

# THE RELATIONSHIPS AMONG LECTURERS' SELF-CONCEPT AND LEADERSHIP STYLE AND STUDENTS' MOTIVATION TO LEARN ENGLISH AT TERTIARY LEVELS OF EDUCATION

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## ABSTRACT

*This study was aimed to find out (a) the existing phenomena of English lecturers' of non-English major self-concept and leadership style at Sriwijaya University, (b) the existing phenomena of non-English major students' motivation to learn English at Sriwijaya University, (c) whether or not there was significant correlation among lecturers' self-concept and leadership style and students' motivation to learn English, (d) how much lecturers' self-concept and leadership contribute to students' motivation to learn English. The data were collected by distributing self-concept questionnaire and leadership questionnaire to 19 English teachers of non-English majors and motivation to learn English questionnaire to 714 non-English major students. The result described that the lecturers' self-concept was mostly positive for the five sub-scales with the highest positive percentage was for self-regard (84.9%). For the leadership style, the result revealed that 10.5 % of the lecturers had country club leadership style and the other 89.5% had team leader leadership style. In terms of students' motivation to learn English, the twelve subscales were dominantly responded positively by the students with the highest percentage (96.5%) went to integrative orientation subscale. Furthermore, there was significant correlation between lecturers' self-concept (total) and students' motivation to learn English (total) ( $R^2 = .006$ , sig.  $F = .044$ ). However, there is no significant correlation between lecturers' leadership style and students' motivation to learn English.*

**Key words:** lecturers' self-concept, lecturers' leadership styles, students' motivation

## 1. Introduction

Self-concept is believed as one of the personal factors that, realized or not, may shape someone's perception about himself or herself and this perception is reflected in their action which consciously or subconsciously becomes important in education context. Shavelton and Bolus (1982) figured out a structure of self-concept and they mentioned that self-concept could be hierarchically categorized into three areas: self-concept in sub-areas, academic and non-academic areas, and general areas

Previous studies have shown how self-concept affected the academic achievement significantly. For example, the study conducted by Tang (2011) that involved 143 first year college students in a private university in Malaysia found that the students' academic self-concept strongly impacted their academic achievement. Tang (2011) also found that the non-academic self-concepts such as peer relation self-concept and appearance self-concept affected the academic achievement for non-language subjects and English score respectively. Another study done by Liu (2010) that involved 434 university students in Taiwan also indicated that academic self-concept positively and significantly correlated with the motivation in a foreign language learning. Liu (2010) found that the students who had positive academic self-concept were more motivated to learn. Many other researchers who did a study about students' self-concept, motivation and

academic achievement got quite similar results where most of the finding showed that generally those three factors are significantly related to each other (Ribas, 2009; Awan, Noureen & Naz, 2011; Matovu, 2012).

Concerning the findings that showed students' self-concept as the influential factor for students' learning motivation and academic achievement success, it is also important to see how the lecturers' self-concept plays a role in stimulating the students to have positive motivation in learning. The lecturers, as the most possible person who can effectively and optimally stimulate the students' learning, should be aware that how they present themselves as a role model impress the students, if not inspire, more than the contents of the subject itself, especially when the subject is not a favorite one. For that reason, lecturers' self-concept is one of the essential factors which should be taken into account.

The important role of teacher is shown in the study done by Matsumoto (2009) investigating the relationship between learners' own motivation and their perception of the strength of teacher's motivation by involving 119 students of English as second language in Australia. Matsumoto (2009) showed that teachers' enthusiasms and commitment in teaching strongly affected the students' motivation especially at the elementary and the advanced level. In addition, the teachers' personality became the most influential factor for elementary level students, while the teachers' attitudes toward teaching and teachers' teaching way, including teaching skills,

techniques, materials, were the most important element that influences the intermediate and advanced level students respectively (Matsumoto, 2009).

In regional context, the study on teachers' self-concept was conducted by Diem (1998) who got involved 275 EFL teachers and 88 senior high school students in South Sumatra, Indonesia. Diem (1998) found that there was significant relationship between the teachers' self-concept and their effectiveness in teaching. The result of Diem's study also showed that the teachers' experience and education variables, in addition to their self-concept, were the other influential factors of the teaching effectiveness. In short, many scholars who conducted research concerning the self-concept issue have found almost the same result about how the teachers' self-concept contributed significantly to their effectiveness in teaching as well as their professionalism.

However, in the leadership area, Hariri (2011) claims that there is still lacking evidence and study about school leadership in Indonesia context. Indeed, most leadership issue discussed in education context focuses on structural position at school where lecturers or teachers are supposed to be followers while principals or others in higher position are expected to be the leaders. One example of study on leadership conducted in education context was Burhanuddin's study (2009) which examined the roles of principal in improving school effectiveness in one primary school in South Australia. The finding showed that team leader was the most important role, while supervisor was rated as the least important. Burhanuddin (2009) also found that a principal should work cooperatively with staff to ensure more effective use of their skills. In addition, the task of a principal in making decisions on staff development programs was not necessarily expected by the practicing teachers and it was considered that organization coordination as the most important area within which a principal should provide more leadership, while curriculum or instructional improvement and innovation was regarded as the least important (Burhanuddin, 2009).

In a regional context, the example of study on leadership conducted by Hariri (2011) involving 555 teachers and principals of 37 schools from six districts in Lampung. Hariri (2011) examined the relationship between the principal leadership style and principal decision-making styles and their use as indicator in teachers' job satisfaction. Based on the result of the study, Hariri (2011) argues, "teachers' job satisfaction is important because when teachers' enjoy their work, they do not want to leave their school, they are devoted or committed to their work and they do not want to abandon their profession- they are stimulated to perform their job very well to achieve school goals" (pp.4-5). This means that the principal's leadership style could be important predictor to increase teachers' job satisfaction which is resulted in their good teaching performance and commitment.

Concerning the finding from the previous studies, there was evidence of how the leadership style of the leader could stimulate the followers to have good performance at work. Having that in mind, if the context is in English as foreign language classroom, the teachers' leadership style might also meaningful in stimulating students to learn English. In summary, studies of the relationships between self-concept, leadership and motivation in Indonesia education context are still greatly needed. Investigating these relationships may give additional important information dealing with English as foreign language learning process performance. Therefore, this research examined the relationship among lecturers' self-concept and leadership and students' motivation at tertiary level of education

#### A. *Research Problems*

There are some research questions in this study.

1. What are self-concept and leadership styles of the English lecturers of non-English major at Sriwijaya University?
2. What is the students' of non-English majors at Sriwijaya University motivation to learn English?
3. Is there any significant correlation between the lecturers' self-concept and the students' motivation to learn English?
4. Is there any significant correlation between the lecturers' leadership style and the students' motivation to learn English?
5. How much does the lecturers' self-concept contribute to the students' motivation to learn English?
6. How much does the lecturers' leadership contribute to the students' motivation to learn English?

#### B. *Research Method*

A correlation design was used to investigate the correlation among lecturers' self-concept and leadership toward students' motivation to learn English. The population of this study was English lecturers who teach at non-English major and students of non-English majors at Sriwijaya universities who took English class for academic year 2013/2014. Initially, 974 students from seven Faculties within Sriwijaya University and 27 English lecturers who teach at the seven Faculties constituted the sample of this study. However, complete data were available for only 714 students and 19 lecturers. All of the samples were asked to complete the respondents' personal data and the questionnaires from which data regarding their self-concept, leadership style and English learning motivation were obtained. In order to investigate whether there was significant correlation among the variables, a Pearson Product Moment Correlation analysis was used. A further analysis through Regression Analysis was conducted for the variables that had significant correlations to see the contribution of the predictors to the criterion.

The data for this study was collected through distributing three types of questionnaire to the samples. Self-concept questionnaire and leadership questionnaire

was administrated to the lecturers while the motivation questionnaire went the students. The first set of the questionnaire was used to collect the data about the lecturers' self-concept and leadership preferences. The second one was motivation questionnaire which was used to investigate the students' motivation to learn English.

The self-concept questionnaire used was adapted from multidimensional self-concept questionnaire from the Fleming-Courtney revision of Janis-Field Scale. This questionnaire has 36 questions in form of Likert-Scale ranged from 1 (very often) to 7 (almost never) and consisted of five sub-scales: self-regard, social confidence, work abilities, physical appearance and physical abilities. The distribution of the questions is shown in table 1.

The leadership questionnaire used was taken from Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire. This questionnaire has 18 questions in form of Likert-Scale ranged from 0 (never) to 5 (always) and consists of two categories: concern on people and concern on task. The score for scale 0 is 0, scale 1 is 1, scale 2 is 2, scale 3 is 3, scale 4 is 4 and scale 5 is 5. To determine the leadership style possessed by each lecturer, the sum score of each category was multiplied by 0.2. This final score then was plotted on the managerial grid graph where the horizontal line was from the final people category score and the vertical one was from the final task category score (see Pic.1). The distribution of the questions is shown in table 2.

The motivation questionnaire used was adapted from attitude/motivation test battery (AMTB) by Gardner (2004). This questionnaire has 104 questions in form of scale ranged from 'strongly disagree' (1), 'moderately disagree' (2), 'slightly disagree' (3), 'slightly agree' (4), 'moderately agree' (5), to 'strongly agree' (6). The items were categorized into twelve sub-scales. The questions were divided into two types of keys: positively keyed and negatively keyed.

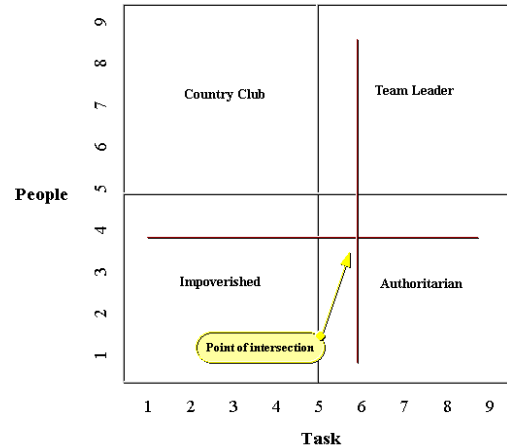
**Table 1.** Question Distribution of Multidimensional Self-Concept Questionnaire

Subscale	Item number
Self-regard	1, 7, 13, 14*, 26*, 32, 35
Self-confidence	2, 5, 6, 11, 12, 15, 16, 20, 21, 27, 31, 33
Work Abilities	9, 10, 17, 19*, 22, 28, 34
Physical Appearance	3*, 23, 25, 29, 36
Physical Abilities	4, 8, 18, 24, 30

**Table 2.** Question Distribution of Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire

Category	Item number
Concern on People	1, 4, 6, 9, 10, 12, 14, 16, 17
Concern on Task	2, 3, 5, 7, 8, 11, 13, 15, 18

The scores for positively keyed questions were: 1 for scale 1, 2 for scale 2, 3 for scale 3, 4 for scale 4, 5 for scale 5 and 6 for scale 6. In vice versa, the score for negatively keyed questions were: 6 for scale 1, 5 for scale 2, 4 for scale 3, 3 for scale 3, 2 for scale 5 and 1 for scale 6 (see Table. 3).



**Pic 1.** ManagerialGrid Graph

**Table 3.** Question Distribution of Attitude/Motivational Test Battery Questionnaire

Subscale	Item number	
	Positively keyed	Negatively Keyed
Interest in Foreign Language	1, 21, 42, 65, 85	12, 32, 55, 76, 95
Parental Encouragement	2, 22, 43, 4, 57, 66, 86, 103	N/A
Motivational Intensity	13, 33, 56, 77, 96	3, 23, 44, 67, 87
English Class Anxiety	16, 36, 60, 80, 98	4, 24, 45, 68, 88,
English Teacher Evaluation	5, 25, 46, 69, 89	14, 34, 58, 78, 97
Attitudes toward English Learning	6, 26, 47, 70, 90	18, 38, 62, 82, 100
Attitudes toward English-Speaking People	7, 27, 40, 53, 49, 71, 91, 104	N/A
Integrative Orientation	8, 28, 50, 72	N/A
Desire to Learn English	9, 29, 51, 73, 92	17, 37, 61, 81, 99
English Course Evaluation	20, 41, 64, 84, 102	10, 30, 52, 74, 93
English Use Anxiety	11, 31, 54, 75, 94	19, 39, 63, 83, 101
Instrumental Orientation	15, 35, 59, 79	N/A

C. Result

The result of students' motivation to learn English is presented in Table 4.

**Table 4.** Summary of Percentage Analysis of Students' Motivation to Learn English for Each Sub-Scale (N= 714)

Variable	Sub-scales	NO	YES
		%	%
Students' Motivation to Learn English	Interest in FL	14.97%	85.03%
	Parental Enc.	7.64%	92.36%
	Motivational Ints.	20.67%	79.33%
	E.Class Anxiety	53.61%	46.39%
	E.Teacher Evaluation	12.07%	87.93%
	Att.toward E.learning	9.01%	90.99%
	Att.toward E.speaking people	13.4%	86.6%
	Integrative Orientation	3.5%	96.5%
	Desire to Learn English	12.3%	87.7%
	English Course Evaluation	21.7%	78.3%
	English Use Anxiety	52.1%	47.9%
	Instrumental Orientation	10.5%	89.5%

From the twelve subscales of motivation measured, almost all of the sub-scales were responded positively by the students. For interest in foreign language, 85.03% of the students were identified that they were interested in foreign language, but 14.97% of the students were not. 92.36% of the students confirmed that they had good encouragement from parents to learn English, and only 7.64% of the students felt in contrast. For motivational intensity, 79.33% of the students responded that they had positive motivational intensity, while the other 20.67% of the students did not. In term of English class anxiety, the percentage of students who felt anxious in English classroom and those who did not was almost the same. 53.61% of the students reported that they were not anxious in English classroom, but 46.39% of the students realized that they were anxious in English classroom.

For English teacher evaluation, 87.93% of the students had positive evaluation about their English teachers, but 12.07% of the students had a contrast opinion. Furthermore, most of the students also had positive attitude toward English learning and also attitude toward English speaking people with the percentage 90.99% and 86.6% respectively. 87.93% of the students also claimed that they had desire to learn English, but 12.07% of the students did not feel so. In term of English course evaluation, 78.3% of the students

reported that they had positive evaluation about the course, but the other 21.7% had negative evaluation about the course. For the English use anxiety, the percentage of the students who were not anxious in using English outside the class was 52.1% and those who were anxious was 47.9%. And for the last sub-scale, instrumental orientation, 89.5% of the students responded that they had positive instrumental orientation while the other 10.5% reported the contrast.

The result of lecturers' self-concept and leadership style is presented in Table 5.

**Table 5.** Summary of Percentage Analysis of Lecturers' Self-Concept (N= 19)

Variable	Sub-scales	NO	YES
		%	%
Lecturers' Self-Concept	Self Regard	15.1%	84.9%
	Self Confidence	35.5%	64.5%
	Work Ability	36.1%	63.9%
	Physical Appearance	27.42%	72.58%
	Physical Ability	38.94%	61.06%

Table 5. shows that almost all of the self-concept sub-scales were responded positively by the lecturers. For example, 84.9% of the lecturers confirmed that they had positive self-regard and only 15.1% of the lecturers felt they had the negative one. In terms of self-confidence, 64.5% of the lecturers were confidence about themselves, while the other 35.5% were not. For work ability sub-scale, 63.9% of the lecturers reported that they had good ability in working, but 36.1% of the lecturers were in contrast. For the last two sub-scales, physical appearance and physical ability, the percentage of the lecturers who responded positively were 72.58% and 61.06% respectively; and the percentage for the negative responses respectively were 27.42% and 38.94%. Furthermore, Table 6. shows that the leadership style only detected for two leadership styles out of four. The two styles were Country Club leadership style and Team Leader leadership style with 10.5 % and 89.5% for each style, respectively. None of the lecturers possessed the other two styles, Impoverished and Authoritarian leadership styles.

**Table 6.** Summary of Percentage Analysis of Lecturers' Leadership Style (N=19)

Leadership styles	Frequency	Percent
country club	2	10.5
team leader	17	89.5
Total	19	100.0

To find out the correlation among lecturers' self-concept and leadership style and students' motivation to learn English, Pearson-Product Moment Coefficient was applied and the result was as presented in Table 7.

**Table 7.** *Pearson Product Moment Correlation Coefficients among Variables Measured*

	SMLE <sub>(total)</sub>
LSC <sub>(total)</sub>	-.075* .044
LLS <sub>(total)</sub>	-.003 .945

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 7. shows that the independent variable which correlates with students' motivation to learn English was only lecturers' self-concept while the lecturers' leadership style does not correlate with students' motivation to learn English. The correlation between lecturers' self-concept and students' motivation to learn English was negative (-.075) with significant level of .000. A further correlation analyses were also conducted to see whether or not there were significant correlation among the subscales of lecturers' self-concept and students' motivation to learn English. The results are presented in Table 8.

**Table 8.** *Summary of Significant Pearson Product Moment Correlation Coefficients among Variables Measured*

Lecturers Self Concept	Students' Motivation to Learn English					
	Interest in FL	Motivational Intensity	English Teacher Evaluation	Attitude toward English Learning	English Course Evaluation	English Use Anxiety
Self-Confidence			-.171* .000		-.094* .012	
Work Ability		-.084* .025	.226* .000	-.079* .036	.130* .000	
Physical Appearance	.078* .037		.172* .000		.128* .001	.090* .016
Physical Ability			.193* .000		.105* .005	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 8. presents that there were four sub-scales of lecturers' self-concept that correlated with six subscales of students' motivation to learn English. The correlated subscales were: 1) Lecturers' self-confidence correlated with students' English teacher evaluation and English course evaluation. The correlation was -.171 (sig. .000) and -.094 (sig. .012) respectively. 2) Lecturers' work ability correlated with students' motivational intensity, English teacher evaluation, attitude toward English learning and English course evaluation. The correlation respectively was -.084 (sig. .025), -.226 (sig. .000), -.079

(sig. .036) and -.130 (sig. .000). 3) Lecturers' physical appearance correlated with students' interest in foreign language, English teacher evaluation and English course evaluation. The correlation was -.078 (sig. .037), -.172 (sig. .000) and -.130 (sig. .000). 4) Lecturers' physical ability correlated with students' English teacher evaluation and English course evaluation. The correlation respectively was -.193 (sig. .000) and -.105 (sig. .005).

To find out how much the lecturers' self-concept contributed to the students' motivation to learn English, a regression analysis was conducted. The result is shown in Table 9.

**Table 9.** *Summary of Regression Analysis of Lecturers' Self-Concept (total) and Students' Motivation to Learn English (total)*

Predictor	Criterion	R	R <sup>2</sup>	F	Sig. F
Lecturers' Self-Concept (total)	Students' Motivation to Learn English (total)	.075 <sup>a</sup>	.006	4.055	.044

Although there is significant correlation between all lecturers' self-concept and students' motivation to learn English, the contribution of all lecturers' self-concept to students' motivation was very small; it was only 0.6 % (R<sup>2</sup>= .006) with F value 4.055 and significance value .044. However, since statistically significant correlations were only shown by the four subscales of the lecturers' self-concept, the regression analysis was also run for the four lecturers' subscales to know the contribution of each lecturers' self-concept subscale of itself to the students' motivation to learn English and the result as shown in Table 10.

**Table 10.** *Summary Statistics of Stepwise Regression Analysis of Lecturers' Self-Concept Subscales and Students' Motivation to Learn English*

Model	Predictor	Criterion	R	R <sup>2</sup>	F	Sig. F
1	Lecturers' work ability	Students' Motivation to Learn English	.097	.009	6.697	.010

When the stepwise regression procedure was used in order to gain better understanding about the contribution of lecturers' self-confidence, work ability, physical appearance and physical ability when put together on the students' motivation to learn English, the result showed that only lecturers' work ability was predicted as the most important predictor which explained 0.9% proportion of variance in students' motivation to learn English (R<sup>2</sup>= .009, F= 6.697, sig.F=.010). The three other predictors were weak and excluded from the analysis by the stepwise procedure.

Furthermore, regression analysis was also conducted to each subscale of lecturers' self-concept and

each subscale of students' motivation to learn English since the findings also showed there were statistical significant correlations among the subscales. The subscales included in further analysis were lecturers' self-confidence, work ability, physical appearance and physical ability and students' interest in foreign language, motivational intensity, and attitude toward English learning, English teacher evaluation, English use anxiety and English course evaluation. Stepwise regression procedures were used and the results were as shown in Table 11.

The use of stepwise regression procedure that was carried out to know which subscale of lecturer' self-concept contributed statistically significant to students' interest in foreign language resulted in inclusion of the lecturers' physical appearance only.

**Table 11.** Summary Statistics for Predicting Students' Motivation to Learn English Sub-scales from Lecturers' Self-Concept Sub-scales

Mo del	Predict or	Criter ion	R	R <sup>2</sup>	F	Sig. F
1	Lecturer s' Physical Appearance	Stude nts' Interest in foreign language	.078	.006	4.388	.037

Mo del	Predict or	Criter ion	R	R <sup>2</sup>	F	Sig. F
1	Lecturer s' Physical Appearance	Stude nts' English Use Anxiety	.090	.008	5.868	.016
2	Lecturer s' Physical Appearance + self-confiden ce		.132	.017	6.286	.002

Mo del	Predict or	Criter ion	R	R <sup>2</sup>	F	Sig. F
1	Lecturer s' work ability	Stude nts' Motivational Intensi ty	.084	.007	5.071	.025

Mo del	Predict or	Criter ion	R	R <sup>2</sup>	F	Sig. F
1	Lecturer s' work ability	Stude nts' Attitu de toward	.079	.006	4.420	.036

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Mo del	Predict or	Criter ion	R	R <sup>2</sup>	F	Sig. F
1	Lecturer s' work ability	Stude nts' English Teacher Evalu ation	.226	.051	38.36	.000

Mo del	Predict or	Criter ion	R	R <sup>2</sup>	F	Sig. F
1	Lecturer s' work ability	Stude nts' English Course Evalu ation	.130	.017	12.28	.000

The correlation showed between the lecturers' physical appearance and students' interest in foreign language was positive with R= .078 and sig. F .037 which statistically significant at the .05 alpha level. In addition, the proportion of variance in the students' interest in foreign language explained by the lecturers' physical appearance was very small (R<sup>2</sup> = 0.6%).

When the use of stepwise regression procedure was conducted for the lecturers' self-concept subscales and the students' English use anxiety, the result revealed that the lecturers' physical appearance was the best predictor followed by the lecturers' self-confidence. The first model showed that lecturers' physical appearance positively correlated with students' English use anxiety (R= .090) with statistics significance at the .05 alpha level (sig. F .016) and contributed 0.8% (R<sup>2</sup> = .008) to students' English use anxiety. The second model explained that when lecturers' self-confident was added to lecturers' physical appearance, the contribution of the two predictors to the students' English use anxiety was 1.7% (R<sup>2</sup> = .017).

Finally, when the use of stepwise regression procedure was also used for the lecturers' self-concept subscales and the students' motivational intensity, attitude toward English learning, students' English teacher evaluation and English course evaluation, it resulted in the lecturers' work ability only. In another word, lecturers' work ability was assumed as the best predictors for the rest students' motivation to learn English subscales while the other lectures' self-concept subscales were weak. Respectively, lecturers' work ability explained 0.7% (R<sup>2</sup> = .007, R= .084, sig. F= .025), 0.6% (R<sup>2</sup> = .006, R= .079, sig. F= .036), 5.1% (R<sup>2</sup> = .051, R= .226, sig. F=.000) and 1.7% (R<sup>2</sup> = .017 R= .130, sig. F=.000) of students' motivational intensity, attitude toward English learning, English teacher

evaluation and English course evaluation. These results indicate that there were only very small proportions of students' motivation to learn English that can be explained by lecturers' self-concept.

## 2. Discussion

There are some points that need to be discussed based on the results of the analysis. The research questions addressed in this study was: 1) what are the English lecturers' of non-English major at Sriwijaya University self-concept and leadership style?, 2) what are the description of the students' motivation to learn English?, 3) how much does lecturers' self-concept and leadership style relate to students' motivation to learn English? The discussion is as follow.

From five subscales of self-concept, the percentage showed by the English lecturers' of non-English major at Sriwijaya University was mostly dominated by positive self-concept. As Shavelson and Bolus (1982) claim about the self-concept structure, the results in this study reveal that the self-concept structures of the English lecturers' of non-English major at Sriwijaya University confirm the self-concept structures suggested by Shavelson and Bolus (1982). Shavelson and Bolus (1982) argue that general self-concept consists of two basic areas: academic and non-academic area and the non-academic area itself is divided into three parts: social self-concept, emotional self-concept and physical self-concept. This study finds that both non-academic and academic self-concept structures are confirmed; the self-confidence and self-regard subscales represent the emotional and social self-concept, the work ability subscale represents the academic self-concept and the physical appearance and ability represent the physical self-concept.

Furthermore, the leadership styles of the lecturers might give additional understanding about the high mean scores of emotional and social self-concept of the lecturers. From four styles of leadership measured, only two styles of leadership are identified from the lecturers, the country club leadership styles and team leader leadership style, with almost ninety percent of the lecturer were identified having team leader leadership style and only teen percent were identified as country club leader.

According to Blake and Mouton Managerial Grid (1964), both of country club leadership style and team leader leadership style are concerned on people. This is in line with the self-concept results where the two highest mean scores went to emotional and social self-concept. However, the Blake and Mouton Managerial Grid (1964) explains that the country club leadership style tends to neglect the task goals while the team leader leadership style can balance the need of students and the task goals. The result of this study confirms that the lecturers who have team leader leadership style gained higher mean scores for each self-concept subscale than the lecturers who have country club leadership style.

In terms of students' motivation to learn English, the findings showed that all of the subscales were responded positively by the students. It means that the students of non-English majors at Sriwijaya University had positive motivation in learning English. For the English class anxiety and English use anxiety subscales, the higher percentage analysis of "no" responses than the "yes" responses indicates that the students who were anxious while learning English in the classroom or using English outside the classroom were fewer than the students who were not anxious.

Interestingly, in further analysis dealing with students' motivation to learn English and lecturers' self-concept and leadership, the predictor which has significant correlation with students' motivation was only the lecturers' self-concept. This implies that lecturers' leadership in this circumstance does not have relationship with the students' motivation to learn English. This finding did not really meet what is thought before since the finding from Burhanuddin's study (2009) related to the roles of principal in improving school effectiveness in one primary school in South Australia showed that team leader was the most important role and a principal should work cooperatively with staff to ensure more effective use of their skills. Although the context and scope are quiet different, based on Burhanuddin's finding it was thought that the same phenomenon will occur in classroom context where the lecturers' leadership style might be related to the students' motivation to learn English.

However, the actual finding in this study did not show so. This fact could be explained by the limited time spent by the lecturers' and the students' interaction since the lecturers' only taught the students for one semester, once a week. It indicates that the students' do not really recognize their teachers' leadership style. In addition, the limited time in interaction also might bias the lecturers' leadership style felt by the students. Concerning that assumption, it could explain why Finland, as the best country for its education system, has policy to not change the classroom teacher of elementary students for six years. One of the reasons might be to help the students' knowing their teachers' well personally, including their teachers' self-concept and leadership style. Therefore, the students could adapt the good side of the teachers' self-concept and leadership style.

Furthermore, there was evidence that there were significant positive correlation between the lecturers' self-concept<sub>(total)</sub> and students' motivation to learn English<sub>(total)</sub>. Although the total correlation was weak enough, four subscales of lecturers' self-concept showed strong and significant correlation to the students' motivation to learn English<sub>(total)</sub>. However, the result of stepwise regression analysis only included the lecturers' work ability in the result. It means, when the four subscales were combined together, the lecturers' work ability was assumed as the predictor which gave the most significant contribution to the students' motivation to learn English compared with other subscales. This

finding is in line with the findings of Matsumoto's study (2009) where teachers' enthusiasms and commitment in teaching strongly affected the students' motivation especially at the elementary and the advanced level. Matsumoto (2009) also found that the teachers' personality became the most influential factor for elementary level students, while the teachers' attitudes toward teaching and teachers' teaching way, including teaching skills, techniques, materials, were the most important element that influences the intermediate and advanced level students respectively. The findings imply that the more professional the teachers are in term of handling their work, the more motivated the students will be.

Furthermore, when more detail analysis was conducted among the subscales of lecturers' self-concept and the subscales of students' motivation to learn English, it revealed that four subscales of lecturers' self-concept significantly related to six subscales of students' motivation to learn English and contributed meaningfully with certain predicting models. Using stepwise regression analysis, it was found that the lecturers' physical appearance subscale appeared as the only predictor that gave the most contribution to the students' interest of foreign language subscale.

In addition, based on the analysis, lecturers' self-confidence and physical appearance were considered as the factors that contributed the most for the students' English use anxiety. From the analysis it was found that when lecturers' physical appearance alone, it contributed 0.8% to the students' English use anxiety. But when lecturers' self-confidence was added, the contribution of the two subscales together became 1.7%.

The next finding from the stepwise regression analysis revealed that lecturers' work ability was the predictor which gave the most important contribution for the last three subscales of students' motivation to learn English. It implies that for students' motivational intensity, attitude toward English learning, English teacher evaluation and English course evaluation subscales, only the lecturers' work ability was predicted as the most factor giving meaningful contribution. Again, this finding confirms the Matsumoto's study (2009) which showed that teachers' attitudes toward teaching and teachers' teaching way, including teaching skills, techniques, materials, were the most important element that influences the intermediate and advanced level students' motivation to learn English.

In sum, this study showed that although in small proportion, English lecturers' self-concept significantly contributed to students' motivation to learn English especially in non-English major. This finding strengthens the idea that lecturers are role model, not only dealing with the materials given, but also dealing with the lecturers' themselves as persons. Therefore, the lecturers really need to pay a great attention toward their own philosophy in teaching, what they believe about how education should be, how they want their students perceive them physically and affectively. In condition where limited time allocation of teaching and learning

interaction happened and quite impossible to expect the students to master all the materials given, motivating them to keep learning in the future is well worth it to try.

### 3. Conclusion

Based on the discussion, some conclusions can be drawn. First, although it is small, the contribution of English lecturers' self-concept to students' motivation to learn English is significant. Thus, in terms of students' motivation to learn English especially in non-English major, it can be explained that the lecturers' self-concept can support the students to be more motivated in learning English. It implies that the students do not only need the lecturers as material supporters but also as a role-model. Second, in this circumstance, lecturers' leadership style is not related to students' motivation to learn English. Although most of the lecturers show preference to have team leader leadership style that tend to concern on people, there is no evidence that the leadership style affect the students' motivation to learn English.

In addition, it is essential for those who concern with education especially English learning to really understand the importance of lecturers' self-concept in motivating students' to learn English. It is greatly suggested that English lecturers' especially who teach at non-English major to evaluate their own belief and concept about teaching English as foreign language periodically in order to keep on the right track. The institution could facilitate the lecturers in doing so by giving some regular seminars or self-development and leadership training for the sake of better education quality. Good support from the institution might ease the lecturers' effort to simultaneously upgrade their competence and performance in teaching holistically.

Another thing that needs to be concerned is to ensure that students also need to know and understand their vision or long term goal in learning English, especially for those who are in non-English majors. The students have to realize that the lecturers might not be able to give all what they want and need for some reasons. Therefore, by internalizing the importance of English for their future and better life, the students could be more active and independent in seeking information and additional sources to help them learning English. For this reason, at the very beginning of semester when the course begins, the lecturers might give overview and emphasize how crucial the students to be active and set their vision in learning English.

Finally, the results of this study might be used as preliminary data for prospective researches who are interested in doing studies on similar issues. The use of more detail instruments indicators especially in terms of lecturers' leadership style could be carried out in order to have better understanding toward this topic. Providing qualitative data, such as interview with the lecturers dealing with their leadership style, could be done to strengthen the information got from the questionnaire. Considering another variables, for example gender,



semester and also faculty of the students to be included in the analysis could be done for further research to get more thorough results. Involving more various samples from various levels of education for example high schools teachers or private universities lecturers' could be taken into account.

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