

Professional Commitment: Transformational Leadership, Perceived Organizational Support, and Achievement Motivation as the Mediator

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ABSTRACT

The main objective of this study is to formulate practical ways to increase professional commitment based on studies on the influence of transformational leadership, Perceived Organizational Support (POS), and achievement motivation as mediators, toward professional commitment. This research was conducted at an Elementary Public School in Klari District, Karawang Regency, using quantitative methods with a path analysis approach. The population in this study was all 278 PNS Elementary public school teachers in Klari, and the study sample was 165 people obtained by simple random sampling. The results of the survey at the significance level of 5% showed that: (1) transformational leadership has a direct positive effect on professional commitment ($\beta_{y1} = 0.190$), (2) POS has a direct positive effect on professional commitment ($\beta_{y2} = 0.251$), (3) achievement motivation has a direct positive effect on professional commitment $\beta_{y3} = 0.094$, (4) transformational leadership had a positive effect on achievement motivation ($\beta_{y31} = 0.208$), (5) POS had a direct positive effect on achievement motivation ($\beta_{y32} = 0.276$), (6) Achievement motivation effectively mediated the transformational leadership and POS on professional commitment. Based on the analysis, it can be recommended that the order of indicators that need to be improved immediately are: working conditions, supervisor support, and organizational rewards (from POS); Individualized consideration (from Transformational Leadership); responsibility and superior drive (from achievement motivation).

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1. INTRODUCTION

Professional commitment significantly determines achievement in employee functions and roles in the work and supports the optimum achievement in various aspects required in the position. One characteristic of someone with a high professional commitment is to focus on completing their tasks. In education, teachers with a high professional commitment tend to be loyal to the profession, consistently showing excellent effort at work (Somech & Bogler, 2002). They feel that the teaching profession has brought many benefits to their lives, so they feel responsible for advancing the teaching profession (Ware & Kitsantas, 2007). This strong desire makes teachers reluctant to change careers because they feel proud to be a teacher, seeing teachers as a noble profession. Teachers with high professional commitment are usually active in teacher professional associations, making a real contribution to advancing the association (Delima, 2015). They are passionate about improving their professional skills and trying to find new things that develop their professional competence. Unfortunately, there is still a problem with professional commitment among elementary school teachers in Klari.

Professional commitment is a psychological bonding between the individual and his work based on affective reactions to the job. People with high professional commitment are very self-identified and have positive feelings about their work (Cohen, 2007; Goswami et al., 2007). The characteristics of professional commitment are 1. Affective commitment, a person's emotional attachment to his work; 2. Normative commitment is a person's view of his obligations to remain in his job, and 3. Continuance commitment involves a person's assessment of the costs associated with his work. Professional commitment is a perception that has the core of loyalty, determination, and one's expectations that are guided by a system of values or norms that direct one to act or work according to specific procedures to carry out their duties with a high level of success. The indicators are Emotional attachment to employees, identification, and involvement in a profession; commitment is based on loss related to the job, this may be an opportunity loss of promotions or benefits, and feeling obliged to continue to carry out the profession because it must be the right thing to do (Emami & Darabi, 2012). In this research, professional commitment is the extent to which one's loyalty, sense of identification, involvement in carrying out the profession, and the seriousness of developing expertise according to the role and function of the profession. The dimensions are affective commitment (emotional attachment to the job, desire to develop skills, and participation in professional activities); normative commitment (loyalty for moral reasons, feeling obliged to contribute and be responsible for the profession); and continuance commitment (feelings of having benefit from the profession, allocation of investment in the job).

The power of transformational leaders is being able to inspire followers to achieve extraordinary results while making followers develop their leadership capacities. They consistently challenge followers to exert their intellectual abilities, drawing a picture of ideal goals while showing ways to achieve them. The elements of transformational leadership are as follows: a. Idealized Influence, the leader acts as a role model or role model; charismatic, in which there is love from followers, and followers feel confident under their leadership, superiors can foster respect and trust in followers; b. Inspirational Motivation, the leader creates a clear picture of the future state optimistically. Leaders can communicate high expectations to followers, using symbols to focus efforts on achieving goals in simple ways; c. Intellectual Stimulation (intellectual stimulation), the leader stimulates followers to be creative and innovative. This element of leadership can be seen in the leader's ability to create, interpret, and elaborate symbols that appear in life, inviting followers to think in new ways. As a result, leaders are able to increase intelligence and specific problem-solving; d. Individualized Consideration, the leader develops followers by creating a supportive weather environment. A leader will pay attention to individual factors that should not be generalized because of differences, interests, and self-development that differ from one another (Colquitt et al., 2014; Leithwood & Jantzi; 2006; Wagner & Hollenbeck, 2020). Transformational leadership is characterized by leaders with charisma and strategies and roles that can bring the organization to achieve its goals. In its implementation, transformational leaders foster group and organizational achievements beyond what is imagined based on strong emotional attachments to their followers and collective commitment to higher immoral goals. The characteristics of transformational leaders are that members idolize them, can provide

inspirational motivation, and are intelligent in leading and caring for employees. Transformational leadership looks like an ideal leadership style in which the leader transforms members' norms and values, motivates members to do things that exceed the leader's expectations, inspires and becomes an appropriate model for members, becomes a unifier in the organization, communicates the activities of the organization, and provide support and challenges that are of interest to members (Elliot & Asghar, 2014; Marion & Gonzales, 2013).

Perceived organizational support is employee perceptions of the extent to which the organization provides support to employees and the area where the organization is ready to assist when needed (Jeyasushma, 2017; Shafi et al., 2020). POS is the employee's perception of the attention given by the organization to employees who have contributed as a form of concern for their work, with indicators: supervisor support, awards from the organization, and favorable working conditions (Krishnan & Mary, 2012). This formulation implies that organizational support given to employees should be directly proportional to what employees contribute to the organization. In this research, POS is defined as the employee's perception of corporate support and concern for the welfare of employees in meeting their social and emotional needs based on employee contributions to the organization. The indicators are justice, superior support, rewards, and working conditions.

Achievement motivation is the drive to work to achieve a standard of excellence and success in a competitive situation. There are four dimensions of achievement motivation, desire to complete work based on personal abilities, set goals of moderate difficulty, take into account the risks in action, and a strong desire to get feedback on performance (Arshadi, 2011). People with a high need for achievement have a personal responsibility to complete tasks. They tend to volunteer to do extra assignments and find it challenging to delegate them to others because they are driven by feelings of satisfaction when they complete tasks on their own without the help of others. People with high achievement needs are preoccupied with work; wherever they are, they tend to think about their work (Rhoades & Eisenberger, 2002). Achievement motivation is one of the components that encourage a person to have different behaviors and create his readiness to direct actions according to goals (Riyanto et al., 2021). In this research achievement motivation encourages a person to work more optimally and achieve success that benefits himself, the group, and the organization. The indicators of achievement motivation are the desire to achieve achievements that exceed standards, the desire to obtain performance feedback, the drive to excel in the competition, the courage to take risks, and the responsibility.

Referring to the literature review and previous findings, the formulation of this research hypothesis are,

1. Transformational leadership has a positive direct effect on Professional Commitment
2. POS has a positive direct effect on Professional Commitment
3. Achievement Motivation has a positive direct effect on Professional Commitment
4. Transformational leadership has a positive direct effect on Achievement Motivation
5. POS has a positive direct effect on Achievement Motivation
6. Transformational leadership has a positive direct effect on Professional commitment via Achievement Motivation
7. POS has a positive direct effect on Professional commitment via Achievement Motivation

2. METHODS

This quantitative study uses Path analysis and SITOREM analysis to find a priority to improve professional commitment. The population is all 278 public elementary school teachers in Klari, Karawang. Simple random sampling and the Taro Yamane formula were used to take 165 samples. Data and information were gathered by questionnaires on Professional Commitment (32 items), Transformational Leadership (33 items), Perceived Organizational Support (36 items), and Achievement Motivation (36 items). The questionnaire's validity was tested by Pearson Product

moment and the reliability was tested by Cronbach's alpha to be 93.6%, 98, 98,9%, and 96.6% respectively. Descriptive statistics, multiple linear regression, and hypothesis testing analysis is performed at a significance level of 0.05.

The Constellation of variables is:

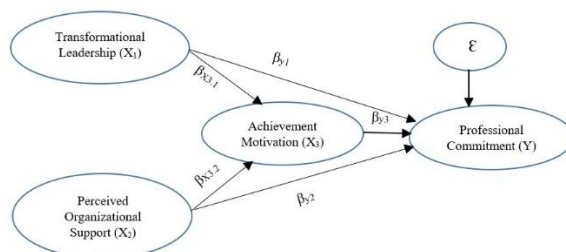


Figure 1. Research Constellation

3. FINDINGS AND DISCUSSION

The results of the hypothesis test prove that the independent variables studied have a significant direct positive effect on Professional Commitment among teachers. Therefore, based on the strength of the path coefficients, the order is Perceived Organizational Support to Professional Commitment ($\beta_{y2} = 0.251$, $q < 0.01$), Transformational leadership to Professional Commitment ($\beta_{y1} = 0.190$, $q < 0.01$), Achievement Motivation to Professional Commitment ($\beta_{y3} = 0.094$, $q < 0.01$). On the other hand, it found that Transformational leadership and POS have a significant direct positive effect on Achievement motivation ($\beta_{x3.1} = 0.208$; $\beta_{x3.2} = 0.276$, $q < 0.01$). As a mediator or intervening variable, achievement motivation has a significant indirect effect on Professional commitment.

Table 1. The linear equations that can predict Professional Commitment variations based on changes in transformational leadership, POS, and achievement motivation

Direct and Indirect Effect	Path Coefficient	Linear Equation
X ₁ to Y	$\beta_{y1} = 0.190^{**}$	$\bar{Y} = 93,25 + 0.260X_1$
X ₂ to Y	$\beta_{y2} = 0.251^{**}$	$\bar{Y} = 95.69 + 0.224X_2$
X ₃ to Y	$\beta_{y3} = 0.094^{**}$	$\bar{Y} = 88.91 + 0.254X_3$
X ₁ to X ₃	$\beta_{x3.1} = 0.208^{**}$	$\bar{Y} = 127,76 + 0.200X_3$
X ₂ to X ₃	$\beta_{x3.2} = 0.276^{**}$	$\bar{Y} = 132.19 + 0.155X_3$
X ₁ to Y, via X ₃	$\beta_{y1.3} = 0,208$	
X ₂ to Y, via X ₃	$\beta_{y2.3} = 0,276$	

This research shows that transformational leadership has a direct positive effect on professional commitment. For example, suppose the principal consistently figures out to the teacher the school's ideal image or expectation that needs to be achieved together. In that case, the principal gives an example of achieving the desired expectations, encouraging teachers to improve their skills to accomplish these goals. This will make the teacher more severe in carrying out the tasks that support him in achieving the desired goals. This study is in line with the prior research that explained that transformational leadership creates a high sense of belonging to the institution, and teachers with transformational leaders are generally more enthusiastic about utilizing their full potential to develop their profession (Griffin et al., 2020). Overall, transformational leadership inspires and influences employees to go beyond their self-interests and commit to the success of the organization. By providing a compelling vision, intellectual stimulation, individualized support, role modeling, empowerment,

emotional connection, and recognition, transformational leaders create a positive and engaging work environment that enhances professional commitment.

Perceived Organizational Support will directly impact increasing professional commitment. Management support plays a role in teachers' views of their teaching competence. When workers are treated well, they will work harder to achieve organizational goals (Jabeen et al., 2019). When teachers feel that in carrying out their work, they have the support of the principal, they will quickly consult various problems in their career so that when experiencing difficulties, they will be resolved more quickly. The support from the principal that the teachers feel will make them think assisted in improving their skills in carrying out the role as an educator (Nurullah et al., 2020). This will make them feel the need to show loyalty to their profession because they want to serve their superiors (Mandel & Litt, 2013). Overall, perceived organizational support directly impacts increasing professional commitment by fostering trust, fairness, employee development, job satisfaction, organizational identification, reducing turnover intention, enhancing emotional well-being, and promoting organizational citizenship behavior. Organizations that prioritize and provide support to their employees can expect higher levels of commitment and engagement from their workforce.

Perceived Organizational Support (POS) refers to employees' perception of the extent to which their organization values and supports their well-being (Caesens et al., 2017). It encompasses the provision of resources, opportunities for growth, fair treatment, and emotional support. When employees perceive high levels of organizational support, they are more likely to be committed to their profession and the organization. In the context of the mediator role, achievement motivation is considered a psychological factor that influences professional commitment. It refers to an individual's drive to set and achieve challenging goals, as well as their desire for personal accomplishment and success. Achievement motivation acts as a mediator by influencing the relationship between transformational leadership and Perceived Organizational Support on professional commitment. Transformational Leadership is characterized by inspiring and motivating followers to exceed their self-interests and work towards the organization's greater good. Transformational leaders have a vision, provide individualized support, encourage intellectual stimulation, and serve as role models. Their leadership style positively influences employees' professional commitment by inspiring and empowering them to excel in their work.

In relation to motivation, this notion generally determines the direction of effort by deciding what a person will do, how hard he will try, and how far he will be persistent with the effort made (Celep & Yilmazturk; 2012). If a teacher has high motivation, he will surely know the highest achievement in his profession. This feeling will improve their skills in carrying out roles and responsibilities according to their profession. Furthermore, he will show high intensity and sincerity to excel in his work and consistently improve his achievements. This condition will make the teacher appear more professional, which brings benefits to himself; he will be proud of his accomplishments in his work and reluctant to leave his job. Motivated individuals contribute to a positive work environment. Their enthusiasm and passion for their work are contagious, inspiring and energizing their colleagues (Barsade & O'Neill, 2016). This positive atmosphere fosters collaboration, creativity, and a sense of camaraderie among team members, ultimately enhancing overall professional commitment within the organization. Motivation is closely tied to job satisfaction (Sultana et al., 2021). When employees are motivated, they derive a sense of fulfillment and enjoyment from their work. This satisfaction leads to increased job loyalty and reduces turnover rates. In conclusion, motivated employees are more likely to stay committed to their organization and contribute to its long-term success.

4. CONCLUSION

Based on the analysis of indicators, the findings of this study can recommend indicators of research variables that are urgent and important to be improved or maintained to increase professional commitment. Professional commitment refers to the level of dedication, loyalty, and engagement that

individuals have towards their profession and their organization. It encompasses a strong sense of responsibility, motivation, and investment in one's work and the organization's goals. By considering the combined influence of Transformational Leadership, Perceived Organizational Support, and Achievement Motivation, organizations can gain insights into the factors that impact professional commitment. This knowledge can guide leadership practices and organizational strategies aimed at fostering a highly committed and motivated workforce. These recommendations will help school principals design priority strategies for improving professional commitment effectively and efficiently. The principal must strive to increase control, communication, confidence, accountability, and credibility. The priority of increasing achievement motivation should focus on practicing appreciation for teachers' achievement, facilitating teachers to develop their potential. Achievement motivation is effective in mediating transformational leadership and POS to improve professional commitment.

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