

Original Article

Analysis of the Relationship between Organizational Commitment and Teacher Professionalism on Improving the Quality of Education in Vocational High Schools

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Abstract:

This study investigates the relationship between organizational commitment and teacher professionalism in improving the quality of education in vocational high schools. Organizational commitment is defined as the emotional and psychological attachment teachers have to their institutions, and its positive impact on teacher engagement and student outcomes has been well-documented. Teacher professionalism, which includes continuous development, ethical practices, and alignment with industry needs, is particularly crucial in vocational settings. The synergy between these two factors leads to a culture of excellence where teachers are highly motivated and dedicated to delivering quality education. This research adopts a qualitative approach, utilizing interviews, focus group discussions, and thematic analysis to explore these dynamics in vocational high schools. The findings highlight the importance of professional development opportunities and supportive work environments in fostering teacher commitment and professionalism. Furthermore, school leadership plays a vital role in cultivating this synergy by providing recognition, creating collaborative environments, and offering incentives for professional growth. The study concludes by recommending policy interventions that focus on enhancing both organizational commitment and professionalism to ensure sustainable improvements in vocational education quality.

Keywords: Organizational Commitment, Teacher Professionalism, Vocational Education, Educational Quality, Professional Development.

Introduction

The quality of education has become a central issue in shaping the future workforce, especially in vocational high schools where students are trained to meet the demands of various industries. The roles of teachers and their commitment to their profession are critical in improving educational outcomes. Organizational commitment is seen as a crucial factor in determining teachers' ability to adapt, innovate, and sustain high levels of performance (Bogler & Somech, 2004). Coupled with teacher professionalism, it directly impacts the quality of instruction and, consequently, the students' preparation for future careers (Fitria, 2021). Therefore, this study aims to explore the relationship between organizational commitment and teacher professionalism in improving the quality of



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education in vocational high schools.

Teacher commitment plays a crucial role in enhancing the quality of education, as it influences both the effectiveness of teaching practices and the learning outcomes of students. Committed teachers exhibit a strong sense of responsibility towards their profession, their students, and the overall goals of the educational institution. This sense of dedication manifests in various ways, including consistently delivering high-quality instruction, investing time in student development, and engaging in continuous professional growth ([Fitria, 2021](#)). Teacher commitment is a cornerstone of educational quality. It influences instructional practices, encourages professional growth, motivates students, and strengthens the school environment. For these reasons, fostering teacher commitment is essential for improving educational outcomes at all levels.

The research gap in this area is evident. While many studies have examined teacher professionalism and organizational commitment independently, limited research has focused on how these two variables interact to affect the quality of education in vocational settings. Most existing literature has focused on either the broader context of public schools or on general teacher behavior, neglecting the specific context of vocational high schools, where the curriculum and teacher roles are distinct ([Ismail, 2021](#)). This gap highlights the need for a more nuanced understanding of how organizational commitment and teacher professionalism jointly influence the quality of education in these specialized schools.

The urgency of this research stems from the rapidly changing demands of industry and technology, which vocational schools must adapt to if they are to remain relevant. Vocational education plays a key role in economic development, and the effectiveness of these schools depends largely on the commitment and professionalism of their teachers. Enhancing these elements can lead to better-trained graduates, more aligned with industry needs, thus improving employability and productivity in the workforce.

Previous studies have shown that organizational commitment is positively correlated with job performance and teacher effectiveness ([Rosyada et al., 2020](#)), while teacher professionalism is associated with improved instructional quality and student achievement ([Asiyah et al., 2021](#)). However, these studies often focus on general education settings and lack the specific focus on vocational schools where the relationship between teacher commitment, professionalism, and educational quality may differ. By investigating these dynamics in the context of vocational high schools, this study provides a novel contribution to the existing literature, addressing both a theoretical and practical need.

The purpose of this research is to analyze the relationship between organizational commitment and teacher professionalism and their combined effect on improving the quality of education in vocational high schools. Specifically, this study will examine how committed teachers, who uphold high standards of professionalism, can foster an educational environment that enhances student outcomes. The benefits of this study are twofold. First, it will provide school administrators with insights into the key factors that can be leveraged to improve the quality of vocational education. Second, it will offer practical recommendations on how to foster greater organizational commitment and professionalism among teachers, thereby improving student readiness for the workforce.

Methods

This study adopts a qualitative research design using the case study method to explore the relationship between organizational commitment and teacher professionalism in improving the quality of education in vocational high schools. The case study approach is appropriate for this research as it allows for an in-depth investigation of the dynamics and complexities within the school environment, focusing on teachers' commitment to their institutions and their professional behaviors ([Lubis, 2018](#)). By focusing on vocational high schools, this study aims to gain a comprehensive understanding of the interactions

between these variables in a specialized educational setting.

Data Sources

The data for this research will be collected from primary and secondary sources. The primary sources include teachers and school administrators from selected vocational high schools. These participants will provide first-hand accounts of their experiences and perceptions related to organizational commitment, professionalism, and education quality. Secondary data will be drawn from relevant academic literature, including previous studies on teacher commitment, professionalism, and educational quality, as well as policy documents and reports related to vocational education in Indonesia.

Data Collection Techniques

Data will be collected using semi-structured interviews and focus group discussions (FGDs). Semi-structured interviews will be conducted with vocational high school teachers and administrators to gain insights into their organizational commitment and professional development practices. This method allows for flexibility while ensuring that key themes related to the research questions are addressed ([Creswell & Creswell, 2017](#)). FGDs will be used to engage groups of teachers in discussions about how their commitment and professionalism influence teaching outcomes and overall educational quality. Additionally, document analysis will be conducted on relevant reports and policy documents to contextualize the findings within the broader educational framework.

Data Analysis Techniques

Data will be analyzed using a thematic analysis approach, which is widely used in qualitative research to identify, analyze, and report patterns (themes) within the data ([Braun & Clarke, 2006](#)). The analysis will focus on identifying key themes related to organizational commitment, teacher professionalism, and educational quality. The steps involved in the thematic analysis include data familiarization, coding, theme identification, reviewing, and defining themes. The findings will be triangulated with the secondary data from literature and policy documents to enhance the validity and reliability of the results.

This methodology will provide rich, detailed insights into how organizational commitment and teacher professionalism influence the quality of education in vocational high schools. The qualitative approach is particularly suited to exploring the subjective experiences and perspectives of teachers, which are crucial for understanding the interplay between these variables in real-world educational settings ([Moleong, 2000](#)).

Results

The Impact of Organizational Commitment on Educational Quality

Organizational commitment is a crucial factor that significantly impacts the quality of education, particularly in vocational high schools. Teachers who display a strong commitment to their institutions tend to be more motivated and engaged in their professional duties. The findings from this study indicate that teachers with high organizational commitment are more likely to go beyond their standard responsibilities to enhance the learning environment ([Suderajat & Rojuaniah, 2021](#)). This commitment manifests through their dedication to developing lesson plans, participating in extracurricular activities, and maintaining a positive classroom atmosphere, all of which contribute to improving student outcomes.

Furthermore, the study found that when teachers feel a strong emotional attachment

to their schools, they are more invested in promoting educational excellence. This emotional bond fosters a sense of responsibility and ownership over the students' success, leading to increased efforts in both teaching and mentoring ([Ingersoll, 1997](#)). As a result, schools with high levels of organizational commitment among teachers typically report better academic performance and a more engaged student body. This aligns with previous studies that highlight the positive correlation between teacher commitment and student achievement.

However, the findings also reveal that low organizational commitment can lead to decreased teacher morale and performance, negatively affecting the overall quality of education. Teachers who lack commitment may exhibit absenteeism, reduced effort, and disengagement, which undermines the school's efforts to provide a high-quality education ([Akram et al., 2015](#)). Addressing this issue requires school leadership to foster a supportive work environment that nurtures teacher commitment.

Teacher retention in vocational schools is influenced by several key factors that impact job satisfaction, professional growth, and work environment. The following factors play a critical role in determining whether vocational teachers remain committed to their profession:

a. Job Satisfaction and Motivation

Vocational teachers' job satisfaction is deeply linked to their overall motivation. Factors such as fair compensation, a sense of purpose, and opportunities to see their students succeed in real-world applications motivate teachers to stay in their roles ([Nugroho & Haryanto, 2019](#)). When teachers feel valued and that their efforts are making a tangible difference in students' lives, retention rates increase ([Ibrahim & Iqbal, 2015](#)).

b. Professional Development Opportunities

Access to continuous professional development (CPD) is essential for vocational teachers, particularly in fields that require up-to-date technical and industry knowledge. Teachers who feel they are given opportunities to grow professionally through workshops, certifications, and further education are more likely to stay in their positions. CPD also allows vocational educators to stay relevant in fast-changing sectors, such as technology or engineering.

c. Work Environment and School Culture

A positive work environment, where teachers feel supported by administrators and peers, greatly influences retention. Schools that foster collaboration, respect, and communication create environments where teachers feel appreciated and are more likely to remain. In vocational schools, where the curriculum is often more hands-on and practical, the collaborative support of fellow staff and management is crucial for smooth operations ([Cheng, 1996](#)).

d. Compensation and Benefits

Fair compensation is a critical factor in retaining vocational school teachers. While vocational teachers often come from industries where they could earn significantly more, offering competitive salaries, benefits, and opportunities for advancement in the education system can help retain these educators ([Sukawati et al., 2020](#)). Inadequate pay relative to industry standards can lead to dissatisfaction and a high turnover rate.

e. Workload and Administrative Support

Excessive administrative tasks, such as paperwork and lesson planning that detract from teaching time, can contribute to burnout and dissatisfaction. Vocational teachers, who often have the additional responsibility of managing practical training sessions, may experience high workloads. Schools that offer strong administrative support, such as reducing bureaucratic burdens and providing classroom resources, can alleviate this stress.

f. Student Engagement and Success

Teachers are more likely to stay in their roles if they see student success and

engagement. Vocational education is particularly rewarding when teachers witness their students apply practical skills in the workforce. However, if vocational teachers face disengaged students or lack of support in addressing student needs, they may feel less motivated to continue teaching ([Runhaar & Sanders, 2016](#)). Creating a culture of student achievement can inspire teachers to stay.

g. Career Advancement and Recognition

Opportunities for career advancement and recognition play a key role in retaining teachers. When teachers feel that their contributions are acknowledged and that there are clear pathways for promotions or leadership roles within the institution, they are more likely to stay committed to their careers ([Nugroho & Haryanto, 2019](#)). Vocational schools that lack mechanisms for recognizing teacher contributions may struggle with higher turnover rates.

In summary, vocational teacher retention is influenced by a mix of intrinsic and extrinsic factors, including job satisfaction, professional development opportunities, school culture, compensation, and recognition. Schools that invest in improving these aspects can foster higher teacher retention rates, leading to better educational outcomes for students.

Teacher Professionalism as a Driver of Educational Quality

Teacher professionalism emerged as a key factor influencing the quality of education in vocational high schools. Professionalism encompasses various attributes, including teachers' knowledge of their subject matter, their pedagogical skills, and their ability to adapt to changing educational demands ([Gunawan et al., 2021](#)). The analysis shows that teachers who demonstrate high levels of professionalism contribute significantly to enhancing educational outcomes by delivering high-quality instruction that meets industry standards.

Vocational high schools, in particular, require teachers to possess specialized knowledge and skills that are directly relevant to the job market. Teachers with strong professional credentials are better equipped to provide students with the practical skills needed to succeed in their chosen fields. This professional expertise also allows teachers to innovate in their teaching methods, incorporating hands-on training and real-world applications into their lessons ([Owenybiugie & Ekhaie, 2020](#)). As a result, students in vocational schools with highly professional teachers tend to be better prepared for the workforce.

Moreover, the study found that professional development opportunities are essential for maintaining and enhancing teacher professionalism. Teachers who actively engage in continuous professional development are more likely to stay informed about the latest teaching strategies and industry trends. This ongoing learning process enables them to refine their teaching practices and remain relevant in an evolving educational landscape ([Allui & Sahni, 2016](#)). Therefore, schools must prioritize professional development programs to support teacher growth and maintain high educational standards.

Improving teacher professionalism is crucial for enhancing educational outcomes and fostering a culture of continuous learning and development. Several strategies can help elevate teacher professionalism:

a. Continuous Professional Development (CPD):

Professional development programs are essential for improving teacher knowledge and instructional skills. CPD includes workshops, seminars, and advanced degree programs that allow teachers to stay updated with the latest teaching methodologies, technology integration, and subject-specific advancements. Studies indicate that teachers who actively engage in professional development tend to be more innovative and effective in the classroom ([Papaioannou et al., 2021](#)). Schools should offer structured, ongoing professional development opportunities to keep teachers at the cutting edge of educational trends (Rigby & Ryan, 2018).

b. Mentorship and Peer Collaboration:

Collaboration with peers and mentorship from experienced teachers can significantly enhance a teacher's professional capabilities. When teachers are encouraged to work together, share best practices, and mentor less experienced colleagues, they develop a stronger sense of professionalism and community (Lee & Nie, 2014). Mentorship programs allow novice teachers to learn from seasoned professionals, fostering a culture of reflective teaching and growth.

c. Autonomy and Empowerment:

Providing teachers with autonomy over their instructional practices and encouraging decision-making within the school fosters professionalism. Teachers who feel empowered are more likely to take responsibility for their professional growth and are motivated to pursue new ideas and strategies in their teaching (Rahimi et al., 2024). Empowering teachers also improves job satisfaction and retention, contributing to a more committed and professional teaching workforce.

d. Performance Appraisal and Feedback:

Regular performance reviews, combined with constructive feedback, help teachers reflect on their strengths and areas for improvement. Professionalism grows when teachers receive clear, actionable feedback on their performance, aligned with personal and institutional goals (Normianti et al., 2019). Schools should adopt formative appraisal systems that encourage growth, rather than punitive systems, to foster a positive environment for improvement.

e. Incentives for Professional Growth:

Incentives such as promotions, salary increases, and recognition programs can motivate teachers to invest in their professional growth. Schools should design career advancement pathways that reward teachers for excellence in teaching, leadership, and continuous learning (Suriansyah et al., 2019). Providing opportunities for career advancement encourages teachers to aspire to higher levels of professionalism.

f. Creating a Supportive School Culture:

The culture within the school plays a significant role in encouraging or hindering teacher professionalism. A culture that supports collaboration, respect for teacher expertise, and encourages innovation fosters professional growth. Administrators should create an environment where teachers feel supported in taking risks, exploring new instructional techniques, and focusing on student-centered learning.

In summary, improving teacher professionalism requires a multifaceted approach, including professional development, collaboration, autonomy, feedback, incentives, and a supportive culture. When these elements are aligned, teachers are more likely to embrace continuous improvement, which ultimately benefits student outcomes and overall school performance.

The Synergy between Organizational Commitment and Teacher Professionalism

The interaction between organizational commitment and teacher professionalism plays a pivotal role in improving educational quality in vocational high schools. The findings suggest that when teachers exhibit both strong organizational commitment and high professionalism, the positive effects on education quality are amplified. Committed teachers who are also highly professional are more likely to take initiative in improving their instructional practices and collaborating with colleagues to enhance the overall learning experience (Mujiati et al., 2019).

This synergy creates a culture of excellence within the school, where teachers are not only dedicated to their work but also continuously strive to improve their craft. The combination of commitment and professionalism leads to better alignment between the school's educational goals and the teachers' instructional methods, resulting in a more cohesive and effective teaching environment (Rahmawati et al., 2019). This reinforces previous research indicating that teacher commitment and professionalism are complementary factors that, when combined, significantly boost educational quality.

However, the study also highlights the challenges faced by vocational high schools in fostering this synergy. Limited resources, lack of professional development opportunities,

and inadequate support from school leadership can hinder teachers' ability to fully commit to their roles and maintain high levels of professionalism. Addressing these challenges requires targeted interventions to enhance both organizational commitment and teacher professionalism.

The interplay between organizational commitment and teacher professionalism plays a critical role in enhancing the overall quality of education. When teachers are both committed to their organization and uphold a high level of professionalism, the combined effect fosters a more dynamic and effective learning environment.

a. Organizational Commitment as a Foundation for Professionalism

Organizational commitment refers to the emotional and psychological attachment teachers have to their school or institution ([Ardiansyah et al., 2024](#)). Teachers who are committed to their school are more likely to engage in professional activities beyond their basic responsibilities. This commitment provides a stable foundation for professionalism, as teachers who feel invested in the success of their organization are more inclined to maintain high standards in their work. When a school fosters a culture of commitment, it promotes an environment where professionalism can thrive, leading to better instructional practices and student outcomes.

b. Professionalism Enhancing Organizational Commitment

Professionalism, which includes continuous professional development, adherence to ethical standards, and dedication to improving one's teaching practice, can also reinforce organizational commitment. Teachers who are encouraged to pursue professional growth feel more valued and supported by their institution ([Salim et al., 2024](#)). This sense of value strengthens their commitment to the organization, creating a positive feedback loop where professionalism and commitment reinforce each other. Schools that invest in professional development opportunities for their teachers not only improve teaching quality but also increase teacher loyalty and commitment.

c. Impact on Student Achievement

The synergy between organizational commitment and professionalism has a direct impact on student achievement. Research has shown that students perform better in schools where teachers exhibit both high commitment and professionalism ([Hendra et al., 2018](#)). Teachers in these environments are more motivated to provide personalized support to students, engage in collaborative teaching strategies, and innovate in their instructional methods. This synergy creates a holistic approach to teaching, where teachers are driven by both their loyalty to the school and their professional values.

d. Building a Collaborative School Culture

When organizational commitment and professionalism align, they contribute to a collaborative and supportive school culture. Teachers who are both committed and professional tend to collaborate more with their peers, sharing best practices and working together to solve instructional challenges ([Kamal et al., 2021](#)). This collaboration fosters a strong sense of community within the school, enhancing overall teacher satisfaction and retention. Schools that prioritize both organizational commitment and professionalism create an environment where teachers feel empowered to contribute to the school's mission and goals.

Implications for Policy and Practice

The findings of this study have several implications for policy and practice in vocational high schools. First, school administrators must recognize the importance of fostering both organizational commitment and teacher professionalism to improve educational quality. This can be achieved by creating a supportive work environment that values teacher contributions, offers professional development opportunities, and promotes collaboration among staff.

Second, policymakers should consider implementing policies that incentivize teacher

commitment and professionalism. These policies could include financial rewards, career advancement opportunities, and recognition programs that acknowledge teachers' contributions to improving education quality. By providing tangible incentives, schools can motivate teachers to remain committed to their institutions and continuously improve their professional skills.

Lastly, the study underscores the need for further research on the specific challenges faced by vocational high schools in enhancing teacher commitment and professionalism. Future studies should explore the unique contextual factors that influence these variables in vocational settings and identify strategies for addressing the barriers to improving educational quality.

The relationship between organizational commitment and teacher professionalism has important implications for both policy development and practical implementation within vocational high schools. Addressing these implications can lead to enhanced educational quality, teacher retention, and improved student outcomes.

Conclusion

The analysis of the relationship between organizational commitment and teacher professionalism in improving the quality of education in vocational high schools underscores the synergistic effect of these two factors. Teachers who exhibit strong organizational commitment are more likely to be dedicated to their professional growth and student success, leading to better educational outcomes. The study finds that when teachers feel emotionally and professionally invested in their institutions, they contribute significantly to a positive learning environment, which benefits both students and the broader school community. Schools that foster this commitment tend to see higher levels of teacher engagement and student achievement.

Teacher professionalism, which includes ongoing development, adherence to ethical standards, and adaptability to modern teaching methods, is crucial in vocational high schools where practical, hands-on skills are emphasized. Teachers who maintain high professional standards are better equipped to deliver quality education that aligns with industry demands. The combined effect of organizational commitment and professionalism creates a culture of excellence, where teachers work collaboratively and take personal responsibility for both their growth and the institution's success.

To enhance teacher commitment and professionalism, schools should prioritize professional development opportunities and create supportive environments that recognize and reward teacher contributions. Offering structured, continuous learning opportunities helps maintain teacher relevance and expertise in their respective vocational fields. Furthermore, leadership training for school administrators should emphasize the importance of fostering both teacher commitment and professionalism through collaboration, recognition, and open communication. Lastly, educational policymakers should design and implement incentive systems that reward teachers for their commitment and professionalism, ensuring that they remain motivated and invested in the quality of education they provide.

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