WHAT DID INFLUENCE THE STUDENTS OF THE ELEMENTARY PRESERVICE TEACHERS' COMMITMENT? A STUDY ON THE EFFECT OF STUDENT'S SELF-LEADERSHIP AND SELF-CONCEPT

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ABSTRACT

This study's objective was to investigate how self-leadership and self-concept influenced the students of elementary preservice teachers' commitment to the teaching profession. Students of elementary preservice teachers were employed in this study. The method was quantitative. Meanwhile, the data collection techniques consisted of questionnaires and documentation. The data analysis used descriptive statistical analysis and tested normality, homogeneity, multicollinearity, and heteroscedasticity. The hypothesis testing was used to test simple multiple regression linearity and multiple regression linearity test. As a result of the study, it has been determined that there were positive effects on the self-leadership, self-concept, and commitment of the teaching profession of elementary preservice teachers. Further investigation was required to explore that relationship. It is suggested that different self-leadership and self-concepts influenced the commitment to the teaching profession of elementary preservice teachers. Implications of the result were discussed.

Keywords: preservice teacher; self-concept; self-leadership; teaching commitment

INTRODUCTION

Education plays a paramount role in the development of a society [1]. In the real sense, education civilizes, enlightens, and makes life much more progressive for the human being. Therefore, education is crucial for individuals' and society's development[2]. Education is a never-ending procedure of internal development, progress, and knowledge that begins from the crib to the grave. It has been observed that education is one of the vital components which supply a country's development and the mob's success[3]. Teaching, at its core, is a moral profession. Scratch a good teacher and find a moral purpose[4].

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Teachers are on the front lines of a changing society[5]. The vital characteristic of the learning society is the learners' initiatives and responsibilities for their progress[6]. Preservice teachers had to demonstrate proficiency in numerous competencies to gain their initial teaching license. These competencies were assumed by many to be based on empirically demonstrated relationships of "teacher effectiveness" established by researchers between particular teacher behaviors and student achievement test scores, despite evidence to the contrary[7]. Many assessments in teacher education programs were in the form of behavioral competencies that could be observed because of the heavy influence of behavioral psychology and systems theory on education at that time[8]. These efforts to strengthen teacher education and to teach through articulating a "knowledge base" for teaching in the form of teaching competencies were not the only vision for how teacher education programs could be strengthened. At the same time that efforts were being made to expand the professional education component of programs, others were advocating for less emphasis on methods courses, foundations courses, and so forth and arguing for greater attention to preparing *content knowledge* (CK) to be taught by teachers.

However, what happens in teacher preparation, the early years of teaching, and throughout the career, is another story. Those with a clear sense of moral purpose frequently become disheartened, and those with a limited sense of purpose were never called upon to demonstrate their commitment. In an extensive study of teacher burnout, Devastating effects of the growing "sense of inconsequentiality" that often accompany the teacher's career. Many teachers begin their careers "with a sense that their work was socially meaningful and would result in great personal satisfaction"[9].

However, most of these graduate students are interested in doing outstanding teaching and/or supervising preservice students. Many are not interested in teacher

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education as a field of study. They do not participate in any graduate courses that are available to them that address the literature on teacher education and learning to teach. Although they may be experts in the teaching of reading or mathematics and have several years of successful teaching experience, they rarely realize the essence of research on how to support teacher learning and its transfer to the early years of teaching in the context of a university-based teacher education program[10]. Moreover, they do not necessarily think of themselves as teacher educators[11]. Even when graduate students have the knowledge and expertise related to supporting student teacher learning and perform great performance in their work, their time in the program is limited, and each fall, a new cohort of graduate students enters the department with little knowledge of the specific work that has gone on before. The process of inducting them into an ongoing program renewal process begins anew[12].

For important reasons, commitment has received significant attention in business and organizational studie[13]. The outcomes of commitment are relatively straightforward. Committed people are likelier to remain with the organization, work toward organizational goals, and invest more effort in their job[14]. There are two distinct approaches to the definition of commitment in the literature: an exchange approach (continuance commitment), which views commitment as an outcome of inducements-contributions transaction between an individual and an object (i.e., the organization)[15], and a psychological approach (affective commitment), which depicts a positive, high-intensity orientation toward an object[16].

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The most widely accepted and used definitions of commitment focuses on the psychological bond or identification of the individual with an object that takes on a special meaning and importance and goes beyond calculated involvement[17]. Objects of commitment vary considerably. Committed teachers may have psychologically solid ties to their school, students, or subject matter, and their patterns of behavior might vary depending on which commitments are stressed[18]. Teachers who perceive professional respect and admiration for their expertise and knowledge will be more inclined to contribute to their school[19].

Commitment is one of the more commonly suggested outcome variables in the self-leadership literature[20]. Individuals engaging in self-leadership often develop a sense of ownership over their tasks and work processes. As a result, self-leading individuals may demonstrate higher levels of commitment to their tasks, goals, teams, or organizations than individuals who are not engaging in self-leadership[21]. Likewise, individuals practicing self-leadership may experience greater control and autonomy, leading to heightened levels of independence in behavior and decision-making[22] . In contrast, individuals not actively practicing self-leadership may become dependent on external effects from traditional leaders to guide their actions, becoming increasingly incapable of independent thought and action[23]. Although these outcomes have often been suggested in the literature, no empirical examinations to date have attempted to

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substantiate these claims. Future researchers should undertake to examine these hypothesized relationships in a more significant deal.

In addition, many factors can affect commitment to the teaching profession. One of them is self-efficacy and status. Self-efficacy is one's perception of one's competence and ability to act. The importance of self-efficacy as a predictor of all three outcomes can be understood if it relates to Bandura's original concept of self-efficacy [24]. According to Bandura, self-efficacy is based on two dimensions labeled "outcome expectancy". An "outcome expectancy" implies that an individual estimate that a given behavior will result in specific outcomes. Efficacy expectation refers to behaviors toward the expected outcomes[25].

Self-efficacy is connected with self-leadership. Enhancing self-efficacy is connected with self-leadership, which, in turn, results in higher performance levels[26]. Self-leadership is an influence-related process through which individuals (and working groups) navigate, motivate, and lead themselves toward achieving desired behaviors and outcomes[27]. People with good self-leadership qualities know how to achieve high levels of self-direction and self-motivation[28]. Self-leadership is about people who learn to lead themselves and others. Self-leadership is a process by which people influence themselves to achieve the self-direction and self-motivation necessary to behave and perform in desirable ways[29]. However, while a plethora of conceptual (non-empirical) self-leadership research exists, a sparse amount of empirical research has examined the self-leadership theory and its application in organizational settings[30]. One possible explanation for this lack of empirical research is that no valid scale for assessing self-leadership skills makes it challenging to advance empirical research in this promising area.

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Another critical and under-researched phenomenon in relationship commitment of teacher profession is self-concept. The self-concept is reaping in contemporary social psychology[31]. Self-concept is generally defined as an individual's overall evaluation of their traits and abilities[32]. The self-concept consists of one's perception of self (traits, abilities, and aims) concerning others and the environment[33]. This "social" aspect of self-concept is linked to concepts such as the significant other (a person with whom one has a personally meaningful relationship and whose opinion is critically important) and the reference group (the group or groups with which one identifies or wishes to be a part of). Several studies have suggested that the more important one ascribes to significant others, the more influence those individuals have on one's self-concept[34] and self-satisfaction[35]. Self-concept may be affected by discrepancies among its different constituent elements, e.g., the putative differences between feelings of worth in one's personal life and feelings of worth in other domains of functioning. Nevertheless, even within specific domains of functioning, discrepancies can exist. For instance, a discrepancy in self-concept exists when a person thinks he or she is a "good" professional (i.e., performing at a high level) but also feels a low level of professional self-satisfaction (low self-acceptance)[36].

Based on the above description, a study on student profession commitment was vital. Moreover, lately, the issue of work commitment is frequently associated with professional ethics. The profession's ethics began to be questioned by the increasing spread of academic and professional deviations. The lack of commitment to work values seems to be one of the root causes[37]. Changes that occur in the community give the consequences of the emergence of a shift in value, even a value crisis. Especially with

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the fact in the field that many students often choose educational programs that they do not want. Many students also end up working out of line with their educational background. As it begins to develop, more and more students are looking for jobs to get status alone. Estuary of it all is a matter of commitment to low work, affecting low professional ethics among students. Therefore, this study's objective was to explore the effect of self-leadership and self-concept on the commitment of the teaching profession to elementary preservice teachers.

RESEARCH METHODS

This study used a quantitative research approach. This approach is used because the author intended to eliminate subjectivity or angles to obtain valid data. The design of this study was causal associative because it analyzed the relationship between one variable and another. The research respondents consisted of undergraduate students, majoring in elementary teacher education at Ahmad Dahlan University, Yogyakarta, Indonesia, in the academic year of 2016/2017. Data collection from respondents resulted in responses from 53 subjects to the questionnaire.

All variables were measured using multi-item Likert-type scales. The questionnaire consisted of four possible answers that were "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". "Strongly Agree" was interpreted as an absolute done or occurred as stated in the statement or always performed so, given a score of 4. "Agree" was defined as to tend done or often happened as stated in the statement, but not absolutely as stated in the question, given a score of 3. Furthermore, "Disagree" was defined as things that tended not to be done and not to happen as expressed in the item statement but were absolutely different. Thus, it could be said that sometimes occurred or done as stated in the statement on the implementation of daily tasks, given a score of 2. "Strongly Disagree", with no or no statement, did not mean it was not done or did not happen as described in the statement, so it can be said that never done or never happened as in the execution of daily tasks, then given a score of 1. The scale items used in this study are given below:

1) *Self-leadership*

Self-leadership was measured with the 12-item self-leadership questionnaire. This questionnaire is based on earlier work on self-leadership conducted by Manz, Sims

Manz & Sims Jr[38]. The initial research results were used to develop indicators of the self-leadership construct. The indicators include 1) behavior-focused strategies, 2) natural reward-focused strategies, and 3) constructive thought-focused strategies.

2) *Self-concept*

Self-concept was based on sections from the *Tennessee Self Concept Scale* by Fitts[39]. A total of 25 items were used to construct this measure. The indicators include 1) identifying self-identity; 2) recognizing self-behavior; 3) recognizing self-assessment; 4) recognizing the physical self; 5) recognizing morals and self-ethics; 6) recognizing the personality of self; 7) recognizing oneself in the family, and 8) recognizing themselves in society.

3) *The commitment of the teaching profession*

The commitment of the teaching profession was assessed using Carson and Beldeian's[40], which measured one's motivation to work in a chosen vocation[41]. There were three concepts: *career identity*, i.e., establishing a close emotional association with one's career; *career planning*, i.e., determining one's developmental needs and setting career goals; and *career resilience*, i.e., resisting career disruption in the face of adversity. A four-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree" was also used. The scale consisted of 15 items with a relativity high internal consistency.

The statistical description used validity, reliability, normality, heteroscedasticity, and ANOVA. Meanwhile, data analysis used a linear regression test seen from the t-test.

RESULTS AND DISCUSSION

This study used linear regression because two independent variables were analyzed. Based on data processing using SPSS version 22.00 for Windows, all validity test results were valid, and all research variables were normally distributed. Meanwhile,

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the results of the heteroscedasticity test were performed to find homogeneous or not variables in the research sample. This test could be done by looking at the presence or absence of regression chart patterns with the help of statistical software SPSS version 21. Heteroscedasticity test results can be seen in the following figure:
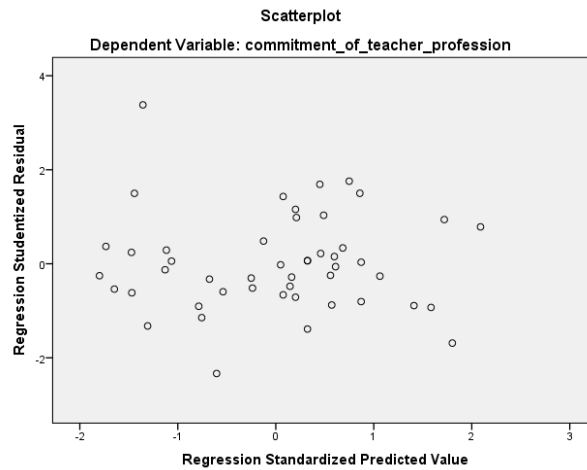

Figure 1.
Heteroscedasticity test result

Figure 1 above shows that the points spread randomly did not form a particular clear pattern and spread either above or below the number 0 on the Y axis. Therefore, it could be said that there was no Heteroscedasticity.

ANOVA tests the difference between the means of two or more groups. The results of the overall calculation of self-leadership and self-concept of professional commitment can be seen in Table 3 as follows:

Table 3.
ANOVA Table
ANOVAᵃ

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	211.283	2	105.642	4.440	.017ᵇ
1	Residual	1070.717	45	23.794		
	Total	1282.000	47			

ᵃ Dependent Variable: commitment_of_teacher_profession

ᵇ Predictors: (Constant), self_concept, self_leadership

Table 3 above shows that the significance F-value was 0.000 at the alpha (α) 0.05 significance level. Figures in Table 3 were compared with F-tables. The F-table could be seen from the table of critical values for the F distribution (α = 0.05). Based on the results of the data processing above, it can be proved that all independent variables (self-leadership and self-concept) had a positive and significant effect simultaneously on the dependent variable (commitment to teacher profession), and to determine the effect of self-leadership and self-concept with teacher profession commitment using the t-test. The research results can be seen in the table below:

Table 4.
T-test results of commitment of teacher profession towards self-leadership and self-concept

Self-leadership						
Variable	Unstandardized Coefficients		Standardized Coefficients	t-count	Sig	Information
	B	Std. Error	Beta			
Constant	11.328	4.512		2.510	.015	
Commitment of teacher profession	.555	.141	.483	3.934	.000	Take effect
Self-Concept						
Constant	7.562	5.076		1.490	.142	
Commitment of teacher profession	.313	.074	.510	4.237	.000	Take effect

The Effect of Self-Leadership on Commitment of Teaching Profession

The first hypothesis, which states that there was a positive and significant effect on self-leadership towards professional commitment, could be answered by looking at the results of T-value > T-table (3.934> 1.675) and the level of significance alpha (α) commitment of teacher profession <5% significance (0.000 < 0.05). It meant that Ha was accepted and H0 was rejected, proving a positive and significant effect between self-leadership and students' commitment to the teaching profession of 23.3%. It indicated that self-leadership affected students' commitment to the teaching profession. Self-leadership could create self-motivated, self-organize, and self-control. Hence, with good self-leadership, students as elementary preservice teachers would have a good level of independence to position themselves as a role model for their students. According to the above explanation, the greater the level of student self-leadership, the

more students desire to choose an elementary school teacher profession. Leadership produced a strong teacher firmly in the establishment to contribute positively to educational innovation.

The Effect of Self-Concept on Commitment of Teaching Profession

The second hypothesis, which stated that there was a positive and significant effect between the self-concept and the commitment to the teaching profession, could be answered by looking at the result of T-value > T-table (4.237 > 1.675) and the level of significance of alpha (α) self-concept <5% significance (0.000 < 0.05). It meant that Ha was accepted and H0 was rejected; there was a positive and significant effect between self-concept to the professional commitment of students of 26.0%.

The magnitude of influence stated that the self-concept affected the commitment of the teacher profession. Everyone is born with different potentials. To cultivate that potential, one needs to recognize himself. This self-introduction process includes all the person's positive and negative attitudes, behaviors, and habits. Self-knowledge is not independent of self-concept.

The self-concept requires awareness of the person in recognizing himself and the other person's view. Through self-knowledge, other people can know his potential. If someone can recognize his potential and be aware of his shortcomings and strengths, it is expected that students will prefer to commit to the teaching profession. Based on the exposure, it can be concluded that the higher the self-concept, the higher the students in the professional commitment to teachers to be higher professional teachers.

The Effect of Self-Leadership and Self-Concept on Commitment of Teaching Profession

The result of data analysis to answer the third alternative hypothesis (Ha), which stated that there was a positive and significant effect between self-leadership (X1) and self-concept (X2) to the commitment of the teacher profession (Y) simultaneously. It can be seen from F-value > F-Table (11,868 > 3.18) and the significance level of F <5% significance (0.000 < 0.05). It meant that Ha was accepted and H0 was rejected, proving that there was a positive and significant effect between self-leadership and self-concept to the commitment of the teacher profession. The research results stated that self-leadership and self-concept simultaneously affected the commitment of the teacher profession. Good self-leadership of someone will make him aware that he can control

himself and influence others to become a teacher who can guide the students. A good self-concept teacher will better know who he is and his potential, so that person will be challenged to make learning innovations. Self-leadership and self-concept reinforce each other so that they are equally high. Indeed, teachers' professional commitment to students is also high. These findings support and extend the suggestions of other researchers[42] regarding the utility of applying attachment theory concepts to career commitment[43], in general, and to career-related self-leadership, in particular[44]. Although we used only one domain of career-related, there was some evidence linking secure attachment to higher self-leadership.

CONCLUSION

The primary objective of this research was to investigate self-leadership and self-concept toward the commitment of the teacher profession. Both self-leadership and self-concept were related to the commitment of the teacher profession. This research implied that schools should conduct human resource training programs to improve self-leadership and student self-concepts. Suppose the self-leadership and self-concept of students get better. In that case, the student's commitment to the teaching profession is also higher, and the university hopefully can produce qualified teachers, which will impact learning effectiveness. Concerning student preservice teachers, this research is helpful to increase self-motivation to become a qualified teacher candidate by attending various activities outside campus such as seminar/ workshop themed education, character development, and earnest in completing educational studies.

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DECLARATION OF CONFLICTING INTERESTS

I would like to confirm that there will no be potential conflicts of interest dealing with the research, authorship, and publication of the article.

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