

Conference Paper

The Influence of Strategic Enrolment Management and Other Factors on the Competence of B.Ed. Graduates

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ORCID:Priadi Surya: <https://orcid.org/0000-0001-6965-8861>**Abstract**

The first part of this study consisted of a qualitative literature review to determine which variables other than strategic enrolment management might affect the competence of B.Ed. graduates. It was found that other factors might include teacher archetype, motivation to become a teacher, career planning and professional identity. This study presented the constructed operational definitions of each of the variables and the proposed structural relationships between them. In the second part, a quantitative approach was used and data were collected through a questionnaire. It is recommended that additional qualitative research is conducted to complement the findings of this study.

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Keywords: strategic enrolment management, teacher education, student teacher, teacher archetype, teacher competence

1. Introduction

It is common now that every programme should orientated for achieving certain graduate competences standards, including initial teacher education programme. In Indonesia, all of student teachers in undergraduate degree (B.Ed.) should achieve the graduate competences standards stipulated on the Ministry of Research, Technology, and Higher Education's regulation No. 55/2017 about the Standards of Teacher Education. According to this regulation, the standard of B.Ed. competences is a set of minimum criteria, which is the qualification of the B.Ed. abilities consisting of attitude, knowledge, and skills. These are constituted on the B.Ed. learning outcomes. The learning outcomes refer to the learning outcome description on the National Standard of Higher Education and equal with the Indonesian National Qualification Framework level 6. Furthermore, the B.Ed. learning outcomes include pedagogical academic and subject knowledge academic or expertise. Pedagogical academic consists of: (1) understanding about pupil; (2) educative teaching; (3) subject knowledge or expertise ability; and (4) attitude and

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personality. Meanwhile, the subject knowledge or expertise includes philosophy of science, scientific content or substance, structure, system of thinking, scientific tradition, and scientific development.

One of important aspects while organising the B.Ed. programme is strategic enrolment management. It could be viewed as an institutional policy and a set of systematic activities consisting of student recruitment, admission, retention, success, and graduation, which starts with strategic planning and research concerning on student teachers' decision making to choose the major of study programme, transition to higher education, retention and achievement [1].

In Indonesia, this strategic enrolment management for teacher education programme, should refer to the Indonesian Teacher Education Standard [2]. The standard is the reference for the initial teacher education programme in professional teacher provision throughout the admission system. The system consists the selection both based on academic ability and talent, interest, personality, and physically and psychologically fitness (in Indonesia it is called as *samapta*). The academic-based selection should be conducted through the admission according to the national regulation. Meanwhile, the fitness-based selection organised by the universities offering initial teacher education programme. In Indonesia, there are both national admission for public universities organised by the national committee from the Ministry of Education and Culture, and local admission organised by the universities. Both the national and institutional admission schemes do not recruit and select specifically for initial teacher education, instead it is generic selection categorised into two pathways: (1) natural sciences, and (2) social-humanities sciences, in which prospective students may choose one of these branches or both. These scheme do not really identify the student intentions for being teacher.

The student teacher decision making for joining in the B.Ed. programme related with both individual and institutional factors. The university could implement strategic enrolment management to catch their targeted prospective student teachers, the high school graduates. This paper searches for variables affecting the B.Ed. graduates' competences. These are referring to the Indonesian Teacher Education Standard [2], then being combined with strategic enrolment management. The literature review is also conducted to identify these influencing variables: student teachers' teacher archetype, motivation for being teacher, career planning, and professional identity. Therefore, this paper addressed to answer this following research questions: (1) What are constructed operational definition or conception for strategic enrolment management, teacher archetype, motivation for being teacher, career planning, professional identity, and graduate competence in the sense of initial teacher education programme? (2)

What is proposed structural relation between strategic enrolment management, teacher archetype, motivation for being teacher, career planning, professional identity, and graduate competence in the senses of initial teacher education programme?

2. Related Works/Literature Review

Archetype is a term in analytical psychology, specifically from Carl Gustav Jung thoughts. Archetype is image from universal experiences manifested within collective unconscious. Ancient experiences as part of collective unconscious are manifested into current themes or patterns called as archetype [3, 4]. Meanwhile, teacher archetype is such teacher image or profile which unconsciously constructed from certain general patterns or themes regenerated from ancestors and internalised into people thoughts collectively, including student teachers [5].

Besides receiving social-culturally constructed teacher profile which unconsciously internalised in the individualised thought, the student teachers ideally have motivation to become a teacher. Student teacher motivation to become a teacher is behavioural drives coming from both internal or external him/herself as an effort to achieve the vision to become a teacher [6]. This motivation is related with several factors, such as ability, intrinsic career values, career choice because failure in other fields, job assurance, family time available, job transferability, happy working with children, contributing to social equity, experience related to teaching and learning, social influences from other parties, benefit for being a teacher, “calling” for being a teacher, interested to teaching profession, teaching profession characteristics, feeling convenience from teaching profession, and teaching profession status [7, 8].

To some degree teacher archetype, strategic enrolment management, and motivation to become a teacher perceived by student teachers could affect their career planning and professional identity. Student teachers’ career planning is individual calling as a part of their life journey to manage themselves and making such decision for personal career [9], which built from knowledge, self efficacy and values, interest, capacity and ability to fulfil teaching profession requirements [10–12].

Student teachers’ professional identity is also expected developed previous to joining the B.Ed. programme, during the study, and a moment before graduation. Student teachers’ professional identity is basic characteristics, feeling, and self quality related to teaching profession, consisting of teacher beliefs, self identity as a future teacher, teacher role, and teaching profession values [13–16].

In Indonesia, those taking role to provide professional teachers are mainly universities which historically were teacher education institutes converted into universities. These universities provide both the academic-initial-teacher-education (the B.Ed.) and the professional teacher education (*Pendidikan Profesi Guru/PPG*, a one-year-professional education for teacher after the B.Ed.). Although, formally, the professional status of teaching refers to teachers certified through the PPG, teacher professionalism should not be separated from initial teacher education since undergraduate, earlier previous to occupy teaching position in school. Furthermore, the B.Ed. students are encouraged to maintain and develop motivation to become a teacher, self efficacy, and expectation to choose teaching as their career [17].

In fact, the provision of prospective teachers could be supported by the sufficient admission scheme for the B.Ed. programme. This student intake to some extent would affect the quality of teachers who will teach in schools. Subsequently, student achievement in school will be determined by this teacher professionalism. Teacher education programme in undergraduate is now not exclusively providing novice teachers. The programme is ambiguous by preparing its graduates for other positions outside teaching or education [18]. It could be suggested that teacher education is not really serious and focus. On the other hand, teacher professionalism should be developed, and this effort might be supported by exerting and building professionalism since undergraduate initial teacher education programme. Although the B.Ed. is not a professional education programme, this programme is academic-initial-teacher-education which is potential to build teacher professionalism.

The new PPG could affect the B.Ed. credibility. This credibility is being questioned due to the fact its graduates do not have authority to teach with fully status or do not yet professional as stipulated in the Indonesian Teacher Act No. 14/2005 [19]. The B.Ed. graduates' status is same with those graduates from other majors outside the educational programme, which is both of them are not yet a professional teacher. However, the universities are continuing such a teaching license "*Akta Mengajar*", a former teaching license given to the B.Ed. graduates. The restructurisation of the B.Ed. programme is important to support its existence.

Besides institutional aspects and programme structure, the internal factors of student teachers to some extent affect the B.Ed. credibility. The student teachers could have various motives and expectations while pursuing their study. Some of them really want to be a teacher, while the others do not want to be a teacher [17]. The B.Ed. objectives might be not always synchronous with student teachers' expectation. To some extent, student teachers' thought about teacher figure related with teacher archetype, including

those in Indonesian context. There are six main discourse contained teaching profession myths in Indonesia [20]. *First*, the discourse about social status of teaching, stating that teacher as hero or heroine without decoration; teacher as social worker without compensation; and teacher as a job for the stupid person. *Second*, the discourse about teaching professional status, is stating that teaching as an open profession, teaching is a job for everyone, and teaching is not union workers. *Third*, the discourse about gender, is stating that teaching as feminine job, and satisfied with lower income. *Fourth*, the discourse about politics and power, is stating that teachers should not involved in political things, and teachers should not organising themselves in bargaining power. *Fifth*, the discourse about science, is stating that educational sciences are merely quai-science, and it is easy to be acquired. *Sixth*, the discourse about professional organisation, is stating the myth of layered teaching profession, the PGRI (*Persatuan Guru Republik Indonesia*, the oldest and the largest teacher organisation in Indonesia) is only for “lower teacher”, and the PGRI is a soft organisation”.

Furthermore, the B.Ed. enrolment should consider academic aspects, personality, talent, and interest for being a teacher, which it is now still relatively ignored. Sometimes student teachers who have been enrolling to the B.Ed., do not interest for being a teacher [17]. This demands for restructuring student teachers’ admission, retention, service, and graduation through strategic enrolment management for the B.Ed. programme. This is related with the efforts to recruit, select, develop, guide, maintain retention, optimise graduation of the student teachers.

3. Material & Methodology

This study is a literature review which is mapping reviews, map out and categorises existing literature from which to commission further reviews and/or primary research by identifying generated gaps or conceptions from research literature [21]. The literature selection considers both whether it is a seminal work and whether it is the latest publication. This study is a part of preliminary research for doctoral dissertation, in which the author is the research student. This literature review is in search of operational definitions for variables affecting the B.Ed. graduates’ competences, besides the pre-intended variable, strategic enrolment management. This study explores information from literature that is built into a construction of meaning describing intended variables. The main concern of this study is meaning making towards the data generated from literature review. Furthermore, it is actualised in constructed operational definition for each variable.

The process starts by reading strategic enrolment management, then this reading leads to other possible correlated variables, namely teacher archetype, motivation to become a teacher, career planning, and professional identity. Therefore, these variables are used as keywords in literature search. The literature search mainly focuses on the latest publication related to the field. Then, the data analysis in this study is systematically processes to find and to arrange data collected through literature review. The data is organised into category, explained into units, synthesised, arranged into patterns, chosen and concluded as mentioned on the constructed operational definitions of the intended variables [22]. This data analysis used in this study was interactive analysis [23]. This analysis comprises of data reduction, data presentation, and conclusion making or verification. These activities were conducted through an interactive continuity data collection and conclusion making concurrently. The themes generating from the narrative data were synthesised with the intended variables.

4. Results and Discussion

4.1. The Operational Definition of the Variables

4.1.1. Strategic enrolment management

TABLE 1: Definition or Conception of Strategic Enrolment Management

| No. | Scholars | Definition or Conception |
|-----|----------------------------------|--|
| 1 | Bolman dan Deal [in reference 1] | Strategic Enrollment Management is a set of processes, and organizational policies associated with the recruitment and admission of college students, as well as the retention, academic success, and graduation of students enrolled in postsecondary education. It is also a managerial paradigm for organizations associated with these processes. |
| 2 | Bontrager [in reference 1] | Strategic Enrollment Management is defined as a coordinated set of concepts and processes that enables fulfillment of institutional mission and students' education goals. |
| 3 | Kalsbeek [in reference 1] | Strategic Enrollment Management is a comprehensive approach to integrating all of the University's programs, practices, policies, and planning related to achieving the optimal recruitment, retention and graduation of students. |
| 4 | Reference 24 | Strategic enrollment management (SEM) exists in the academic context, and yet still touches every aspect of institutional function and culture. SEM is rooted in the academic ethos of any institution, but if every other institutional component, from student service to finance to groundskeeping, is not on board, SEM cannot ultimately be successful. |

Based on the selected literature, it could be concluded that strategic enrolment management for initial teacher education programme is organisational policy and a set

of systematic activities consisting of student teachers' recruitment, admission, retention, student success, and graduation, which starts from strategic planning and research about choosing a study programme major, transition into higher education, retention and student teacher's achievement.

4.1.2. Teacher Archetype

Teacher archetype is derived from Carl Gustav Jung's analytical psychology, suggesting that mystical phenomenon could affect everyone life. Jung believes that people are motivated not only by unrevealed experiences but also by certain experiences emotionally interalised from their ancestors. The regenerative image or picture makes what Jung called as collective unconscious. It consists of elements which people never been experienced personally but it is coming from their ancestors. Thus, teacher archetype could consist of teacher as thinker, role model, counselor, and adivser.

4.1.3. Motivation to become a teacher

Based on the selected literature, it could be concluded that motivation to become a teacher is both internal and external drives as efforts to achieve aims to become a teacher. This motivation is related with several factors, such as ability, intrinsic career values, chosen career because fail in other fields, job assurance, family time availability, task transferability, happy working with children and teenagers, contributing to social equity, experience related with teaching and learning, social influences from others, benefit to become a teacher, calling for being a teacher, interest to teaching profession, teaching profession characteristics, feeling easy to work as a teacher, and teaching profession status.

4.1.4. Career planning

Based on the selected literature, it could be concluded that career planning is student teachers' personal self-calling as a part of their life journey to regulate themselves and making a decision for their personal career. It is built from knowledge, self-efficacy and values, interest, capacity and capability to fulfil teaching profession requirement. It starts from collecting, analysing, and organising information about themselves, work, and knowledge, skills and values.

TABLE 2: Definition or Conception of Teacher Archetype

| No. | Scholars | Definition or Conception |
|-----|--------------|---|
| 1 | Reference 4 | Archetypes are ancient or archaic images that derive from the collective unconscious. They are similar to complexes in that they are emotionally toned collections of associated images. But whereas complexes are individualized components of the personal unconscious, archetypes are generalized and derive from the contents of the collective unconscious. |
| 2 | Reference 3 | Archetypes are images of universal experiences contained in the collective unconscious. ... The ancient experiences contained in the collective unconscious are manifested by recurring themes or patterns Jung called archetypes. It also uses the term primordial images. There are many such images of universal experiences, as many as there are common human experiences. By being repeated in the lives of succeeding generations, archetypes have become imprinted on our psyche and are expressed in people dreams and fantasies. |
| 3 | Reference 25 | Archetypes present as characters, images, plot patterns, rituals, and settings that appear throughout time and in all cultures. ... He saw the archetype as the first pattern that is imprinted on our brain during our learning process as we grow. Jung also thought that all the archetypes resided in the collective unconscious, which he saw as a level of consciousness that was like an energetic river flowing through our minds |
| 4 | Reference 5 | Archetype is a way to figure out metaphysics, or at least, psychospiritual on human. There are such taxonomy to explore possibility and problems within spiritual views of teachers. This taxonomy is categorised into: (1) discursive spirituality (the teacher-as-philosopher); (2) civic spirituality (the teacher-as-national-prophet); (3) ontological spirituality (the teacher-as-Zen-master/counsellor/mother), and (4) incarnational spirituality (the teacher-as-priest). |
| 5 | Reference 26 | The construction of five empirical teacher archetype categories are, namely: (1) knowledge of teachers; (2) teachers' posture; (3) respectability in the teacher-student relationship; (4) ethics in the teacher and student relationship; and (5) responsibility in the teaching practice. It was concluded that, independently of the institution and course, among many teacher attributes, the students particularly value the density of knowledge. |
| 6 | Reference 27 | There are the change of professional archetype of a teacher. In order to compare the quality of content transformation and form of teacher's professional self-development, a fixed professional "image" should be chosen. The examples could be taken from internal systemic background (the best teachers, contest winners, historical personalities among teachers, founders of leading pedagogical/scientific schools, etc.). The temporal factor may be contradictory to this model category, because they can be either contemporaries or not, so as a result, the comparison will be complicated by the separation of the time influence from the professional system itself. Concerning contemporaries, the charisma of a particular person can possibly have influence, which may cause the biased choice of a specimen for comparison, for the purpose to imitate |
| 7 | Reference 28 | There are constructed personal teaching metaphors. Analysis of the metaphors using positioning theory provided evidence that teaching metaphors capture the individual identity and specify the plotlines of teaching and the obligations, duties, and responsibilities of the teacher as well as the role of the teacher and others in the teacher's practice. Each metaphor brought elements of identity and teaching practice together in unique and divergent ways. In addition, it is revealed that there are common discourses of teaching: responsibility, nurturing, and caring, and teacher and student learning. |

TABLE 3: Definition or Conception of Motivation to Become a Teacher

| No. | Scholars | Definition or Conception |
|-----|--------------|--|
| 1 | Reference 29 | The identified Japanese pre-service teachers' motivation to become elementary and secondary school teachers, and the identified changes in university students' motivation to become a teacher are categorised into 16 motivation statements, including five sub-scales: "altruistic motivation," "aspirational motivation," "intrinsic motivation," "extrinsic motivation," and "amotivation". In addition it was revealed that relatively few Japanese university students lack motivation to become a teacher or are motivated by a stimulus coming from outside now. |
| 2 | Reference 30 | It can be argued that student teachers' formulating of motives and perceptions of the teaching profession may be the first step in the development of their identity as teachers, albeit in the beginning of the process. This connects motives to teaching strategies, enjoyment in work, interest in student learning and engagement for the work, which we regard being essential parts when forming a pedagogic identity. |
| 3 | Reference 8 | There are ten common motivation influencing substantially students teachers to choose teaching as their career: (1) students of the teachers; (2) altruism; (3) influence of others; (4) perceived benefits of teaching; (5) 'calling' to teaching; (6) love of teaching; (7) nature of teaching work; (8) desire for a career change; (9) perceived ease of teaching; and (10) status of teaching. |
| 4 | Reference 7 | There is FIT (Factors Influencing Teaching) Choice framework that provides a comprehensive model to investigate why people choose teaching careers. The FIT-Choice framework consists of 12 motivation factors: (1) ability, (2) intrinsic career value, (3) fallback career, (4) job security, (5) time for family, (6) job transferability, (7) shaping future of children/adolescents, (8) enhancing social equity, (9) making social contribution, (10) working with children/adolescents, (11) prior teaching and learning experiences, and (12) social influences. |

4.1.5. Professional identity

Based on the selected literature, it could be concluded that professional identity is basic characteristics, feeling, and self-quality, related to teaching profession, including beliefs about teaching, self-identity as a prospective teacher, teacher role, and teaching profession values.

4.1.6. The B.Ed. Graduates' Competences

Based on the selected literature, it could be concluded that the B.Ed. graduates' competence is possession of knowledge, skills, and basic attitude to demonstrate tasks as a teacher. It includes pedagogical, academic, personality, and social competences.

TABLE 4: Definition or Conception of Career Planning

| No. | Scholars | Definition or Conception |
|-----|--------------|--|
| 1 | Reference 31 | There is Career Decision-Making Self-Efficacy Scale (CDSS) based on five factors: (1) occupational information, (2) self-appraisal, (3) goal selection, (4) planning, and (5) problem solving. |
| 2 | Reference 10 | Student teachers competences in career development and management indicates knowledge, skills, and values that enable student teachers to collect, analyse, and organise information about themselves, work, and knowlegde, skills and values from required attitude, as the signal and implementation of career decision and development. |
| 3 | Reference 32 | Career planning becomes a part of every individual's life journey. Individual development is divided into five stages: (1) Growth (birth to 14) needs are dominant, interest, capacity and when abilities are considered as well as job requirements; (2) Exploration (15-24) when choices are made and tried out in fantasy, discussions and work; (3) Establishment (24-44) when job (or jobs) are likely to be tested for suitability and the individual attempts to secure his position in work; (4) Maintenance (44-64) Work position is consolidated. (5) Decline (65+) when retirement or reduction in work role Career planning becomes important when one enters the maturity stage of the second stage, the condition when one realises and explores the abilities, interests, values and opportunities in preparation |
| 4 | Reference 33 | For career decision-making, the student teachers had high efficacy levels; they were predominantly doing their own career planning; and that they were influenced by their family members' views. They envisioned career planning as a long-term process starting at birth and encompassing the whole school and professional lives. The majority thought that their career decisions affected every aspect of their lives. |

4.2. The Structural Correlation Between the Variables

Based on the data analysis, the proposed structural correlation between the variables is figured out in the Figure 1. There are three independent variables: strategic enrolment management (X_1), teacher archetype (X_2), and motivation to become a teacher (X_3); two intervening variables: career planning (X_4) and professional identity (X_5); and one dependent variable: the B.Ed. graduates' competences (Y).

Teacher archetype manifests teacher figure constructed within the student teachers, informed by regenerative and collective transmission; meanwhile internal and external motivation could drive somebody to become a teacher; then strategic enrolment management perceived by student teachers is related with student recruitment, retention, student success, and graduation. These variables could affect student teachers' career planning, in which includes internal calling to regulate themselves and making a decision about their personal career. It is built by knowledge, attitude, self efficacy, interest, and capacity and capability to fulfil teaching profession requirement. In addition, the

TABLE 5: Definition or Conception of Professional Identity

| No. | Scholars | Definition or Conception |
|-----|--------------|--|
| 1 | Reference 34 | Pre-professional identity is a complex phenomenon spanning awareness of and connection with the skills, qualities, behaviours, values and standards of a student’s chosen profession, as well as one’s understanding of professional self in relation to the broader general self. It is an important, yet under-explored, aspect of graduate employability and can influence academic success, well-being and productivity. |
| 2 | Reference 35 | Teacher professional identity consists of principal personal characteristics as well as the qualities members of specific groups assign to a teacher. ... Similarly, teacher professional identity as well as its development is seen as an ongoing process of clarifying what one believes about teaching and learning, and particularly about oneself as a teacher, to establish a discrete sense of what one’s roles and purposes are, and what one values as a professional teacher. |
| 3 | Reference 36 | There are three modes of existence composing professional identity with regards to pedagogical innovation: (1) being, the conceptual component; (2) doing, the practical component; and (3) having, the environmental support component. The “being” component is the dominant mode of existence and is strongly connected to construction of professional selves. Also, demands of the digital era compel teacher educators to re-examine professional identity vis-à-vis technology-integrated teaching. Institutional support was vital for professional identity construction. |
| 4 | Reference 14 | Teacher professional identity of student teachers refers to the comprehensive attitude of normal university students of accepting and identifying the teacher occupation they will be engaged in and the current status of university students, mainly including professional values, professional willingness, professional efficiency, professional volition and other aspects. |
| 5 | Reference 15 | There are four patterns of professional identity change that student teachers encountered throughout the student teaching period: (1) confirmation/consolidation, (2) elaboration/expansiveness, (3) contradiction/disequilibrium, and (4) stability/minor change. Specifically, confirmation/consolidation means that the student teachers perceived a consistency between their prior roles and newly emergent role perceptions at the beginning and the end of the student teaching periods. Elaboration/expansiveness refers to the fact that student teachers sharp or expand their sophisticated understandings about their professional identities compared with their initial professional identity perceptions. Contradiction/disequilibrium implies that the student teachers forms new professional identity perceptions by rejecting or immensely modifying their prior professional identity perceptions at the end of the student teaching. However, stability/minor change indicates that the student teachers experience certain professional identity might be slightly changed from the beginning to the end of the initial teacher education programme. |

independent variables also affect student teachers’ professional identity, which includes basic characteristics, feeling, and self quality related to teaching profession, beliefs about teaching, identity of prospective teacher, teacher role, and teaching profession values. Furthermore, all of these variables subsequently affect the B.Ed. graduates’

TABLE 6: Definition or Conception of the B.Ed. Graduates' Competences

| No. | Scholars | Definition or Conception |
|-----|--------------|--|
| 1 | Reference 37 | There are 11 International Teacher Competences: (1) Knowledge of curriculum and subject matter, (2) Instructional planning and strategies, (3) Effective use of teaching materials and technologies in facilitating students' learning, (4) Commitment to promoting the learning of all students, (5) Managing students and learning environment, (6) Knowledge of diverse students, including special needs, and how they learn, (7) Adapt teaching to respond to the strengths and needs of all pupils, (8) Effective collaboration with colleagues and partnering with parents, social services and the community, (9) Professional growth and development, (10) Willingness to try new ideas and strategies, and (11) Exercising personal integrity and legal responsibilities. |
| 2 | Reference 38 | Pedagogic competence could be defined as teacher ability to implement attitude, knowledge, and skills to promote student learning. From this point of view, teachers reflect both general and specific concept and thought, such as teaching methods, teaching materials, communication with students, and collegial cooperation. |
| 3 | Reference 39 | The concept of competence emerges when various units such as knowledge, skill, motivation, values come together. The personal judgments of teachers about their abilities and skills in teaching play a significant role in the education and training processes of the students. Teachers gain some values as well as a lot of knowledge and skills to their students. In this context, teachers' self-efficacy beliefs can affect the quality of the education. Teacher self-efficacy is the belief in organizing and practicing the activities necessary for a teacher to successfully perform an instructional work in a particular subject. |
| 4 | Reference 40 | Competence in social skills is an important behavioral element in starting and sustaining positive and effective interpersonal relationships. Social skills are defined as the ability to behave in accordance with the requirements of the social context in which the interpersonal relationship occurs. The components of social skills are: social competence, being flexible within a context, being target-oriented, and possessing intra- and inter- personal characteristics. Social competence, empathy, and communication skills are part of the social development of preservice teachers. Social skills may help teachers to interact with their students and parents. From this perspective, pre-service teachers' social development has an important role in their personal and professional development. |

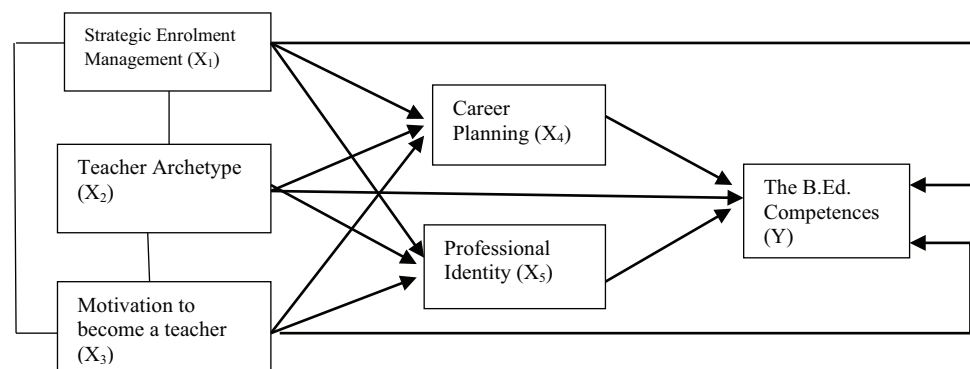


Figure 1: The structural correlation between the variables

competences, which are the possession of knowledge, skills, and basic attitude to demonstrate novice teacher's tasks, comprises pedagogical, personality, and social competences.

5. Conclusion

All the variables should be adapted into the student teachers' perspective. Therefore, it might be not all of the aspects or indicators represented in the operational definition. For example, the planning phase in strategic enrolment management might be hard for student teachers to know. While this definition would be the base for questionnaire instruments in the quantitative research, it is better to be complemented by the qualitative research to catch wider and deeper information from all related parties: university leaders, teacher educators, and other personnel.

The proposed structural correlation between the variables distinguished into: three independent variables which are strategic enrolment management, teacher archetype, and motivation to become a teacher; two intervening variables includes career planning and professional identity; and one dependent variable: the B.Ed. graduates' competences.

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