

Education Management from Indonesia: The Political Influence of Regional Heads

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Abstract: - The aim of this research is to present an understanding of the effect of political regional heads that causes anxiety on organizational commitment, the effect of anxiety on self-efficacy, and the effect of anxiety after there is a mediator of self-efficacy on organizational commitment. The effect of anxiety on self-efficacy was 1.16%, the effect of anxiety on organizational commitment was 12.1%. After the mediating variable (self-efficacy) in the second regression the R-Square became 49.8%. Thus Self-Efficacy plays a role in strengthening organizational commitment on the influence of Anxiety. The author concludes that anxiety affects low self-efficacy. In other words, self-efficacy is able to fortify the influence of anxiety in this case anxiety due to the succession of regional heads. Organizational commitment can be increased by the presence of self-efficacy. Self-efficacy is clearly able to maintain the commitment of the principal even though there are concerns about the succession of regional heads.

Key-Words: Literature review, the meaning three elements of organizational commitment

Received: July 29, 2021. Revised: January 12, 2022. Accepted: March 11, 2022. Published: March 24, 2022.

1 Introduction

Education is important for all nations and countries because education is able to improve the quality of human resources to form independent human beings and be able to contribute positively. Therefore, Indonesia has issued policies, one of which is the decentralization of education.

This decentralization triggered in educational reforms characterized by the alteration of administrative power from the central government to local governments up to the district level, and schools. The transfer aims to endeavour the quality of education and has changed in how local leaders practice leadership in educational, including how headmasters are recruited. This transformation is a focus to guarantee that the headmasters recruited can donate to enhancing the quality of schools and the grade of education in all districts [1].

The quality of education is also very dependent on the leader of the education unit, namely the effective principal. At the school stage, the principal is responsible for establishing school significance. It is a broadly acknowledged fact that right headmasters are the cornerstone of grade schools and that, without the headmasters' administration struggles to enhance learner accomplishment, schools will not flourish [2].

The involvement effort aims to ensure that stakeholders, such as school principals, teachers, and school committees achieve optimal job satisfaction. Effective principals and satisfied principals can contribute significantly to effective schools, and effective schools are directly proportional to the creation of quality education [3-5].

School administration is an essential discussion of considerable government human resource quality improvement programs, health, and

economic growth, and also examines ideational and methodological topics in exploring the influence of school administration as a mutual cycle [6]. Thus, the school administration has evolved an essential site of investigation, and this is reflected by the increase in policy activities in schools [7, 8].

Effective principals are influenced by many variables, such as self-efficacy, motivation, commitment, climate, school culture, political situation, and many others. The previous research has not examined self-efficacy, and organizational commitment when juxtaposed with anxiety, especially the political succession of regional heads. In particular, this study examines anxiety about the principal's organizational commitment with self-efficacy acting as a moderator. For the sake of developing and understanding the science of leadership and educational management, this research is important.

Self-efficacy is a fundamental segment in Bandura's social mental idea [9-11]. Social cognition highlights the involvement and practice of human mechanisms as a view that individuals can wield some influence over what they do. Self-efficacy is seen as a person who is self-arranged, assertive, self-thoughtful, self-regulating, and involved in his growth. Individuals can affect their actions and control their thoughts and emotions. What he thinks, believes, and feels becomes a guide for behaving and perceiving reality. Thus conduct is influenced by the authority and effect they undergo [10].

Managers with satisfactory self-efficacy are most likely to succeed in carrying out their duties. Self-efficacy as an intermediary or predictor has really shown its efficacy in various studies [12-19]. This investigation explores the function of self-efficacy as mediating principals in carrying out leadership on the influence of anxiety on organizational commitment.

Politics as a living entity also affects various relationships. A study examining longitudinal mediation models to answer questions about how and why insights of corporate politics influence turnover preferences, and how workers' political mastery relies on this connection by easing job pressure. Job pressure mediates the connection between political insights and the power of shifting or switching directives, and workers' political mastery decrease resignation preferences by attenuating the impact of political insights on career stress. This investigation donates to the human resource administration and managerial psychology writings by describing the mediating mechanism [20-22].

In line with the many factors that influence the course of the principal's duties and functions, research on self-efficacy that moderates the political anxiety of regional head succession on organizational commitment is still rare. Therefore, this research is important especially in the context of education management in Indonesia.

1.1 Identification of Problems

Principal self-efficacy has received much attention over the last few decades and has been investigated in relation to principal behavior. Relatively many have conducted self-efficacy research within the framework of relationships. The authors identify knowledge gaps seen in the earlier investigations on self-efficacy. In addition, previous research did not address the subject of self-efficacy and the influence of anxiety triggered by local politics [23-27].

Likewise with commitment [27-29], the authors identify knowledge gaps seen in previous research on organizational commitment. The previous research has not or at least not addressed the subject of organizational commitment research in the field of education. Recently, it attracted researchers' attention in other disciplines of business [30-32].

Anxiety can damage the building elements that enable the achievement of educational outputs and outcomes. There are practical and policy knowledge gaps in previous research on self-efficacy, and principals' organizational commitment. There is a lack of research involving aspect of anxiety in the previous literature. Anxiety appears to be under-researched in principal leadership practice. However, there are very few practical studies or research in the area of the effects of anxiety.

Anxiety as a confounding factor is important and deserves to be investigated in the context of developing knowledge of aspects that affect self-efficacy and organizational commitment. Investigation of this issue is important because self-efficacy can be influenced by many things whereas self-efficacy can be strengthened or undermined by anxiety factors. Furthermore, previous theoretical research has focused mainly on purely psychological studies, health and very little practical research has been done in the aspect of anxiety in the field of education implementation and management, while education is a determining factor for the success and progress of a nation in the future.

This research is important because not many have investigated self-efficacy as a moderator in a

framework of thought with the variable Anxiety on the principal's organizational commitment, especially in the context of education where the data were taken in the province of Lampung Indonesia.

1.2 Formulation of the Problem

The results of research examining self-efficacy as a predictor were statistically significant predictors of various variables. To answer the formulation of the problem, this research is guided by the following research questions:

1. Is there any effect of anxiety on self-efficacy?
2. Is there any effect of anxiety on organizational commitment?
3. How is the effect of self-efficacy moderating anxiety on organizational commitment?

2 Literature Review

2.1 Principal's Commitment

Principal loyalty can be conceptualized in various forms. In research, it directs to the type of administrative loyalty typically employed in the school significance and school administration investigation writings [33, 34]. Morrow has determined more than 25 kinds of conceptualization and measurement of organizational loyalty used by investigators [35, 36]. It is presented by Mowday, Steers [29] and Mowday, Porter [37] remarkably nicely made and has been frequently operated in studies in different settings [34]. They use the attitude-behavior contradiction to conceptualize organizational loyalty.

Loyalty is an attitude focused on the strategy that individuals use to feel about their affinity with the association, whereas behavioral loyalty is affected by the strategy by which individuals evolve closed into a certain organization and how they deal with these matters. They believe organizational commitment is a comparative power of personal label and involvement in a certain organization.

Commitment is an important loyalty to the teaching profession, principals, and an important component for efficiency and effectiveness as well as for all organizations. The concept of commitment has been the priority of investigation for several years, especially among sociologists regarding individual and group behavior in phenomena such as religion, power, job recruitment, political behavior, and bureaucratic behavior [38-40]. Operationally, commitment is an

exchange phenomenon [41]. For example, people tend to stay committed as long as they feel the associated positive benefits that are reluctant to go away [42, 43].

In the organizational context, commitment is characterized by strong confidence in the ideals of the organization, a readiness to accomplish additional work for the association, and loyalty in continuing to serve the organization [37]. Loyalty thus becomes the bond that holds workers connected to the organization. Such commitment is called affective commitment. Meyer and Allen assert three forms of commitment: (a) affective commitment, strongly related to workers' emotive linkage, marker with, and devotion to the organization; (b) continuance commitment, referring to worker presence, implementation, and corporate citizenship manners, and their financial rewards; and (c) normative commitment, referring to workers' emotions of moral duty to the association [44, 45]. They argue that this form of commitment should be viewed psychologically and that employees need to cooperate with their employers.

2.2 Self-efficacy

Self-efficacy is characterized as confidence in an individual's capacity to accomplish specific objectives founded on his actions [46]. Therefore, self-efficacy is founded on an individual's views and expectations concerning the expected result. Bandura examines the outcomes of diverse investigations that emphasize the effect of self-efficacy on an implementation actually in fairly homogeneous groups. Nevertheless, it is essential to mention that self-efficacy does not evolve in emptiness and that views are shaped by context and dynamic and physiological facets [46].

In schooling, the notion of headmaster's self-efficacy was invented by Amor, Conroy-Oseguera [47] and additionally heightened by Ashton and Webb [48], Berman [49], and Gibson and Dembo [50]. The other significant papers include Denham and Michael [51], Soodak, Podell [52], and Woolfolk and Hoy [53]. Referring to Bandura, if an individual's self-efficacy, for instance, a teacher, is a mixture of general administration self-efficacy and individual leadership self-efficacy, the principal's self-efficacy is a mixture of general and personal leadership self-efficacy [54]. General leadership self-efficacy guides to the broad concept that leadership affects and directs followers to victory despite the impact of different forces, such as family, socioeconomic status, and other environmental aspects. Individual administration

self-efficacy directs to the principal's confidence in his or her capacity to affect others.

2.3 Principal's Self-Efficacy

The headmaster's feeling of certainty is an appraisal of his capacity to formulate certain actions to yield the expected results in the school he rules [55]. It is the headmaster's self-perceived ability to complete the cognitive and behavioral operations required to handle company strategies with respect to objective accomplishment [56]. Self-efficacy contains an influential consequence on objective setting, aspiration level, struggle, adaptability, and endurance [57, 58]. These views affect the growth of useful administration techniques, and the masterful undertaking of those techniques [56].

Self-confidence is an aspect of the social mental approach [9, 57, 59]. The primary effect on self-confidence is considered to be the investigation of attribution and understanding of the four bases of belief knowledge including mastery knowledge, physiological arousal, representative experience, and verbal persuasion. Self-efficacy relies on context; yet, individuals do not discover it to be equally practical in all circumstances. Principals may discern confidence to direct in specific contexts, but this feeling of belief may or may not be transmitted to other contexts, relying on the sensed resemblance of the assignment. Accordingly, in constructing an efficacy appraisal, it is essential to assess the pieces of the assignment at hand. In addition, it is crucial to consider one's resilience and deficiencies in relation to the prerequisites of the task [2, 60].

In exploring the assignment, the comparative significance of the characteristics that cause it tricky to direct or serve as a restriction in a conveyed context rather than by estimating the available resources that encourage leadership. In estimating self-perception of competence, principals reckon personal capabilities such as skills, understanding, techniques, or qualities traits that are balanced against individual shortcomings or commitments in a certain school surrounding. The interchange between these two elements guides an examination of self-efficacy for administration in a certain school context.

The intention of leadership is to promote the accomplishment of grouping objectives by installing and strengthening an atmosphere that sustains school performance. Flourishing leadership concerns utilizing sociable consequence strategies to handle, direct, and encourage the efforts of others. It demands ongoing assignment fulfillment struggles, influential duty techniques,

and the cunning application of a broad spectrum of notion, technical, and interpersonal skills [56]. A robust insight of belief is demanded to preserve a constructive focus of engagement and the endurance of struggle demanded to achieve organizational objectives [61]. Leadership self-efficacy has been associated with forming a guide and attaining follower loyalty and overwhelming hindrances to alter [62].

Sense of self-efficacy forces the manager's analytical technique and ensuing organizational undertaking in the unreal organizational circumstances [61]. Leadership self-efficacy is extremely connected to performance evaluation by factual watchers in leadership simulations and leadership ratings by coworkers and supervisors, and subordinate performance capacities [63, 64]. A leader's self-confidence was also discovered to mediate worker meeting with their job [65]. Worker engagement happens when workers are cognitively warned and/or emotionally linked to others to discover significance in their profession.

Although practical investigations of principals' sense of confidence are rare, the outcomes are fascinating. Self-confidence thoughts are outstanding predictors of personal conduct. Principals with a robust insight into self-efficacy are revealed to be persistent in chasing their objectives, better adaptable, and better willing to adopt approaches to meet contextual circumstances. They regard and accept change as a process that takes time. They are reliable in their struggles to attain their objectives, but they will also make endeavors in strategies that don't work [66]. Encountered with difficulties, high-efficiency principals do not analyze their incapability to solve troubles instantly as a failure. They modify their individual expectations to fit the circumstances, usually stay confident and relaxed, and preserve their feeling of humor, even in difficult situations. Principals with more elevated self-efficacy are better possible to utilize internally founded individual powers, such as professionals, information, and considerations when dragging out their functions [67].

2.4 Anxiety

Anxiety is defined as a state of restlessness and fear caused by the anticipation of something threatening. Excessive anxiety can lead to poor performance [68]. Anxiety is a relatively complex concept that involves one's feelings about one's abilities and the judgment one has to face in a situation that can result in high levels of anxiety. High anxiety can cause stress in a person and this

stress varies. Most of it comes from feelings such as tension and pressure on something that is complex and involves psychological aspects. Anxiety can have severe negative effects if a person does not know how to effectively deal with these feelings. It can cause such stress that one's ability to lead a normal life can be severely impaired [69].

In most districts in Indonesia, the principal's anxiety is real and really overshadows the principals. The change of principals will certainly cause various polemics among current principals and prospective principals who have attended training to become school principals. The reason is the shift of principals more likely to be based on the preferences of the regional head.

3 Method

3.1 Kinds and Research Approach

This investigation is a descriptive type of confirmation, employing the survey. The approaches used to collect data by taking data directly in the research area to describe past data and field conditions before carrying out further research. While the survey is the approach used to obtain data from certain natural places, the researchers treat the data collection with questionnaires [70]. Particularly, these researchers clarify the effect of anxiety caused by political local tensions on self-efficacy and its subsequent impact on the principal's organizational commitment. The populations in this study were high school teachers from Pesawaran Regency, Lampung Province. The sample in this study amounted to 140 teachers. The authors distributed questionnaires or questionnaires electronically via Google Form.

3.2 Test Instrument Requirements

The research instrument used is a questionnaire sheet. Based on quantitative research, the data in this study must be converted into numbers by scoring. This questionnaire uses several alternative answer choices so that respondents simply put a check mark on the available answers.

a) Instrument Reliability Test

The outcomes of the computation of the reliability of the variables of anxiety, self-efficacy, and organizational commitment respectively are reliability statistics cronbach's alpha 0.957, with

overall anxiety items in the range of 0.946 to 0.975. Overall cronbach's alpha is $>$ from 0.005. The reliability of the self-efficacy variable is reliability statistics cronbach's alpha 0.935 with overall self-efficacy items in the range of 0.928 to 0.941. Overall cronbach's alpha is $>$ from 0.005. Calculation of the organizational commitment variable has reliability statistics cronbach's alpha at 0.844, with overall anxiety items in the range of 0.721 to 0.809. Overall cronbach's alpha is $>$ from 0.005.

b) Instrument Validity Test

The outcomes of the computation of the validity of the anxiety variable in the Pearson Correlation range of 0.165 to 0.930 $>$ 0.005. The validity of self-efficacy is in the range of Pearson Correlation 0.149 to 0.863 $>$ 0.005, and the validity of organizational commitment ranges from Pearson Correlation 0.13 to 0.733 $>$ 0.005.

4 Results and Discussion

4.1 Results

As the author describes in chapters one to three, it is implied that this research is a confirmatory study, not an exploratory one. This research is intended to seek confirmation of the construct that was built through the stages of theoretical studies that have been built in the previous chapter. In this chapter, the author presents the results and discussion. The presentation was preceded by the author presenting the following results.

4.1.1 Parametric Test

As usual quantitative research, the author presents a number of tests which include data parametric tests which include tests of normality, linearity, and freedom of observation (classical assumption test). After performing parametric testing of the data, the authors present a regression assumption test which includes the VIF (varian inflation factor) test and the Eigen Value and Condition Index tests.

1) Classic Assumption Test

At this stage, SPSS software is not operationalized, but only a way of reading the classic assumption test from SPSS output, as shown in the output file.

2) Multicollinearity

The outcomes of the multicollinearity examination can be seen in the coefficients table for the last two columns.

Table 1. Coefficients^a

| | | Coefficients ^a | | | | | Collinearity Statistics | |
|-------|---------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Tolerance | VIF |
| | | B | Std. Error | Beta | | | | |
| 1 | (Constant) | 5,432 | 2,862 | | 1,898 | ,060 | | |
| | Anxiety | ,172 | ,034 | ,308 | 5,051 | ,000 | ,984 | 1,017 |
| | Self-Efficacy | ,388 | ,035 | ,677 | 11,102 | ,000 | ,984 | 1,017 |

a. Dependent Variable: Organizational Commitment

Source: Data results, 2021

The VIF matters for the anxiety and self-efficacy variables are both 1.017, while the Tolerance is 0.984. Because the VIF value of the two variables is not greater than 10 or 5, it can be said that there is no multicollinearity in the two independent variables.

Based on the classical assumptions of linear regression with Ordinary Least Square (OLS), a good linear regression model is one that is free

from multicollinearity. Accordingly, the above model is free from multicollinearity.

3) Autocorrelation

The estimate the linear regression model is time-series data, so it is required to keep an assumption test that is free from autocorrelation. The outcomes of the autocorrelation examination can be seen in the Model Summary^b table, the last column.

Table 2. Model Summary^b

| Model Summary ^b | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | ,707 ^a | ,499 | ,492 | 4,426 | 1,867 |

a. Predictors: (Constant), Self-Efficacy, Anxiety

b. Dependent Variable: Organizational Commitment

Source: Data results, 2021

The value listed Durbin-Watson on the SPSS output is called the calculated DW. This number will be compared with the acceptance or rejection criteria that will be made with the dL and dU values determined based on the number of independent variables in the regression model (k) and the number of samples (n). The values of dL and dU can be seen in Table DW with a significance level (error) of 5% ($\alpha = 0.05$).

The Durbin-Watson table shows that k=1 (independent variable 1) and n=140 (number of samples 140) the value of dL = 1.7095 and the value of dU = 1.7382 so that criteria can be determined whether or not autocorrelation occurs. Because the values of dL and dU are in the range of 1.539 to 2.481, there is no autocorrelation. Or, the calculated DW value of 1.867 is greater than 1.539 and smaller than 2.481, which means that it is in an area where there is no autocorrelation.

4) Heteroscedasticity

Heteroscedasticity testing is done by completing a scatterplot between the residuals and the predictive score of the standardized dependent variable. The outcomes of the heteroscedasticity trial can be seen in the Scatterplot image, as shown below:

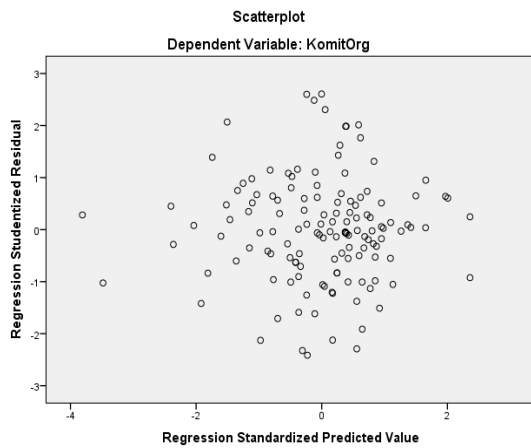


Fig. 1: Scatterplot Diagram

From the image, it can be seen that the point distribution does not compose a certain pattern, so it can be inferred that there is no heteroscedasticity or in other words, homoscedasticity occurs. The classical assumption about heteroscedasticity in this model is fulfilled, which is free from heteroscedasticity.

5) Normality

The outcomes of the normality test can be seen from the Normal P-P Plot image below. It should be reminded that the normality assumption directed to in the classical assumption of the OLS approach is the residual (data) created by a normally distributed linear regression model, not the independent variable or the dependent variable. The criteria for a residual (data) are normally distributed or not with the Normal P-P Plot approach. This can be accomplished by examining the distribution of the points in the image. If the distribution of these points is close to a straight line (diagonal) then it is said that the residual (data) is normally distributed, but if the distribution of the points is away from the line then it is not normally distributed.

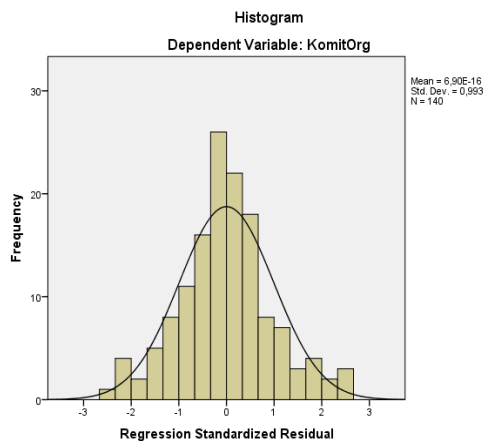


Fig. 2: Histogram Diagram

The histogram graph is said to be normal if the data distribution is bell-shaped, neither skewed to the left nor skewed to the right. The histogram graph above composes a bell and is relatively not skewed to the right or left so that the histogram graph is reported normal.

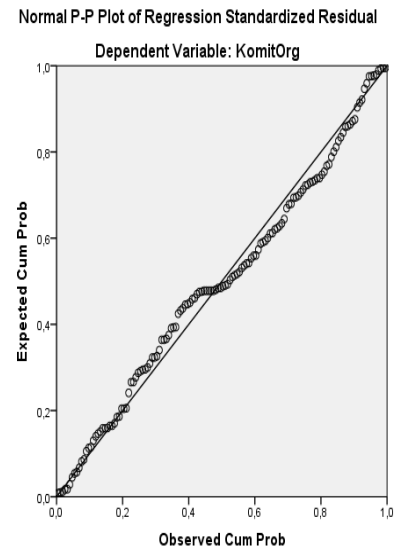


Fig. 3: P-Plot Diagrams

The dispersal of points from the Normal P-P Plot image above is relatively close to a straight line, so it can be inferred that the residual (data) is normally dispersed. These outcomes are in line with the classical assumptions of linear regression with the OLS approach.

4.1.2 Freedom of Observation

The author said that the questionnaire was delivered to the respondents via Google form. The use of Google forms is the right choice with the consideration that data collection is carried out during the Covid-19 pandemic. However, the advantage is that respondents do not cooperate in filling out the questionnaire. This can be achieved because the questionnaire is able to reach directly to the respondent personally and the filling out by the respondent is free from influence from any party, especially demographic data is made unable to detect confidential data.

4.1.3 Model Feasibility Test

In the following, a feasibility test of the model which includes the F and t-test models is presented sequentially.

1) Model Reliability Test (F Test)

The measure trustworthiness test or what is better popularly referred to as the F test (some name it a simultaneous measure test) is the initial phase of specifying the calculated regression

measure whether it is feasible or not. Appropriate means the calculated model is viable to be utilized to clarify the effect of independent variables on the dependent variables. The name of this test is the F test because it follows the F distribution that test criteria are like One Way Anova.

If the calculated F probability value (SPSS output is shown in the sig. column) is less than the error rate (alpha) of 0.05 (which has been

determined) then it can be stated that the estimated regression model is attainable, whereas if the calculated F probability value is bigger from an error rate of 0.05, it can be said that the estimated regression model is not attainable.

The outcomes of the F test can be noticed in the ANOVA table below. The calculated F probability value is seen in the last column (sig.).

Table 3. ANOVA^a

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 2676,356 | 2 | 1338,178 | 68,319 | ,000 ^b |
| | Residual | 2683,437 | 137 | 19,587 | | |
| | Total | 5359,793 | 139 | | | |

a. Dependent Variable: Organization Commitment

b. Predictors: (Constant), Self-Efficacy, Anxiety

Source: Data results, 2021

The calculated F probability value (sig.) in table 3 is 0.000 less than the 0.05 significance level, so it can be inferred that the estimated linear regression model is attainable to employ to present the effect of Anxiety and Self-Efficacy on the dependent variable of Organizational Commitment.

2) Regression Coefficient Test (t Test)

The t-test in multiple linear regressions is planned to test whether the parameters (regression coefficients and constants) that are predicted to estimate the multiple linear regression equation are

the correct parameters or not. The right implication is that the parameter is able to define the behavior of the independent variable in affecting the dependent variable. Parameters estimated in linear regression include intercept (constant) and slope (coefficient in the linear equation). In this section, the t-test is focused on the slope parameter (regression coefficient) only. So the t-test in question is the regression coefficient test. The test results can be seen in the Coefficients table as shown in the figure below:

Table 4. Coefficients^a

| Coefficients ^a | | | | | | | | |
|---------------------------|---------------|-----------------------------|------------|---------------------------|--------|-------------------------|-----------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Collinearity Statistics | | |
| | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | 5,432 | 2,862 | | 1,898 | ,060 | | |
| | Anxiety | ,172 | ,034 | ,308 | 5,051 | ,000 | ,984 | 1,017 |
| | Self-Efficacy | ,388 | ,035 | ,677 | 11,102 | ,000 | ,984 | 1,017 |

a. Dependent Variable: Organization Commitment

Source: Data results, 2021

Like the F test, if the probability value of t count (SPSS output is shown in the sig. column) is less than the error rate (alpha) of 0.05 (which has been determined) then it can be declared that the independent variable (from the t count) has a powerful influence on the dependent variable, whereas if the probability value of t count is greater than the error rate of 0.05 then it can be declared

that the independent variable has no important effect on the dependent variable.

The probability value of t calculation of the anxiety -independent variable- is 0.000 which is less than 0.05 so that the anxiety - independent variable has a powerful impact on the dependent variable of organizational commitment at alpha 5% or in other words, anxiety has a powerful effect on Organizational Commitment at the 95% confidence level. Also, the influence of the independent

variable on self-efficacy on the dependent variable of organizational commitment, because the probability value of t count (0.000) which is smaller than 0.05 so it can be said that the independent variable of self-efficacy has a significant effect on the dependent variable of organizational commitment at alpha 5% or in other words, anxiety about self-efficacy owns a significant impact on organizational commitment at the 95% confidence level.

3) Coefficient of Determination

The coefficient of determination clarifies the variation in the influence of the independent

variables on the dependent variable. Or it can also be declared as the ratio of the effect of all independent variables on the dependent variable. The value of the coefficient of determination can be measured by the value of R-Square or Adjusted R-Square. R-Square is used when there is only 1 independent variable (commonly called Simple Linear Regression), while Adjusted R-Square is used when there is more than one independent variable. In calculating the value of the coefficient of determination, the authors choose to use an R-Square than an Adjusted R-Square, even though the independent variable is more than one.

Table 5. Model Summary^b

| Model Summary ^b | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | ,707 ^a | ,499 | ,492 | 4,426 | 1,867 |

a. Predictors: (Constant), Self-Efficacy, Anxiety
 b. Dependent Variable: Organization Commitment

Source: Data results, 2021

The R-Square value of 0.499 indicates that the ratio of the effect of the Self-Efficacy and Anxiety variables on the organizational commitment variable is 49.9%. This means that self-efficacy and anxiety have a proportion of influence on organizational commitment of 4.99% while the remaining 50.1% (100% - 49.9%) is influenced by other variables that are not in this linear regression model.

Table 6. Model Summary

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,221 ^a | ,049 | ,042 | 6,078 |

a. Predictors: (Constant), Anxiety

Source: Data results, 2021

In table 5 the Summary R Square model is 0.049 or 4.9%. In other words, anxiety affects organizational commitment by 49% and 95.1% is influenced by other factors.

4.1.4 Regression Test with Moderating Variables Model I

1) The Effect of Anxiety on Organizational Commitment

We begin to present the method of the calculation. The method used is the enter method (Variables Entered/Removed^a) with organizational commitment as the dependent variable.

2) The Effect of Anxiety on Self-Efficacy

The following presents the results of the calculation of the anxiety variable on self-efficacy.

The method used is the enter method (Variables Entered/Removed^a) with self-efficacy as the dependent variable.

Tabel 7. Model Summary

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,128 ^a | ,016 | ,009 | 10,780 |

a. Predictors: (Constant), Anxiety

Source: Data results, 2021

In table 5 the Summary R Square model is 0.016 or 1.16%. In other words, anxiety affects self-efficacy by 1.16% and 98.84% is influenced by other factors.

3) Regression Test with Moderating Variable II

The following presents the results of the regression calculation with self-efficacy as a moderating variable. The method used is the enter method (Variables Entered / Removed) with Organizational Commitment as the dependent variable.

Tabel 8. Model Summary

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,707 ^a | ,499 | ,492 | 4,426 |

a. Predictors: (Constant), Self-Efficacy, Anxiety

Source: Data results, 2021

As shown in Table 8, R Square= 0.49.9 or 49.9% after the moderating variable (Self-Efficacy) in the second regression the R Square value became 50.1%. Thus Self-Efficacy plays a role in strengthening Organizational Commitment on the influence of Anxiety.

4.2 Discussion

Regarding research questions 1 Is there any effect of Anxiety on Self-Efficacy?

As the results of the calculation of the effect shown by the R Square model summary table is 0.016 or 1.16%. This means that Anxiety affects Self-Efficacy by 1.16% and 98.84% is influenced by other factors.

The findings of this calculation are in line with those presented about Self-efficacy by Albert Bandura. Self-efficacy is an important factor in Bandura's social cognitive theory [9-11]. Social cognition states that the involvement and training of human actors as an idea that anyone is able to apply various influences on what is done.

Self-efficacy is understood that the person has the ability in terms of self-organization, proactive, self-reflection, self-regulation, and care in self-growth. Individuals can influence their activities and maintain the skills to manage their view patterns and emotions. What individuals think, believe, and feel becomes a compass for activity. His perception of reality, and thus behavior, is influenced by the control and influence he encounters throughout his life [10].

Regarding self-efficacy and anxiety, followers, especially leaders in an institution armed with self-efficacy, are better able to overcome the effects of anxiety. Leaders with good self-efficacy are most likely to succeed in carrying out their duties. Self-

efficacy as a mediator or predictor has really shown its efficacy in various studies [12-19].

This study states that principals who are equipped with self-efficacy are competent to deal with the pressure of anxiety due to the dynamics of the succession of regional heads. Principals who have strong self-efficacy are still able to maintain their quality to continue to lead their schools. Thus, all programs are maintained continuity. The principal is still able to maintain the school's performance well without any decrease in performance, especially turmoil even though he is under pressure which causes anxiety in the principal.

The results of this study are also directly proportional to the paper that researches and explores self-efficacy with the earlier empirical investigation to discover and comprehend the aspects that influence strengthen and weaken self-efficacy. This discussion has two judgments, i.e. (1) factors such as feelings of fair treatment, well-organized activities, programs designed according to participants' attributes, pressure on a manageable level of thought, reasonable loads, sense of hope, and experience, and right conduct can boost self-efficacy, (2) conversely, feelings of discrimination, many difficult problems to overcome, lack of support, and a burdensome environment can damage self-efficacy [71]. Anxiety due to succession of regional head elections did affect self-efficacy but only 1.16%.

Regarding research question 2 is there any influence of Anxiety on Organizational Commitment?

In table 8 the Summary R Square model is 0.049 or 4.9%. In other words, Anxiety affects Organizational Commitment by 4.9% and 95.1% is influenced by other factors.

Commitment is important for all professions including professions and positions such as teachers, principals, and commitment is also an important component for efficiency and effectiveness for all organizations. The concept of commitment has been the focus of research for several years, especially among sociologists regarding individual and group behavior in phenomena such as religion, power, job recruitment, political behavior, and bureaucratic behavior [38-40]. Operationally, commitment is an exchange phenomenon [41]. For example, people tend to stay committed as long as they feel the associated positive benefits that are reluctant to go away [42, 43].

In the organizational context, commitment is characterized by a strong belief in the objectives of the organization, a readiness to do additional work for the institution, and loyalty in continuing to serve the organization [37]. Loyalty thus becomes the "glue" that keeps workers attached to the organization. Such commitment is called affective commitment. Meyer and Allen assert that there are three forms of commitment: (a) affective commitment, strongly related to employees' emotional connection, identification with, and attachment to the organization; (b) continuance commitment, referring to worker attendance, performance, and corporate citizenship conduct, as well as their financial rewards; and (c) normative commitment, referring to workers' feelings of moral obligation to the organization [44, 45]. They argue that this form of commitment should be viewed psychologically and that employees need to work closely with their employers.

Organizational commitment is affected more than self-efficacy directly. There is a gap of 10.94 points of direct influence between organizational commitment and self-efficacy due to the influence of anxiety. In this case, it is anxiety due to the succession politics of regional heads over the leadership of school principals in Pesawaran Regency.

The results of this study are in line with the investigation of a meta-analysis that seeks to specify the outcome of three features of Allen and Meyer's corporate loyalty: affective commitment, normative commitment, and continuance commitment. This study strives to decide the highest average score and effect of the three elements of Allen and Meyer's organizational commitment: Affective Commitment (AC), Normative Commitment (NC), and Continuance Commitment (CC). The authors, in this research, use the Sturges interpretation to determine the

average score with Very Low, Low, Fairly Low, Fairly High, High, and Very High. It was found that the highest average score of the three components of organizational commitment was affective commitment (0.704), followed by normative commitment (0.681), and the last one was continuance commitment (0.855). The authors of the research draw the conclusion that an individual primarily desires to be beneficial to others. Then, he will be able to put aside individual interests for the sake of shared interests so that he dares to hook himself to contracts, regulations, and standards for the sake of reciprocal survival (NC). As a consequence of desiring to be beneficial to others and controlling the bravery to determine to attach together in the rules, he will dare to put aside his transactional personal interests which are centered on personal interests or benefits (CC). The mean of consecutive scoring says that AC is the largest among all, NC is less than AC, and CC is the least, which suggests that a manager should be able to create and maintain AC as the first priority, followed by NC. If an administrator has been able to create and maintain Affective Commitment and Normative Commitment, meaning he is able to construct and maintain Continuance Commitment automatically [72]. Nevertheless, with a psychological condition filled with anxiety that comes from the influence of the succession of regional heads, commitment is disturbed and the focus of the principal's service is not focused.

Regarding question 3 is how does Self-Efficacy Moderate Anxiety affect Organizational Commitment?

As shown in Table 8 Summary Model R Square is 0.49.9 or 4.99% after the moderating variable (self-efficacy) in the second regression the R Square value becomes 50.1%. Thus self-efficacy plays a role in strengthening organizational commitment to the influence of anxiety.

The principal's anxiety is real and completely overshadows the principals. An example is a news report reporting the anxiety. The replacement and/or rotation of the principal by the regional head often cause unrest and anxiety.

There are different perceptions from the government and school principals. Local governments, of course, put forward the existing legal and regulatory foundations. Meanwhile, the principal considers that not everything is in accordance with the actual regulations. Of course there is always room for debate and the pros and cons of this.

However, with the presence of a self-efficacy variable as a shield against anxiety, organizational commitment can be increased. This shows that self-efficacy is important. The principal's sense of confidence is an assessment of his ability to formulate certain actions to produce the desired results in the school he leads [55]. It is the principal's self-perceived ability to achieve the mental and behavioral operations required to control group operations in relation to objective accomplishment [56]. Self-efficacy has a substantial effect on objective setting, aspiration level, effort, adaptability, and persistence [57, 58]. These thoughts affect the development of operational leadership tactics and the masterful undertaking of those strategies [56].

Self-confidence is an element of social cognitive theory [9, 57, 59]. The major effect on self-confidence is considered to be an examination of the attributions and interpretations of four sources of thought information—mastery experience, physiological arousal, expected experience, and verbal persuasion. Self-confidence depends on context; however, people don't find it to be equally effective for all situations. Principals may feel confident to lead in certain contexts, but this sense of confidence may or may not be transferred to other contexts, depending on the perceived similarity of the task. Accordingly, in creating an efficacy appraisal, it is necessary to regard the components of the task at hand. In addition, it is required to evaluate one's powers and weaknesses in relation to the prerequisites of the task [2, 60].

The objective of leadership is to promote the attainment of group objectives by setting and sustaining an environment that reinforces institution execution. Triumphant leadership concerns employing social effect methods to handle, direct, and encourage the efforts of others. It requires constant task-directed struggle, practical task strategies, and the artful application of a broad range of notional, technical, and interpersonal mastery [56]. A strong sense of confidence is required to maintain a productive focus of attention and the persistence of struggle required to succeed at corporate objectives [61]. Leadership self-efficacy has been associated with setting a compass and attaining follower loyalty, as well as in handling barriers to change [62].

This finding is also in line with the literature review article which seeks to look at the variables that influence, are influenced, and intervened by leadership practices. This discussion concludes that: 1) Self-efficacy can involve variables such as

emotional fatigue, job happiness, normative commitment, and includes motivation not to resign. 2) Self-efficacy can fluctuate, influenced by experience, which at that time can also be influenced by the opinions of others. Therefore, a leader is responsible for the development and growth of job satisfaction and teacher self-efficacy. 3) Self-efficacy can be a mediator for the growth and development of other variables. The psychological atmosphere felt at that time also increased other variables. The self-efficacy variable is also able to select the progress and accomplishment of other variables [73].

5 Conclusions

The purpose of this study was to understand the effect of anxiety on organizational commitment, the effect of anxiety on self-efficacy, and the effect of anxiety after moderating self-efficacy on organizational commitment. Anxiety affects organizational commitment by 4.9% and 95.1% is influenced by other factors. Anxiety affects self-efficacy by 1.16% and 98.84% is influenced by other factors. After the moderating variable (Self-Efficacy) in the second regression the R Square value became 50.1%. Thus Self-Efficacy plays a role in strengthening Organizational Commitment on the influence of Anxiety. Thus Self-Efficacy plays a role in strengthening Organizational Commitment on the influence of Anxiety. The author concludes that anxiety affects low self-efficacy. In other words, self-efficacy is able to fortify the influence of anxiety in this case the succession anxiety of regional heads. Organizational commitment can be increased by the presence of self-efficacy. Real self-efficacy is capable of maintaining the principal's commitment even though there are concerns about the succession of regional heads.

Implication

The author proposes the implication that in the appointment of principals it is necessary to include aspects of self-efficacy because good self-efficacy can increase the principal's organizational commitment.

Limitations

This study only involved 140 respondents from high school teachers in Pesawaran Regency, for this reason, research with a wider sample and area is needed.

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