

## Review: The Level Of Organizational Commitment And Integrity From Gender Differences In The Teaching Professional

Agus Satriawan<sup>1\*</sup>, Rina Anindita<sup>2</sup>

<sup>1,2</sup> Faculty of Economic and Business, Esa Unggul University

\*Corresponding Author:

Email: [agus.satriawan@esaunggul.ac.id](mailto:agus.satriawan@esaunggul.ac.id)

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### **Abstract.**

*The present study was aimed to examine level in organizational commitment between different gender among lecturer's profession. We hypothesized that female lecturer would tend to have higher organizational commitment compared to the male lecturer. Participants were 204 lecturers (103 males, 101 females). Data is processed by statistical t test with the results showing that the organizational commitment of the teaching profession in general is high. However, in contrast to the hypothesis we propose, male organizational commitment is higher than women.*

**Keywords:** *Organizational commitment, affective commitment, continuance, normative, gender*

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### **I. INTRODUCTION**

The development of the world today causes many universities to grow more rapidly. This development also led to the growth of the workforce needed to meet the competition of these tertiary institutions. The need for lecturers is in line with the efforts of universities in achieving their goals. The needs of these lecturers cause universities to look for ways or strategies to maintain their lecturers' needs so they can be comfortable in working and feel they have ownership of the college, likewise with the University, which is engaged in education services. Universities/colleges that accept students are obliged to provide lecturers or instructors to exchange knowledge needed in the learning process. The sense of ownership of the lecturer or instructor as part of the workforce owned by the University will increase organizational commitment to the institution. With this incredible sense of ownership, lecturers or staff can work comfortably and comfortably, thereby reducing turnover rates. As revealed[1] that organizational commitment affects employee turnover. In the level of work as a lecturer in tertiary institutions, including the value measured in determining the level of organizational commitment. As revealed by[2] which states organizational commitment is a hierarchy in work relations and the level of commitment that exists, such as age and gender differences. Organizational commitment consists of Affective Commitment (AC), Normative Commitment (NC) and Continuan Commitment (CC)[3] as found and as revealed[4], which states there is no significant difference between the three dimensions organizational and gender commitment. These three dimensions of organizational commitment will create an organizational commitment, a feeling of belonging to the company that will ultimately support the company's vision and mission.

The pride of being part of an organization is also the highest indicator of employee organizational commitment, as revealed[5][6] also revealed that high participation in budgeting also influences organizational commitment, and organizational commitment also has a very significant influence on managerial performance. The organizational commitment must be a concern of university leaders. Because the commitment of lecturers to survive increases, they will reach the stage of job satisfaction. Work discipline must also be a concern of university leaders because there is a significant positive relationship between organizational commitment and work discipline, as revealed by[7][8] also revealed that organizational commitment has a

significant effect on the positive direction of job satisfaction[9], also revealed that the level of compensation or reward had a very significant effect on organizational commitment. Emotional intelligence also affects organizational commitment, as revealed by Ulfa & Anis (2016). Organizational commitment is valued as a positive emotional bond between the employee and the organization where the employee works. Revealed[10] a significant influence between organizational commitment and employee work involvement in his organization[11] also revealed that high employee involvement would lead to high organizational commitment. As also expressed[12] that job satisfaction affects organizational commitment. Organizational commitment also directly influences Organizational Citizenship Behavior (OCB)[13][14] revealed that organizational commitment in a company depends on the level of practical consideration a company gives its employees. Gender equality is considered at the level of organizational commitment to the leadership or professional company in providing equal rights and obligations to employees. As revealed[15] that feeling the support given by company leaders is positive, significantly related to the organizational commitment that employees feel. Gender and one's term of office are lighter than feelings of support from company leaders in supporting organizational commitment. [7]also revealed that a significant positive relationship between organizational commitment to work discipline.

However, research on workers' organizational commitment in terms of gender is still rarely discussed—especially suitability between individuals or employees and organizations which need each other. The first party gives what is needed to the second party. Sharing each other based on equality of needs and characteristics as revealed[16] according to the forlap Dikti data from its official website in 2016 permanent lecturers throughout Indonesia totaled 190,734 people (male = 109,890 and female = 80,844), lecturers not still 32,751 (male = 19,431 and female = 13,320) which is spread over 3,276 PTN and PTS (PTN = 122 and PTS = 3,154). Infographics also illustrate the development of the number of lecturers from 2014 to 2016, namely men as much as 56.56% and women as much as 43.44%, which illustrates not too much difference in quantity. In the distribution of the highest age for men aged 41-45 years as many as 19,406 people, for women the highest age of 31-35 years as many as 20,701 people. It can also be concluded that the distribution of the productive age of male and female lecturers is not too much different in number. Based on the infographic of lecturer development, they were based on the highest education up to 2016, namely (S1 = 21,872, S2 = 119,959, S3 = 41,504), which is evenly distributed which indicates that both men and women have the same opportunity to develop into higher education levels. The results of a survey conducted by McKinsey & Company (woman in the workplace) in 2018 seen in terms of the desire to advance his career turned out to be women tend to be higher, but often a company expects the percentage of women at each level is lower than men so this will make women experience greater obstacles and challenges.

For positions ranging from entry-level men as much as 52% and women 48% and up to the top leaders of men as much as 66% and women 34%. The explanation above illustrates how society and a company perceive differences due to different genders and the behaviour of male and female employees in a company. Associated with an organizational commitment to women and men, there will certainly be differences, as it is known that a woman will later get married and have two roles at once. The role as a mother in the household and also the role as a worker in the company. Whereas for men, the demand for success in career and more income as a responsibility to support the family will dominate. However, women tend to last longer in the company if there is comfort in work and more emotional ties from the company. Demands for career success and large income do not dominate. Women's obstacles to achieving top management are greater than those of women whose organizational commitment is higher than men's. Revealed[9] that organizational commitment is influenced by performance. Gender and other individual characteristics do not affect organizational commitment. Based on the 2018 McKinsey & Company survey (woman in the workplace), it can also be seen that it turns out that at almost every level of the percentage of the number of female employees who decide to leave their company is less than the percentage in men. It can be seen that the percentage of female employees

who leave the company is less than 1% of men[5] revealed that individuals who have low organizational commitment would disrupt their performance. The nursing staff in India indicated that affective commitment had an impact on their level of performance. In line with this, the academic staff states that among the three dimensions of organizational commitment (affective, normative and sustainability), the most influential affective commitment is significantly related to the work performance of academic personnel.

## **II. METHODS AND LITERATURE REVIEW**

### **Measurement**

Measurements in this study use measures of Organizational Commitment taken from whose size is affective commitment, with three measurement items, continuous commitment with three measurement items and normative commitment with three measurement items. To measure the variables in this study, a Likert scale with intervals of 1 to 4 with the following criteria we made with a four-point response (1 = "Strongly agreed given a score of 4", two = "agreed given a score of 3", three = "no agreement with a score of 2", four = "Strongly disagree with a score of 1. Data is information received about reality or empirical phenomenon. Its form can be a set of measurements, and in the form of numbers (quantitative) or the form of words expressions (verbalize) or qualitative in this study, the data used are primary, and secondary data Primary data is the type of data obtained directly from the source, either through interviews or questionnaires.

The data is obtained from answers from respondents, namely female and male lecturers. Types of data that have been collected in advance by related parties include studies and literature. In this study, data were obtained using a questionnaire. A questionnaire is several written questions used to obtain information from the respondent in a report about his personality or the things he knows. The questionnaire was designed so that all respondents were expected to be able to answer all questions. The questionnaire distributed was accompanied by a letter requesting the completion of the questionnaire and an explanation of matters relating to the study. The scale used in the questionnaire is a Likert scale with multilevel answers in five categories ranging from strongly disagreeing assessments to strongly agreeing on assessments.

### **Population and sample**

The population is a set of objects determined through criteria and can be categorized into these objects in the form of humans, documents and other organizational tools. The population is a generalization area consisting of objects or subjects with specific qualities and characteristics determined by the author to be studied and then concluded. The population in this study are men and women who work as lecturers in universities. The sample is part of the number and characteristics possessed by the population. In this study, the researchers determined the number of samples using a planned sampling quota of 381 respondents due to the uncountable population. The basis for determining a sample of 381 is based on calculations using the Krecjie and Morgan Tables (1970). Where if the maximum population is 50,000 with an error rate of 5%, the results of the sample calculation in this study are 381 respondents.

### **Validity and Reliability Test**

The data analysis method starts from testing the questionnaire question instrument for the level of organizational commitment. The first instrument is testing the validity test using factor analysis, seen from the value of the KMO (Keizer-Meyer-Olkin) and Bartlett test. Followed by a reliability test using Cronbach's Alpha, the criteria for an instrument are reliable using this technique if the reliability coefficient is above 0,6.

### **A Description of The Level of Organizational Commitment**

In measuring organizational commitment levels, researchers use the categorization of subjects and level categorization. The subject category aims to place individuals into separate groups in stages according to a continuum based on the measured attributes. Before carrying out this category of respondents, a normality test is first performed to see whether or not the data distributions are normal. To find out the high, low of the variable level of organizational commitment using the overall score. High, low categorization of the level of

organizational commitment using the calculation of the interpretation of scores based on the mean (standard) and standard deviation. The categorization uses the calculation in the following table:

**Table 1.** Category of organizational commitment

| Limitation                                       | Organizational Commitment Interpretation Score |
|--|--|
| $(\mu + 1,0 \sigma) \leq X$                      | Height   |
| $(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$ | Medium   |
| $X < (\mu - 1,0 \sigma)$                         | Low  |

Source : Azwar (2012)

Information:  $\mu$ : Theoretical Mean and  $\sigma$ : Standard Deviation Unit.

After categorizing the organizational commitment level, it is separated between respondents with a high level of commitment and a low level of commitment. For each group of respondents with a low commission rate, the average is calculated, as well as for the high commitment level respondent group, the average is calculated. Furthermore, the average results of the two groups were calculated differently with the t-test. Statistics. If the significance value of the t-statistic test is smaller than 0.05, it can be said that the level of commitment of male and female lecturers is different.

### Organizational Commitment

Organizational commitment is the desire of employees to remain members of the organization and be willing to work hard to improve their performance to achieve organizational goals, as expressed by[5]. Commitment is shown in the attitude of acceptance, a strong belief in the values and goals of an organization and a solid drive to survive in the organization to achieve organizational goals. To improve employee performance, a strong commitment is needed so that the desired goals are achieved. Various theories about organizational commitment have been developed, among the theories developed[3] which divide organizational commitment into three dimensions, namely: (1) Affective Commitment, shows the psychological connection between individuals and their organizations, so individuals are very loyal towards the organization and will try to involve themselves deeply in the activities of the organization and enjoy membership in the organization, or in other words individuals stay in an organization because they need the organization; (2) Continuous Commitment, i.e. a tendency to be involved in a consistent path of organizational activity based on measurement of investment costs or losses when associated with the cessation of activity in the organization, or in other words individuals persist in an organization because they need the organization; (3) Normative Commitments, ie commitments that are formed related to the perception of individuals that as an organization they feel an obligation to remain in the organization, or in other words individuals persist in an organization because they feel they should be so. While the theory of multidimensional work ethics is the concept of work ethics that are not based on specific religious values, this concept was first developed by Miller and Woehr in 1997, as revealed by Sutarno (2016).

With a concept called The Multidimensional Work Ethic Profile (MWEP). The concept of MWEP proposed by Miller consists of seven dimensions of work ethics, namely: (1) centrality of work (work orientation), namely the belief that work is intended for the benefit of Sutarno's work (2016). In addition, the centrality of work shows one's commitment to the place where the individual works. (2) Delay of gratification (waiting for reward), Sutarno (2016) revealed that the definition of delay of gratification is orientation in the future is waiting for the reward. Delay of gratification reflects the ability to override short-term rewards to get some benefits in the future. In social theory, a person will expect compensation for the assistance given to others but not in the period. Likewise, in an organization, a person will expect a reward for what he has done even though not right then. (3) hard work (hard work) is an attitude and belief that someone can become a better person and achieve goals through a commitment to the value and importance of work. An individual committed to working hard can overcome almost all obstacles, achieve personal goals, and become a better person. He is responsible for his personal goals, such as the desire for success and the accumulation of material wealth. Hard

work reflects a person's efforts to get the desired goal and might help others if they experience difficulties at work. (4) leisure (free time), (5) morality / ethics (morality / ethics), (6) self-reliance (independence) and (7) wasted time (waste of time).

### **Understanding Gender**

Revealed that the notion[17] of gender is a grammatical classification of nouns and other words related to it, which is broadly related to two sexes and the absence of gender-neutrality. The term gender in social studies refers to the differences between men and women, without the entirely biological connotation. Gender understanding in this study refers to the differences between men and women, which are inherently social formations even though they are not caused by gender differences biologically. Expresses[18] the term gender, and the concepts of nature and nurture were previously unknown in Indonesian culture. The terminology is an absorption word from English. The meaning it contains is assimilation or direct translation as the meaning in the original language. The following is a translation of the definition of these words. Gender in the study of feminism means traits or traits associated with specific sexes, whether in the form of habits, culture or psychological behaviour, not biological differences. Gender equality activists define sex as biological sex from birth, namely men or women based on their genitals, while gender is a social "gender" in the form of masculine or feminine attributes, socio-cultural constructions. According to them, masculine attributes do not have to be attached to the male sex, and feminine traits are also not necessarily for women because these attributes are not innate by nature but are formed in a socio-historical nature that is not permanent and can be learned so that it can exchange cross-sex. Such a definition is different from the original meaning of the word in the original language. There is also a problem when introduced in other languages because previously, there was no language and culture that distinguishes between biological sex and social "sex".

The history of the emergence of gender terminology cannot be separated from humanities, especially psychology and is also related to transsexual trends. In English, the distinction between sex and gender was first introduced by American and British psychiatrists and medical workers who worked with transsexual and intersex patients in the 1960s and 1970s. Feminists then use the term as a rebuttal against arguments about gender biology as fate. Since then, this concept has been widely adopted as a system for analyzing the gender development of the global feminism movement. Nature Etymologically interpreted as inherent characteristics or innate circumstances in someone or something, also interpreted as natural conditions or human nature. In the study of gender, the terminology of nature is defined as a theory or argument that states that differences like gender are inseparable and even determined by biological differences (sex). It is called a nature theory because it states that differences between men and women are natural and from these natural differences arise innate differences in the form of masculine and feminine attributes inherent in them naturally. So it should address the differences that exist not by eliminating them but by removing discrimination and creating harmonious relationships. Nature theory is familiar to classical and religious scientists. Sometimes this theory is also associated with Rousseau, Kant, and Hegel, but the one who is considered the foundation of this scientific, scholarly theory is Charles Darwin and is supported by the Heredity Theory.

### **Understanding of the Profession of Lecturers**

Law No. 14/2005 concerning Teachers and Lecturers states that lecturers are professional educators and scientists. This law views lecturers as a profession. The profession itself is a form of work that requires the culprit to have specific knowledge obtained through formal education. If a lecturer is seen as a profession, it will require a lecturer to have special knowledge and expertise so that in carrying out his profession required ethics that govern the implementation of the lecturer's duties. Implementation of the lecturer's duties. Revealed that currently[19], criticisms are often levelled related to the quality of university lecturers in Indonesia, namely: First, now the interest of some lecturers to continue reading and conducting scientific research in their scientific fields has declined. They seemed satisfied with their doctorate or PhD. Revealed[20] that the definition of lecturer is the source of knowledge, skills, and abilities accumulated in the organisation's members. In addition,

lecturers are also a potential source of competitive advantage because their competencies are intellect, character, skills, personal character, and intellectual and cognitive processes.

### **The Level of Organizational Commitment Is Seen from the Gender Differences in the Lecturer Profession**

Revealed that women leave[21] fewer organizations than men. Women are more committed than men and state that women have a higher level of commitment than men also find a coherent relationship between organizational commitment and gender. They add that women have a higher level of commitment than men because women always try to do something for their work status. Revealed that many studies[22] had examined the relationship between organizational commitment and demographic variables (such as gender). An emerging thought might be the difference in the level of organizational commitment for each gender. Socially speaking, a role-related manner between men and women influences social life behaviour and career prospects[23] revealed that female employees tend to be more committed to the organization than male employees. Gender factors have a conceptual relationship with organizational commitment, and their influence is powerful on women because they are a source of gender role conflict rarely experienced by men who work. Women hope to be able to successfully integrate roles in a family with roles in work or career. So many women are more socialized with taking care of the family than with roles related to career or achievement.

They traditionally do not plan careers seriously, do not explore career choices in-depth, and focus on gender-stereotyped career choices. Organizational commitment is equal for both genders. However, men and women have different career choices because of their socialization experiences and social forces in society that determine their opportunities, as revealed[23]. The report made by McKinsey & Company: Women In The Workplace (2018) writes that the public's view of women is still underrepresented in some companies to occupy influential positions and people assume that women have a higher average than men in terms of men leaving the company because it is considered women tend to be challenging to balance work and family. However, Mckinsey & Company managed to show data that it turns out women have a lower percentage of going out of the company compared to men or in other words, women tend to last longer in a company as revealed[23] regarding differences in an organizational commitment having a background in human resources that is central to a company, so their commitment is also needed. Some companies make an organizational commitment as a requirement to occupy important positions.

However, in reality, not all employees have high organizational commitment. In this era, people no longer view roles by referring to norms that consider gender factors. Men and women both have the same opportunities in the organization, although women are often clashed with their dual roles in the family, allowing female employees to focus less on their work and ultimately have lower organizational commitment than men. However, the results of this study indicate that the organizational commitment of the works the employees, in general, are tall. However, the organizational commitment of women is higher than men. As also stated[22] regarding the influence of demographic characteristics (age, gender, education), years of service and salary satisfaction on affective commitments explains that organizational commitment is a crucial aspect for the sustainability of an organization and organizational commitment that is considered the best is affective commitment, because it most influences the pattern of employee behaviour in the organization. Then, on the other hand, it is also assessed that there must be factors that can foster the organizational commitment of each employee, in this study taking demographic characteristics, years of service and salary satisfaction. This study shows the results that gender has a negative relationship. This means that gender has a negative and not significant effect on affective commitment. There is no significant relationship between the two variables. Then the hypothesis proposed in this study is as follows:

H: The Level of Organizational Commitment of Higher Education Lecturers is distinguished by Gender Demographic Factors With sub-hypothesis as follows:

- H1 : Affective Commitment Levels Differ between Male and Female Lecturers  
 H2 : Continuous Commitment Levels Differ between Male and Female Lecturers  
 H3 : Normative Commitment Levels Differ between Male and Female Lecturers

### III. RESULTS AND DISCUSSION

Factor analysis is a technique used to look for factors that can explain the relationship or correlation between various independent indicators that are observed. Organizational commitment variables are measured using a measurement arranged based on Allen & Meyer (1990), consisting of three dimensions: (a) continuance commitment, (b) affective commitment, and (c) normative commitment. Calculation results for affective dimensions with KMO 0.619 and Cronbach Alpha 0.565 with no questions omitted. Calculation results for the continuous dimension with KMO 0.545 and Cronbach Alpha 0.402 with no questions removed. Calculation results for normative dimensions with KMO 0.639 and Cronbach Alpha 0.858 with no questions omitted. Commitment measuring instrument total organizational commitment consists of 9 questions (each dimension of commitment as many as three questions) includes positive and negative items, with a choice of responses that come from 1 (strongly disagree) to 4 (Strongly Agree). Questionnaire-based on the results of calculations using SPSS results of pretest as many as 30 respondents, reliability testing using Cronbach Alpha with a result of 0.5 which means quite reliable.

The pretest data used are sufficient to illustrate that the calculation results are sufficiently representative and reliable—the questionnaire was distributed to 360 respondents, and those who participated returned the questionnaire as many as 204 respondents. Respondents are permanent lecturers and home base in Kopertis 3 area especially in West Jakarta as many as 103 people / 51% (men) and 101 people / 49% (women). The last education degree was 173 people (85%), and 31 students were educated (15%) with 115 years of work/teaching period (115%) and 89 years of work/teaching period (89%) (44%) ). After conducting the demographic profile of the respondents, then further categorization for affective commitment, commitment and normative commitment is carried out. Before categorizing, the steps taken are to calculate the average value and standard deviation of each dimension of the organizational commitment. The mean value of affective commitment from 204 respondents was 3.7126, with a standard deviation value of 0.59660. The mean value of continuous commitment of 204 respondents is 3.345, with a standard deviation value of 0.7275. The mean value of the normative commitment of 204 respondents was 2.745, with a standard deviation value of 0.78251. So the categorization obtained is as follows:

**Table 2.** Categorization of affective commitment

| Limitation                  | Interpretation Affective Commitment | Percentage            |
|-----------------------------|-------------------------------------|-----------------------|
| $X \geq 3,7126$             | Height (1)                          | 32 Respondents (16%)  |
| $2,5194 \leq X \leq 3,7126$ | Medium (2)                          | 144 Respondents (70%) |
| $X \leq 2,5194$             | Low (3)                             | 29 Respondents (14%)  |

Based on the results of categorization of affective commitment as many as 32 respondents (16%) with a high level, 144 respondents (70%) with a moderate level and 29 respondents (14%) with a low level.

**Table 3.** Categorization of continuance commitments

| Limitation                 | Interpretation Affective Commitment | Percentage            |
|----------------------------|-------------------------------------|-----------------------|
| $X \geq 3,3435$            | Height (1)                          | 23 Respondents (11%)  |
| $1,885 \leq X \leq 3,3435$ | Medium (2)                          | 157 Respondents (77%) |
| $X \leq 1,885$             | Low (3)                             | 24 Respondents (12%)  |

Based on the results of the categorization of ongoing commitments as many as 23 respondents (11%) with a high level, 144 respondents (77%) with a moderate level and 24 respondents (24%) with a low level.

**Table 4.** Categorization of normative commitments

| Limitation                  | Interpretation Affective Commitment | Percentage            |
|-----------------------------|-------------------------------------|-----------------------|
| $X \geq 3,5275$             | Height (1)                          | 31 Respondents (15%)  |
| $1,9625 \leq X \leq 3,5275$ | Medium (2)                          | 147 Respondents (72%) |
| $X \leq 1,9625$             | Low (3)                             | 26 Respondents (13%)  |

Based on the results of the normative commitment categorization of 31 respondents (15%) with a high level, 147 respondents (72%) with a moderate level and 26 respondents (13%) with a low level. After categorization, to answer the hypothesis test, by doing a t test, which is distinguished by the sex of lecturers, men and women. The results of the t-statistic test are as follows:

**Table 5.** Recapitulation of the results of hypothesis testing of differences in organizational commitment based on gender

| H  | Hypothesis   | Sig T test | Conclusion          | Information                       |
|----|--|------------|---------------------|-----------------------------------|
| H1 | Gender distinguish the level of affective commitment   | 0,027      | Hypothesis accepted | Men are higher than women         |
| H2 | Gender distinguish the level of continuance commitment | 0,496      | Hypothesis rejected | Men and women are the same height |
| H3 | Gender distinguish the level of normative commitment   | 0,001      | Hypothesis accepted | Men are higher than women         |

Based on the calculation of the affective commitment hypothesis test, the t test with significance appears 0.027 which means  $<0.05$  different then the hypothesis is accepted. Male lecturers have a higher affective level than women. Based on the calculation of the continuance commitment hypothesis test, the t test with significance appears 0.456 which means  $> 0.05$  does not differ, the hypothesis is rejected. Both male and female lecturers are the same (there is no higher or lower) dimension to the sustainability of the organization. Based on the calculation of the normative commitment hypothesis test, the t test with a significance number appears 0.001 which means  $<0.05$  different then the hypothesis is rejected. Male lecturers have higher normative levels than women.

**Table 6.** Recapitulation of the results of hypothesis testing for differences in affective commitment by gender

| H1  | Dimensions of questions                             | Sig   | Conclusion          | Information                       |
|-----|---|-------|---------------------|-----------------------------------|
| H1a | Nice to spend the rest of your institution's career | 0,083 | Hypothesis rejected | Men and women are the same height |
| H1b | Institutional problems also respondent problems     | 0,158 | Hypothesis rejected | Men and women are the same height |
| H1c | Having emotional ties with the institution          | 0,020 | Hypothesis accepted | Men are higher than women         |

Based on the calculation of the affective commitment hypothesis test with the first question dimension item, the t test with significance appears 0.083 which means  $> 0.05$  then the hypothesis is rejected. Male and female lecturers have the same level. In the dimension of the first item of this affective commitment question that asks about feeling happy to spend the rest of the institution's career based on interviews with several lecturers, both men and women have the same level of pleasure due to more flexible working time so that both male and female lecturers feel comfortable and not too depressed so it also carries out its activities either academically or materially which are carried out outside the main institution. The lecturers also have high expectations with the institution in terms of improvement and welfare improvement which raises optimism to spend the rest of the institution's career. Based on the calculation of the affective commitment hypothesis test



with the second question dimension item, the t test with significance appears at 0.158 which means  $> 0.05$  is different than the hypothesis is rejected.

**Table 7.** Recapitulation of the results of the hypothesis testing of differences in continuing commitment by gender

| H2  | Dimensions of questions                               | Sig   | Conclusion          | Information                       |
|-----|---|-------|---------------------|-----------------------------------|
| H2a | Endure more out of necessity than desire              | 0,496 | Hypothesis rejected | Men and women are the same height |
| H2b | Difficult to leave the institution despite the desire | 0.495 | Hypothesis rejected | Men and women are the same height |
| H2c | Too many losses to leave the institution              | 0,496 | Hypothesis rejected | Men and women are the same height |

Based on the calculation of the continuance commitment hypothesis test with the first question dimension item, the t test with significance appears 0.496 which means  $>0.05$  then the hypothesis is rejected. Male lecturers and have the same level. Male or female lecturers based on the first question are more realistic and pragmatic.

**Table 8.** Recapitulation of the results of the hypothesis testing of differences in normative commitment based on gender

| H3  | Dimensions of questions                           | Sig   | Conclusion          | Information               |
|-----|---|-------|---------------------|---------------------------|
| H3a | Obliged to remain with the institution            | 0,001 | Hypothesis accepted | Men are higher than women |
| H3b | Feel guilty about leaving the current institution | 0,002 | Hypothesis accepted | Men are higher than women |
| H3c | Loyalty is only for this institution              | 0,001 | Hypothesis accepted | Men are higher than women |

Based on the calculation of the normative commitment hypothesis test with the first-dimension item, the t-test with significance appears 0.001, which means that  $<0.05$  is different from the hypothesis accepted. Male lecturers have a higher level of normative commitment than women, which means it differs from existing hypotheses. Male lecturers who have received further education scholarships and are bound to service with this institution have a sense of responsibility to survive. Institutions become opening and encouraging tools to improve the career of lecturers. Based on the calculation of the normative commitment hypothesis test with the second question dimension item, the t-test with significance appears the number 0,002, which means  $<0.05$  is different than the hypothesis can be accepted. Both male and female lecturers also have the same level in terms of looking at institutional issues. The lecturer considers that with the opportunities available to teach and with the acquisition of compensation obtained and the same level of attention and feeling in terms of the problems obtained by the institution where the teaching. Institutions also directly involve the participation of lecturers in overcoming existing problems. The sense of responsibility and wisdom that has been obtained makes lecturers try to understand and share feelings and overcome existing problems. Based on the affective commitment hypothesis test calculation with the first-dimension item, the t-test with significance appears 0.020, which means  $<0.05$  different then the hypothesis can be accepted. Male lecturers have a higher affective level than women, which means it differs from existing hypotheses. Many male lecturers have emotional ties with the institutions where they teach. Scholarships obtained from institutions to improve higher education and competency training provided include factors that can bind lecturers' emotions.

Material assistance can also increase this emotional bond. Many lecturers also get career advancement as well as compensation for their institutional services. Male and female lecturers feel they have the exact needs in terms of teaching careers and their family's needs. These needs are more dominant with the statement that a realistic attitude towards compensation needs is needed to increase the desire to survive. There is the same level of potential to leave the institution. Especially if there is discomfort and dissatisfaction with the

institution/organization where they work, based on the calculation of the continuance commitment hypothesis test with the second question dimension item, the t-test with significance appears the number 0.495, which means  $> 0.05$  is different from the hypothesis is rejected. Both male and female lecturers have the same level. It is difficult to leave an institution even if the desire is there. Factors of economic needs that must be routinely excluded and more difficult opportunities to compete outside the cause of the desire to get out can be more muted. However, the potential to leave the institution remains high if things are not going well and if there are better offers from outside. Based on the continuous commitment hypothesis test calculation with the third-dimension item, the t-test with significance appears 0.496, which means  $> 0.05$  different then the hypothesis is rejected. Both male and female lecturers have the same level of dimension for sustainability in the organization. With all that has been given, as well as the sacrifice of both time and costs incurred to teach or to the destination, teaching to educate students makes a deep impression. The loss to leave the organization is felt even more significant with the sacrifices that have been incurred. The challenge of outside opportunities can also raise doubts about survival. Male lecturers have a higher level of normative commitment than women, which means it differs from existing hypotheses. Male lecturers have more feelings of guilt if they have to leave their institutions. The guilty feeling arises because the institution will lack the ratio of lecturers if the lecturers are reduced so that it causes a wrong assessment, especially when the accreditation process. 05 is different than the hypothesis can be accepted.

Male lecturers have a higher level of normative commitment than women, which means it differs from existing hypotheses. Male lecturers have a higher level of loyalty to their institutions. Male lecturers assume loyalty to the institution is needed to improve the prosperity and welfare of all lecturers. Viewed by sex or gender, most subjects were 103 people (51%) while women were 101 people (49%). The description of affective commitment based on gender male participants has a higher commitment than women. The average value of affective commitment from male participants was 3,207 (moderate), while women were 3,023 (moderate). The picture of continuance commitment based on gender, male and female participants have the same continuance commitment as the organization. The average value of continuance commitment from male participants was 2,650 (moderate), while women were 2,580 (moderate). This value which is not many different, shows the same commitment between male and female lecturers to be sustainable with existing organizations or institutions). The picture of normative commitment based on the gender of male participants is higher than that of women. Male participants' average normative commitment value was 2,915 (moderate), while women were 2,571 (moderate). There is a quite high difference in the level of organizational commitment of male lecturers to women, as revealed by Setiawan & Zamralita (2018). This could be due to male lecturers being more committed to their work due to family needs and women prioritizing other factors.

#### IV. CONCLUSION AND SUGGESTION

The results of the descriptive analysis concluded that generally based on the calculation of the affective commitment hypothesis test, the t-test with the significance of the number appeared 0.027, which means  $< 0.05$  different then the hypothesis can be accepted. Male lecturers have a higher affective level than women, which means it differs from existing hypotheses. Based on the ongoing commitment hypothesis test calculation, the t-test with significance appears 0.456, which means  $> 0.05$  does not differ, and the hypothesis is rejected. Both male and female lecturers have the same level of dimension for sustainability in the organization. Based on the normative commitment hypothesis test calculation, the t-test with significance appears 0.001, which means  $< 0.05$  different so that the hypothesis can be accepted.

Male lecturers have higher normative levels than women Organizations must provide comfort and facilities both materially and non-materially that allow lecturers, both men and women, to have a feeling of ownership and high emotional ties to foster enthusiasm and desire to survive in the organization. The leadership of the organization must foster conduciveness and policies that support the existence of lecturers in survival.

Policies for example such as improving compensation and mutual support and participation with both lecturers or leaders of organizations such as in universities, for example in terms of teaching and research and community service.

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