

## Analysis of Teacher Commitment: The Perspective of Altruism and Self-Efficacy in Private Vocational High School

Romaningsih\*<sup>1</sup>, Azhar<sup>1</sup>, Putri Yuanita<sup>1</sup>

<sup>1</sup> Universitas Riau, Pekanbaru

[romaningsih8016@grad.unri.ac.id](mailto:romaningsih8016@grad.unri.ac.id), [azhar@lecturer.unri.ac.id](mailto:azhar@lecturer.unri.ac.id), [putri.yuanita@lecturer.unri.ac.id](mailto:putri.yuanita@lecturer.unri.ac.id)

corresponding author: [romaningsih8016@grad.unri.ac.id](mailto:romaningsih8016@grad.unri.ac.id)

### ABSTRACT

This study examines how altruism and teacher self-efficacy influence teacher commitment in private vocational high schools (SMKS) in Bina Widya District, Pekanbaru. Altruism and self-efficacy are critical because they respectively reflect teachers' prosocial orientation and confidence to perform instructional tasks—both are expected to support sustained professional commitment. Using an ex-post facto quantitative design, data were collected by questionnaire from a cluster sample of 121 teachers drawn from four SMKs (population = 174). Instruments were pretested (N = 30) and analyzed with SPSS 25 using descriptive statistics and multiple regression (F, t, R<sup>2</sup>). Results show that altruism and self-efficacy jointly have a positive and significant effect on teacher commitment (F = 53.560, p < .001), explaining 47.6% of variance (R<sup>2</sup> = .476). Individually, altruism ( $\beta = .433$ , p < .001) and self-efficacy ( $\beta = .263$ , p = .004) also significantly predict commitment. The findings suggest that promoting prosocial values and strengthening teachers' efficacy beliefs can enhance their professional commitment. Implications for school leaders and policymakers are discussed.

**Keywords:** teacher commitment, altruism, self-efficacy

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### INTRODUCTION

Teacher professionalism is a crucial factor in improving the quality of education. Teachers serve not only as instructors but also as mentors, motivators, and facilitators, integrating students' ethics and skills, and shaping them into individuals responsible for values and norms (Lubis, F.E., et.al., 2024). One of the main characteristics of teacher professionalism is a strong commitment to the profession and its responsibilities (Garg, 2024; Shokri, T., Yazdani, S., et.al., 2022). Commitment is the primary foundation for providing quality educational services, as teachers with a strong commitment will continuously strive to improve themselves and the quality of the learning they provide (Edjuista, N., Azhar, A., & Junus, 2018; Fatwa, A.D.S., 2015).

Teacher commitment is a crucial element reflecting the level of professionalism in education. Teachers with high commitment not only focus on their duties as educators, but also strive to develop more effective learning methods, innovate in overcoming challenges, and play an active role in school development (Muhammad. G., Ahmad. S., 2023). Furthermore, highly committed teachers will demonstrate greater dedication in participating in training, collaborating with colleagues, and striving to create a better learning environment (Ergün, H., & Çelik, 2019; Guerrero, S. A., & Lambie, 2011). High commitment will influence teacher performance and have a direct impact on the achievement of educational goals in schools (Ijayani, I., et.al, 2023; Shadri, R., Isjoni, I., & Azhar, 2021). Teacher commitment is demonstrated by the teacher's teaching process, their dedication to improving student achievement, and their loyalty to the school (Muhammad. N. A, Razak. K. A., 2024). The quality of education is greatly influenced by the level of teacher commitment in carrying out their professional duties. However, initial observations at several vocational schools (SMKS) in Bina Widya District indicate that some teachers have not demonstrated optimal

commitment, as evidenced by low involvement in lesson planning, inconsistent implementation of administrative tasks, and minimal self-development initiatives. This situation raises concerns because teacher commitment is a key factor in a school's success in achieving learning quality standards.

Two psychological factors suspected of playing a role in shaping commitment are altruism (the tendency to perform selfless acts for the welfare of others) and self-efficacy (confidence in one's ability to complete tasks). Altruism can foster a sense of belonging and responsibility to the school community, while self-efficacy influences motivation and persistence in facing professional challenges (Bandura in Feist & Feist, 2013; Palta, 2019). Although previous research has shown a positive relationship between these two variables and organizational commitment, empirical evidence in the context of vocational schools (SMKS) is still limited.

The influence of altruism and self-efficacy on teacher commitment is important to examine in the educational context. Understanding this relationship can aid the development of policies and programs that support teacher well-being, enhance their commitment, and ultimately positively impact student learning outcomes. Altruism, or selfless acts focused on the well-being of others, has a significant positive relationship with teacher commitment. Teachers high in altruism tend to demonstrate greater dedication and commitment to their profession. Self-efficacy, on the other hand, is an individual's belief in their ability to succeed at a specific task.

Based on the explanation above, it can be seen that, theoretically, altruism influences teacher commitment, and self-efficacy influences teacher commitment. Although various studies have identified that psychological factors such as altruism and self-efficacy influence organizational commitment, these findings are still predominantly in the context of general organizations or public schools, and have not been specifically studied in the SMKS environment, which faces different challenges, such as varying work cultures, workloads, and school management systems.

This research gap highlights the need for more focused empirical studies on how altruism and self-efficacy contribute to teacher commitment in SMKS. Based on this, this study aims to analyze the influence of altruism and self-efficacy, both jointly and partially, on the commitment of vocational school teachers in Bina Widya District. This can provide a scientific basis for developing strategies to increase teacher professional commitment.

## **LITERATURE REVIEW**

Commitment is an individual's desire to align individual goals with organizational goals in order to achieve organizational goals optimally. Pratiwi (2019) defines commitment as an individual's desire to involve themselves in the organization where they work. Commitment is a form of individual willingness to involve themselves voluntarily, both in terms of energy, time, and thought, to achieve organizational goals (Jahan et.al, 2022). Su, Q. (2024) defines teacher commitment as a teacher's psychological attachment to the teaching profession, professional associations, schools, colleagues, parents, and students. Synthesized, teacher commitment is an attitude of teacher willingness to involve themselves voluntarily without coercion in every work or activity carried out at school, and to accept all applicable regulations in the school.

The concept of altruism was first proposed by August Comte, who defined it as "living for others." Altruism emerged from evolutionary theory through the concept of Kin Selection proposed by W.D. Hamilton in 1964, which states that individuals will be more likely to behave altruistically towards relatives because this increases the likelihood of their genes being passed on. Furthermore, altruism emerged from the theory of empathy developed by C. Daniel Batson in 1991, which states that empathy can motivate altruistic actions. Preston (2022) defines altruism as a motive to improve the welfare of others without considering one's own interests. Teacher altruism is the behavior of teachers who act voluntarily to improve the welfare of students, prioritizing the interests of others over personal interests (Zheng, F., 2022).

Self-efficacy is based on Bandura's Social Cognitive Learning Theory in 1977. In this context, Bandura stated that self-efficacy is expressed as a person's belief in their ability to perform the actions

necessary to achieve certain results. Bowles, F. A., & Pearman, C. J. (2017) define self-efficacy as the belief that one can perform a job in a given situation. Self-efficacy is a self-assessment of whether one can perform a job according to predetermined standards (Nurodin, 2019). Synthesized, self-efficacy is an individual's view of their abilities to assess themselves, their ability to solve any problems they face, and their ability to control their behavior to achieve predetermined goals.

## METHOD

This study employed a quantitative approach with an ex-post facto design. This design was chosen because the researcher did not manipulate the independent variables but rather examined naturally occurring conditions to determine the causal relationship between altruism and self-efficacy on teacher commitment. Therefore, an ex-post facto design is appropriate for exploring the influence of psychological variables that cannot be directly manipulated, particularly in the context of educational research.

The study population consisted of 174 teachers from four private vocational high schools (SMKS) in Bina Widya District, Pekanbaru City. A cluster sampling technique was used, considering that the teacher population is naturally divided into different school groups. Therefore, selecting a sample based on school clusters was deemed more efficient, representative, and appropriate to the existing organizational structure. Based on calculations with a 5% margin of error, the resulting sample size was 121 teachers. The data collection technique used was a 5-point Likert-scale questionnaire developed based on theoretical indicators for each variable.

**Table 1: Research variable indicators**

No.	Variable	Indicator	Source
1	Teacher Commitment	<ul style="list-style-type: none"> <li>• Caring</li> <li>• Sense of responsibility</li> <li>• Confidence</li> <li>• Loyalty</li> </ul>	Pratiwi, H (2019); Setyaningsih, S., & Sunaryo, W. (2021); Sezgin & Cahit (2012); and Luthans (2006)
2	Altruisme	<ul style="list-style-type: none"> <li>• Philanthrope</li> <li>• Honest</li> <li>• Cooperation</li> <li>• Prioritize the interests of others</li> </ul>	Pamungkas & uslikah (2019); Savitri & Purwaningtyastuti (2020); and Myers (2015)
3	Efikasi Diri	<ul style="list-style-type: none"> <li>• Experience</li> <li>• Social Modeling</li> <li>• Social Persuasion</li> <li>• Physical and Emotional Conditions</li> </ul>	Badura in (Feist & Feist, 2013)

The research instrument was pilot tested on 30 respondents to ensure the quality of the statement items before use in the main study. Validity testing was conducted using Pearson Product Moment correlation at a 5% significance level with an r table of 0.361. The test results showed that of the 26 items in the teacher commitment variable (Y), 22 were declared valid, while the remaining were not used. For the altruism variable (X1), 16 of the 22 items were valid, while for the self-efficacy variable (X2), 18 of the 21 items met the validity criteria. All valid items were used in the field research.

Reliability testing results indicated that all three variables had a very high level of internal consistency. The Cronbach's Alpha value for teacher commitment after removing invalid items was 0.928; for altruism,

0.875; and for self-efficacy, 0.910. All values were above the minimum threshold of 0.60 and categorized as highly reliable, thus declaring the instrument suitable for use in research data collection.

The data analysis techniques in this study used descriptive and inferential statistics. Descriptive statistics were used to describe data trends, while inferential analysis began with prerequisite tests in the form of residual normality and linearity tests. Next, multiple linear regression was used with the F test, t test, and coefficient of determination ( $R^2$ ). The F test was used to examine the simultaneous influence of altruism and self-efficacy on teacher commitment, the t test was used to assess the influence of each variable partially, and  $R^2$  was used to determine the magnitude of the contribution of the two variables in explaining variations in teacher commitment.

The hypotheses to be tested were:

$H_0$ :  $\rho_{x_1x_2,y} \leq 0$ : There is no positive and significant effect between altruism and self-efficacy jointly on the commitment of teachers at Private Vocational High Schools (SMKS) in Bina Widya District, Pekanbaru City.

$H_1$ :  $\rho_{x_1x_2,y} > 0$ : There is a positive and significant effect between altruism and self-efficacy jointly on the commitment of teachers at Private Vocational High Schools (SMKS) in Bina Widya District, Pekanbaru City.

To facilitate the research, the following conceptual framework can be presented:

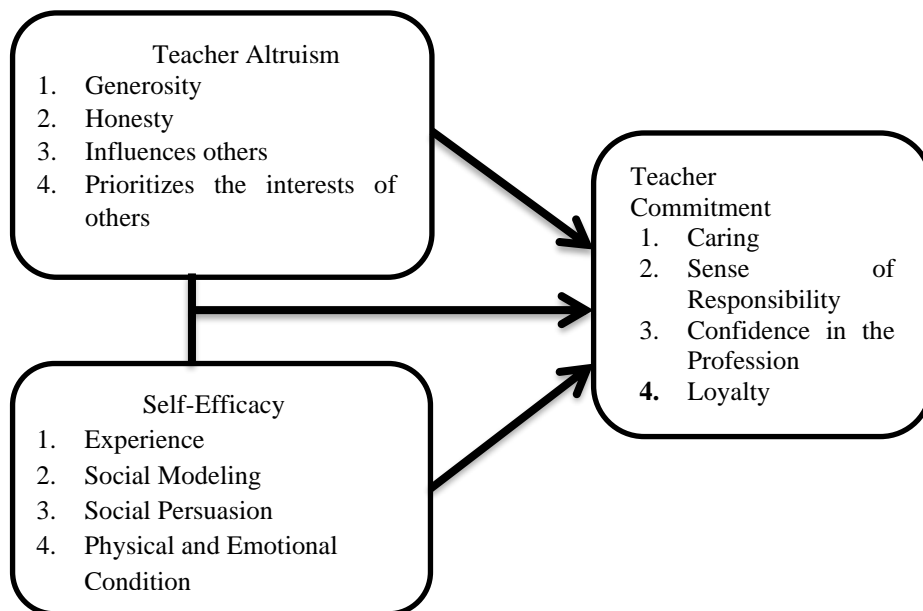


Figure 1. Framework of Thought

## RESULTS AND DISCUSSION

### Research Results

Table 1. F-Test of Altruism (X1) and Self-Efficacy (X2) Variables on Teacher Commitment (Y)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.474	2	4.737	53.560	.000 <sup>b</sup>
	Residual	10.437	118	.088		
	Total	19.911	120			
a. Dependent Variable: Teacher Commitment						

a. Dependent Variable: Teacher Commitment

b. Predictors: (Constant), Altruism, Self-Efficacy

The F-test results on the regression model indicate that altruism and self-efficacy simultaneously have a significant effect on teacher commitment. The F-table value < F-count, which is  $3.07 < 53.560$ , and the significance value is below 0.05. This finding indicates that both independent variables together are able to predict teacher commitment convincingly, so the regression model is suitable for use.

**Table 2. Multiple Regression Test of Altruism (X1) and Self-Efficacy (X2) on Teacher Commitment (Y)**

		Coefficients <sup>a</sup>			
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta	
1	(Constant)	1.173	.268		4.374
	Altruisme	.433	.071	.512	6.068
	Efikasi diri	.263	.091	.245	2.897

a. Dependent Variable: Teacher Commitment

The t-test results indicate that both altruism and self-efficacy have a significant partial influence on teacher commitment, as shown in the following equation:

$$\hat{Y} = 1.173 + 0.433 X_1 + 0.263 X_2$$

The regression coefficients for each variable are positive, indicating that any increase in altruism or self-efficacy will be followed by an increase in teacher commitment. The standardized coefficient values indicate that altruism provides a stronger predictive contribution than self-efficacy in explaining variation in teacher commitment. The resulting regression equation reflects this positive relationship and indicates that both independent variables act as relevant predictors of teacher commitment.

Next, to determine the extent of the influence of altruism and self-efficacy on teacher commitment at Private Vocational High Schools (SMKS) in Bina Widya District, Pekanbaru City, both simultaneously and partially, the R-square test can be used. The following table shows:

**Table 3. Results of the Test of the Effect of the Variables of Altruism (X1) and Self-Efficacy (X2) on Teacher Commitment (Y) Using the Summary Model**

R	R Square	Sig, F Change	Pengaruh (%)	Tafsiran
0,690 <sup>a</sup>	0,476	0,000	47,6%	Sedang

a. Predictors: (Constant), Altruisme, Efikasi Diri  
b. Dependent Variable: Komitmen Guru

**Table 4. Results of the Test of the Effect of the Altruism Variable (X1) on Teacher Commitment (Y) Using the Summary Model**

R	R Square	Sig, F Change	Pengaruh (%)	Tafsiran
0,559 <sup>a</sup>	0,312	0,000	31,2%	Rendah

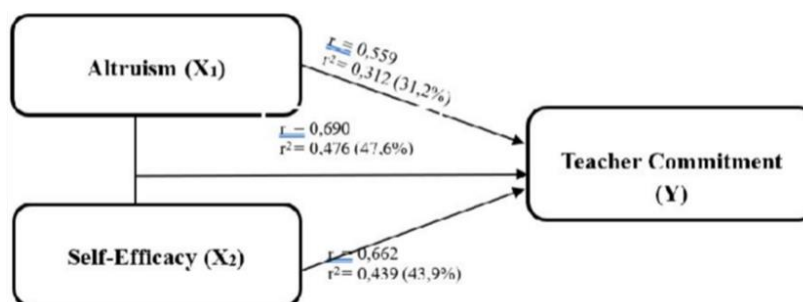
a. Predictors: (Constant), Altruisme  
b. Dependent Variable: Komitmen Guru

**Table 5. Test Results of the Effect of Self-Efficacy Variable (X2) on Teacher Commitment (Y) Using the Summary Model**

R	R Square	Sig, F Change	Pengaruh (%)	Tafsiran
0,662 <sup>a</sup>	0,439	0,000	43,9%	Sedang
<i>a. Predictors: (Constant), Efikasi Diri</i>				
<i>b. Dependent Variable: Komitmen Guru</i>				

The results of the coefficient of determination analysis indicate that altruism and self-efficacy simultaneously contribute 47.6% to the variation in teacher commitment, while the remainder is influenced by other factors outside the model. Partially, altruism explains 31.2% of the variation in teacher commitment, indicating its contribution is in the low category. Meanwhile, self-efficacy contributes 43.9% and is in the medium category, thus having a stronger influence than altruism in predicting teacher commitment. This finding confirms that both psychological variables, both together and separately, have significant predictive power on the commitment of vocational school teachers in Bina Widya District.

Based on the explanation above, after testing the research hypotheses, the following conclusions can be drawn regarding the relationship between the independent variables and the dependent variable:



**Figure 2. Hypothesis Testing Results**

## Discussion

The results of the study indicate that altruism and self-efficacy have a positive and significant influence on teacher commitment. Simultaneously, these two variables explain almost half of the variation in teacher commitment, indicating that psychological factors play a significant role in shaping teachers' attachment to their tasks and school organization. This finding confirms Meyer & Allen's (1997) view that commitment is the result of an interaction between personal, psychological, and work environment factors.

Partially, altruism contributes to teacher commitment because individuals with high levels of social awareness tend to demonstrate a greater sense of belonging and responsibility to the institution where they work. Prosocial behaviors such as helping coworkers, prioritizing common interests, and maintaining positive interpersonal relationships have been shown to increase organizational commitment (Palta, 2019; Erlin & Herri, 2018). The mechanism can be understood through the theory of prosocial behavior, which states that individuals with an altruistic orientation are more easily emotionally connected to organizational goals (Batson, 2011).

Self-efficacy also has a significant influence, and its contribution is stronger than altruism. Teachers with high confidence in their abilities to teach, manage their classrooms, and overcome challenges tend to demonstrate greater motivation, persistence, and work engagement. This finding aligns with Bandura's (1997) theory, which asserts that self-efficacy influences effort, resilience to obstacles, and commitment to goals. Previous research also supports this finding, stating that self-efficacy is closely related to teachers' professional commitment (Ispir & Yildiz, 2023; Dumbi & Indrasari, 2024).



Theoretically, the relationship between altruism, self-efficacy, and teacher commitment can be explained through two mechanisms. First, altruism strengthens affective commitment through empathy, warm interpersonal relationships, and a drive to help others (Argon & Liana, 2020). Second, self-efficacy strengthens normative and continuance commitment through confidence in meeting professional demands and the belief in remaining and contributing to the organization (Garg, 2024; Yurt, 2022). Thus, social values and personal beliefs work complementary ways to strengthen teacher commitment.

These findings have important implications for schools. Teacher professional development needs to focus not only on the technical aspects of teaching, but also on building a prosocial culture through collaboration, mentoring, and empathetic communication. Furthermore, improving self-efficacy can be achieved through ongoing training, constructive academic supervision, and principal support that provides space for teacher innovation. This combination of interventions has the potential to strengthen teachers' long-term commitment to their school and profession.

## **CONCLUSIONS AND RECOMMENDATION**

This study concludes that altruism and self-efficacy have a positive and significant influence on teacher commitment at SMKS in Bina Widya District. This means that teachers who exhibit high social awareness and strong confidence in their abilities tend to demonstrate greater engagement, responsibility, and loyalty to the school.

Practically, these findings suggest that efforts to increase teacher commitment depend not only on structural school factors but also on strengthening teachers' psychological well-being. Therefore, school administrators and policymakers need to develop coaching programs that support the growth of prosocial behavior and professional confidence in teachers.

## **Acknowledgment**

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