
BEKERJA, DAN KOMITMEN DALAM ORGANISASI DI KALANGAN
KAUNSELOR- KAUNSELOR SEKOLAH MALAYSIA**

Oleh

OOI PEI BOON

Januari 2016

Pengerusi : Wan Marzuki Bin Wan Jaafar, PhD
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Peranan yang dimainkan oleh kaunselor sekolah telah berkembang dari tahun ke tahun dan pembangunan profesional dan peribadi kaunselor sekolah diberikan perhatian terhad oleh penyelidik, pembuat dasar, dan pihak berkuasa. Kajian terdahulu mengkaji hubungan diantara efikasi swadiri dalam kaunseling, kepuasan bekerja, dan komitmen dalam organisasi bukannya di kalangan kaunselor-kaunselor Malaysia. Oleh itu, kajian ini bertujuan untuk mengkaji hubungan diantara efikasi swadiri dalam kaunseling, kepuasan bekerja, dan komitmen dalam organisasi di kalangan kaunselor di Malaysia.

Rekabentuk kajian deskriptif korelasi digunakan. Sampel kajian terdiri daripada 541 orang kaunselor sekolah menengah yang diambil melalui persampelan rawak mudah daripada seluruh Malaysia. Soal selidik kajian mengandungi 5 inventori yang berbeza, iaitu (a) sumber-sumber efikasi swadiri dalam kaunseling, (b) akses terhadap latihan dan sokongan penyelia terhadap latihan, (c) Kaji Selidik Kepuasan Minnesota, (d) Inventori Jangkaan Swadiri Kaunseling, dan (e) Soal Selidik Komitmen Pekerja Model Tiga Komponen. Model Persamaan Berstruktur digunakan untuk menentukan kesesuaian model dengan model hipotetikal, serta kesan langsung dan tidak langsung daripada mediasi.

Dapatan kajian melaporkan korelasi antara pembolehubah yang dikaji (pengalaman kepakaran, pujukan sosial, pembelajaran vikarius, akses terhadap latihan, dan sokongan penyelia terhadap latihan) dengan efikasi swadiri kaunseling didapati signifikan dan seperti yang dijangkakan. Pengalaman kepakaran dilaporkan sebagai mempunyai hubungan paling kuat dengan efikasi swadiri kaunseling, diikuti oleh pujukan sosial dan pembelajaran vikarius. Kedua-dua penentu persekitaran dilaporkan sebagai mempunyai korelasi sederhana dengan efikasi swadiri kaunseling. Efikasi swadiri kaunseling berhubung secara positif dengan kepuasan bekerja, dimana

kepuasan bekerja juga berhubung secara positif dengan komitmen dalam organisasi kaunselor sekolah. *Bootstrapping* melaporkan efikasi swadiri kaunseling muncul sebagai mediasi separa yang signifikan antara (a) pengalaman kepakaran dengan kepuasan bekerja dan (b) sokongan penyelia terhadap latihan dengan kepuasan bekerja. Dapatan kajian melaporkan bahawa pengalaman kepakaran, sokongan penyelia terhadap latihan dan efikasi swadiri kaunseling menyumbang sebanyak 20% varians terhadap kepuasan bekerja kaunselor sekolah.

Dapatan kajian ini boleh digunakan untuk meningkatkan efikasi swadiri kaunseling dan kepuasan bekerja dalam kaunselor sekolah. Pendidik kaunselor boleh memberikan fokus kepada pembangunan profesional dan peribadi kaunselor sekolah dengan menggunakan peluang yang boleh membangunkan efikasi berdasarkan pengalaman kepakaran, memupuk semangat percaya akan diri sendiri dalam menjalankan tugas-tugas kaunseling dan memperolehi sokongan penyelia terhadap latihan.

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This journey is not the end, but a beginning of another life endeavor. I thank you God, for gracing me with the opportunities to continue to learn and to grow.

Ooi Pei Boon, January 2016

I certify that a Thesis Examination Committee has met on 18 January 2016 to conduct the final examination of Ooi Pei Boon on her thesis entitled "Relationship of Counselling Self-Efficacy, Job Satisfaction and Organizational Commitment among Malaysian School Counsellors" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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LIST OF ABBREVIATIONS

GTP	Government Transformation Program
NKRA	National Key Result Areas
PEMANDU	Performance Management Delivery Unit
The Board	The Board of Counsellor (Malaysia)
NSRM	The National Suicide Registry of Malaysia
PPD	Personal and professional development
LADAP	Latihan Dalam Perkhidmatan
SLT	Social Learning Theory
PLCs	Professional Learning Communities
SEM	Structural Equation Model
TCM	Three-Component Model
COSE	Counselling Self-Efficacy Inventory
AC	Affective Commitment
CC	Continuance Commitment
NC	Normative Commitment
JS	Job satisfaction
OC	Organizational commitment
CSE	Counselling self-efficacy
EMIS	Education Management Information System
MOE	Minister of Education
ACS	Affective Commitment Scale
CCS	Continuance Commitment Scale
NCS	Normative Commitment Scale
SCT	Social Cognitive Theory
CFA	Confirmatory Factor Analysis
AVE	Average Variance Extracted
GFI	Goodness of Fit Index
CFI	Comparative Fit Index
TLI	Tucker Lewis Index
IFI	Incremental Fit Index
CR	Construct Reliability

RMSEA	Root Mean Square Error of Approximation
SPSS	Statistical Package of Social Science
AMOS	Analysis of Moment Structure
HEI	Higher education institute
EDA	Exploratory Data Analysis
CI	Confidence Intervals
M	Mean
SE	Standard Error



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- i. <http://bit.ly/1W7e4qS> or
- ii. QR code



CHAPTER 1

INTRODUCTION

1.1 Introduction

The introductory chapter of the study was divided into seven sections: (a) background to the research, (b) statement of the problem, (c) significance of the study (d) objectives of the study, (e) hypothesis, (f) definitions of terms, and (g) summary.

1.2 Background of the research

Malaysia is a developing country and aimed to transform into fully development country come 2020 (Mohamad, 1991). Human capital is a constant challenge for all developing countries as they realized and put great emphasize on the development of human knowledge via the education system (Olaniyani & Okemakinde, 2008). The education system in general and the school community in particular contributed to the growth of a nation. Such rapid development, like other countries, brings with it social challenges (Abu & Othman, 2009) and disciplinary issues among teenagers, increased rate of suicidal cases in youth (Kok & Lee, 2011), dropped out from completing secondary school (Patel, 2014) and gender identity confusion issues. The issue of sexual orientation, gender identity and gender expression were not a foreign issue among local youth (Lloyd-Hazlett & Foster, 2013). In the Western country, it was reported that 5-10% of the public sponsored students and prior to entering college, the student population (K-12) were of the lesbian, gay, bisexual, transgender and questioning youth (LGBTQ) group (DePaul, Walsh & Dam, 2009). Furthermore, there is a strong push for counselling intervention for this group of youth to support their mental health necessities (Baskin et al., 2010).

Youth today suffered from anxiety and depression related to academic, emotional and social pressure (Steinhardt & Dolbier, 2008). The Malaysian Crime Prevention Foundation (MCPF) reported an increase of 24.3% in the juvenile crime rate in the year 2014 from 7,647 cases back in 2013 (Berita Harian, 2015). The National Suicide Registry of Malaysia (NSRM) announced in 2009 that Malaysian suicidal death was at 1.18/100,000 population, which was higher than in 2003 (1/100,000) but lower than in 2008 (1.28/100,000). Suicide is a common topic discussed among teenagers in Malaysia (Kok, Gan, & Goh, 2011) and boy girl relationship was ranked the top reason of committing suicide (Kok & Goh, 2011). It was disturbing to note that the youngest victim was only 14 years old, a junior year student in the Malaysian secondary school system.

Malaysian secondary school children reported higher depression rate as compared with primary school children (Teoh, 2010). There is an increase of mental health issue among children and youth (Ismail & Abdul Rahman, 2012). About 1.0 million Malaysian (20.0%) reported having mental health problem such as developmental, emotional and behavioral disorders (NHMS, 2011). Furthermore, Malaysia also saw an increased in the medical condition where the age of diabetic patients was getting lower, with the median age being just 12 years old (Fuziah, Hong, Wu, & Harun, 2012). Physical and cyber bully cases were also on the rise in Malaysia (Salleh & Zainal, 2014). Under-aged pregnancy and premarital sex were some of the societal issues encountered in the Malaysian society. There was likewise a rising trend in under-aged mother (from 2.7% to 28.6%) from the year 1999 to the year 2006 (Manaf et al., 2014). Counselling service was regarded as significant to curb the communal issues such as bullying, vandalism and sexual related issues, as reported by *Bahagian Pendidikan Guru*, 2006 (Mohd Ishak & Abu Bakar, 2012).

In Malaysia, the roles of school counsellors have evolved and transformed over the years (Abdul Rahman, Mohd Isa & Atan, 2013; Low, Kok & Lee, 2013) as well as in the Western countries (Wilde, Park & Lee, 2013). Back in 1963, the Ministry of Education, Malaysia has implemented the idea to engage a dedicated guidance teacher in schools (Kok, Low, Lee, & Cheah, 2012), but the idea was halted due to limitations in financial and human resources aspects (See & Ng, 2010). Prior to 1996, the teachers were assigned dual roles; to guide and to counsel the students. They were required to teach as well as to conduct guidance and counselling activities. In the year 2000, as Malaysia entered into the millennium, the counselling profession achieved another milestone when it became mandatory for every secondary school in Malaysia to engage with at least one full time counsellor (See & Ng, 2010; MoE, 1996). The devoted counsellor's job was to focus solely on guidance and counselling services without the additional teaching load.

The Counsellor Act 1998 (Act 580; Commissioner of Law Revision and Percetakan Nasional Malaysia Bhd, 2006) was enacted in the year 1998 by the Parliament of Malaysia. This legislative development provided an immense boost of confidence and a sense of legitimacy for the community to seek counselling services. Subsequently, the Board of Counsellors (Malaysia), or *Lembaga Kaunselor* (Malaysia) in Bahasa Malaysia language, was established as an agent and licensure body that will regulate the work of counselling services according to the policies and existing regulations enforced by the Act 580 (Othman, Md Shuaib Che Din, & Sipon, 2000).

In addition, Malaysian school counsellors have to deal with stakeholders from various cultural and social backgrounds and learn multi languages, practice and expose themselves to diverse clients and/or third party and to enhance their multicultural counselling skills and knowledge (Aga, 2013). Counselling self-efficacy was highly correlated with school counsellors' abilities to perform tasked in multicultural counselling (Crook, 2010; Constantine, 2008). In Asian

countries, especially in a strong Chinese heritage culture, to seek professional psychological services was perceived as “losing face” (Schalkwyk & D’Amato, 2013). Country such as Romania saw a need for mediation counsellors to manage the surge of school violence and conflicts such as abuse, hyperactivity, absenteeism, school failure, family conflicts and substance abuse among individuals, schools and the community (Hojbotă, Butnaru, Rotaru, & Tița, 2014). School counsellors in Malaysia, too, acted as mediator (See, 2004) and communicator (Alavi, Boujarian, & Ninggal, 2012) for various parties (school and external agencies). In view of these challenges, school counsellors need to prioritize their tasks and responsibilities. They were expected to know in-depth and be well-versed with any concerns related to the students and to focus on character building, leadership development, career development and guidance, as well as to provide individual and group counselling to students.

School counsellors’ job functions spread across five main areas (academic, career, psychosocial and mental health well-being, dealing with parents and student disciplinary) with the job grade set at DG3/DG6 (MoE, 1996). The counsellors are to follow official office hour from 8.00am till 4.00pm; additionally, boarding school counsellors are required to work two (2) hours on Saturdays (MoE, 1997). Efforts and focus have been invested by the Malaysian government to monitor and enhance the counselling profession. In the earlier stage, the focus was on the operational issues such as working hours and the job’s scope. However, subsequently the focus has shifted to the enhancement of the service, such as clarity in the appraisal system (MoE, 2008) and the focus alignment of the job with the current social challenges (MoE, 2012).

There were 5,082 registered counsellors listed under the Board’s Directory (Lembaga Kaunselor, 2014). The number has increased to 2,090 in the year 2012 from 167 registered counsellors in June 2004 (See, 2004). School counsellors were also found to produce better result in managing the misbehavior of both boys and girls compared with ordinary teachers, where the cases of misbehavior were reduced significantly, by 20%-29% (Carrell & Hoekstra, 2014). An additional school counsellor hired successfully increased the male students’ academic achievement and reduced the students’ misbehavior (Carrell & Hoekstra, 2010).

In 1996, the counsellor to student ratio was set at 1:750 by the Ministry of Education, Malaysia (MoE, 2009;1996) and it was further reduced to 1:500 in 2003 (Abdul Rahman, Mohd Isa, & Atan, 2013). This mandate called for an even more counsellors who were skillful, resourceful, and knowledgeable with a high sense of integrity, to provide counselling services and develop the students (Abdul Rahman, et al., 2013). This ratio was still high compare with the ratio practiced in the Western country, as reported by The American School Counsellors Association, which is 1:250 in 2011 (American School Counsellor Association, 2011) and is later reduced to 1:100 in 2013 (Miller, Taha & Jensen, 2013). However, the Malaysian ratio was still lower compared with other

countries such as Romania, where the ratio of counsellor to students was set at 1:800 by the country's law (Andronic, Andronic, Lepadatu & Tatu, 2013).

With these challenges and legislative movements, there is a knowledge gap of the self-beliefs of the school counsellor. Self-efficacy is a vital theoretical concept that provides an explanation for one's learning (Hodges, 2008; Schunk, 1985) and achievement (Hsieh & Schallert, 2008). Efficacious beliefs affected psychosocial well-being (Lang & Lee, 2005). The rationale behind the theory was that knowledge, experience and skills were necessary, but may not be adequate to manage one's performance. The key behind the events that affected individuals' life was their self-reference thoughts; how one judges one's capability and competence. It also affected one's motivation and behavior to complete one's performance. Under the same circumstance, individuals who believed that they could perform a task, have higher probability to complete the tasks with a higher level of motivation.

The construct of self-efficacy was derived from the Social Cognitive Theory (SCT) (Bandura, 1986), and according to the SCT, human functions in a triadic reciprocal causation manner. Cognitive and other personal factors, behavioral and environmental determinants do not determine each other, instead they interacted with each other and influenced each other bidirectional (Bandura, 1999). There is no fixed formula for the interaction patterns. Personal determinant such as to have positive feelings toward the job, environmental determinant such as to be supervised or to have the opportunity to attend training or conferences, interacted with the cognitive determinant, represented by beliefs to perform counselling sessions. The interaction of the three determinants produced various outcomes. With the focus on self-efficacy, this study was proposed.

Counselling self-efficacy affected counsellor's performance (Zawawi & Al-Ali, 2014; Hanson, 2006). Substance abuse counsellors with high level of self-efficacy felt competent to provide quality substance abuse service, despite lack of training in this particular area (Chandler, Balkin, & Perepiczka, 2011). It also promoted the effective delivery of practice among school mental health clinicians (Schiele, 2013) and produced effective assessment and treatment to school children who have mental health needs (Schiele, Weist, Youngstrom, Stephan, & Lever, 2014). Furthermore, counsellors' self-efficacy was positively associated with effective counselling and guidance services (Asarli, 2012), multicultural counselling competency (Constantine, 2008) and Wan Jaafar, Mohamed, Bakar and Tarmizi (2009) study indicated that counselling self-efficacy was correlated and contributed 9.8% of the variance to the counselling performance of the trainees counsellors from three public universities in Malaysia.

Empirical research suggested that researchers and school practitioners found self-belief as important mediator and predictor of performance (Pajares & Miller, 1994). Self-efficacy was quoted to increase 28% of staff performance (Stajkovic & Luthan, 1998), as well as goal setting and performance (Lunenborg, 2011). High self-efficacy staff set higher personal goals and performed in a systematic manner with their self-efficacy beliefs. Furthermore, those with high self-efficacy believe their effort would bear fruit and thus invested efforts to learn new tasks as compared to those with low self-efficacy who may just performed under average and shown less interest in learning. With this self-believe, employees with higher self-efficacy also demonstrated higher levels of tenacity when faced challenges in the process of learning or executing tasks.

If individuals believed that their action will produce desired outcomes, they will be motivated to invest more effort and persevere in difficult times (Na, 2012). Likewise, if school counsellors have strong counselling self-efficacy and were confident in their own ability to counsel, they will be motivated to achieve desired results and demonstrated a greater level of perseverance when faced with obstacles. Hence, it is imperative for us to study the source of self-efficacy, but in the context of counselling in the school setting.

School counsellors with higher levels of self-efficacy also reported a higher level of career satisfaction (Baggerly & Osborn, 2006) which was highly and positively correlated to the overall wellness of a person (Connolly & Myers, 2003), individual's performance (Imran, Arif, Cheema, & Azeem, 2014) and organizational commitment (Eby & Rothrauff-Laschober, 2012). An individual who is satisfied with work appeared to be living well, performed better and showed a higher level of commitment to the organization. In addition, post intervention level of counselling self-efficacy for school mental health practitioners were predictors of quality of service to their clients (Schiele, Weist, Youngstrom, Stephan & Lver, 2014). Higher counselling self-efficacy leads to higher quality of service.

Consistent with self-efficacy, CSE was seen to be positively associated with job satisfaction (Crutchfield & Borders, 1997), job performance (Larson & Daniels 1998), intensity of psychological engagement in completing tasks (Datu & Mateo, 2015), self-esteem (Larson et al., 1992), multicultural competency (Barden & Greene, 2015), and negatively associated with state and anxiety trait (Al-Darmarki, 2004; Larson et al., 1992) among counsellors. The CSE is believed to play the role of cognitive determinant in the SCT context as it maintained the balance between personal and environmental.

Job satisfaction as a form of job attitude (Zhu, 2013; Judge & Klinger, 2008) was usually associated positively with effectiveness and negatively with absenteeism and staff turnover (Alqashan & Alzubi, 2009). Job satisfaction was found to be negatively correlated with intention to leave (Basak, Ekmecki,

Bayram & Bas, 2014). The replacement of an employee, for example, a registered nurse will cost the organization 1.2 to 1.3 times more of the cost of one year salary of the one who resigned (Jones, 2005, 2004). The investment to hire, orientation and time needed to replace a staff may hamper the productivity and efficiency of the organization. In the case of counsellor turnover, not only the cost of recruiting and retraining was high, but the counsellor turnover also will disrupt the counselling process of the clients. Cases have to be transferred or referred to other counsellors, and it takes time to build rapport between the replacement counsellors and the clients. This event may disrupt the therapeutic process.

In the helping profession, the staff personal well-being was found to be correlated with client satisfaction (Ferrara, Converso, Viotti, 2013; Vahey, Aiken, Sloane, Clarke & Vargas, 2004; Garman, Corrigan & Morris, 2002). Happy employees affected clients' satisfaction. Job stress and perceived mattering to others at work predicted 35% of job satisfaction among various levels of high school counsellors (Rayle, 2006). In addition, counsellors reported suffering closed to twice psychological distress compared to non-counsellors (Ghahramanlou & Brodbeck, 2000). Counsellors who were in distress were not able to offer good quality of counselling services to their clients. They may also experience deteriorating quality of life from all aspects (physical, social, emotional, spiritual) (Lawson, 2007), such as illness, depression and burn-out (Kahill, 1988). Furthermore, burn-out emotion could spread across the organization (Halbesleben & Buckley, 2002) and eventually may promote low job satisfaction among members of the organization. Low job satisfaction was highly correlated with low organizational commitment and high level of turnover intention (Kanwar, Singh & Kodwani, 2013). It is, however, interesting to note that counsellors, whose jobs entailed among others, to provide emotional guidance and relief to clients, experienced similar challenges in their workplace, especially in term of receiving sufficient support from their supervisor (Rugg, Schulz, Fagan & Rhodes, 1989).

Thus, this research attempts to examine the relationship of counselling self-efficacy, job satisfaction, and organizational commitment of counsellor. As postulated by Lunenburg (2011), when there was limited resources in staff professional development, individual with high self-efficacy shall be given first priority as opposed to those with low self-efficacy. Consequently, it was crucial for researchers to identify the relationship among counselling self-efficacy, job satisfaction and organizational commitment and to promote counsellor education preparation and professional development.

The researcher also aspired to seal the gap between the personal and professional prospect, in terms of the triadic relationship as proposed by Bandura (1986) - integration within behavioral factors, cognitive elements and environmental determinants - towards achieving a higher sense of counsellors' job satisfaction, and the organizational commitment. These constructs (counselling self-efficacy, job satisfaction, and organizational commitment)

have been studied separately in different combination and yielded various outcomes but not in the Malaysian counselling content.

1.3 Problem Statement

The sense of self-efficacy influenced school counsellors' career exploration tenancy (Nasta, 2007). However, there were scarcely or no studies on the relationship of counsellors' self-efficacy, job satisfaction and organizational commitment in the context of personal and professional aspects of school counsellors.

Previous studies focused on self-efficacy as a whole and its relations in the context of professional development and entrepreneurship (Neck, Neck, Manz & Godwin, 1999), counselling self-efficacy and its relations to counsellor performance (Wan Jaafar, Mohamed, Bakar & Ahmad Tarmizi, 2009; Iannelli, 2000; Larson, et al., 1992), counselling values (Chan, 2005b), training (Melchert, Yays, Wiljanen & Kolocek, 1996), providing counselling services (Tang, Addison, Lasure-Bryant, Norman & Stewart-Sicking, 2004). In the educational setting, past research works mainly focused on teachers' self-efficacy (Lump, Vaughn, Henrikson & Bishop, 2014; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Klassen & Chiu, 2010), and the school principals (Federici, 2013; Federici & Skaalvik, 2012; Federici & Skaalvik, 2011) with different subject domain, such as special needs (Adebomi, Olufunke, & Bamidlc, 2012) and science subjects (Blonder, Benny & Jones, 2014).

In Malaysia, there is limited research that focused on the relationship among counselling self-efficacy, job satisfaction and organizational commitment, although organizational commitment is highly correlated with the intention to leave (Ponnu & Chuah, 2010). The findings from Eby and Rothrauff-Laschober (2012) reported that 22.8% counsellors expressed that they were unlikely to quit their jobs if they perceived their working environment as fair, transparent and supportive. Unsatisfied employees exhibited a lower work commitment (Hatfield, Cacioppo & Rapson, 1993) and increased the chance of the employee to leave the organization (Ingersoll, 2001). Notably, job satisfaction was one of the predictors for organization turnover.

Dissatisfied counsellors left the counselling profession (Andrew, Faubion, & Palmer, 2002). Common cited reasons for resignation were teaching workloads and salary issue (Ai-Neimi & Amzat, 2012), new challenges and school's situations (Smithers & Robinson, 2003) and feeling underappreciated (Monteiro-Leitner, Asner-Self, Milde, Leitner, & Skelton, 2006). The relationship of core counselling self-efficacy belief, job satisfaction and organizational commitment was not addressed or studied.

In addition, studies on the triadic reciprocal relations of cognitive and other personal factors, environmental determinants and behavioral determinant as proposed by SCT (Bandura, 1986) were limited. Instead, research has been conducted on the organizational commitment among other variables such as motivation and hygiene factors, for example, the pay and the distance from home (Abdul Ghani, 2005), stress (Mohd. Kosnin & Jantan, 2010), and working environment (promotion, salary, supervision and coworker relationship) (Mohd Noah & Muhamad, 1999). In fact, the researcher was unable to find any previous research that encompassed the cognitive, environmental and behavioral determinants which targeted the population of school counsellors. This may hinder the effort of counsellor educators who were assigned to educate, train, and to advocate future counsellors as well as to promote a unified professional identity for the counsellors.

The number of graduates from the universities will continue to increase the counsellor population, thus it is high time to garner collective effort to manage this rapid growth so as to produce better quality and qualified counsellors. A strong professional identity safeguards the ethical performance (Leung, 2003) and also ensures the survival of the profession in the midst of other mental health fields, for example, among psychologists or social workers (Woo, Henfield & Choi, 2014). These could be achieved when school counsellors exhibit a high level of self-beliefs in their work and deliver a service with quality. The key to this is the self-beliefs – “*A man is but the product of his thoughts. What he thinks, he becomes*” – (Gandhi, 1922). And empirically proven, self-beliefs predict performance (Van Dinther, Dochy, & Segers, 2011) and achievements (Carmichael & Taylor, 2005; Lane, Lane, & Kyprianou, 2004).

Bandura (1997) postulated that one's perception of efficacy could influence one's perseverance, resilience and task choice. Individuals who possess a strong self-believe in the “can do” attitude tend to demonstrate higher and greater interest in their work. They set a higher benchmark, invest greater efforts and resources, and carry with them a stronger degree of tenacity. Individuals who are confidence and competence with their ability also tend to engage in challenging events that generate a greater sense of competency. From the perspective of personal and professional development, the self-efficacy is positively associated with self-regulations (Zimmerman & Bandura, 1994), self-concept (Bong & Skaalvik, 2003), mastery goal orientation to influence academic performance outcomes (Phan, 2012b; Fenollar, Roman & Cuestas, 2007; Stajkovic & Sommer, 2000) and career counselling attitude (Al-Darmaki, 2012). However, there is limited study of the triadic relationship among counselling self-efficacy belief, job satisfaction and organizational commitment as postulated by the SCT theory and Work Adjustment Theory among Malaysian school counsellors.

Not knowing the relationship of the triadic relationship may cripple the efforts by the authority to initiate any program or development training to enhance this

profession. Thus, this study is intended to fill the gap by examining the relationship of counsellors' self-efficacy, job satisfaction and organizational commitment among school counsellors in Malaysia. Once we studied the association of each factors, only then we could address, highlight and improve the outputs.

1.4 Significance of the Study

Dr. Richard Levin, former Dean of Medicine, McGill University, Montreal once said: "Education changes society; Research creates its future" (Yusoff, 2014). Education is the key to success and research shapes the future as it provided insight to new findings and discoveries.

This research examines the key component of education, namely the school counsellor. Guidance and counselling services have been embedded as part of the Malaysian education system (Abdul Rahman et al., 2013). Inevitably, school counsellors played and served a vital role to provide support to the youth to manage their transition in life through guidance and counselling services. School counsellors were identified as the main stakeholders to maintain the ecosystem's stability of the school system (Low, Kok, & Lee, 2013). In addition, school counsellors were the main source of advice, suggestions and opinions for the students (Baba, 1993). Hence, it is necessary and imperative to conduct research and to identify the relationship of counselling self-efficacy, job satisfaction and organizational commitment of the school counsellors.

Wrong scale which was built based on wrong operationalized and conceptualized framework could result in a detrimental result (Chesnut & Burley, 2015). The measurement that was poorly designed or the use of inappropriate measurements of the sample will produce result bias conclusion - be it in the form of achievement, performance or commitment. There is no scale available to measure sources of self-efficacy among counsellors in the context of counselling, and therefore, modification and development of such scale or measurement is anticipated. The source of counselling self-efficacy instrument was adapted from the Mathematics Self Efficacy Scale (Usher & Pajares, 2009), which has been modified accordingly, although it has not been widely used in counselling context. Self-efficacy is not a measure of competency, but a higher level of self-efficacy reflected in a higher performance accomplishment as it increased one's sense of motivation to complete a task (Bandura, 1986). Hence, it is essential and vital to identify the factors that contributed to the counselling self-efficacy of school counsellors, as it led to higher performance in their daily activities, tasks and duties. On the other hand, environmental determinants such as training access were also equally important. Training improved counselling skills (Al-Darmaki, 2004). However, there is an inconclusive outcome of training and clients' outcomes (Buser, 2008). Some researchers reported positive relationship between professional training and clients but some reported no difference.

The sense of self-efficacy and self-concepts are important indicators in the development of counsellor professional identity (Choate, Smith & Spruill, 2005). A professional counsellor carried a professional identity. A professional identity provided a sense of stability that gives meaning to one's work and life and thus contributed to their own sense of ownership and uniqueness (Pistole & Roberts, 2002). The individual sense of counselling self-efficacy which has a direct impact on the counsellor's professional identify development was given scarce focus (Mat Min, 2012). Professional counsellors take pride in their well-being. They are required to take care of their personal and professional growth and development so as to serve their clients effectively. It was their obligation to provide good quality care and service to their clients. Thus, counsellor education programs should incorporate the wellness concept into its programs, syllabus and assuage the needs to produce and prepare professional counsellors to live their life to the fullest (CACREP, 2009). Consequently, integrated and happy professional counsellors will be able to provide better quality of service to their clients.

Apart from looking into the professional development of a counsellor, the study also aims to evaluate the Social Cognitive Theory (SCT) model, within the counselling domain, in Malaysian context. The cognitive and other personal factors, environmental influence, and behavioral elements according to the Malaysian context and the variables may yield significant findings. This is aligned with the principle of Person- Environmental Fit whereby higher sense of congruency between personality and work environment will predict a higher sense of job satisfaction (Dik & Hansen, 2011), especially when the job involvement, intrinsic motivation and psychological involvement are low in employees.

The nature of counselling does not provide the counsellors with immediate response, feedback or experience of success. Peer and supervisors were the means where school counsellors could obtain constructive feedback. It was never easy to identify success, but rather one's perception of success that provided efficacy information to the individual (Skaalvik & Skaalvik, 2007). In planning or performing counselling sessions, counsellors do not receive direct feedback from supervisors or clients, but rather they may feel good when they succeeded in conducting a successful session or making positive progress with the clients. Direct and prior experience gained affected self-efficacy (Peebles & Mendaglio, 2014). Programs that focused on role plays, Modelling and case management skills will allow the counsellors to practice and gain knowledge, and thus increase the chance of successful mastery experience. Previous studies in similar domain (i.e., teacher in education) have proven that professional development programs constructed based on Social Learning Theory (SLT) contributed to positive shifts in teachers' self-beliefs and was also reflected in their teaching demeanour (Posnanski, 2002).

Wan Jaafar (2011) in his study to determine the counselling performance among trainee counsellors in Malaysia, highlighted the needs to produce counsellors who scored moderate to high in their counselling performance, and able to perform above and beyond the benchmark and deliver excellent results. Similar comparison made will be with teachers' self-efficacy. Counselling self-efficacy among school counsellors, like any other form of self-efficacy, was also of vital concern that it needed to be studied to assess the current school counsellors' beliefs in their own abilities to plan, execute, and conduct counselling services required to attain the counselling goals. In addition, counsellors with higher self-efficacy tended to bring changes and influence their students in a positive way compared with counsellors with low self-efficacy (Bodenhorn, Wolfe & Airen, 2010).

Counsellors who possessed high level of beliefs in their counselling abilities and competencies demonstrated a higher level of job satisfaction which is closely related to organization commitment. Several studies reported that enhanced counselling self-efficacy impacted the clients' outcomes and satisfaction (Schiele et al., 2014; Urbani, Smith, Maddux, Smaby, Torres-Rivera & Crew, 2002). This present study will focus on the efficacious sources as the factors contributed to counsellors' job satisfaction.

The present study also contributed in the research methodology segment. It opted for different methodology where inferential analysis was conducted using the Structural Equation Modelling (SEM). The SEM has been used in psychology and counselling field of study, but there have been some contradicting opinions on its use in the social science domain. Therefore, the outcomes of the analysis could yield several different perspectives of how factors integration among each other will influence self-efficacy beliefs and counsellors' job satisfaction. There have been many researches done that focused on job satisfaction and organizational commitment. However, researches that assess the relationship of these constructs using the SEM have never been conducted before. Thus, it is imperative for counselling researchers to follow the development of SEM which could help to assess statistical power and model fit (Byrne, 2010; Quintana & Maxwell, 1999), to confirm the theoretical model and factor structure (Chan, Lee, Lee, Kubota, & Allen, 2007) in a robust model (Martens & Haase, 2006).

The result of this study will be extended to the relevant authorities, such as the Malaysian Ministry of Education and the Board of Counsellors (Malaysia), so that it can be utilized to further define and improve on the current guidelines and policies in relations to school counsellors' personal and professional development (PPD). The Assessment of School Counsellors Needs for Professional Development (ASNPD) proposed six key components in school counsellors' development (school counselling priorities, school setting perceptions, personal/social development, career development, academic development and program management) (Burnbam, Dahir, Stone, & Hooper, 2008). The result could also be used to plan in-situ trainings - *Latihan Dalam*

Perkhidmatan (LADAP) for school counsellors or to allocate resources to promote post graduate studies for the counsellors' professional development so as to increase the counsellor self-efficacy beliefs (Melchert et. al., 1996).

In conclusion, this study contributed to the development of the sources of counselling self-efficacy scale and the understanding of the relationship among counselling self-efficacy, job satisfaction and organizational commitment of school counsellors in Malaysia.

1.5 Objectives of the Study

This section presented the objectives of the study, which included the general and specific objectives.

1.5.1 General objective

The study was primarily intended to examine the relationship of counselling self-efficacy, job satisfaction and organizational commitment among the school counsellors in Malaysia.

1.5.2 Specific objectives

There are three specific objectives in the present study:

- 1) To identify the levels of the: (a) mastery experience, (b) social persuasion, (c) vicarious learning, (d) physiological and affective state, (e) access to training, (f) perceived supervisor support towards training, (g) counselling self-efficacy, (h) job satisfaction and (i) organizational commitment of school counsellors in Malaysia.
- 2) To identify the relationship among the (a) mastery experience, (b) social persuasion, (c) vicarious learning, (d) physiological and affective state, (e) access to training, (f) perceived supervisor support towards training, (g) counselling self-efficacy, (h) job satisfaction and (i) organizational commitment of school counsellors in Malaysia.
- 3) To identify the mediating effect of counselling self-efficacy on the relationship between the: (a) mastery experience, (b) social persuasion, (c) vicarious learning, (d) physiological and affective state, (e) access to training, (f) perceived supervisor support towards training and job satisfaction of school counsellors in Malaysia.

1.6 Hypotheses of the Study

In line with the objectives above, the following hypothesis are formulated in the study. For objective 2, there are four hypotheses (H_{a-1} , H_{a-2} , H_{a-3} and H_{a-4}). The H_{a-1} and H_{a-2} are further breakdown into subhypotheses.

Objective 2- Hypothesis H_{a-1} :

H_{a-1} : There is a significant relationship between (a) mastery experience, (b) social persuasion, (c) vicarious learning, (d) physiological and affective state, (e) access to training, (f) perceived supervisor support towards training, and counselling self-efficacy among school counsellors in Malaysia. There are six (6) subhypotheses derived from H_{a-1} .

- a) H_{a-1-1} : There is a significant relationship between mastery experience and counselling self-efficacy among school counsellors.
- b) H_{a-1-2} : There is a significant relationship between social persuasion and counselling self-efficacy among school counsellors.
- c) H_{a-1-3} : There is a significant relationship between vicarious learning and counselling self-efficacy among school counsellors.
- d) H_{a-1-4} : There is a significant relationship between physiological and affective state and counselling self-efficacy among school counsellors.
- e) H_{a-1-5} : There is a significant relationship between access to training and counselling self-efficacy among school counsellors.
- f) H_{a-1-6} : There is a significant relationship between perceived supervisor support towards training and counselling self-efficacy among school counsellors.

Objective 2- Hypothesis H_{a-2} :

There is a significant relationship between (a) mastery experience, (b) social persuasion, (c) vicarious learning, (d) physiological and affective state, (e) access to training, (f) perceived supervisor support towards training, and job satisfaction among school counsellors in Malaysia. There are six (6) subhypotheses derived from H_{a-2} .

- a) H_{a-2-1} : There is a significant relationship between mastery experience and job satisfaction among school counsellors.
- b) H_{a-2-2} : There is a significant relationship between social persuasion and job satisfaction among school counsellors.
- c) H_{a-2-3} : There is a significant relationship between vicarious learning and job satisfaction among school counsellors.
- d) H_{a-2-4} : There is a significant relationship between physiological and affective state and job satisfaction among school counsellors.
- e) H_{a-2-5} : There is a significant relationship between access to training and job satisfaction among school counsellors.
- f) H_{a-2-6} : There is a significant relationship between perceived supervisor support towards training and job satisfaction among school counsellors.

Objective 2- Hypothesis H_{a-3}:

There is a significant relationship between counselling self-efficacy and job satisfaction among school counsellors in Malaysia.

Objective 2- Hypothesis H_{a-4}:

There is a significant relationship between job satisfaction and organizational commitment among school counsellors.

For objective 3, there are six subhypotheses as followed.

Objective 3- Hypothesis H_{a-5}:

Counselling self-efficacy mediates the relationship between the: (a) mastery experience, (b) social persuasion, (c) vicarious learning, (d) physiological and affective state, (e) access to training, (f) perceived supervisor support towards training and job satisfaction of school counsellors in Malaysia. H₅ was proposed and the hypothesis was further breakdown to H_{a-5-1} to H_{a-5-6}.

- a) H_{a-5-1}: Counselling self-efficacy mediates the relationship between sources of counselling self-efficacy (mastery experience) and job satisfaction.
- b) H_{a-5-2}: Counselling self-efficacy mediates the relationship between sources of counselling self-efficacy (social persuasion) and job satisfaction.
- c) H_{a-5-3}: Counselling self-efficacy mediates the relationship between sources of counselling self-efficacy (vicarious learning) and job satisfaction.
- d) H_{a-5-4}: Counselling self-efficacy mediates the relationship between sources of counselling self-efficacy (physiological and affective state) and job satisfaction.
- e) H_{a-5-5}: Counselling self-efficacy mediates the relationship between access to training and job satisfaction.
- f) H_{a-5-6}: Counselling self-efficacy mediates the relationship between perceived supervisor support towards training and job satisfaction.

1.7 Definitions of Terminology

1.7.1 Career stage (Age)

Conceptual definition:

Individual attributes such as gender, age, professional recognition or ethnicity were the keys to define the individual characteristics. Among these variables, age was found to have a significant result on organizational commitment among Australian managers (Noordin, Abdul Rahim, Ibrahim & Omar, 2011a), Malaysian managers (Noordin, Abdul Rahim, Ibrahim & Omar, 2011b) and Indian clerical and managerial staff (Kaur, Sandhu & Kaur, 2010). In

accordance with those findings, this study defined career stage based on the adult career development by Super (1980) which posited four stages of adult career development based on age, namely the (a) exploration, (b) establishment, (c) maintenance, and (d) disengagement. Age was divided into four categories: exploration, establishment, and maintenance and disengagement stage, according to the life stage in one's career. The "Growth" stage was not included as it covers the age between 10-20 years old.

1.7.2 Gender

The terminology of sex and gender was often used interchangeably. According to American Psychological Association (2006), a person's biological status was presented by biological organ such as sex chromosomes and gonads. In the context of this study, gender was categorized into and referred to as male and female groups.

1.7.3 School counsellors

In Malaysia, school counsellor is a full time job and the main task is to provide guidance and counselling services to students. The appointment is by the Ministry of Education, Malaysia and they are required to work according to office hours (MoE, 1997; 1996). According to Abdul Rahman, Zubaidah, Jais, Junainah and Mohd Isa (2014), school counsellor job description included twenty five (25) tasks or duties which involved guidance, counselling, consultation or coordination. Eighty percent (80%) of the focus will be on development and character building with twenty percent (20%) concentrate on other fields. This further elaborates the core focus of counselling services in schools. The core focus shall be on the mental and psychosocial development, self and leadership development, career development, educational awareness on drug, individual and group counselling. The academic programs, such as techniques in answering questions, motivation and learning techniques, shall be championed by the academic team. The school counsellors only assist and they are not the main stakeholder in this particular area.

For the purpose of this paper, the participants must fulfill the listed criteria below. The criteria are:

- (a) Hold the title of counselling teacher or school counsellor or "guru bimbingan dan kaunseling" in a secondary school.
- (b) Based in a secondary school.

1.7.4 Licensure status

Counsellor credentials appeared in many forms and it included, but is not restricted to a degree, registration, certification, licensure and program accreditation (Chang & Bhat, 2013). Certification is defined as the voluntary

action of any professional to govern the profession (Henderson, 2005). Licensure spelled out the requirement one must possess before he or she could practice or identify himself or herself as a counsellor, and usually credential is managed at the state level (Miller, Scarborough, Clark, Leonard & Keziah, 2010), especially the specialty area (Bloom et al., 1990).

In the context of Malaysia, counsellor's credential involved the licensure process and it is governed by the law. In this study, the licensure status was defined by the status of registration one obtained from the Board in accordance with the criteria set and stipulated by the law of Malaysia i.e., the Counsellor Act 1998. Licensure was a legal requirement and it spelled out the provision of counselling services of a registered counsellor. A registered counsellor was allowed to practice or work as a counsellor, to use the title of registered counsellor and utilize such identity in his or her practice and services, in any form or device (print, electronic, signboard or name card). According to the Counsellor Act 1998, the requirements for counselling licensure are (a) Malaysian citizen or permanent resident of Malaysia, (b) not less than 21 years old, (c) fit and proper, and (d) with appropriate academic qualifications as listed by the Board. In this study, the participants were asked about their status (registered or non-registered under the Act 580) in the demographic section.

Operational definition:

The data collected were as per the demographic data in section F. The participants were asked to manually fill up the age, gender, race, highest education, do they receive supervision, duration of supervision and training, status of licensure and state.

1.7.5 The personal determinants

1.7.5.1 Sources of counselling self-efficacy

Conceptual definition:

Bandura (1997) postulated that self-efficacy is formed based on four primary sources of information: (a) mastery experience or performance attainments, (b) vicarious experience of observed performance of others, (c) social persuasion, and (d) physiological and affective states of an individual

Operational definition:

The sources of counselling self-efficacy were measured using the "Source of Self Efficacy in Mathematics" scale (Usher & Pajares, 2009) and permission was given by the scale's authors for modifications to be made to the scale. In Usher and Pajares (2009), the scale was validated and was applicable in other domains such as counselling. The Scale contained 25 items and with six items each for sources of mastery experience, social persuasion and physiological and affective states and seven items for sources of vicarious learning. The

participants were asked to rate how true or false each statement was for each item on a scale ranged from 1 (definitely false, or Big F) to 6 (definitely true, or Big T).

1.7.5.1.1 Mastery experience or performance attainment

Mastery or enactive experience referred to individuals' previous successful and direct involvement in executing the tasks (Bautista, 2011). It was the perception and interpretation of the success and failure of past events (Kasouf, Morrish, & Miles, 2013). Successes promote the sense of self-efficacy while failures undermine it (Bandura, 1986). The mastery experience has been quoted to be the most powerful and strongest source in various sectors (Tschannen-Moran & McMaster, 2014; Van Dinther, Dochy & Segers, 2011; Palmer, 2011; Usher & Pajares, 2009) as it provided authentic testimonial that one can master whatever it takes to succeed (Bandura, 1986, p. 82).

In counselling setting, the ability to help clients to gain insight into their issues or to close cases successfully, could add on to the successful experience of the counsellors. Counsellors experienced a boost in their efficacy beliefs when they have mastered relevant skills and succeeded to manage cases, especially the challenging type. Whereas failure to conduct cases where clients did not make any significant progress or terminated the sessions without prior notice may be seen as failures which will diminish their efficacy beliefs. Mastery or enactive experience referred to successful counselling related tasks, duties and assignments that school counsellors performed.

1.7.5.1.2 Social persuasion

Social or verbal persuasion includes verbal and nonverbal form of judgement, feedbacks and appraisal from others (Britner & Pajares, 2006) and also self: positive self-persuasion in the form of self-talk (Warner et al., 2014). It takes the role of a booster to strengthen one's belief, particularly when it was done within a reasonable range of situations. When faced with difficult situations, but being encouraged or given the note of faith of one's ability, the sense of efficacy therefore was easy to sustain and resulted in a greater effort to master the assigned responsibilities and tasks. Group performance was increased and difficulties were overcome when persuasion was received from supervisors and colleagues (Goddard, Hoy, & Hoy, 2004). An example of persuasory information was feedback and appraisal of performance (Usher & Pajares, 2006b). However, feedback on one ability which one gained via hard work, lower the sense of efficacy as compared to feedback on one's ability without highlighting the effort they had invested in and the social persuasion resulted in greater impact when paired with mastery experience and vicarious learning (Loo & Choy, 2013).

The key was the individual's perception of the persuasory efficacy information as individual normally will play safe to avoid immediate loss rather than to secure potential gain in the future (Bandura, 1997). The individuals best performance was when they moderately believe in the persuasory efficacy appraisals - appraisal that was slightly over the mean of what one can do at the time but not over the limits. The moderate efficacy level promoted better selection of mechanism, strategy and extra efforts.

1.7.5.1.3 Vicarious learning

Self-efficacy beliefs were formed via observation of other people's performance (Bandura, 1997). Vicarious learning experience from observations was considered weaker compared to direct learning, but it could produce endurance effect in the presence of clear criteria for evaluation. With clear evaluation, one could judge and compare one's performance with others and develop self-beliefs on one's skills and ability to master the given tasks or activities. One's self-percepts of efficacy could be raised by observing or visualizing others who have similar skills and competency in performing a task successfully (Palmer, 2011; Bandura, 1986).

Vicarious learning has also been quoted as an efficacious source with great potential (Luzzo, Hasper, Albert, Bibby, & Martinelli, 1999; Matsui, Matsui & Ohnishi, 1990). A person who lacked in experience or direct knowledge may depend greatly on observation or modeled indicators. A modeled indicator functions best when one's experience was doubtful or inefficacious. The modeled indicator could show better ways of how things could be done differently that will lead to positive results.

1.7.5.1.4 Physiological and affective state

The fourth source referred to one's physiological and affective states which encompassed anxiety, stress, arousal and mood states (Britner & Pajares, 2006). One depended on information gathered from one's physiological state to form judgment on one's own abilities and capabilities (Lunenborg, 2011). Individuals tended to anticipate success when they are less affected or engulfed by aversive emotions. Pain, fatigues, stress, tension and windedness or any perceived negative arousal prevented success and prohibited positive outcomes. Furthermore, negative arousal such as anxiety has negative impact on counselling self-efficacy (Lorenz, 2009).

Operational definition:

All four sources of self-efficacy is being measured using the Source of Self Efficacy in Mathematics Scale, developed by Usher and Pajeras (2009) with 25 items (E. L. Usher, personal communication, 17 March 2014) and modified to fit the context of counselling in Malaysia. Each source of self-efficacy was to be

interpreted individually to reflect the subdomain accordingly. For this purpose, the scale will be themed as the Sources of Counselling Self-Efficacy Scale.

1.7.6 The environmental determinants

Conceptual definition:

The environmental determinant or influence could produce a long list of factors or determinants that are classified under “environmental determinants”. It refers to external factors of the surrounding or environment that one has no control over. The relationship within the supervisor, peer, students, and parents, innovation training (Joe, Broome, Simpson & Rowan-Szal, 2007), supervisor sanction and peer support (Mullen, Kroustalis, Meade & Surface, 2006) were commonly referred to as environmental factors. It could also be referred to as a policy implemented by the government, policy makers or opportunities for personal and professional growth such as training opportunities. An organizational environment that promoted fair procedural justice, organizational support and allowed counsellors to have the freedom to express their opinions and to schedule their sessions (individual and group) were less likely to experience staff turnover (Eby & Rothrauff-Laschober, 2012) and showed a higher level of commitment. In this study, the environmental determinants included two main issues, (a) access to training, and (b) support received for training from the organization.

1.7.6.1 Access of training

Access to training is measured based on school counsellors’ perception of the probability of their training attendance was based on fair and objective nomination and selection process (Bulut & Culha, 2010). The application process was formalized and supported by the school counsellor’s supervisor. As defined by Dhar (2015), perceived access to training means equal access and support from direct supervisor to allow the employees to attend training programs. There was transparency in the process of nomination and selection.

1.7.6.2 Perceived supervisor support towards training

The perceived supervisor support towards training referred to employees’ perception of the degree of support rendered by the organization to develop their skills, to allow practice of new skills and to resolve work related challenges with the new mean of approach (Butcher, Sparks & Kennedy, 2009). It was perceived as an opportunity that opened the doors for employees to find solutions to work related issues and problems. The support received from the supervisors for training was defined by the school counsellors’ perceptions, as the degree of support rendered by their supervisors to develop their skill, knowledge, technique and to allow them to practice and solve work related issues with what has been taught.

Operational definition:

The environmental influence component was measured by instrument modified by Bulut and Culha (2010) with a total of nine items were measured by five Likert scales with 1 being strongly disagree to 5 being strongly agreed and no reverse scores are required.

In this study, the four sources of counselling self-efficacy (mastery experience, social persuasion, vicarious learning and physiological and affective state) and environmental determinants (access to training and perceived support received from supervisor) are classified as the six factors for easy reference.

1.7.7 The cognitive determinant- The counselling self-efficacy beliefs

Conceptual definition:

The Counselling Self-Efficacy (CSE) which stemmed from SCT was explicated by Larson and Daniels (1998) and refers to “a counsellor’s belief or judgments about his or her expectation to effectively counsel a client in the near future” (Larson & Daniels, 1998). In short, CSE reflected one’s capability to counsel effectively (Larson, 1998a). It is not about the degree, credential, year of experience one has or the counselling skills and techniques one possesses, but one’s self-beliefs in conducting counselling related activities. However, the CSE does not measure one’s counselling performance, but one’s self-estimate of their future performance.

Operational definition:

Self-efficacy was calculated by the Counselling Self-Estimate Inventory (COSE) (Larson, et al., 1992). The COSE has five subdomains (microskill, counselling process, and dealing with difficult clients’ behavior, cultural competency and awareness of value) with 37 items and it was recommended for the score to be used as a total score rather than factor scores separately. The participants rated at 6 points Likert scale for each item on how they feel they will perform as a counsellor in managing counselling related tasks. The scale ranged from 1 (strongly disagree) to 6 (strongly agree) and was used to measure one’s appraisal on one’s ability for future performance, but it does not measure one’s counselling performance.

1.7.8 The Behavior Determinants

1.7.8.1 Job satisfaction

As a rule of thumb, employers who were not satisfied with their organization or employment will demonstrate job avoidance, absenteeism from work and eventually lead to resignation from the organization (Barouch, Adesope, & Schroeder, 2013). Satisfied employees showed higher commitment (Medina,

2012) and loyalty to the organization by demonstrating longer tenure (Zopiatis, Constanti, & Theocharous, 2014) or appreciation and compliance to organizational rules and standards (Lambert & Hogan, 2009). The sense of satisfaction was placed in the outcome of the action of the employee (Locke, 1970) and resulted in either avoidance from work or an active approach to work in performing the tasks (Betz, 2007). Over the years, the perspective of defining job satisfaction has incorporated multiple perspective with cognitive (Zhu, 2013) and behavior (Parson, 1998).

Conceptual definition:

The most broadly used definitions of job satisfaction were defined by Locke (1976) where job satisfaction was referred to as “a pleasurable or position emotional state resulting from the appraisal of one’s job or job experience” (p.1304). According to Weiss (2002), job satisfaction was an attitude and evaluative judgment one makes about one’s job or job situation (p. 175). Weiss believed that job satisfaction was defined and operated in the social psychological context and the evaluation made on one’s job or job situation shall not be evaluated based on emotion only. It was defined as a form of conduct or behavioral attribute employees developed over time with the organization (Parsons, 1998). Spector (1997) definition has an overall concept and it was translated into behavior where employees who reported satisfied with their work, were also inclined to increase their psychological commitment to the organization, dedicated and contributed more to the company’s vision, mission as well as achievement. This resulted in decreased turnover, absenteeism, tardiness and sabotage behavior (Rue & Byars, 2003). In this study, job satisfaction is defined as a form of conduct or behavioral attribute employees developed over time with the organization (Parsons, 1998).

Operational definition:

In this study, job satisfaction was being measured by the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquis, 1967) and it has two main sub-scales; the intrinsic and the extrinsic sub-scales. A percentile score of 75 or higher represents a high degree of satisfaction. Job satisfaction could be further defined as a state emotional response to employment conditions (Kreitner & Kinicki, 2006) and this emotion resulted in various behavior outcomes -turnover, organization commitment behavior and organizational citizenship behavior (Salehi & Gholtash, 2011; Rahman, Wan Sulaiman, Nasir & Omar, 2014). It consists of 20 items and runs on five-point Likert scale with responses varying from 1 (very dissatisfied) to 5 (very satisfied). This yields a total score ranged from 20 to 100.

1.7.8.2 The organizational commitment

Conceptual definition:

Meyer and Allen (1991) posited organization’s commitment with three (3) main components: (a) affective commitment, AC (b) normative commitment, NC and

(c) continuance commitment, CC. The Three-Component Model (TCM) as the fundamental with the three domains described below was used in this research. The TCM has been regarded as the dominant model in organizational commitment (Bentein, Vanderberg, Vanderberghe & Stinglhamber, 2005; Meyer, Allen, & Smith, 1993). The word “university commitment” was used in Alhawary and Aborumman (2011) research, but the dimension of the university's commitment was measured by the TCM components. It implies that the concept of TCM could be utilized in the education system. It declared one's intent to remain in the same profession for the rest of one's career, with overall satisfaction and emotional rewards, and to obtain personal growth through the profession (Farber, 1984).

The AC referred to the emotional attachment one has toward the organization. This “desire-based” commitment was reflected by employee's positive feelings of identification with, attachment, involvement in the work organization (Meyer & Allen, 1991). The employees “want to” stay on because of the sense of belonging to the organization. The NC referred to one's attachment to the organization in view of the sense of belonging and loyalty to his or her values. This “obligation-based” commitment was exhibited by the employees' responsibility to stay and remained with the organization. The employees felt “ought to” stay for the benefit of all. The CC referred to the attachment to the organization simply because the cost incurred with his or her leaving was too high. It is the “cost based commitment” - the amount of time, energy, money and effort invested - would be perceived as lost when a person left his or her employment (Meyer & Allen, 1997). The employees perceived their needs to stay in view of what they “have to” forego should they resign.

Operational definition:

The organizational commitment will be assessed by the Three-Component Model (TCM) Employee Commitment Survey (Meyer & Allen, 1987). It has eight items for each fold and a total of 24 items. The participants are required to rate on the feeling they have about the organization in which they work for from 1 (strongly disagree) to 7 (Strongly agree).

1.8 Summary

The present study aimed to study the relationship of counselling self-efficacy, job satisfaction and organizational commitment among school counsellors. The research report was composed of five chapters. Chapter one presented an overview of the conceptual background and foundation. The second chapter presented the literature reviews on related constructs, followed by chapter three which focused on the methodology of the study. The fourth chapter detailed the findings and its discussions and the last chapter included the conclusion, implications, limitations and recommendations for future research. The reviews on past literature pertaining to the key variables are discussed in the next chapter, so as to understand each variable's role and their purpose in this study.

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