

Determinants of Situational Leadership, Achievement Motivation, and Teacher Innovation on Professional Commitment

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Abstract: This study explores the determinants of situational leadership, achievement motivation, and teacher innovation on the professional commitment of junior high school teachers in Parung Sub-District, Bogor Regency. Professional commitment reflects teachers' dedication, loyalty, and responsibility toward their profession, which are essential for improving educational quality and sustaining effective learning processes. Situational leadership, particularly as practiced by school principals, plays a significant role in shaping teachers' attitudes and performance by adjusting leadership styles according to teachers' readiness, competence, and needs. Achievement motivation is another important factor that encourages teachers to strive for excellence, set higher performance standards, and continuously develop their professional skills. Teachers with strong achievement motivation tend to demonstrate greater persistence, creativity, and responsibility in carrying out their duties. Furthermore, teacher innovation, manifested in the ability to design creative learning methods, integrate educational technology, and apply new pedagogical approaches, strengthens teachers' engagement and adaptability in facing educational challenges. Through a quantitative research approach, this study analyses the direct and simultaneous effects of these variables on teachers' professional commitment. The findings are expected to provide valuable insights for enhancing leadership practices and fostering teacher professionalism in junior high schools across Parung.

Keywords: Situational Leadership; Achievement Motivation; Teacher Innovation; Professional Commitment; Junior High School Teachers; Human Resources; National Development; Professional Development.

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1. Introduction

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Education plays a fundamental role in shaping the quality of human resources and in determining a nation's long-term development [1]. In Indonesia, improving educational quality remains a central agenda in national development, particularly in the face of global competition, technological advancement, and rapid social change [2]. Schools are expected not only to deliver academic knowledge but also to cultivate critical thinking, creativity, character, and adaptability among students. In this context, teachers hold a strategic and irreplaceable position [3]. They are not merely implementers of curriculum policies but professional educators responsible for planning, implementing, and evaluating meaningful learning experiences [4]. Therefore, teachers' professional commitment is one of the most crucial factors in ensuring sustainable educational improvement [5]. Professional commitment refers to a teacher's psychological attachment, loyalty, sense of responsibility, and dedication to the teaching profession [6]. It reflects the extent to which teachers internalize professional values, demonstrate pride in their work, and are willing to invest time and energy to achieve educational goals [7]. Teachers with high professional commitment tend to show stronger engagement in instructional activities, continuous professional development, and organizational responsibilities [8]. They are more resilient in facing challenges, more consistent in maintaining instructional quality, and more willing to contribute beyond their formal duties [9]. Conversely, low professional commitment may result in minimal effort, reduced enthusiasm, limited innovation, and even intentions to leave the profession [10].

In junior high school settings, where students are in a transitional developmental stage, teachers' professional commitment becomes increasingly important in guiding academic and character formation [11]. Various factors are assumed to influence teachers' professional commitment [12]. Among them, situational leadership, achievement motivation, and teacher innovation are considered significant determinants [13]. These variables represent organizational, psychological, and professional dimensions that interact in shaping teachers' attitudes and behaviors [14]. Understanding the relationship among these determinants is essential for designing effective educational management strategies [15]. Situational leadership theory emphasizes that leadership effectiveness depends on a leader's ability to adjust their style to subordinates' readiness, competence, and commitment levels [16]. In educational institutions, school principals act as instructional leaders who influence teachers' performance and professional growth [17]. A situational leader does not apply a single rigid leadership style but adapts behaviors—directing, coaching, supporting, or delegating—based on teachers' developmental levels [18]. When principals demonstrate flexibility, provide clear guidance, offer constructive feedback, and appropriately empower teachers, they create a supportive organizational climate [19]. Such an environment fosters trust, collaboration, and mutual respect, thereby strengthening teachers' sense of belonging and professional responsibility [20]. Therefore, situational leadership is assumed to have a direct and positive influence on teachers' professional commitment [21].

In addition to leadership factors, internal psychological aspects such as achievement motivation also play a crucial role. Achievement motivation refers to an individual's internal drive to accomplish challenging goals, achieve excellence, and meet high performance standards [22]. Teachers with strong achievement motivation tend to set ambitious instructional targets, continuously improve their competencies, and actively seek professional development opportunities [23]. They are persistent in overcoming obstacles and view challenges as opportunities for growth rather than as threats. In the era of educational reform, curriculum transformation, and the integration of digital learning, achievement motivation becomes increasingly relevant [24]. Teachers are required to adapt to new pedagogical approaches, assessment systems, and technological tools. Those with high achievement motivation are more likely to remain enthusiastic and committed to their professional roles, thereby strengthening their commitment [25]. Teacher innovation represents another essential determinant in this study. Innovation in education involves introducing improvements, applying creative teaching strategies, integrating technology effectively, and implementing new pedagogical approaches that enhance student learning outcomes [26]. Innovative teachers design engaging lesson plans, utilize interactive learning media, adopt student-centered methodologies, and continuously evaluate and refine their instructional practices [27]. In the context of rapid technological advancement and digital transformation, innovation is no longer optional but a necessary professional competence [28].

Teachers who actively innovate often experience greater professional autonomy, mastery, and fulfillment [29]. This sense of accomplishment may enhance their identification with the teaching profession and reinforce their long-term commitment. The interaction among situational leadership, achievement motivation, and teacher innovation provides a comprehensive framework for understanding professional commitment. Effective situational leadership may stimulate teachers' motivation and encourage innovative practices by creating a conducive organizational environment. In turn, motivated and innovative teachers are more likely to demonstrate higher professional commitment [30]. However, empirical studies examining the simultaneous influence of these three variables on teachers' professional commitment, particularly at the junior high school level within specific local contexts, remain limited [31]. This gap underscores the importance of research that examines both the individual and combined effects of these determinants. Parung Sub-District in Bogor Regency offers a relevant and strategic setting for this investigation. As areas experiencing demographic growth and educational development, junior high schools in Parung face diverse challenges, including heterogeneous student backgrounds, rising performance expectations, and the need to adapt curricula. In such circumstances, teachers' professional commitment becomes a strategic asset for maintaining instructional quality and institutional stability [32].

Identifying the determinants that strengthen professional commitment can provide policymakers, school principals, and educational stakeholders with valuable insights for developing targeted leadership strategies and professional development programs [33]. This study, therefore, aims to analyze the determinants of situational leadership, achievement motivation, and teacher innovation on the professional commitment of junior high school teachers in Parung Sub-District, Bogor Regency. Using a quantitative explanatory research design, the study examines the direct and simultaneous effects of these independent variables on professional commitment [34]. The findings are expected to contribute both theoretically and practically. Theoretically, the research may enrich the literature on educational leadership and teacher professionalism. Practically, it may provide evidence-based recommendations for strengthening school leadership practices, enhancing teacher motivation, and fostering innovative teaching cultures. Strengthening teachers' professional commitment is essential for ensuring educational quality and sustainable school improvement. Situational leadership provides adaptive managerial support, achievement motivation drives individual excellence, and teacher innovation ensures responsiveness to contemporary educational demands. Investigating these determinants within the context of junior high schools in Parung is expected to generate meaningful findings that support the development of a committed, professional, and innovative teaching workforce capable of advancing educational excellence.

2. Literature Review

2.1. Teacher Professional Commitment

Teacher professional commitment is widely recognized as a crucial factor in improving educational quality, particularly at the junior secondary school level. Professional commitment refers to teachers' emotional attachment, involvement, and loyalty to their profession, which influences their willingness to perform beyond formal job requirements and to remain in the teaching profession. According to Herry et al. [1], teacher professional commitment consists of three main dimensions: affective commitment (emotional attachment and pride in the profession), continuance commitment (perceived costs of leaving the profession), and normative commitment (a sense of moral obligation to remain in the profession). Empirical studies indicate that teachers with high professional commitment demonstrate greater consistency in implementing quality instructional practices and actively participating in professional development programs. Furthermore, Bush [2] found that professional commitment is positively associated with job satisfaction, which, in turn, affects teacher retention and school stability. These findings emphasize that strengthening teacher professional commitment is essential for sustaining school effectiveness and improving student learning outcomes.

2.2. Situational Leadership and Teacher Professional Commitment

Situational leadership is a leadership approach that adapts style and behavior to subordinates' readiness, competence, and motivation. Hersey and Blanchard initially developed this concept, and it has since been applied extensively in educational leadership contexts. In schools, principals who practice situational leadership adjust their leadership behaviors—such as directing, coaching, supporting, and delegating—based on teachers' professional maturity and needs. Research in educational settings shows that situational leadership plays a significant role in shaping teacher professional commitment. Flores [3] found that principals who effectively apply situational leadership are better able to align leadership strategies with teachers' capabilities, thereby fostering stronger professional commitment. Teachers feel more supported, trusted, and valued, which strengthens their emotional attachment to the profession. International evidence supports these findings. Tabrizi and Rideout [23] demonstrated that flexible and responsive leadership styles positively influence teachers' professional commitment across diverse educational systems. Similarly, Leithwood et al. [33] reported a strong positive correlation between situational leadership and teacher professional commitment in junior secondary schools, indicating that adaptive leadership enhances teacher engagement in school programs and decision-making processes. Further evidence from the Bogor region suggests that principals with high adaptive leadership capacity create a positive school climate that reinforces teachers' commitment to their profession. These studies collectively indicate that situational leadership is a significant determinant of teacher professional commitment.

2.3. Achievement Motivation and Teacher Professional Commitment

Achievement motivation refers to an internal drive that encourages individuals to strive for excellence, set high performance standards, and accomplish challenging goals. In educational contexts, teachers with high achievement motivation demonstrate strong enthusiasm for lesson planning, instructional improvement, and achieving optimal student learning outcomes. Several studies have established a strong relationship between achievement motivation and teacher professional commitment. Mahluf et al. [4] found that achievement motivation significantly predicts professional commitment, indicating that teachers who are motivated to excel are more likely to remain committed to their profession and engage in continuous professional development. Highly motivated teachers also tend to view challenges as opportunities for growth rather than obstacles. International research further highlights the role of achievement motivation in strengthening professional commitment. Ivanec et al. [22] emphasized

that achievement motivation is closely related to teacher self-efficacy, which, in turn, enhances adherence to professional ethics and improves instructional practices. This relationship suggests that achievement motivation not only influences performance but also reinforces teachers' psychological attachment to their profession. Empirical studies in Indonesia provide additional insights. Fullan [5] found that achievement motivation mediates the relationship between principal support and teacher professional commitment. Teachers who perceive strong encouragement to achieve professional success exhibit higher levels of commitment. Moreover, Hallinger [6] demonstrated that achievement motivation moderates the relationship between job stress and professional commitment, indicating that highly motivated teachers are more resilient to workplace pressures.

2.4. Teacher Innovation and Professional Commitment

Teacher innovation refers to teachers' ability and willingness to develop and implement new instructional methods, creative assessment strategies, and effective use of information and communication technology to address students' learning needs. Innovation is widely considered a key indicator of 21st-century teacher professionalism. Research consistently shows that teacher innovation positively influences professional commitment. Munawir et al. [24] found that teachers who frequently engage in innovative teaching practices exhibit greater emotional involvement in their profession and higher professional commitment. Innovation allows teachers to experience a sense of accomplishment and professional growth, which reinforces their attachment to the profession. International studies align with these findings. Thurlings et al. [30] reported that instructional innovation, particularly in digital and distance learning contexts, enhances both job satisfaction and professional commitment. Innovative teaching practices not only improve instructional effectiveness but also strengthen teachers' identification with the educational mission. In Indonesia, Babu [8] found that teachers who actively use digital learning media demonstrate higher levels of professional commitment. Innovation contributes to personal achievement, peer recognition, and positive feedback from school leaders, all of which reinforce teachers' commitment to their profession.

2.5. Interaction among Situational Leadership, Achievement Motivation, Innovation, and Professional Commitment

Recent studies suggest that teacher professional commitment is shaped by complex interactions among situational leadership, achievement motivation, and innovation. Herry et al. [1] found that situational leadership not only directly influences professional commitment but also moderates the relationship between achievement motivation and commitment. This indicates that adaptive leadership can strengthen the impact of teachers' internal motivation on their professional commitment. Additionally, Collie [31] demonstrated that achievement motivation mediates the relationship between situational leadership and professional commitment. Principals who apply situational leadership effectively enhance teachers' achievement motivation, thereby strengthening their commitment to the profession. Teacher innovation also plays a mediating role. Slavin [16] found that innovation mediates the relationship between achievement motivation and professional commitment, suggesting that motivated teachers are more likely to engage in innovative practices, which in turn foster stronger professional commitment. These findings highlight that professional commitment is not influenced by single factors in isolation but rather by interconnected psychological and organizational processes.

2.6. Research Gaps

Despite extensive research on teacher professional commitment, several gaps remain. First, most studies have been conducted in major regions such as Java and Sumatra, with limited empirical evidence from specific local contexts such as Parung Subdistrict, Bogor. Second, few studies have simultaneously examined situational leadership, achievement motivation, and innovation within a single integrative model. Third, teacher innovation is often measured in general terms, underscoring the need for more specific instruments that focus on digital innovation, differentiated instruction, and formative assessment practices. Lastly, the role of school culture in shaping situational leadership effectiveness remains underexplored in the Indonesian context.

3. Research Methodology

3.1. Research Design

This study employed a quantitative research approach using an explanatory research design. The explanatory design was chosen because the study aims to examine the causal relationships among situational leadership, achievement motivation, teacher innovation, and teacher professional commitment. Specifically, this research seeks to analyze both the direct and indirect effects of situational leadership (X1), achievement motivation (X2), and teacher innovation (X3) on teacher professional commitment (Y). A quantitative approach is considered appropriate because the variables under investigation can be measured objectively through standardized instruments, and statistical techniques are required to test the proposed hypotheses. The explanatory model allows for hypothesis testing regarding the extent to which independent variables determine variations in the dependent variable.

3.2. Research Setting and Population

The study was conducted in junior secondary schools (SMP and equivalent institutions) located in Parung Subdistrict, Bogor Regency, West Java, Indonesia. This setting was selected because of the diversity of school characteristics, including public and private institutions, which provides a representative context for examining leadership practices and teacher professionalism. The study population comprised all teachers working in SMPs and equivalent schools in Parung Subdistrict. Teachers were chosen as the unit of analysis because they directly experience leadership practices, possess varying levels of achievement motivation, engage in instructional innovation, and demonstrate professional commitment in their daily teaching activities.

3.3. Sample and Sampling Technique

A proportional random sampling technique was employed to ensure representation from different schools within the subdistrict. This technique ensures each teacher has an equal probability of being selected while maintaining proportional representation based on the number of teachers in each school. The sample size was determined using Slovin's formula with a 5% margin of error to ensure adequate statistical power and generalizability. The final sample consisted of teachers who met the inclusion criteria: (1) actively teaching during the research period, and (2) having at least one year of teaching experience in the current school to ensure sufficient exposure to the principal's leadership style.

3.4. Research Variables and Operational Definitions

This study consists of four main variables:

- **Situational Leadership (X1):** Situational leadership refers to the principal's ability to adapt leadership styles according to teachers' readiness levels. It includes four dimensions: directing, coaching, supporting, and delegating. This variable was measured based on teachers' perceptions of their principal's leadership behavior.
- **Achievement Motivation (X2):** Teachers' internal drive to achieve high performance standards, overcome challenges, and pursue professional excellence. The indicators include goal orientation, persistence, responsibility, and preference for challenging tasks.
- **Teacher Innovation (X3):** Teacher innovation refers to teachers' ability and willingness to develop and implement new instructional strategies, utilize technology, and create creative assessment methods. Indicators include instructional creativity, digital innovation, problem-solving orientation, and openness to change.
- **Teacher Professional Commitment (Y):** Teachers' emotional attachment, involvement, and loyalty to their profession. It includes affective, continuance, and normative commitment. Each variable was operationalized into measurable indicators using Likert-scale questionnaires.

3.5. Instrument Development

Data were collected using structured questionnaires developed based on established theoretical frameworks and previous empirical studies. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument consisted of:

- Situational Leadership Scale
- Achievement Motivation Scale
- Teacher Innovation Scale
- Professional Commitment Scale

Before data collection, the instrument underwent content validity testing through expert judgment involving three experts in educational management and research methodology. Construct validity was assessed using an exploratory factor analysis (EFA) and, if necessary, a confirmatory factor analysis (CFA). Reliability testing was conducted using Cronbach's Alpha coefficient. A reliability coefficient of ≥ 0.70 was considered acceptable, indicating the instrument's internal consistency.

3.6. Data Collection Procedure

Data collection was carried out after obtaining official research permission from relevant authorities and school principals. Questionnaires were distributed directly to teachers or through an online survey platform, depending on school accessibility and preference. Respondents were informed about the purpose of the study, confidentiality assurance, and voluntary participation. Ethical considerations were strictly observed to ensure that participants' identities remained anonymous and their responses were used solely for research purposes.

3.7. Data Analysis Techniques

Data analysis was conducted using statistical software such as SPSS and/or SEM-based software (e.g., AMOS or SmartPLS), depending on the model's complexity.

3.7.1. Descriptive Analysis

Descriptive statistics were used to describe the characteristics of respondents and the distribution of each variable. The analysis included mean scores, standard deviations, and frequency distributions.

3.7.2. Assumption Testing

Before hypothesis testing, classical assumption tests were conducted, including:

- Normality test
- Linearity test
- Multicollinearity test
- Heteroscedasticity test

These tests ensured that the data met the assumptions required for regression or structural equation modeling.

3.7.3. Inferential Analysis

To test the research hypotheses, multiple regression analysis and/or Structural Equation Modeling (SEM) were employed:

- Multiple Regression Analysis was used to determine the partial and simultaneous effects of situational leadership, achievement motivation, and teacher innovation on professional commitment.
- SEM Analysis was used to test mediation effects and examine the structural relationships among variables.

The level of significance was set at $\alpha = 0.05$.

3.8. Hypothesis Testing

The hypotheses tested in this study include:

- Situational leadership positively influences teacher professional commitment.
- Achievement motivation positively influences teacher professional commitment.
- Teacher innovation positively influences teacher professional commitment.
- Situational leadership positively influences achievement motivation.
- Situational leadership positively influences teacher innovation.
- Achievement motivation positively influences teacher innovation.
- Achievement motivation mediates the relationship between situational leadership and professional commitment.
- Teacher innovation mediates the relationship between achievement motivation and professional commitment.

Hypotheses were accepted if the significance value (p-value) was less than 0.05 and the regression coefficient was positive.

3.9. Ethical Considerations

This study adhered to ethical research principles. Participation was voluntary, and respondents were informed about their right to withdraw at any time. Confidentiality and anonymity were guaranteed, and no personal identification data were disclosed in the research findings.

3.10. Limitations of the Methodology

Although this study employed rigorous quantitative methods, several limitations should be acknowledged. First, the use of self-reported questionnaires may introduce response bias. Second, the cross-sectional design limits the ability to infer long-term causal relationships. Third, the findings are context-specific to Parung Subdistrict and may not be fully generalizable to other regions.

3.11. Data Analysis Technique

3.11.1. Conceptual Framework Diagram

Figure 1 shows a conceptual framework for three independent variables and a dependent variable. Situational Leadership (X1), Achievement Motivation (X2), and Teacher Innovation (X3) are independent variables that lead to Professional Commitment (Y).

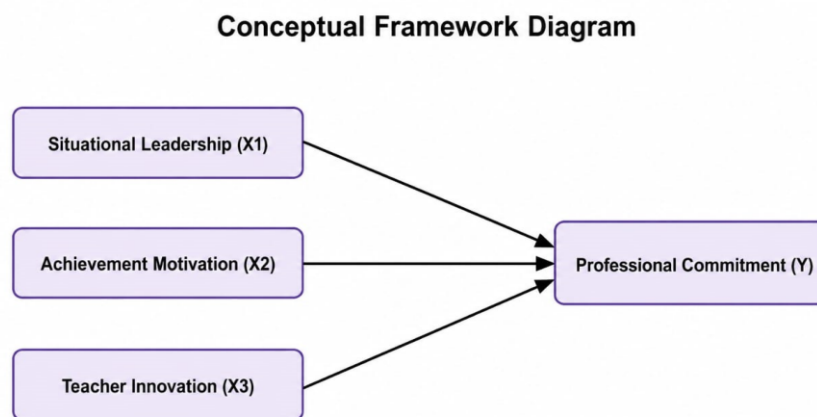


Figure 1: Conceptual framework of factors influencing professional commitment

Leadership, motivation to achieve, and innovative teaching affect teachers' professional commitment, the framework demonstrates. The model suggests that improving these three criteria may boost teachers' professional commitment.

3.11.2. Descriptive Statistics of Research Variables

A bar chart with Likert-scale mean ratings displays descriptive statistics for research variables: Situational Leadership, Achievement Motivation, Teacher Innovation, and Professional Commitment (Figure 2).

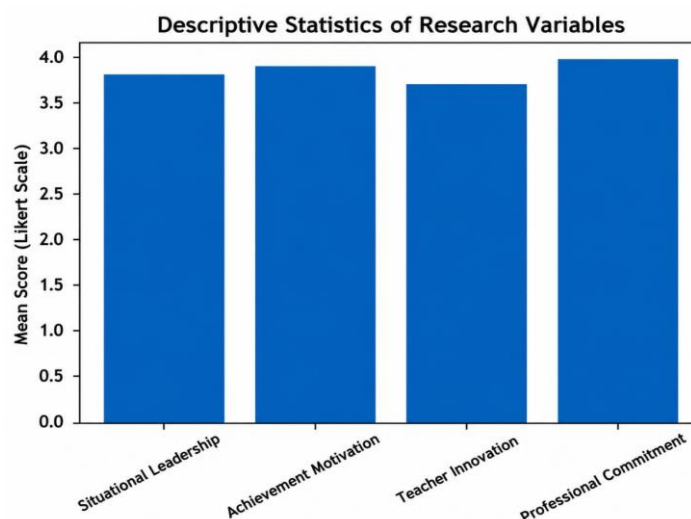


Figure 2: Descriptive statistics of research variables

The data show that respondents rate all criteria between 3.7 and 4.0, indicating positive perceptions. Professional Commitment averages 4.0, while Teacher Innovation is the lowest, but still good. The results reveal great professional commitment, motivation, leadership viewpoints, and innovative practices.

3.11.3. Research Methodology Flowchart

Research technique flow chart illustrating the study's systematic approach. Junior high school teachers in Parung District, Bogor, are the research population (Figure 3).

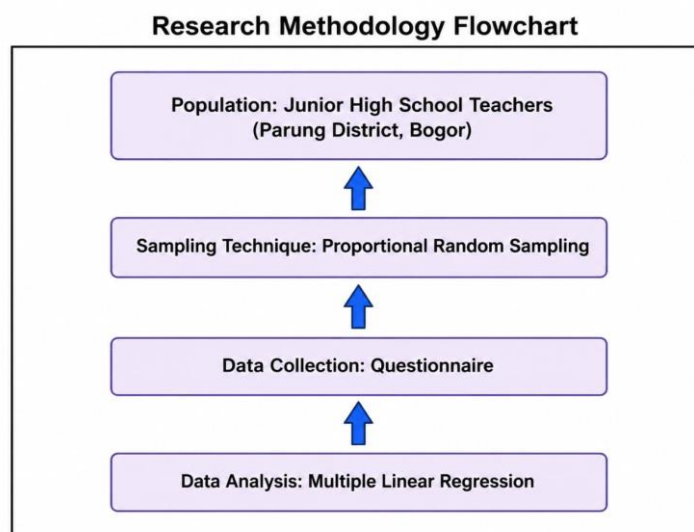


Figure 3: Research methodology flowchart

The study then uses proportional random sampling to select representatives from the population. Data were collected by questionnaire. Multiple linear regression was performed to determine the relationships among the study variables and the independent variable's effect on the dependent variable.

4. Conclusion

This study concludes that situational leadership, achievement motivation, and teacher innovation are significant determinants of professional commitment among junior high school teachers in Parung Sub-District, Bogor Regency. The findings demonstrate that principals' ability to apply situational leadership—by adjusting leadership styles to teachers' readiness, competence, and professional needs—positively influences teachers' sense of responsibility, loyalty, and attachment to the teaching profession. Adaptive leadership practices create a supportive school climate that encourages trust, collaboration, and professional engagement. Achievement motivation also plays a crucial role in strengthening professional commitment. Teachers who possess a strong drive for excellence tend to demonstrate greater persistence, responsibility, and enthusiasm in performing their professional duties. This internal motivation encourages continuous professional development and resilience in the face of instructional challenges, thereby reinforcing a long-term commitment to the profession. Furthermore, teacher innovation significantly contributes to professional commitment.

Innovative teachers who actively develop creative instructional strategies, integrate educational technology, and adopt new pedagogical approaches experience greater professional fulfillment and autonomy. This sense of accomplishment enhances their identification with the teaching profession and sustains their commitment in a dynamic educational environment. Simultaneously, the interaction among situational leadership, achievement motivation, and teacher innovation provides a comprehensive explanation of teachers' professional commitment. Effective leadership not only directly affects commitment but also indirectly strengthens it by fostering motivation and encouraging innovation. These findings suggest that efforts to improve teacher professional commitment should be holistic, integrating adaptive leadership practices, motivational support, and opportunities for instructional innovation. In conclusion, strengthening teachers' professional commitment requires strategic leadership, cultivating achievement motivation, and promoting innovative teaching practices. Such integrated efforts are essential for enhancing teacher professionalism and supporting sustainable improvements in educational quality.

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