

The Role Career Development, Organizational Citizenship Behavior and Leadership on Teacher Performance: An Empirical Study on Elementary School in Bandung

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ABSTRACT

This study analyzes career development, organizational citizenship behavior, and leadership relationship with the Head of elementary school performance. This research method is quantitative with data processing tools using SPSS software. Data was obtained through the distribution of online questionnaires to 212 elementary school teachers in Tangerang who were selected using the simple random sampling method. Based on data analysis, it can be concluded that career development has a positive effect on teacher performance, organizational citizenship behavior has a positive impact on teacher performance, Leadership has a positive effect on teacher performance, and career development, organizational citizenship behavior, and Leadership simultaneously have a positive and significant impact on teacher performance.

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I. Introduction

In the era of education 4.0, career development, principal leadership style, and organizational citizenship behavior (OCB) are factors. A good organization must pay attention to the career development that exists in the organization. Teachers who have more competence are required to get appropriate career development. Career development is a human resource management activity that aims to improve and increase the effectiveness of the organization's performance. With career development, work implementation will be increasingly able to provide the best contribution to realizing students' goals. Career development is a staffing activity that helps employees plan their future careers in the company so that the company and the employees concerned can develop themselves to the maximum. A survey conducted found that of the employees who had left the organization, ninety percent of those quitting voluntarily expressed a lack of Career and professional development and support from their manager or supervisor. Career development is a process of increasing the ability to achieve the desired Career. A career is a job owned or done by an individual during his lifetime. So based on some opinions, it can be concluded that career development is a process of increasing ability in work. In the context of teachers, career development is intended as teacher competency development to improve careers in teaching to create quality teachers and produce competitive outputs.

According to Djaelani et al. (2021), leadership style can affect teacher performance either directly or indirectly. Leadership can only be carried out by a leader who can be an example for his subordinates. In terms of education, the leader in the school is the principal. A leader must have expertise in leading and the ability to influence others. The leader is a mandate that must be carried out and accounted for. A leader determines the appeal and goals to achieve the organization's vision and mission of the organization, according to Djaelani et al. (2021). Leadership is the process by which a leader can influence and direct the people he leads to achieving a common goal. According to Da'as et al. (2020); Djaelani et al. (2021), Leadership style is the behavior or action of a leader in carrying out managerial tasks. According to Da'as et al. (2020); Djaelani et al. (2021). Leadership is

the process of understanding what people do together to understand and be willing to do it. From several opinions, it can be concluded that leadership style is a leader's behavior that concerns the ability to lead an organization and direct and influence his subordinates to achieve the goals proclaimed. Organizational Citizenship Behavior (OCB) According to Asgari et al. (2020); Choi et al. (2020); Da'as et al. (2020); Djaelani et al. (2021), is the behavior of an individual who contributes more to the company which in the aggregate will increase the effectiveness of an organization. Another opinion According to Asgari et al. (2020); Choi et al. (2020), the behavior demanded by organizations today is not only behavior that is limited to company regulations and in-role behavior in accordance with the job description but also extra-role behavior. From several expert opinions, it can be concluded that OCB is an extra behavior that employees sincerely do outside of the jobs that should be done which will increase the effectiveness of an organization. This research contributes to the development of teacher careers and leadership styles associated with Organizational Citizenship Behavior which will produce output in the form of teacher performance. The aims of this research are: (1) to analyze the influence of Career Development on the performance of elementary school teachers in Bandung. (2) Analyzing the influence of Career Development on teacher performance on the performance of elementary school teachers in the city of Bandung. (3) Analyzing the influence of leadership style on the performance of elementary school teachers in the city of Bandung.

II. Literature Review

A. Career Development

According to Albloush et al. (2020). Alhashedi et al. (2021); Asgari et al. (2020); Choi et al. (2020); Da'as et al. (2020); Djaelani et al. (2021). There are five indicators in employee career development, namely:

1. Fair treatment in Career

Fair treatment in a career is very important in a person's career development employee. Not taking sides with any of the employees and behaving fairly every employee by looking at the results and the attitude of an employee. Fair treatment only will be realized if the promotion criteria are based on considerations objective, rational, open and widely known among employees.

2. Concern for direct superiors

Employees generally expect direct involvement from their immediate superiors them in career development planning. The form of concern for superiors is by how to give feedback or feedback to employees about the implementation of tasks each so that each employee knows the potential that must be overcome. The feedback provided will be an important ingredient for employees in determine the initial steps that must be taken so that the possibility of being promoted the greater it is.

3. Information about various promotional opportunities

Employees generally expect to have access to information about various opportunities for promotion. This access is very important especially when The available vacancies are filled through a competitive internal selection process. If access does not exist or is very limited in nature, so workers will find it easy assume that the principles of fairness and equality to be promoted are not applied in the organization.

4. Interest to be promoted

The right approach in cultivating the interest of workers to develop Career is a flexible and proactive approach. That is, interest in developing Career is very individualistic. Workers will take into account several factors such as age,gender, type and nature of current work. Not only education and training,number of dependents and several other factors can affect the interest someone in their career development.

5. Satisfaction level

It is undeniable that everyone wants every progress especially in Career. Although the measure of success for each individual is definitely different, is a result of the level of employee

satisfaction. Employees will be satisfied with himself if he can reach a certain level in his Career even if not much successful steps.

B. Leadership Style

According to Donglong et al. (2020); Fayzhall et al. (2020); Kadiyono et al. (2020) there are four dimensions of Hersey and leadership style theory of Blanchard that is.

1. Directing Style (Telling)

This style is aimed at high direction from the leader but low support from subordinates. This style places great emphasis on one-way communication. Leader limit the role of subordinates and provide clear and detailed directions. on the other hand the leader should provide a solution like what and how to respond to each job.

2. Selling Style

In this style, aim at the high direction of the leader and the high support from subordinates. Leaders provide opportunities for employees to provide opinions and leaders motivate employees. In this style support is increased but control over decision making remains leader.

3. Participatory Style (Participating)

In this style is aimed at high support but low direction to his subordinates. Position of control in problem solving and decision making held alternately. Leaders ask for input from subordinates and leaders participate in solving work problems.

4. Delegating Style

In this style, there is low support and low direction. Leader discuss the existing problems and find the best decision then delegated to subordinates. Leaders give more responsibility to subordinates to make decisions.

C. Organizational Citizenship Behavior (OCB)

According to Motalebi, P., & Marşap, A. (2020); Nadeak et al. (2021) there are five indicators for the assessment of Organizational Citizenship Behavior on employees:

1. Altruism (Behavior Helps Coworkers)

Help other employees without any coercion on tasks related to the operations of the organization or company. Replacing coworkers who are absent from work. Volunteer to do something without being asked. In this aspect, providing assistance is not the responsibility of the main task.

2. Courtesy (Respect for Others)

Relieve work-related problems faced by other people. Assist other employees in finding solutions to any problems encountered. In this aspect maintain good relations with other employees and tend to show caring behavior to others.

3. Sportsmanship (Tolerating Less Ideal Circumstances)

Contains taboos that will damage the organization. Tolerating and not complaining and not exaggerating the problem out of proportion. In this aspect it supports a positive work climate at work because of more polite behavior and cooperation with other employees.

4. Civic Virtue (Voluntary Participation For Organizational Advancement)

Demonstrate voluntary participation and support for organizational functions both professionally and socially. Dedicate himself to corporate responsibilities such as following changes in the organization. Take the initiative to recommend a change for the sake of efficiency and company progress.

5. Conscientiousness (Working Beyond Standards)

Contains the performance of the role requirements that exceed the minimum standards. Behavior that shows the employee's more effort than the company's expectations. In this aspect, it is voluntary and does not expect rewards to be received.

D. Performance

According to Motalebi, P., & Marşap, A. (2020); Nadeak et al. (2021); Nugroho et al. (2020); Pio et al. (2020) there are six categories that measure the level of individual employee performance, namely:

1. Quality (Quality)

Is the level where the results of the performance of employees who are carried out are near perfect in terms of accuracy, thoroughness and can be accepted from an activity.

2. Productivity

Is the amount or quantity produced must be effective and efficient. The benchmark is the more produced by the employee, the better the performance of the employee so that what can be seen is the quantity.

3. Job Knowledge (Knowledge of Tasks)

It is the level of knowledge possessed by employees or the level of information possessed by employees to complete each task.

4. Reliability (Reliability)

It is the degree to which an employee can be trusted while completing each job.

5. Availability (Availability)

It is the level of timeliness of a completed activity and accuracy in the employee attendance record.

6. Independence

It is the degree to which an employee can perform a job without the help or guidance of his supervisor

E. Hypothesis Development

Research conducted by Motalebi, P., & Marşap, A. (2020); Nadeak et al. (2021) that career development has a positive effect on teacher performance. another study conducted by Nugroho et al. (2020); Pio et al. (2020) that career development has a positive effect on teacher performance. Based on the results of the research above, the following hypotheses can be formulated:

H1: Career Development has a positive effect on teacher performance at elementary schools in Bandung City

Research According to Sheeraz et al.(2020); Supriyanto et al. (2020) that career development has a positive effect on teacher performance in schools. Another study by Tian et al. (2020); Waruwu, et al. (2020) that career development has a positive effect on teacher performance in schools. Based on the results of the research above, a hypothesis can be formulated

as follows :

H2: Career Development has a positive effect on teacher performance at elementary schools in Bandung City

According to Purwanto et al. (2021); Purwanto et al. (2021) that leadership style has a positive effect on teacher performance. Another study by Shrestha et al. (2020); Sheeraz et

al.(2020); Supriyanto et al. (2020) that leadership style has a positive effect on teacher performance. based on the results of the research above, the following hypotheses can be formulated:

H3: Leadership style has a positive effect on teacher performance in elementary schools in Bandung City

III. Method

This research method is quantitative with data processing tools using SPSS software. Data was obtained through the distribution of online questionnaires to 212 elementary school teachers in Tangerang who were selected using the simple random sampling method. This study uses a quantitative approach using primary data. Data collection on a quantitative approach uses a questionnaire. The data obtained will be analyzed further in the data analyst. This study consists of four variables, namely career development, leadership style, organizational citizenship behavior and employee performance.

The hypotheses of this research are

H1: Career development has a positive effect on teacher performance

H2: Organizational citizenship behavior has a positive effect on teacher performance

H3: Leadership has a positive effect on teacher performance

H4: Career development, organizational citizenship behavior and Leadership have a simultaneous positive effect on teacher performance

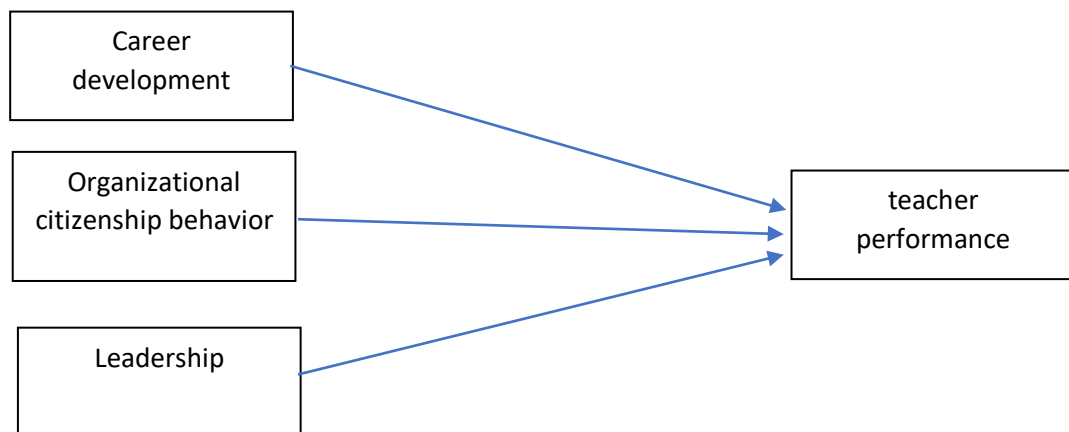


Fig 1. Research Model

IV. Result and Discussion

The model testing was carried out using the coefficient of determination (Adjusted R Square) covering the ability of the independent variable to explain the dependent variable and the F test was carried out to test the suitability of the model used for analysis.

A. F test

The results of the career development regression test, organizational citizenship behavior and Leadership on teacher performance are as follows.

Table 1: F Test Results (Anova)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12,912	2	6,434	55,612	,000 ^b

Residual	11,412	99	,112
Total	24,424	101	

Based on Table 1, it is known that the value of sig. on the F (Anova) test of 0.000 indicating a significance level less than 0.05, it can be concluded that the regression model used meets the requirements of Goodness of Fit. Career development variables, organizational citizenship behavior and Leadership have a simultaneous effect on teacher performance.

B. Determination Test

The results of the regression test of the influence of career development, organizational citizenship behavior and Leadership on teacher performance are as follows.

Table 2 Determination Test Results (Adjusted R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,745 ^a	,540	,522	,34123

Based on table 2, the value of Adjusted R Square in the determination test of career development, organizational citizenship behavior and Leadership on teacher performance is 0.54 which means 54. % changes in the teacher performance variable can be explained by the career development, organizational citizenship behavior and leadership variables in the model, while the remaining 48% is explained by other variables or factors outside the model.

C. Hypothesis Test (t Test)

The results of the regression analysis of the influence of career development, organizational citizenship behavior and Leadership on teacher performance are as follows:

Table 3: Hypothesis Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Ket.
		B	Std. Error	Beta			
1.	career development -> teacher performance	,565	,087	,540	6,471	0,000	Supported
2.	organizational citizenship behaviour -> teacher performance	,242	,075	0,270	3,238	0,000	Supported
3.	leadership -> teacher performance	,386	,153	0,286	2,515	0,000	Supported

After doing a regression analysis based on table 3, the results of the hypothesis test are as follows:

1. H1: Career development has a positive effect on teacher performance

The regression results show that the beta career development value on teacher performance is 0.540 and the significance level is 0.000 less than 0.05, so it can be concluded that the career development hypothesis has a positive effect on teacher performance in elementary school teachers, which means that career development has a positive and significant effect on teacher performance.

These results are in line with research by Sheeraz et al.(2020); Supriyanto et al. (2020); Tian et al. (2020); Waruwu, et al. (2020) that Career development has a positive effect on teacher performance and Tian et al. (2020); Waruwu, et al. (2020) that Career development has a positive effect on teacher performance. An increase in the influential Career development variable will encourage a significant increase in the teacher performance variable and a decrease in the influential Career development variable will encourage a significant decrease in the teacher performance variable. Career development in teachers is needed to see what is happening at this time. Good career development can trigger teachers to increase sensitivity to increase work productivity. With a clear career development, it is certain that the teacher will increase his contribution beyond the predetermined job desk in order to achieve his career goals. This will be an added value for every teacher. Good career development will indirectly improve performance to achieve the desired Career. Based on research that has been done career development if it goes well will produce good performance for schools. Career development carried out by schools such as workshops and training. So that it will get special attention for the teacher. Career development in schools will improve the quality of resources and performance in this case is the teacher. If the implementation can be realized properly, it will have an impact on the quality of improving the quality of education. So that the graduates produced in elementary schools can develop and compete between schools

2. H2: Organizational citizenship behavior has a positive effect on teacher performance

The regression results show that the beta value of Organizational citizenship behavior on teacher performance is 0.270 and the significance level is 0.000 less than 0.05, so it can be concluded that the hypothesis that the quality of work life has a positive effect on teacher performance in elementary school teachers is accepted, meaning that organizational citizenship behavior has a positive and significant effect. to teacher performance. These results are in line with research by Motalebi & Marşap (2020); Nadeak et al. (2021) that Organizational citizenship behavior has a positive effect on teacher performance and Nugroho et al. (2020); Pio et al. (2020). that Organizational citizenship behavior has a positive effect on teacher performance. An increase in the influential variable Organizational citizenship behavior will encourage a significant increase in the teacher performance variable and a decrease in the influential Organizational citizenship behavior variable will encourage a significant decrease in the teacher performance variable.

3. H3: Leadership has a positive effect on teacher performance

The regression results show that the beta value of the influence of Leadership on Organizational Citizenship Behavior is 0.286 and the significance level of 0.000 is smaller than 0.05, so it can be concluded that the Leadership hypothesis has a positive effect on Organizational Citizenship Behavior in elementary school teachers, which means that Leadership has a positive and significant effect on OCB. These results are in line with the research by Supriyanto et al. (2020); Tian et al. (2020); Waruwu, et al. (2020) that Leadership has a positive effect on teacher performance and according to Purwanto et al. (2021); Shrestha et al. (2020); Sheeraz et al. (2020) that Leadership has a positive effect on teacher performance. An increase in the influential Leadership variable will encourage a significant increase in the teacher performance variable and a decrease in the influential Leadership variable will encourage a significant decrease in the teacher performance variable. With Leadership that can embrace all members of school teachers, it is not impossible that teachers will be generous and give more attitudes to provide more performance for improving the quality of schools. The more often the leader encourages employees to achieve organizational goals, the more employees will be confident in their ability to carry out their duties and this indirectly affects employees. Leadership style is one that can affect the attitude of every teacher. With a good leadership attitude, it is not impossible for teachers to sincerely do their best. Leaders can direct where the organization will be anchored and what will result from the organization. Leaders can determine the best strategy that will be carried out extra and simultaneously. The researcher observed that the principal was very active in encouraging and directing every activity, both formal and informal. The leadership style here must play an active role in improving teacher performance so that it can optimize existing abilities in order to produce outputs that can compete at the same level. In this study the principal has been very active in improving teacher performance, one of which is by providing training both inside and outside the school. The principal fully facilitates these activities for the development of teachers. In addition, the principal also directs the points that must be achieved for each teacher in every teacher meeting. In addition, the principal also facilitates some

teachers who are possible as assessors. But it would be nice if the principal also came down to directly supervise or directly evaluate the performance of the teacher.

4. H4: Career development, organizational citizenship behavior and Leadership have a simultaneous positive effect on teacher performance

The results of the F test career development, organizational citizenship behavior and Leadership simultaneously on teacher performance show a significance value of 0.001 less than 0.05, it can be concluded that the hypothesis of career development, organizational citizenship behavior and Leadership simultaneously affect teacher performance is accepted, meaning career development, organizational citizenship behavior and Leadership simultaneously on teacher performance. This result is in line with the research by Choi et al. (2020); Da'as et al. (2020); Djaelani et al. (2021). that career development, organizational citizenship behavior and Leadership simultaneously have a significant effect on teacher performance and according to Albloush et al. (2020). Alhashedi et al. (2021); Asgari et al. (2020) Career development, organizational citizenship behavior and Leadership simultaneously have a significant effect on teacher performance. An increase in career development, organizational citizenship behavior and leadership variables simultaneously will encourage a significant increase in teacher performance variables and a decrease in career development, organizational citizenship behavior and leadership simultaneously. will encourage a significant decrease in the teacher performance variable.

Conclusion

Based on the data analysis, it can be concluded that career development has a positive effect on teacher performance, the higher the career development, the higher the teacher performance will be. Organizational citizenship behavior has a positive effect on teacher performance, the higher organizational citizenship behavior will encourage teacher performance. Leadership has a positive effect on teacher performance, the higher the Leadership it will encourage an increase in teacher performance. Career development, organizational citizenship behavior and Leadership simultaneously on teacher performance, the higher career development, organizational citizenship behavior and Leadership will simultaneously encourage teacher performance improvement. In this study, the focus of the research is limited to elementary schools in Bandung. This will be different if examined in various other schools such as high school or junior high school. In addition, what can be considered is the distribution of targeted questionnaires with hardcopy, not only using online. For further research, it is necessary to analyze other variables that are not discussed in this study and use other methods and be applied in other schools and regions.

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