

The Correlation between Commitment and Performance of School Counselors

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Abstract--It is generally accepted that there is a positive correlation between school counselors' commitment and the quality of their performance. The purpose of this article is to determine the relationships between commitment and performance of school counselors. School counselor commitment and performance are widely considered to impact positively on student achievement and the school. Data were collected from 52 school counselors employed in 42 Catholic High Schools in Jakarta, Indonesia. A quantitative questionnaire, which includes measuring commitment and performance created by the authors, was employed. Means, standard deviation, Pearson correlation was used to analyze the data. The findings of this study indicate that commitment was found to have a significant moderate correlation to the performance of school counselors. The commitment total score showed a positive and strong correlation with performance. Implications for school counselors related to commitment and performance are discussed.

Key words--Commitment, Performance, School Counselor.

I. INTRODUCTION

School counselors play an essential role in helping students improve their lives academically, socially, and psychologically. The main task of school counselors is to help students resolve emotional, social, behavioral, and career problems (Coogan & DeLucia-Waack, 2007). American School Counselor Association (ASCA, 2009) stated that school counselors are responsible to enhance the learning process for all students by guiding the development of effective counseling programs around three domains: academic, career, and personal/social development.

In Indonesia, every high school is mandated to have at least one full-time school counselor in accordance with the regulations of the Indonesian Minister of Education and Culture (2014) with the counselor-to-students ratio of 1:150. Since guidance and counseling services have been embedded as part of the Indonesian education system (Undang-Undang Republik Indonesia 20 Tahun 2003 tentang Sistem Pendidikan Nasional; Indonesian Minister of Education and Culture, 2014), school counselors are required to carry out professionally their jobs. They are responsible for the development and growth of all students in all aspects including academic, personal, social, and career.

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There are many factors affecting school counselors to do professionally their tasks, one of which is commitment. The concept of commitment to guidance and counseling is important for school counselors in understanding and performing effectively counseling. Dollarhide (2003) stated that a school counselor must have a strong commitment to carrying out guidance and counseling. The commitment of school counselor in school counseling program refers to the long-term commitment of school counselors to the cycle program design, implementation, evaluation, and redesign (Dollarhide, 2003; Gysbers & Henderson, 2012).

Literature reviews and empirical studies show that commitment has a significant correlation with performance (Mathieu & Zajac, 1990; Lee, Carswell, & Allen, 2000; Hausman & Goldring, 2001; Somech & Bogler, 2002; James, 2013; Bandula & Jayatilake, 2016). The teaching profession demands a higher level of commitment than any other profession. Teachers have to show high commitment in a multi-dimensional aspect because the future of society and nation lies on their shoulders (Moshahid, 2017). It is clear that a teacher's commitment reflects the achievement of the students. If teachers work with dedication and loyalty, the output will be productive in abundance. On the other hand, if the teacher is teaching only for the sake of teaching, it will add nothing to the students (Moshahid, 2017).

To maintain the quality of counseling service, school counselors need to evaluate periodically their performance. According to Studer and Bundy (2013) school counselor evaluation is a critical component to ensure professional competence. ASCA (2009, as cited in Studer & Bundy, 2013) stated that the key purpose of the professional school counselor performance evaluation is to enhance the positive effect that the school counselor and the school counseling program have on students and school stakeholders. Further, Studer and Bundy (2013) explained that the evaluation of school counselors' performance is done based on a job description of their tasks and responsibilities. Without evaluation, stakeholders will be disappointed when expected tasks are not accomplished by the counselors. Unfortunately, many school counselors are not able to perform the tasks for which they have been trained, and many are evaluated on a teacher's evaluation rubric that has little relationship to the school counselor's role (Studer & Bundy, 2013).

It is assumed that teachers having strong commitment also have high performance in carrying out their duties. Students undergoing teaching with teachers who have low commitment are more likely to have poor outcomes compared to students of teachers who have strong commitment. Previous research indicated that commitment has been shown to predict important outcomes, one of which is performance (Balu in Thien & Razak, 2014; Bandula & Jayatilake, 2016). Teachers who have high commitment are more likely to be characterized as those who are more hard-working, devote more time to school activities, and have better work performance (Reyes in Thien & Razak, 2014), or as stated by Firestone and Pennell (1993, as cited in Thien & Razak, 2014) that committed teachers have stronger psychological bonds to their school, students, teaching, and profession.

The purpose of this study is to investigate how commitment relates to the performance of school counselors. Commitment and performance are considered particularly important for school counselors to carry out professionally their responsibilities. This study will hopefully contribute positively both to the development of science and to the community of the school.

Commitment

Commitment is an essential tool for all teachers and school counselors in efforts to improve school outcomes, especially student academic achievement (Park, 2005; Razak, Darmawan, & Keeves, 2009; Kushman in Hussen, Tegegn, & Teshome, 2016; Altun, 2017). Teacher commitment is a key element in education due to its correlation with some concepts such as quality of teaching and learning outcomes (Crosswell, 2006). Teacher commitment is central not only to improving teacher performance and student learning; but also to reducing teacher turnover (Ingersol & Alsalam, 1997, as cited in Hausman & Goldring, 2001).

The term commitment refers to a strong belief that something is good and someone should support it (Macmillan English Dictionary, 2007). Commitment describes one's integral agreement and enthusiasm to a decision or request and makes a great effort to carry out that decision or request effectively (Bass, 1998; Yukl, 2010). Reyes (1990, as cited in Razak, Darmawan, & Keeves, 2009) identified the positive characteristics of a highly committed teacher. According to Reyes (1990, as cited in Razak, Darmawan, & Keeves, 2009) committed teachers are more likely to (a) be less tardy, work harder and be less inclined to leave the workplace; (b) devote more time to extra-curricular activities in order to accomplish the goals of the school and school system; (c) perform work better; (d) influence student achievement; (e) believe in and act upon the goals of the schools and system; (f) exert efforts beyond personal interest; and (g) intend to remain a member of the school system.

Commitment has been studied in the organizational literature, particularly because it increases the retention of employees and also because a committed workforce is generally associated with higher levels of productivity (Meyer & Allen, 1991; Cohen, 2007). Commitment is also correlated to stay and work in the organization. People who have high commitment are more likely to remain with the organization and work toward organizational goals (Mowday, Porter, & Steers in Billingsley & Cross, 1992) and people who have low commitment tend to quit or leave the organization (Mowday et al., in Billingsley & Cross, 1992).

The study of commitment in organizational literature has given impetus for research into commitment within the education field. In the last few years, there has been an increased number of studies focusing on teacher commitment, because of its impact for teacher retention and concerns about teacher quality (Ingersoll, 2004; Kelchtermans, 2005; Mayer, 2006; Smethem, 2007; Troman, 2008; Obanya, 2010).

Firestone and Pennell (1993) defined commitment as a psychological bond or identification of the individual with an object that takes on a special meaning and importance. Commitment is understood as a multidimensional construct (Tyree, 1996; Allen & Meyer, 1997; Singh & Billingsley, 1998; Karakus & Aslan, 2009; Thien, Razak, & Ramayah, 2014; Allen, 2016) that refers to commitment to teaching, school, and students (Firestone & Rosenblum, 1988); and commitment to profession (Somech & Bogler, 2002).

Danetta (2002, as cited in Ibrahim et.al, 2013) emphasized three categories of commitment: commitment to the organization; commitment to the teaching profession; and commitment to student learning. First, organizational commitment refers to the psychological attachment of an individual to the organization or school. Organizational

commitment includes the belief in and acceptance of organizational goals and values; willingness to exert effort on the organization's behalf; and a desire of an individual to remain in the organization (Jex, 2002; Colquit et.al, 2011; Mowday et al. in Ibrahim et.al, 2013). Meyer and Allen (1991) created a three-component model of organizational commitment: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to positive feelings of identification with, attachment to and involvement in the work organization. Continuance commitment refers to the extent which employees feel committed to their organization by virtue of the costs that they feel are associated with leaving. Normative commitment refers to the employee's feelings of obligation to remain with the organization.

Second is the commitment to the teaching profession. Evans (2008) explained this type of commitment as a professional commitment that refers to a bond of the individual to the profession. This includes the feeling of dedication among the individuals of a group towards their profession involving two essential components namely pride in one's being in the teaching profession and a strong desire for professional development (Bashir, 2017). Commitment to the teaching profession is generally the degree to which one has a positive, affective attachment to his or her work (Firestone & Pennell, 1993).

The third is a commitment to students. Commitment to students can be conceptualized as a commitment to students as unique and as whole individuals or as a commitment to student learning. Commitment to students as unique, whole individuals is a form of commitment that may motivate teachers to interact with students on a more sensitive level (Louis in Ibrahim et.al, 2013). Commitment to student involves teacher dedication to help students learn regardless of academic difficulties or social background (Danetta, 2002; as cited in Ibrahim et.al, 2013).

Crosswell (2006) stated that the profession of teaching involves both combination of working the organization (schools and education systems) and other stakeholders (parents, students, and colleagues). Therefore, an extended view of teacher commitment is necessary. Crosswell (2006) expressed that teacher commitment has to be understood beyond the dimensions noted by Meyer and Allen. Teacher commitment includes a commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Crosswell & Elliot, 2004; Crosswell, 2006). These dimensions are multidimensional but interconnected and have some influence on each other (Meyer & Allen in Crosswell & Elliot, 2004; Crosswell, 2006). Considering the conceptualization of teacher commitment as a multidimensional construct, Thien, Razak, and Ramayah (2014) attempted to validate an integrative teacher commitment scale reflected four dimensions: commitment to student, commitment to teaching, commitment to school, and commitment to the profession.

Firestone and Pennell (1993) argued that commitment is influenced by many factors, including autonomy and responsibility. Commitment comes when teachers experience responsibility for the outcomes of their work. If the teachers do their tasks based on the efforts of others or of the boss, results are not attributed to their own efforts. Autonomy allows teachers to attribute success to themselves.

Performance

Evaluation of school counselors' performance is a critical component based on a job description that is a result of mutually agreed-upon tasks and goals (Cobia & Henderson, 2007; Gysbers & Henderson, 2012; Studer & Bundy, 2013). Studies on performance both theoretically and empirically have been carried out, but the understanding of the notion of performance has not yet been agreed upon by experts. This is indicated by the existence of various notions of performance. According to Motowidlo and Van Scotter (in Aboazoum, Nimran, & Mulsadieg, 2015) performance is the expected organizational value of different behaviors that are shown by employees all the time. Borman and Motowidlo (in Aboazoum, Nimran, & Mulsadieg, 2015) distinguish two forms of work performance: task performance and contextual performance. Task performance is related to the job description and involves transforming something in goods and services. Task performance is a combination of effectiveness and efficiency in carrying out the main tasks entrusted. While contextual performance refers to the behavior of employees who contribute to the effectiveness of the organization through its impact on the work context psychologically, socially, and organizationally. Brumbach (in Jones, Jenkin, & Lord, 2006) offers a more comprehensive view of performance. According to Brumbach (in Jones, Jenkin, & Lord, 2006) performance includes both behavior and outcomes. Behaviors emanate from the performer and transform performance from abstraction to action.

Performance is the level of success of employees in completing their work. Mathis and Jakson (2010) stated that performance is essentially related to what employees do or do not do in carrying out their work. Stewart and Brown (2010) described that performance as the contribution that individuals contribute to the organizations that employ them. Stewart and Brown (2010) explained three main performance dimensions: task performance, citizenship performance, and counterproductive performance. Task performance is behavior that contributes directly to the production of goods and services. Citizenship performance is behavior that contributes to the positive organizational environment both socially and psychologically, such as helping other employees, giving constructive suggestions on how to improve the organization. Counterproductive performance is behavior that harms the organization such as destroying property, taking unauthorized work breaks, and threatening violence toward coworkers.

Borman and Motowidlo (in Aboazoum, Nimran, & Mulsadieg, 2015) explained that task performance is related to the description of tasks performed by individuals in organizations or institutions. The performance school counselor is evaluated by their performance in managing guidance and counseling program including tasks for planning, designing, implementing, evaluating, and enhancing guidance and counseling (Cobia & Henderson, 2007; Gysbers & Henderson, 2012). In the planning stage, the tasks carried out by the school counselors include assessing the need of students and problems in accordance with their developmental tasks, classifying the objectives to be achieved, setting the program boundaries to be made, examining the types of programs that already exist, seek support and cooperation from all components of the school, and determine the program priorities. The main tasks in the design stage are to formulate program objectives operationally, choose a program implementation strategy that is appropriate to the situation and conditions, describe program components, analyze the ability of school staff, conduct capacity building or develop program implementation staff. The activities carried out at the implementation stage are identifying the resources needed (human, facilities, infrastructure, time), making instruments measuring the success

of program implementation, implementing programs and adjusting programs to the implementation of other school programs, making changes or improvements to programs based on results assessment done. The evaluation includes evaluating the counselor's performance, evaluating the program, evaluating the results, and evaluating the intervention. The activities carried out in evaluating are determining the components of the program to be assessed, selecting the evaluation model used, selecting assessment instruments, determining data collection procedures, creating a monitoring system for program implementation, and presenting data, analysis and research report. Finally, the tasks performed in enhancing stage are a commitment to the redesign process, starting the redesign process by gathering information needs and evaluation data, making redesign decisions based on needs and evaluation data, implementing new designs, understanding that revitalization follows redesign.

Jones, Jenkin, and Lord (2006) use performance reviews to develop teacher performance management. According to Jones, Jenkin, and Lord (2006) performance management is a continuous self-renewing cycle based upon a review meeting that requires clear and open communication between the school and the teacher in order to plan for the future. The process involves three stages: planning, monitoring, and review. Planning is a pivotal first step in establishing a continuous self-reviewing cycle since it provides opportunities for teachers and line-managers to identify the purpose of the individual's role, the key result areas, and the key capabilities; the actions that need to be taken to secure high quality performance; when these actions are best taken; a staged process for achieving the objectives through agreed actions; how the actions and tasks might be carried out; the resources required to support the agreed actions; how progress towards achieving the goals is to be monitored; and the deadline for achieving the desired change/objective. Regular and systematic monitoring of progress and commitment to ongoing support are required for effective performance management. Monitoring activity might include lesson observations; informal discussions; formal meetings and discussions; checks against individual plans; scrutiny of pupils' work; and analysis of test/examination results. The review is done to ensure maximum benefit from the performance review.

Referring to Gysbers and Henderson's view, the Indonesian Ministry of Education and Culture's (2016) developed performance evaluation to evaluate school counselors' performance in terms of managing school counseling program in preparation, planning, implementation, evaluation, report, and follow up.

One of the aspects of developing the dimension of professionalism in the implementation of guidance and counseling services, the performance of school counselors needs to be evaluated periodically (Cobia & Henderson, 2007; Gysbers & Henderson, 2012). Gysbers and Henderson (2012) explained counselor performance management system as a key part of comprehensive guidance and counseling program implementation and management to assist school counselors to reach and maintain their professional potential. According to Gysbers and Henderson (2012), school counselors' performance needs to be evaluated to improve their implementation and the impact of school counseling program towards the students and to provide for communication among school counselors, guidance program staff leaders, and school administrators. The evaluation includes school counselors' ability to plan, deliver, and evaluate school counseling program; competence in each of the delivery systems; ability to work effectively with constituents; and demonstration of key skills in counseling, consultation, leadership, and advocacy (Cobia & Henderson, 2007).

Evaluation of school counselors' performance is one of the constructive efforts undertaken to determine the level of success of school counselors in carrying out their duties. Evaluation of school counselors' performance as a process used to assess the implementation of their work includes three facets: self-evaluation, administrative evaluation, and assessment of goal attainment (Gysbers & Henderson, 2012). The self-evaluation and administrative evaluation focus on job performance competencies and represent data-supported professional judgement as to individuals' proficiency in using the skills and commitment levels required in their job, while the assessment of goal attainment focuses on individuals' program and professionalism improvement efforts (Gysbers & Henderson, 2012).

Performance evaluation is important in management. Performance evaluation is a process of assessing what employees have done or contributed to the organization or institution (Stewart & Brown, 2010). Performance is evaluated in terms of both efficiency and effectiveness of the teachers (Garret & Poole in Ajayi & Afolabi 2012). Performance evaluation is done to improve organizational performance by improving the performance of the organization's human resources. According to Robbins and Judge (2013) performance evaluation is carried out to help management make general human resource decisions about promotions, transfers, and terminations; identify training and development needs; and provide feedback to employees on how the organization views their performance and are often the basis for reward allocations, including merit pay increases.

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao & Kumar, 2004 as cited in Chamundeswari, 2013).

Performance is influenced by various factors. According to Mathis and Jackson (2010), performance is influenced by individual ability, the level of effort spent, and organizational support. Performance is seen as a function of ability, effort, and organizational support. Performance is determined by the individual internal dimensions of ability and effort and external factors. Increasing or decreasing performance is influenced by the interaction of these factors.

Performance is also influenced by satisfaction and dissatisfaction factors at work. Someone who feels happy and satisfied with their work is assumed to be able to bring good and optimal work performance. Conversely, someone's displeasure and dissatisfaction with their duties and obligations affect the work performance of the individual concerned. Research conducted by Aboazoum, Nimran, and Musadieq (2015) shows that job performance and job satisfaction have a positive and significant relationship. Similar research was also conducted by Almutairi, Moradi, Idrus, Emami, and Alanazi (2013) showed that there is a positive relationship between job satisfaction and job performance. The results of research on job satisfaction and job performance can be interpreted that an increase in job satisfaction will lead someone to an increase in work performance. In other words, the more satisfied someone is; the higher their performance.

Research aims

This study examines the relationships between commitment and performance of school counselors in Jakarta, Indonesia. To accomplish the primary purpose of this study, the major research objectives are briefly stated as follows: (1) To describe the level of commitment and performance among school counselors in Jakarta, Indonesia. (2) To determine the relationship between school counselors' commitment and performance. (3) To determine the impact of the four components of commitment on the performance of school counselors.

II. METHOD

Participants

The authors adopted a correlational design. A correlational design is considered appropriate for this study because it seeks to establish a relationship between the two variables, namely commitment and performance among school counselors in Jakarta, Indonesia.

Data were collected from 52 school counselors employed in 42 Catholic High Schools in Jakarta, Indonesia. Purposive sampling was employed in the selection of all the counselors working at Catholic High School in Jakarta. The reason for the selection of all the 52 counsellors at Catholic High School in Jakarta was based on the fact that the population is small and that there is no need to divide the population since they share the same characteristics in their pattern of work. Participants varied in age (ranging from 25 years to 50 years), years of experience as school counselors (ranging from 1 year to 30 years), and years working in the current school (ranging from 1 year to 25 years).

Research instrument

A quantitative questionnaire created by the authors using 5-point Likert scales (from 1=never, 2=rarely, 3=sometimes, 4=very often, and 5=always) was employed. The respondents were asked to answer a range of items about their commitment and performance. The scales referred to a list of commitment and performance characteristics.

Commitment scale was measured using a questionnaire developed by the authors to suit the guidance and counseling setting context based on Thien, Razak, & Ramayah's (2014) Teacher Commitment. This scale consists of 46 items and refers to the strength of school counselors' commitment to students, commitment to teaching, commitment to school, and commitment to the profession. Cronbach's alpha for the scale was .933. Example of items: "I develop positive interaction with all students. I motivate all students to develop their potential optimally".

Performance scale was measured using a questionnaire developed by the authors to suit the guidance and counseling setting context based on the Indonesian Ministry of Education and Culture's (2016) Performance Evaluation. This scale consists of 58 items and refers to the self-evaluation of the school counselor to their main jobs in managing guidance and counseling in terms of preparing, planning, implementing, evaluating, reporting, and following up the program. Cronbach's alpha for the scale was .979. Example of items: "I identify the needs of students as a whole. I identify school support regarding organizing guidance and counseling".

Data analysis

Data analysis was conducted using SPSS Version 25.0 (IBM corporation). The alpha level was set at 0.05 a priori. Procedures for statistical analysis are discussed by objective. Objective 1 was to determine the level of commitment and performance among school counselors in Jakarta, Indonesia. This objective was summarized with descriptive statistic including means and standard deviations. Objective 2 was to determine the relationship between school counselors' commitment and performance. This objective was accomplished using Pearson product-moment correlation coefficient (r). The interpretation of the correlation coefficients was based the following set of descriptors as proposed by Davis (1971): 0.70 or higher (very strong relationship); 0.50-0.69 (substantial relationship); 0.30-0.49 (moderate relationship); 0.10-0.29 (low relationship); below 0.09 (negligible relationship). Objective 3 was to determine the impact of the four components of commitment on the performance of school counselors. This objective was accomplished utilizing multiple regression analysis.

III. RESULTS

Objective 1

Objective 1 was to determine the level of commitment and performance among school counselors in Jakarta, Indonesia. Descriptive statistics including means and standard deviations were used to achieve this objective.

Table 1. Four dimensions of commitment and performance of school counselors

Dimension	N	Mean	Standard deviation
Commitment total score	52	185.52	19.484
Commitment to students	52	21.54	2.209
Commitment to teaching	52	62.50	7.750
Commitment to school	52	58.42	8.728
Commitment to profession	52	26.87	3.641
Performance total score	52	206.77	36.718
Valid N (listwise)	52		

As shown in Table 1, the mean value for the commitment total score was 185.52 (SD=19.484). Four categories comprised the scales that measured commitment. The mean value for commitment to students was 21.54 (SD=2.209), the mean value for commitment to teaching was 62.50 (SD=7.750), the mean value for commitment to the school was 58.42 (SD=8.728), and the mean value for commitment to the profession was 26.87 (SD=3.641). These results indicate a moderate level of commitment among school counselors. Further, the mean value of performance total score was 206.77 (SD=36.718) indicating a moderate level of performance among school counselors.

Objective 2

Objective 2 was to determine the relationship between school counselors' commitment and their level of performance. The Pearson product-moment correlation coefficient (r) was used to achieve this objective.

Table 2. Pearson correlation analysis

		Performance total score
Commitment total score	Pearson Correlation	0.407**
	Sig. level (2-tailed)	0.003
Commitment to students	Pearson Correlation	0.490**
	Sig. level (2-tailed)	0.000
Commitment to teaching	Pearson Correlation	0.207
	Sig. level (2-tailed)	0.140
Commitment to school	Pearson Correlation	0.376**
	Sig. level (2-tailed)	0.006
Commitment to profession	Pearson Correlation	0.341*
	Sig. level (2-tailed)	0.013

**Correlation is significant at the 0.01 (2-tailed)

As indicated in Table 2, the results of correlation analyses between the total commitment scores and total performance scores ($r=0.407$, $p=0.003$) were statistically significant. Using Davis' (1971) descriptors this correlation would be classified as a moderate positive relationship, indicating that school counselors who have high levels of commitment tend to have higher levels of performance. When the categories of commitment were correlated with performance, the category which most highly related was a commitment to students ($r=0.490$, $p=0.000$), followed by the commitment to school ($r=0.376$, $p=0.006$), and commitment to the profession ($r=0.341$, $p=0.013$). While the correlations between the category of commitment to teaching and performance were statistically insignificant ($r=0.207$, $p=0.140$). All of these correlations were statistically significant, except the category of commitment to teaching. According to Davis (1971), the correlations among categories of commitment to students, commitment to school, commitment to profession and performance of school counselors would be classified as a moderate positive relationship, while the correlation between the category of commitment to teaching and performance would be classified as a low positive relationship. Following these results, we conclude that the hypotheses of the correlation between commitment and performance of school counselors were mostly confirmed. This correlation suggests that as the commitment of school counselors increases, the performance of school counselors also increases.

Objective 3

Objective 3 was to determine the impact of the four components of commitment on the performance of school counselors. This objective was accomplished utilizing multiple regression analysis.

Table 3. Impact of commitment on performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	B		
1	(Constant)	83.687	49.879		1.678	.100
	CommitmentToSchool	1.088	.736	.259	1.478	.146
	CommitmentToStudents	.427	2.738	.026	.156	.877
	CommitmentToProfession	1.872	1.633	.186	1.147	.257

a. Dependent Variable: Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409 ^a	.167	.115	34.539

a. Predictors: (Constant), CommitmentToProfession, CommitmentToStudents, CommitmentToSchool.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11497.152	3	3832.384	3.213	.031 ^b
	Residual	57262.079	48	1192.960		
	Total	68759.231	51			

a. Dependent Variable: Performance

b. Predictors: (Constant), CommitmentToProfession, CommitmentToStudents, CommitmentToSchool.

As shown in Table 3, all categories of commitment were not statistically significant and explained 16.7 percent of the variance in performance of school counselors. Following these results, we conclude that the hypotheses were not mostly confirmed.

IV. DISCUSSION

The purpose of the present study was to investigate how the commitment of school counselors was correlated to performance in a sample of school counselors employed in Catholic High Schools in Jakarta. As hypothesized, the commitment of the school counselor was found to significantly correlate to performance.

Commitment

Teacher commitment is considered as a key factor in education (Billingsley & Cross, 1992; Crosswell & Elliot, 2004; Crosswell, 2006). Day (in Ibrahim, Ghavifekr, Ling, Siraj & Azeez, 2013) stated that commitment is an influential factor in school organizational and school effectiveness. Fox, as cited by Mart (2013), explained that the strength of any profession depends on the degree of commitment of its members. Commitment of school counselors is understood as a multidimensional construct (Tyree, 1996; Allen & Meyer, 1997; Singh & Billingsley, 1998; Crosswell & Elliot, 2004; Crosswell, 2006; Karakus & Aslan, 2009; Thien, Razak, & Ramayah, 2014; Allen, 2016) that refers to commitment to teaching, school, and students (Firestone & Rosenblum, 1988); and commitment to profession (Somech & Bogler, 2002). Crosswell (2006) stated that the profession of teaching involves both combination of working the organization and other stakeholders. Teacher commitment includes a commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Crosswell & Elliot, 2004; Crosswell, 2006). The finding of this study indicates that school counselors at Catholic High School in Jakarta, Indonesia possess a moderate level of commitment ($M=185.52$, $SD=19.484$). This finding provides evidence that commitment is a core component of quality education. Teachers with high level of commitment will be more loyal and responsible to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Crosswell & Elliot, 2004; Crosswell, 2006; Thien & Razak, 2014).

Performance

School counseling is an integral part of the education system in many parts of the world, including in the Australian education system. School counselors play an essential role within the school as they attempt to assist all students in maximizing their success in all aspects (Lapan, Gysbers, & Kayson, 2007). American School Counselor Association (ASCA, 2009) defines the role of the professional school counselor as to address all students' academic, personal/social, and career development needs by designing, implementing, evaluating, and enhancing a comprehensive school-counseling program that promotes student success.

Evaluation of school counselors' performance is a critical component based on their jobs and responsibilities (Studer & Bundy, 2013). Evaluation of school counselors' performance is one of the constructive efforts undertaken to determine the level of success of school counselors in carrying out their duties. Evaluation of school counselors' performance as a process used to assess the implementation of their works (Gysbers & Henderson, 2012).

Performance is the level of success of school counselors in carrying out their main tasks in guidance and counseling. Borman and Motowidlo (in Aboazoum, Nimran, & Mulsadieq, 2015) explained that task performance is related to the description of tasks performed by individuals in organizations or institutions. According to Gysbers and Henderson (2012), the performance of school counselors is evaluated by their performance in managing guidance and counseling program including tasks for planning, designing, implementing, evaluating, and enhancing guidance and counseling. The findings of this study indicate that school counselors at Catholic High School in Jakarta, Indonesia possess a moderate level of performance ($M=206.77$, $SD=36.718$). This finding provides evidence that performance is the level of success of school counselors in carrying out their professional roles in designing, implementing,

evaluating, and enhancing a comprehensive school-counseling program that promotes student success (ASCA, 2009; Gysbers & Henderson, 2012).

Commitment and performance

Teacher commitment is essential in the education profession and is considered as a key factor in education (Billingsley & Cross, 1992; Crosswell & Elliot, 2004; Crosswell, 2006). It has an influence on promoting the teaching profession, work performance, school and student achievement (Billingsley & Cross, 1992; Altun, 2017). The findings of this study indicate that commitment was found to have a significant moderate correlation to the performance of school counselors. The commitment total score showed a positive and strong correlation with performance. This implies the positive correlation of school counselors' commitment, which correlates the performance of school counselors. This correlation suggests that as the commitment of school counselors increases, the performance of school counselors also increases. The detailed correlations suggest that the component of commitment to students has the strongest correlation with performance, which implies that the more the school counselors develop positive interaction and dedicate to students, the higher their performance would be. The next highest correlation was for the commitment to school component, indicating that school counselors' perception in having a strong emotional attachment to their schools, staying with the school, and reflecting their perceived obligation to remain in their schools has resulted in higher performance among school counselors. The least correlation was for the commitment to the profession, indicating that school counselors are developing their professional knowledge and skill dan participating in the professional association. Finally, for the component of commitment to teaching was found to have an insignificant correlation to the performance of school counselors, indicating that school counselors manage their school guidance and counseling. This study provides evidence to support the development of a commitment to increase the performance of school counselors. These findings provide evidence that commitment can be used as an important tool to produce substantial results especially related to the performance of school counselors. This study supported the investigation of Crossweel and Elliot (2004) and Mart (2013) who stated that commitment is highly related to teachers' work performance. Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, as well as having an important influence on students' achievement in, and attitudes toward school (Firestone in Crossweel & Elliot, 2004).

The study also attempted to determine the impact of the four components of commitment on the performance of school counselors. Utilizing multiple regression analyses, all components of commitment were not statistically significant and explained 16.7 per-cent of the variance in performance of school counselors. This finding supported the idea that commitment of school counselors can affect their work and student performance (Crossweel & Elliot, 2004; Crosswell, 2006; Mart, 2013). Committed teachers are more likely to have a tendency to perform their roles effectively (Razak, Darmawan, & Keeves, 2009; Mart, 2013; Altun, 2017). Teachers who have high commitment are concerned about their performance and always seek for high standards to perform their main tasks properly (Altun, 2017).

Limitations and directions for further study

Although this study adds to our understanding of the correlation between commitment and performance of school counselors, interpretation may be limited by a number of factors. Firstly, the fact that this study was done and used data from Jakarta, Indonesia may have a lack of connection and relevance to the international readership. Secondly, the fact that participants were recruited through convenience sampling and may have self-selected means that the sample is unlikely to be representative of all school counselors in Indonesia. Future studies would benefit from using a larger sample of all Indonesian school counselors to increase the confidence in the findings. Thirdly, the present study did not include any measures of school counselors' motivation or job satisfaction. Such information would enable a comparison of the intention of school counselors to perform professionally their main tasks.

Implications for practice

Notwithstanding these limitations, the present study provides further insight into the role of commitment and performance of school counselors. To keep school counselors performing professionally their main tasks in the profession of guidance and counseling, the present study highlights the need for increased commitment. Researchers have known that school counselors are often low with an aspect of their performance, often due to lack of commitment, loyalty, and dedication. Instead, the school may be able to help school counselors increase their commitment through increased school support. The study contributes to the research literature by adding further evidence about the relationship between commitment and performance variables of school counselors. This study contributes positively both to the development of science and to the community of the school.

V. CONCLUSION

While the generalizability of the study reported here could be improved by using a larger sample and other variables such as motivation or job satisfaction, findings of the present study add to a strong and growing body of literature on counselor commitment and performance. Results showed that commitment explained variance in performance. As a conclusion, although much more study remains to be done either conceptually or statistically, this study provides insight into the role of commitment and performance of school counselors.

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