



## Professional Commitment in Terms of Gender and Tenure of Vocational High School Teachers

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### ABSTRACT

To perform effectively, teachers must have a strong professional commitment. This quantitative and comparative study examines how gender and tenure can contribute to differences in professional commitment. Subjects who participated in this study amounted to 89 people consisting of 33 female teachers and 56 male teachers at Vocational High School in Surabaya and number of teachers who have tenure more than 10 years is 22 people, while 44 people with 1-2 tenure, 23 people with 3-10 tenure. Using SPSS 25.0 for Windows, two-way ANOVA revealed no statistically significant difference in professional commitment between male and female teachers (significance level 0.097 with  $p > 0.05$ ). We also found that tenure had a statistically significant effect on professional commitment (significance level 0.013 with  $p < 0.05$ ). This study shows that teachers with longer tenures exhibit greater levels of professional commitment.

## INTRODUCTION

Teachers are at the forefront and have a central position in the implementation of educational interactions. Teachers are one of the elements that determine the quality of education. Any attempt to further develop the school must be followed by an increase in teachers either in terms of number or quality (Adzkiya, 2021). One of the dimensions of teachers that is suspected of contributing to the low quality of education in Indonesia is the commitment of the teaching profession itself in carrying out its duties (Fitriyanti et al., 2019). Teachers are people who are very influential in educating and teaching activities, without teachers learning activities will not be carried out. Therefore, a teacher is required to have a broader mind and understand the students' point of view so that students are tolerant and open minded. Teachers also need to have good standards as professional educators.

The professional commitment of teachers is related to their obligations and commitments as teachers who are able to give birth to task insight, responsiveness and imaginativeness towards increasing knowledge and innovation (Zuraidat et al., 2020). A professional teacher will appear more dynamic and eager to take care of his work. Therefore, teachers are required to have the principles of individual quality, authority, survival, authoritative culture, work responsibility and belief in one's own capacity as well as the capacity to deal with sources of activity to deal with the circumstances they will face. In the teaching and learning process, professional commitment of the teacher has a significant role. When the teacher's professional commitment is lacking, it can cause several negative impacts. Shahab & Ali (2013) found that those with low professional commitment will feel burnout more often when teaching. This can reduce the effectiveness of teachers in teaching so that it hampers the scientific progress of students. Another effect when the teacher does not have a strong responsibility for his

work, namely being a teacher who has a high professional commitment, he will educate or work modestly and does not comply with good decisions and work methodologies so that an innovative, dynamic and dialogical learning atmosphere will not occur (Marjuni & Suban, 2020). Thus, the commitment of teachers to the profession is very much needed in the implementation of education.

Commitment to the profession is present as a teacher's reference in acting and doing. There is a high commitment to the profession, so teachers and other education providers are trusted and can maintain the good name of the profession and its institutions (Ariani, 2021). The increased trust from all elements of society has also led to an increase in the number of community participation to the importance of education for the future of their children. So the commitment of teachers to the profession is very much needed in the world of education. Professional commitment is the relative strength of individual identification with involvement in a profession and includes belief in and acceptance of the goals and values of the profession, willingness to exert effort for the sake of the organization, and desire to maintain membership of a profession (Sulistiyoa et al., 2020). Meanwhile Chughatai & Zafar (2006) and Shoaib & Khalid (2018) explain that professional commitment is a sense of belonging, hard work and full contribution from employees.

Professional commitment is the relative strength of one's identification with and involvement in a particular profession and the desire to fight for a profession and to maintain this membership (Ucar et al., 2020). According to Ganji & Yazdi (2021) professional commitment is the belief and acceptance of various professional goals and values, the willingness to exert effort on behalf of the profession, and the desire to maintain membership in the profession. Elias (2006) and Lestari et al. (2021) said that professional commitment is a form of individual attachment to his profession. Bagraim (2003) suggests professional commitment as a belief in and acceptance of professional values, as well as a willingness to maintain a position in the profession. Based on some of these understandings, it can be concluded that professional commitment is the belief and acceptance of the goals, values of the profession with the willingness to direct efforts on behalf of the profession and the desire to maintain membership in the profession.

The concept of organizational commitment developed by Meyer & Allen (1991) is relatively well established, so it is believed that as the concept of organizational commitment is described by three different measurement components, the concept of professional commitment is also explained by three components (Bagraim, 2003). The three measurement components according to Bagraim (2003) are affective professional commitment (desire/passion/desire), continuous professional commitment (needs) and normative professional commitment (obligations). a) Affective Professional Commitment, is an identification, involvement and emotional bond with the profession in question (Bagraim, 2003). Individuals with a strong affective professional commitment will remain members of the profession because of the individual's desire (Meyer & Allen, 1991; Bagraim, 2003). b) Continuance Professional Commitment, is a commitment based on the individual's acknowledgment of the loss if leaving the profession. Individuals with a strong professional commitment to Continuance will continue to join their profession because they feel a loss if they leave their profession. (Meyer & Allen, 1991; Bagraim, 2003). c) Normative Professional Commitment, is a commitment based on a sense of obligation to the profession. Individuals with a strong

normative professional commitment continue to study their profession because they feel they should. Normative professional commitment is usually formed because of effective professional socialization or because of the sacrifices that have been made by individuals to become members of the profession (Meyer & Allen, 1991; Bagraim, 2003).

In a preliminary study conducted through interviews with the principal and several teacher representatives from 3 majors, namely multimedia, office automation and governance as well as accounting and institutional finance in private schools in Surabaya, it shows that teachers have involvement in all activities that carried out by schools or activities related to their profession, teachers have good relationships with fellow teachers, there are teachers who provide ideas for the progress of the school and their profession. Teachers also have independence in carrying out their duties, always comply with applicable regulations, carry out their duties as teachers and have good dedication. In addition, teachers are also willing to participate in activities carried out to support their profession as teachers.

According to Yuniarto (2019), there are factors that influence professional commitment, including motivation, transformational leadership, service quality and satisfaction. Meanwhile Sood & Anand (2010) revealed that gender, marital status and teaching experience are also factors that can affect professional commitment. Research conducted by Nugroho & Haryanto (2019) shows that professional commitment has a positive and significant effect on tenure. Another study conducted by Islam & Das (2018) shows that there are significant differences in professional commitment due to gender variations in teachers. According to Connell (2009) gender is a sex-centered structure of social relations and a set of practices that bring differences between the sexes into the social process. According to Barron & Byrne (2004) gender is an attribute, behavior, personality characteristics and expectations related to biological sex in the prevailing culture. Furthermore, Santrok (2007) reveals that gender is a socio-cultural and psychological dimension of being male or female. The definition of gender used in this study is a biological difference or commonly referred to as male and female. Tenure is the length of time an individual has lived in an organization or 'organizational age'. Organizational age can be interpreted as an index of experience with organizations, because 'age' is an index of experience related to life in general (Kaur et al., 2010). The tenure is divided into three subgroups, namely; 1) 0- 2 years represents the initial stage; 2) 3-10 years represent the middle stage; 3) more than 10 years represents the final stage of a career. The existence of this division of work period is used as the basis for writing the division of the working period in this study.

Several studies that have been conducted have not discussed specifically related to professional commitment to gender and tenure. The research was conducted by Aghaei & Savari (2014) entitled 'The relationship between psychological empowerment and professional commitment of selected physical education teachers in Khuzestan province, Iran' with the subject of all physical education teachers in Khuzestan in the 2012-2013 academic year totaling 230 teachers. The results of the analysis show that there is a significant relationship between psychological empowerment and the professional commitment of the selected physical education teacher. The findings also show that there is a significant and positive relationship between psychological empowerment and the professional commitment of physical education teachers. Another study conducted by Akram et al., (2015) entitled 'Relationship of teacher competence with professional commitment and job satisfaction at secondary level' with

the subject of secondary school teachers in public secondary schools in Punjab as many as 1100 middle school teachers (652 male & 448 female) were selected from 120 randomly selected schools. The results of this study indicate that there is a very positive and significant relationship between teacher competence and professional commitment, there is a positive and significant relationship between teacher competence and job satisfaction, and there is a very positive and significant relationship between teachers' professional commitment and their job satisfaction. Furthermore, research conducted by Jasemi et al., (2020) with the title 'The predictive power of moral intelligence on professional commitment of nurses' with the subject of 100 nurses working in the city's Urmia education center (Imam Khomeini Hospital, Taleghani, Motahari , Seyyed al-Shohada) and 300 patients selected by stratified random sampling. In general, the results of this study indicate the predictive power of moral intelligence on the important concept of nurse professional commitment. Appropriate training programs that increase the level of moral intelligence of nurses simultaneously affect the important concept of professional commitment.

Based on some of the studies above, it is known that no one has specifically examined differences in professional commitment in terms of gender and also years of service. Researchers also believe that men and women have differences in several ways which have been confirmed repeatedly in the research of Nixon (2012). However, there are differences between men and women that still need to be investigated further, one of which is the professional commitment variable (Rosyati et al., 2016). This study is also different from previous studies which mostly examined the professional commitment variables associated with or influenced by the variables of job satisfaction, job characteristics, attitude towards, psychological empowerment, OCB, self-efficacy and so on such as the example of research conducted by Liu et al., (2014). This study focuses more on differences in professional commitment in terms of demographic factors such as gender and tenure. Therefore, this study aims to determine differences in professional commitment in terms of gender and tenure of teachers.

## RESEARCH METHOD

### Sample

The subjects of this research are teachers who work in Vocational High Schools in Surabaya. The subjects of this study amounted to 89 teachers. The sampling technique used is a saturated sample because the entire population is used as a sample. According to Sugiyono (2015) saturated sample is a sampling technique when the existing population is used as a whole sample.

**Table 1.** Demographic characteristics of the research sample.

Characteristics	F	Percentage
<b>Gender</b>		
Male	56	62.9
Female	33	37.1
<b>Tenure</b>		
1-2 years	44	49.4
3-10 years	23	25.8
>10 years	22	24.7

Table 1 explains that most of the teachers who were the subjects of this study were female teachers, as many as 33 people (37.1%), while the male teachers were 56 people (62.9%). In addition, the description of tenure shows that tenure is more than 10 years, as many as 22 people (24.7%), while 44 people (49.4%) with a tenure 1-2 years, and 23 people (25.8%) with 3-10 tenure.

### Instrument and Procedures

Demographic sheet. All participants reported regarding their gender and tenure, there were three groups: 1-2 years, 3-10 years and more than 10 years. Professional commitment scale. The scale of professional commitment was prepared by the research team based on the dimensions of professional commitment according to Bagraim (2003); Meyer & Allen (1991) are affective professional commitment, continuance professional commitment and normative professional commitment. As for what is used is a Likert scale with 5 answer choices. The five alternative answers are Strongly Not Appropriate (STS), Not Appropriate (TS), Neutral (N), Appropriate (S), and Very Appropriate (SS). The scale validity test in this study was carried out using the corrected item total correlation with the help of SPSS 25.0 software for windows. The results of the validity test on the professional commitment scale used are from a total of 18 items, 3 items are declared invalid and 15 items are declared valid. While the reliability test in this study used alpha cronbach with the help of SPSS 25.0 software for windows. The reliability test results of the professional commitment scale have a Cronbach's alpha value of 0.812 so that the measuring scale is said to have satisfactory reliability and is feasible to use.

### Procedure

The procedure of this research is as 1) Identifying literature, creating scale and duplicating scales; 2) Distribute the scale for a pilot test on teachers; 3) Collecting a trial scale that has been filled out by the teacher; 4) Trial scale data analysis was carried out. The results of the data analysis of the trial scale show valid and reliable results so that they can be used for research; 5) Doubling the scale of professional commitment that has been valid and reliable; 6) Conducting research data collection on teachers; 7) The research team conducted data analysis using the SPSS program.

## RESULTS AND DISCUSSION

Data analysis in this study used a different test. Based on the results of data processing using SPSS 25.0 for Windows, a description of the statistical results can be seen in Table 2.

**Table 2.** Description of Statistical Results.

Gender	Tenure	N	Min	Max	Mean	Standard Deviation
Male	1-2 years	25	46	62	53.80	4.359
	3-10 years	15	46	66	56.60	6.379
	>10 years	16	48	66	56.81	4.983
	Total				55.41	5.249
Female	1-2 years	19	46	66	54.95	6.285
	3-10 years	8	49	65	58.50	6.886
	>10 years	6	56	71	60.50	5.648
	Total				56.82	6.545
Total	1-2 years				54.30	5.241

Gender	Tenure	N	Min	Max	Mean	Standard Deviation
	3-10 years				57.26	6.461
	>10 years				57.82	5.306
Total					55.93	5.768

In Table 2 it is known that the overall average of the subject's assessment of professional commitment when viewed from the gender and years of service of teachers in vocational high schools. The data analysis technique used a two-way Anova test with the help of SPSS 25.0 software for windows. The two-way ANOVA test can be carried out if the data meets the assumptions made through the assumption test consisting of a normality test and a homogeneity test. Normality test is a procedure carried out with the aim of knowing the data obtained from a normally distributed population or not. The normality test in this study used the Kolmogrov Smirnov test. A data distribution can be said to be normal if the significant value is more than 0.05 and if the value of . Based on the significance of 0.05, the data is normally distributed. The following are the results obtained by the normality test:

Based on the results obtained, it is known that the significance value generated is 0.562 where the value is greater than 0.05 ( $\alpha=5\%$ ) so it can be concluded that the residual ANOVA model in the test of differences in professional commitment based on gender and teacher tenure is normally distributed. So the first condition to be able to do a two-way ANOVA is fulfilled. Homogeneity test is a procedure intended to see that two or more groups of data come from populations that have the same variation. This study uses Lavene's test whose calculations are assisted by SPSS 25.0 for windows. After performing the calculations, the following results were obtained:

Based on the results that have been obtained after doing the calculations, the significant value of the homogeneity test obtained is 0.231. According to the basis for making the decision on the homogeneity test, if the significance value shows the result 0.05, the variance of the data group comes from the same or homogeneous population. So the second requirement to be able to perform a two-way ANOVA analysis is fulfilled. The hypothesis test used in this study is a two-way Anova comparative test using SPSS 25.0 for windows. There is a basis for decision making in hypothesis testing, namely if the significance value shown in the SPSS application shows 0.05 then  $H_0$  is rejected and  $H_a$  is accepted or in other words there is a significant difference. However, if a significant value shows the result  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected or it can be interpreted as there is no significant difference in the tested variables. The results showing differences in professional commitment in terms of gender and tenure are presented in Table 5.

**Table 3.** Two-way ANOVA results.

Variable			F	Sig.	Ket
Gender and Professional Commitment			2.822	0.097	No difference
Tenure and Professional Commitment			4.578	0.013	There is a difference
Professional Commitment and Gender and Tenure			0.320	0.727	No difference

Based on the results of the two-way ANOVA test that has been carried out in Table 3, it can be seen that the test results on the gender variable resulted in a significance value of  $F$  of 0.097 where the value is greater than 0.05 ( $\alpha = 5\%$ ) so that  $H_0$  is accepted. These results indicate that there is no significant difference in professional commitment in terms of gender. Tests on the variable period of service resulted in a significance value of  $F$  of 0.013 where the value is smaller than 0.05 ( $\alpha = 5\%$ ) so that  $H_0$  is rejected. These results indicate that there is a significant difference in professional commitment in terms of the teacher's tenure. Another thing that can be concluded is that the interaction of gender and tenure does not provide a significant difference in the professional commitment of teachers, which is indicated by a significance of 0.727 where the value is greater than 0.05 ( $\alpha = 5\%$ ). So it can be concluded that there is no significant difference between the professional commitment of teachers in terms of gender and tenure.

The purpose of this research is to find out whether there are differences in professional commitment when viewed from gender and years of service. Based on the results of the two-way ANOVA test that has been carried out in Table 5. It is known that the gender group got an  $F = 2.822$  and a significant value of 0.097. These results indicate that there is no significant difference between professional commitment to teachers when viewed from gender. In the tenure, the value of  $F = 4.578$  and the significance value of 0.013. These results indicate that there is a significant difference between professional commitment to teachers when viewed from the teacher's tenure.

Based on the results of data analysis that has been carried out on 89 teachers working in vocational high schools in Surabaya with information from 56 male teachers and 33 female teachers. When viewed from the period of work, 44 teachers have worked for a period of 1 to 2 years, 23 teachers have worked for a period of 3 to 10 years, and 22 teachers have worked for more than 10 years. Based on the results of statistical tests that have been carried out, it can be concluded that there is no difference between professional commitment in terms of gender and tenure. In the gender group, there was no significant difference between the professional commitment of male and female teachers. This shows that female teachers and male teachers have the same professional commitment in terms of responsibility for their work, male and female teachers also have no difference when creating an innovative, dynamic and dialogical learning atmosphere, and in terms of feeling burnout when teaching male and female teachers. Therefore, male teachers and female teachers have the same professional commitment. The results of this study are in line with research conducted by Meriç & Erdem (2020) with the title 'Prediction of professional commitment of teachers by the job characteristics of teaching profession' which uses a t-test to determine professional commitment based on demographic factors, one of which is gender and get results if there is no difference in commitment professionals on male and female teachers.

Research from Meriç & Erdem (2020) was conducted on 327 teachers working in 10 primary schools and 8 junior high schools. The result in this study was that no significant gender differences were detected in the participants' perceptions of job characteristics and levels of professional commitment. Therefore, it can be said that the gender of the participants did not affect the perception of job characteristics and level of professional commitment. The results of this study also show results that are in line with research conducted by Gera & Kumari (2018) which revealed that there was no difference in the professional commitment scores of female teacher educators in Patiala district. Research conducted by Gera & Kumari (2018) conducted by 60 teachers who

have a low level of commitment. The results of this study indicate that the overall professional commitment of male and female secondary school teachers is 1.37, which is not significant. This shows that male and female teachers in secondary schools are not significantly different on the overall professional commitment variable. In addition, the results of this study also show that research conducted by Arjunan & Balamurugan (2013) also obtained the same results, namely, on average, female teacher educators, teaching at Jammu district education universities are no different from male teacher educators. In line with this study, research conducted by Bashir (2017) found that there was no significant difference in professional commitment between male and female teachers. Bashir (2017) entitled 'Job satisfaction of teachers in relation to professional commitment', this study was conducted on 300 secondary school teachers, namely 150 male and 150 female Punjab secondary school teachers in India showing the results that there was no significant difference between boys and girls. male and female secondary school teachers in professional commitment.

Tenure is divided into three categories based on participant demographic data, namely the period of 1 to 2 years, 3 to 10 years, and more than 10 years. The results show that there is a significant difference between the professional commitment of teachers who have a working period of 1 to 2 years and teachers who work more than 10 years. The average value of teachers with longer working experience or working period of more than 10 years has a higher level of professional commitment than teachers with less than 10 years of service. This happens because teachers who have a working period of more than 10 years have more experience in teaching so that they can create more innovative learning and are not easily bored when teaching. This is in line with the research that has been done by Arjunan & Balamurugan (2013) with professional commitment of teachers working in tribal area schools which has the aim of identifying the level of professional commitment of teachers working in tribal area schools and conducting sub-dimensions using t-test on gender, years of service, and religion. The results obtained are that there is a significant difference between teachers who have teaching experience below 5 years, above 5 to 10 years and above 10 to 15, if their teaching experience is higher, then, their professional commitment will also be higher and if their teaching experience is lower, then their professional commitment will also be lower. The results of this study are also in line with research conducted by Badhwar (2014) which shows that teacher educators who are highly experienced or have a longer working period are more professionally committed than teacher educators who are less experienced.

Professional commitment has three aspects, namely affective professional commitment, continuance professional commitment and normative professional commitment. (Bagram, 2003; Meyer & Allen, 1991). On affective professional commitment, teachers with strong affective professional commitment will always follow the development of their profession, subscribe to periodical publications of their profession, attend various professional meetings, and participate in professional associations. This is continuous with the aspect of continuous professional commitment where teachers who have a strong continuous professional commitment will continue to join their profession because they feel a loss if they leave their profession. As an illustration, a teacher with a strong continuance professional commitment is less likely to engage in professional activities other than those required to maintain membership in the profession. Furthermore, on the aspect of normative professional commitment,



teachers with strong normative professional commitments continue to study their profession because they feel they should. Normative professional commitment is usually formed because of effective socialization of the profession or because of the sacrifices that have been made by individuals to become members of the profession.

The results of the study are in line with research conducted by Shoaib & Khalid (2018) with the title 'Commitment with the teaching profession: demographical view of teacher educators'. The purpose of this study was to explore the professional commitment of teachers (teacher educators) working in the government of Higher Education for Primary Teacher Institutions in Punjab and using t-test and two-way ANOVA data analysis techniques were applied to determine the significant difference between professional commitment and demographic characteristics. such as gender, location or place of work and years of service. The results of this study indicate that male and female teachers are about their commitment in different commitment domains. The results showed that there was no significant difference between male and female teachers on the Professional commitment scale.

The research conducted by Shoaib & Khalid (2018) also found rural and urban teachers about their commitment in different commitment domains. In addition, the results of ANOVA research between GCET teachers who have different experiences to determine their commitment on the professional commitment scale. According to experience, teachers are divided into three categories, namely less than 10 years, 10 to 20 years and 21 to 30 years. The results of the analysis showed that there was a significant difference ( $F= 13.89, p<0.001$ ) between teachers with different experiences on the overall professional commitment scale. Further results of this study also show that there are significant differences in all domains of professional commitment except collegial participatory leadership. The results of the study also illustrate the picture that commitment increases with increasing experience.

## CONCLUSION

This study aims to determine the differences in the professional commitment of teachers in terms of gender and tenure. Based on the results of the study there is no significant difference between the professional commitment of teachers in terms of gender. Male and female teachers as well as teachers who have a working with the same conditions, the same responsibilities and the same educational demands. In addition, teachers with longer tenures are also known to have a higher professional commitment. This result is known because gender affects teacher behavior in terms of responsibility for their work, in terms of creating an innovative, dynamic and dialogical learning atmosphere, and in terms of feeling burnout while teaching. The limitations of this study include only vocational high school teachers who work in one of the foundations in Surabaya and only small number of subjects. The results reveal that there is no difference in professional commitment when viewed from teacher gender. In addition, the results of this study also show that the teacher's tenure can increase professional commitment. The results of this study also show that there is no difference in the commitment of professional teachers in terms of gender and tenure. The results of this study, the researchers recommend that in selecting prospective teachers it is not necessary to consider a particular gender because both male and female teachers have shown the same commitment in carrying out their gender roles. In addition, it is recommended that teachers be given many opportunities to learn and develop themselves in carrying out their profession as teachers. A long working period can also

be a consideration in providing opportunities for teachers to always work. Further researchers are suggested to be able to examine professional commitment based on demographic factors that have not been studied and see whether other variables such as culture or organizational climate can influence professional commitment.

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