

Self-Efficacy in Terms of Work Engagement and Affective Commitment Among Teachers

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Abstract: *One of the ways to improve human resources is through education. An important factor in the education process is a teacher as a teacher has a big influence on the achievement of a student. Teachers have job demands that always increase every year, and the increasing demands for work on the teaching profession have a negative effect on teachers. Therefore, teachers must always feel happy and satisfied with their work in order to achieve psychological well-being. The purpose of this study was to determine how the effect of self-efficacy on work engagement that was mediated by affective commitment. This study used a quantitative approach in the form of simple regression analysis with a total sample of 82 teachers. The results of this research showed that significant self-efficacy affects work engagement, and affective commitment mediates work engagement and self-efficacy.*

Keywords: self-efficacy, work engagement, effective commitment

Introduction

Good human resources support the development of a country. But basically, it is not only quantity that needs attention; good quality needs too. One of the ways to improve human resources is by education, and one of the important factors in the education process is a teacher. A teacher gives a huge influence on a student's achievement. Teachers are professionals who have to guide, train and teach their students at a certain level of education, from an early stage of learning by means of basic education, to higher education.

A teacher has an increasing work demand and it continues to change every year. The increasing work demands on a teacher's profession can have a negative effect. Therefore, teachers must always feel happy and satisfied with their work to achieve psychological well-being. The profession as a teacher is a job that is included in the satisfying category but does not included the job category which is happy (Smith, 2007). The results illustrate that teachers who are unhappy with their profession are likely to have a low quality of life. But a previous study of teachers in Indonesia stated something different.

The teacher profession requires work engagement to produce a good performance. Every teacher should possess work engagement because they will feel happy and enthusiastic every time they do the given work so that it has a positive effect on teacher profession loyalty. Work engagement is basically affected by self-efficacy and commitment within organization. Work engagement involves self-expression through work and role activities in other employees. There are three dimensions in work engagement according to Schaufeli and Bakker (2003): vigor, dedication, and absorption.

Self-efficacy as a teacher is needed to carry out obligations and tasks that are highly demanding. The high self-efficacy of the teacher makes it easier for someone to carry out tasks assigned to him, so that teachers will succeed in their performance, compared

to teachers who have low self-efficacy (Belz, Hackett, 1983). Work engagement is one personal factor that is considered capable of increasing one's contribution to the success of the organization.

Previous research shows a relationship between self-efficacy with work engagement. This finding is supported by the opinion of Kuntjoro (2002) who states that it is important for organizations to make commitment as an important prerequisite for carrying out the position of a job they will occupy. High commitment to the organization makes teachers have a professional attitude within organization. Whereas for someone with low organizational commitment, the commitment index will also decline.

Low organizational commitment is a problem that requires serious responses and handling, because high organizational commitment will make teachers avoid negative behaviors such as ditching, leaving on work hours, violence against students and other negative behaviors. Organizational commitment is related to work engagement. The background of this problem attracts researchers to see influencing factors that affect a person's performance in terms of internal factors (self-efficacy) and external factors (work engagement) with organizational commitment as a mediator variable.

Schaufeli and Bakker (2003) define work engagement as a positive motivational state which is characterized by vigor, dedication, and absorption. The spirit is shown by the high level of energy and resilience at work, the willingness to invest effort and energy in a job, and strength and endurance despite facing difficult situations. Dedication is shown by feeling enthusiastic and proud of his work; people who have dedication will make his experience working as a valuable and inspiring experience. Absorption is characterized by full concentration and feeling happy at work, feeling that time passes by quickly, and

sometimes it is difficult to get away from work. (Schaufeli & Bakker, 2013)

However, there are other opinions expressed about work engagement, the belief of a person's initiative that aims to focus more on his personality, who is able to adapt to the main objectives of the organization. The factors that affect engagement according to Wellins (2008), are individual personal characteristics; such as attachment to work, emotional stability, experience and respect for the organization, self-efficacy and self-acceptance.

Meyer and Allen (1990) stated that effective commitment is an employee's relationship to his organization and has implications for the decision to continue their membership in the organization. There is also another opinion stating that organizational commitment is the attitude of individuals to the organization where they work (Robbins, 2001). Robbins also explained that there are three types of dimensions in organizational commitment, namely, affective commitment, normative commitment, and continuity commitment. Therefore we can conclude that organizational commitment is a psychological state of a person identifying himself with the rules, values and goals of the organization; there is an attachment between members of the organization. Research by Bonnie and Mark (1998) shows that someone who has high self-efficacy will feel a higher level of job satisfaction and organizational commitment.

Affective Commitment is the relation of employees to the organization. Individuals with high Affective commitment will prioritize the interests of the organization. Affective commitment in an organization has a positive effect on the performance of its employees. It means that employees who have a high commitment to their organizations will be much better at work. Two of the dimensions of commitment to the organization, affective commitment and normative commitment are positively related to work engagement. Affective Commitment was found to have a stronger positive relationship with employee workforce engagement (Mayer et al. (1990).

H1 = There is an effect of Self-Efficacy on Work Engagement

H2 = There is an effect of Self-Efficacy on Affective Commitment

H3 = There is an influence of Affective Commitment on Work Engagement

H4 = There is an effect of Self-Efficacy with Work Engagement mediated by Affective Commitment

Table 1. Mean, Standard Deviations, and Variable Relations (n = 82)

	Mean	Std. Dev	1	2	3
1. Self Efficacy	3,61	0,36	1	0,334**	0,524**
2. Work Engagement	4,06	0,37		1	0,367**
3. Affective Commitment	3,20	0,32			1

Note: **<0,01

Methods

This study uses quantitative research that is based on the relationship between variables and is associated with existing theories. This research design uses correlational studies that discuss the relationship between two or more variables (Sugiyono, 2010). This study was conducted to determine the influence between self-efficacy of Work Engagement mediated by Organizational Commitments (Affective Organizations).

Participants in this study were 82 teachers selected by purposive sampling technique, which is used according to the required sample requirements. This research subject is all of the teachers at Madrasah Tsanawiyah Negeri 1 Bojonegoro.

Self-Efficacy is measured based on the adaptation of instruments from The General Self-Efficacy Scale (GSE) developed by Schwazer, R., & Jerusalem, M. (1995) with a total of 10 items. The scale used is a Likert scale using 4 response categories of value, 1 for strongly disagree to 4 for strongly agree. Cronbach's alpha 0.90 and one example of the item is "I can always overcome difficult problems if I try hard enough."

Work Engagement is measured using the Engaged Teachers Scale (ETS) developed by Robert M. Klassen, Sundus Y, and Tracy L. Durksen (2013). The ETS scale aims to measure work engagement among teachers in schools. ETS was developed based on aspects of Engagement on the UWES scale (Utrecht Work Engagement Scale). ETS uses a Likert scale with seven answer points, ranging from 1 (never) to 7 (every day) (Klassen, Sundus, Tracy, 2013). Examples of statements on a scale are, "At school, I have a good relationship with colleagues."

Affective Commitment is measured using the organizational commitment questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979) with a total of 10 items. Examples of statements on a scale are, "I am focused on achieving my next task."

Method for Collecting Data

Data collection uses a questionnaire, which is a way of collecting data by giving a list of questions or statements to be answered by respondents (Sugiyono, 2016). In this study, the measurement scale of research variables uses a Likert type scale and is carried out at the same time to compare differences in results between research subjects or individuals.

Table 2. Result of Regression Analysis

Interfaith Influence Variable	β	R ²
Self efficacy of Affective Commitment	0,463	0,274**
Affective Commitment of Work Engagement	0,305	0,163*
Self Efficacy of Work Engagement	0,341	0,112**

Note: <0,05*, <0,01**

Results

Statistical Test Results

The analysis of the hypothesis shows that self-efficacy significantly influences affective commitment ($\beta = 0.463$). Hypothesis 1 is accepted, which means that the self-efficacy variable can be an intermediate variable on the influence of affective commitment. The analysis of hypothesis 2 shows that Affective Commitment has a significant effect on Work Engagement ($\beta = 0.305$). Hypothesis 3 can also be accepted which means that the Affective Commitment variable can be an intermediary variable on the influence of the Work Engagement variable. The results of the analysis of hypothesis 3 show that Self-Efficacy influences work Engagement mediated by Affective Commitment ($\beta = 0.341$).

Discussion

The results of the analysis state that there is a significant effect between self-efficacy on work engagement and affective commitment to successfully become the mediator. Previous research explains a relationship of self-efficacy with work engagement. This finding is supported by the opinion of Kuntjoro (2002) who states that organizational commitment is important to the organization to make commitment as an important prerequisite for carrying out the position of a job that they occupy.

Conclusion

Based on the results of this study, it can be concluded that there is a significant effect between self-efficacy on work engagement and affective commitment in mediating between the variables of self-efficacy on work engagement. This finding is expected to add evidence and support for research based on the construction of industrial and organizational psychology. It is recommended that further researchers are able to prepare a larger sample size with a more varied profession. It needs to be increased in order to contribute to the lack of studies of the phenomenon of self-efficacy in the context of work, bearing in mind that this research is still relatively small.

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