



Influence of Personality and Job Satisfaction on Managerial Effectiveness and Organizational Commitment

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ABSTRACT

Background: A school principal plays an important role in the effective management of the school organization. This research aimed to examine the influences of school principals personality and job satisfaction on their managerial effectiveness and organizational commitment in a tough competitive elementary school industry. **Methodology:** This research applied a Survey Method that covered a population of 136 private elementary school principals at South Jakarta Indonesia. The data was collected by questionnaire forms and analyzed by path-analysis technique used Partial Least Square -

Structural Equation Modeling. **Findings:** The research generated findings that school principals' personality and job satisfaction had direct and indirect positive influences on their managerial effectiveness as well as on their organizational commitment. **Implications for Research and Practice:** Based on the research findings there were some recommendations proposed to the school organizations to increase school principals' managerial effectiveness and organizational commitment through strengthening their personality and job satisfaction in the way to achieve the schools' competitive advantages in the industry.

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Introduction

Many international schools opened in South Jakarta City since 2015, such as ACG School, New Zealand School, Jakarta Intercultural School, Ichtus School, Raffles Christian School, and Hope International School, are now facing the threat of closing, owing to a tough competition which has drastically reduced the number of students in private elementary schools in South Jakarta City. This downside trend was seen in the elementary school industry in South Jakarta City during the period between 2019 to 2022. Though the decline in the number of elementary private schools was not significant, but the number of students decreased from 45,427 to 41,900 students, a fall of about 7.8% (<https://jakarta.bps.go.id>).

In private school, the school principal is appointed by the Chairman of School Foundation. There is no official data about the replacement or turnover of private school principals, but it can be inferred that Private School Foundations requires such school principals that have capability and loyalty to manage their school organizations to survive in the competitive situation. At the same time, the school principals should also have a high managerial effectiveness as well as a high organizational commitment. Colquitt et al. (2019) have developed an Integrative Model of Organizational Behavior, to explain that successful organizations requires employees who can effectively perform their jobs and have a high commitment to their organizations. It is like a coin that has both sides..

The objective of this research was to formulate strategies to improve school principals' managerial effectiveness as well as organizational commitment that can help them to increase their effectiveness and commitment to manage the school organizations in the competitive situation. In order to achieve this objective and fill up the research gap, it was necessary to identify and examine factors that have significant influenced school principals' managerial effectiveness and organizational commitment.

Several research studies have been conducted with different variables, but each of them has examined the influence of personality on managerial effectiveness, job satisfaction on managerial effectiveness, personality on organizational commitment, and job satisfaction on organizational commitment. The current research has a novelty that it was designed in an integrative study that examines the direct and indirect influences of personality and job satisfaction on both managerial effectiveness and organizational commitment. This research was conducted at 136 private elementary schools in South Jakarta City that used 102 school principals as the sample. This research applied a survey method and used questionnaires to collect data. This research used Partial Least Square - Structural Equation Modeling (PLS-SEM) to analyze data and examine the hypotheses. The results of this research were used to formulate recommendations to increase school principals' managerial effectiveness and organizational commitment in order to gain organizations' competitive advantages in a competitive industry.

Literature Review and Hypotheses Development

There are various empirical studies that have examined the managerial effectiveness and organizational commitment of supervisors/ managers and their relationship with organizational performance, for instance, found that managerial effectiveness had a

significant influence ($\beta = 0.801$, $p = 0.000$) on organizational performance of managers. Cera and Kusaku (2021) found that the effectiveness management of managers had a significant relationship ($r = 0.513$, $p < 0.01$) with the organizational performance. Princy and Rebeka (2019) found that managers' organizational commitment had a significant relationship ($r = 0.601$, $p < 0.01$) with the organizational performance. Sari et al. (2023) found that managers' organizational commitment had a significant influence ($\beta = 0.291$, $p = 0.000$) on organizational performance. These research findings are evidence that both managerial effectiveness and organizational commitment of managers have significant influence on organizational performance. There are many factors that are responsible for such an influence on managerial effectiveness and organizational commitment.

Harshitha et al. (2022); Kokila and Muralidaran (2015), and Sobaih et al. (2022), found that managers' personality traits had significant influences on managerial effectiveness. Eliyana and Ma'arif (2019), and also Noercahyo et al. (2021), found that job satisfaction of managers had significant influence on their managerial performance. This means that personality and job satisfaction had influenced on managerial effectiveness. Likewise, Windarti et al. , and Korankye et al. (2021), found that personality had a significant relationship with organizational commitment. Mardhiah and Sunaryo (2018), Bagis (2022), and also Yusnita (2022), found that there was a significant positive relationship between job satisfaction and organizational commitment. This means that personality and job satisfaction had a significant relationship with organizational commitment.

This research used an Integrative Model of Organizational Behavior (Colquitt et al., 2019) that underlies the theoretical framework of the study. The model explained that Individual Outcomes (performance and commitment) are influenced by organizational, group and individual characteristic factors, and mediated by individual mechanism variables. For this purpose, managerial effectiveness and organizational commitment were categorized as Individual Outcomes (dependent variables), while personality was categorized as Individual characteristic (independent variable) which influenced the dependent variables. Job satisfaction was categorized as individual mechanism variable (mediating variable) which mediates the influence of independent variable on dependent variables.

Managerial Effectiveness

Kokila et al. (2015) define managerial effectiveness as the achievement of the goals which contributes to the overall objectives of the organization through optimum utilization of resources by efficiency and effectiveness in planning, organizing, actuating and controlling. Olorunsola and Belo (2018), and Harshitha et al. (2022), define managerial effectiveness as the optimal utilization of human and material resources available to achieve organizational goals. These definitions emphasized that managerial effectiveness refers to how a manager effectively performs the management functions to achieve the organizational goals. Smutny et al. (2016) explain that managerial effectiveness refers to how their subordinates and colleagues consider them as a leader who develops conducive atmosphere, sets a good example of behaviors, and supports subordinates in handling the emergent problem. Ruiz and Hamlin (2019), define managerial effectiveness as the performance of a manager that sets a good example of behavior and convince people that he/she is a competent leader.

Based on these theoretical descriptions, it can be synthesized that managerial effectiveness renders a manager to perform the management functions effectively and become a competent leader. Managerial effectiveness has four management dimensions: planning, organizing, actuating and controlling, and five leadership dimensions: creating conducive organizational culture, effective decision making, a model of work behavior, support to subordinates, and providing solutions for handling problem.

Organizational Commitment

Ruiz et al. (2019) define organizational commitment as the degree to which an employee identifies himself with a particular organization and its goals and wishes to maintain membership in the organization. Yusnita (2022) describes the organizational commitment as a psychological relationship between the individual and the organization and this relationship encourages to do his best to achieve the organization's goals. Ruiz et al. (2019), Colquitt et al. (2019) and Yusnita (2022), explain that there are three types of commitments. First, the Affective Commitment refers to an individual's desire to remain a member of an organization due to an emotional attachment, and involvement with that organization. Second, the Continuance Commitment refers to an individual's desire to remain a member of an organization because of an awareness of the costs associated with leaving it as well as issues of welfare (benefits, safety and health). Third, the Normative Commitment refers to an individual's desire to remain a member of an organization due to a feeling of obligation and loyalty to the organization.

Based on the theoretical descriptions, it can be synthesized to apply in this research that organizational commitment refers to the desire on part of the manager to remain as a member of the organization and have a psychological relationship with the organization. The dimensions of organizational commitment include the affective, continuance, and normative commitments.

Personality

Feist et al. (2009) define personality as a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. Burger (2019) define personality as consistent behavior patterns and intrapersonal processes originating within the individual. The term consistent behavior refers to behavior patterns that consistently manifest over time and across situations. Ruiz et al. (2019) explain the Big-Five Personality Model comprising five dimensions of personality. First, conscientiousness, which refers to someone who is responsible, dependable, persistent, and organized. Second, emotional stability which characterizes someone as calm, self-confident, and secure. Third, extraversion refers to someone who is sociable, gregarious, and assertive. Fourth, openness to experience, which characterizes someone in terms of imagination, sensitivity, and curiosity. Fifth, agreeableness which describes someone who is good natured, cooperative, and trusting.

Based on this theoretical description, it can be synthesized that personality refers to the individual relative permanent and unique characteristics which give consistency and individuality to his/her intrapersonal processes and behaviors over time and across situations. The five dimensions of personality include conscientiousness, emotional stability, extraversion, openness to experience and agreeableness.

Job Satisfaction

Ruiz et al. (2019), and also Onogwu and Emenike (2023) explain that job satisfaction as a positive feeling toward a job resulting from an evaluation of experiences doing job and job characteristics itself. McShane and Glinow (2010), and Nkine et al. (2021), identify five job satisfaction dimensions: salary, promotion opportunity, supervision, co-workers support, job security, facilities and the job itself. These theoretical descriptions can be synthesized to apply in this research, accepting that job satisfaction refers to the employee's feeling toward his/her job resulting from an evaluation of experiences doing the job. There are seven dimensions of job satisfaction: salary, promotion opportunity, supervision, co-workers, job security, facilities, and the job itself.

Based on these theoretical descriptions of personality, managerial effectiveness, organizational commitment and job satisfaction, a research framework was designed which explained the relationship between these variables. To understand their relationships, a few hypotheses were developed.

Personality and Managerial Effectiveness

All five managers' personality dimensions, namely conscientiousness, emotional stability, extraversion, openness to experiences and agreeableness, are required to perform their managerial jobs that mostly consist of interacting with other people such as the authorized superiors, workers, suppliers, and others. This implies that the managers' personality influences on their managerial effectiveness. Rahimifiruzabad and Rahimi (2015), and Shafiezadehgarousi (2018), found that a certain personality type of managers had relationship with their effectiveness in performing the management jobs. Harshitha et al. (2022) found that the personality of the managers had a significant relationship ($r = 0.41$, $p < 0.01$) with their managerial effectiveness. Hence, the first hypothesis was formulated:

H1: *There is a direct and positive influence of personality on managerial effectiveness.*

Personality and Organizational Commitment.

Personality refers to the individual relative permanent and unique characteristics which give consistency and individuality to intrapersonal processes and behaviors over time and across situations. This implies that employee's personality will influence his/her desire to remain as a loyal member of the organization over time and across situations. Korankye et al. (2021) found that all five personality dimensions had a simultaneously relationship ($R = 0.601$, $p < 0.05$) with organizational commitment. Utami et al. (2021) found that personality had a direct positive influence ($\beta = 0.482$, $p < 0.01$) on organizational commitment. Hence, the second hypothesis was formulated:

H2: *There is a direct positive influence of personality on organizational commitment.*

Personality and Job Satisfaction.

The personality influences how an individual perceives salary, promotional opportunity, supervision, co-workers, job security, facilities, and the job itself. This implies that individual personality makes an influences on his/her job satisfaction. Salaudin et al. (2019) found that personality traits had a significant relationship ($r = 0.957$, $p < 0.01$) with

job satisfaction. Rababah (2019), and Onogwu et al. (2023), too, found a similar finding that personality traits had significant influences on Job Satisfaction. Hence, the third hypothesis was formulated:

H3: *There is a direct positive influence of Personality and Job Satisfaction.*

Job Satisfaction and Managerial Effectiveness.

Job satisfaction becomes motivational factor for managers to drive their effort to perform the jobs. This implies that managers' job satisfaction can influence their managerial performance. Bakotić (2016) found that managers' job satisfaction had a significant relationship with their organizational performance. Hidayat et al. (2019), too, found that managers' job satisfaction had a strong influence ($\beta = 0.687$, $p < 0.05$) on their managerial effectiveness. Noercahyo et al. (2021) found that managers' job satisfaction had a significant influence on their managerial effectiveness. Hence, the fourth hypothesis was formulated.

H4: *There is a direct positive influence of Job Satisfaction on Managerial Effectiveness.*

Job Satisfaction and Organizational Commitment.

Employees who are satisfied with their jobs tends to have willingness to stay in the organization for a long time. They expect to get higher incomes, promotion and job security. This implies that managers' job satisfaction can lead to organizational commitment. Ismail and Razak (2016) found that job satisfaction had a significant influence ($\beta = 0.628$, $p < 0.01$) on organizational commitment. Windarti et al. found that job satisfaction had a significant influence ($\beta = 0.415$) on organizational commitment. Yusnita (2022) found that job satisfaction had a significant direct influenced ($\beta = 0.39$, $p < 0.01$) on organizational commitment. Hence, the fifth hypothesis was formulated.

H5: *There is a direct positive influence of job satisfaction on organizational commitment.*

Personality, Job Satisfaction and Managerial Effectiveness.

Studies have proved found that personality have a direct influence on job satisfaction (Rababah, 2019; Salaudin et al., 2019) Onogwu et al. (2023). Job satisfaction, too, has been accepted as having a direct influence on managerial effectiveness (Bakotić, 2016; Hidayat et al., 2019; Noercahyo et al., 2021). This means that job satisfaction is a link between personality and managerial effectiveness. Hence, the sixth hypothesis was formulated.

H6: *There is an indirect influence of personality on managerial effectiveness through job satisfaction.*

Personality, Job Satisfaction and Organizational Commitment.

Studies have also revealed that that personality has a direct influence on job satisfaction (Rababah, 2019; Salaudin et al., 2019) Onogwu et al. (2023). Job satisfaction has a direct influence on organizational commitment (Ismail et al., 2016; Windarti et al.; Yusnita, 2022). This means that job satisfaction is a link between personality and organizational commitment. Hence, the seventh hypothesis was formulated.

H7: *There is an indirect influence of personality on organizational commitment through job satisfaction.*

Based on the literature review and hypotheses development mentioned above, the research framework is presented in Figure 1:

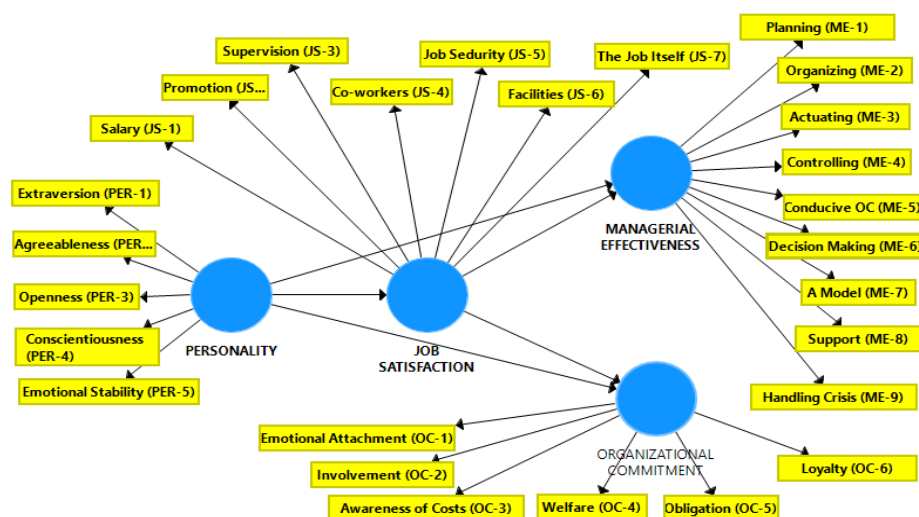


Figure 1: The Research Framework.

Research Methodology

Research Design

This study used the Survey Method and adopted a quantitative approach to collect large-scale data in order to make generalization. Four questionnaires, one each on managerial effectiveness, organizational commitment, personality, and job satisfaction, were used for the data collection. The items of each questionnaire were constructed with the help of key words, which synthesized each variable of the study in the research tool.

Research Instrument and Data Collection

The data in term scores was collected through questionnaires that were used to measure research variables (Cohen et al., 2002). There were four questionnaires as research instruments, one each on managerial effectiveness, organizational commitment, personality and job satisfaction. Each questionnaire, which consisted of 40 items, used a key-word for each variable, which was applied to their dimensions to write statements of questionnaire. For instance, the keyword of managerial effectiveness variable was the effectiveness of performance. A few examples of item statements (translated in English from the Indonesia language) included: The school principal makes an effective planning to allocated school resources; or the school principal uses an effective tool-kit promotion for increasing student enrollment, and so on. Each school principal was rated by their own Chairman of Foundation using 1-5 point rating scale.

Similarly, the keyword of organizational commitment was the desire to remain as a member of organization. Item examples included: I dedicate to continuously implement the

organizational mission; or I strive to achieve organizational goals, and so on. Each respondent was rated by the respective school principal using a 1–5-point Likert scale. The key-word of personality was permanent and unique characteristics. Item examples included: I often give an example to teachers by a certain action; or I like to spend my leisure time by chatting with teachers. Each respondent was rated by school principal using 1-5 point of Likert scale. The key-word of job satisfaction was feeling toward one's job. Item examples included: I feel my salary matches with my educational background; or I like to discuss the school problem with teachers. Each respondent was rated by school principal using a 1–5-point Likert scale.

Prior to the conduct of the survey, all four questionnaires were tested for their validity on a sample of 30 school principals taken from the population but outside research sample. The items of each questionnaire were analyzed for content validity (i.e., the correlation of item scores with total scores of each variable) through Pearson's Product-Moment Correlation formula. All valid items that had significant coefficient of correlations at $p < 0.05$ level were kept in the tool (Nolan & Heinzen, 2011). After the validity test, non-valid items ($p > 0.05$) were removed from the tool, and only the valid items were used for the final survey. Table 1 summarizes the validity process carried out on the questionnaires.

Table 1

Questionnaire Item Analysis Results

No	Questionnaire of	Initial Sum of Items	Sum of Non-valid Items ($p > 0.05$)	Sum of Valid Items ($p < 0.05$)
1	Managerial Effectiveness	40	8	32
2	Organizational Commitment	40	8	32
3	Personality	40	10	30
4	Job Satisfaction	40	11	29

Population and Sample

The population comprised 136 School Principals of private elementary schools in South Jakarta City (urban area). There were 101 (74.3%) male principals and 35 (25.7%) female principals. The length of service ranged from 8 years to 17 years, with an average of 3.8 years experience as the school principal. A sample of 102 school principals was identified from the population using the Slovin Formula, with an error margin of 0.05. This sample of 102 school principals was randomly selected from its population.

Data Analysis

The research data collected by questionnaires were analyzed using Smart PLS-SEM 3.3 program software in several steps as follows:

1. First, the Construct Reliability and Average Variance Extracted (AVE) were analyzed. Reliability coefficient reflected the consistency of each instrument in measuring the sample at different time, while AVE reflected the construct validity of each latent variable (Hair et al., 2021).

2. Second, the Convergent and Discriminant Validity of each Questionnaire was evaluated. Convergent validity is the extent to which a measure correlates positively with alternative measures of the same construct. To evaluate convergent validity of reflective constructs, the outer loadings of the indicators (dimensions) and the average variance extracted (AVE) of each variable was considered. Discriminant validity is the extent to which a construct is truly distinct from other constructs by empirical standards. The cross-loadings were typically the first approach to assess the discriminant validity of the indicators (Hair et al., 2021).
3. Thirdly, the Path Coefficients of Direct Influence to measure the direct effect or influence of independent variable on dependent variable was measured.
4. Next, the Path Coefficients of Indirect Influence was calculated to measure the effect or influence of independent variable on dependent variable through an intervening variable.
5. Finally, the Hypothesis Testing Results were examined to determine whether each research hypothesis was accepted or rejected at a minimal significant level ($p < 0.05$).

Results

Construct Reliability and Average Variance Extracted (AVE)

The reliability coefficient reflects the consistency of each questionnaire for measuring each research variable. The AVE reflects the average loading factor of each variable (Hair et al., 2021). The data analysis results are stated in Table 2.

Table 2

The Construct Reliability and AVE

No	Variables	Cronbach's Alpha	Rho Alpha	Composite Reliability	AVE
1	Managerial Effectiveness	0.907	0.913	0.924	0.577
2	Organizational Commitment	0.936	0.937	0.950	0.759
3	Personality	0.941	0.960	0.955	0.809
4	Job Satisfaction	0.934	0.937	0.947	0.717

The calculation results of reliability coefficients that used different formulas (Cronbach's Alpha, Rho Alpha and Composite Reliability) indicate that each instrument of the variable had a high reliability coefficients (more than 0.700) (Hair et al., 2021). This means that all questionnaires used were reliable research instruments.

Convergent and Discriminant Validity

The criteria to evaluate the convergent validity is that each outer loading of the variable indicators should exceed the AVE of each variable (Hair et al., 2021). The calculation results of outer loadings of each dimension on its variable are described in Table 3.

Table 3 summarizes the calculation results of loading factors of each variable dimensions. It is revealed that all loadings factor of each variable dimensions were higher than AVE of each variable. This means that all dimensions of each variable had a high convergent validity. Additionally, discriminan validity was also determined by

measuring the cross-loading factor of each dimension. A loading factor above 0.90 suggests a lack of discriminant validity (Hair et al., 2021). The calculation results of cross-loading factors of each variable dimensions of managerial effectiveness are presented in Table 4.

Table 3

Outer Loadings of Each Dimension

No	Dimensions	Loadings Factor of Variable:			
		A. Managerial Effectiveness	B. Organizational Commitment	C. Personality	D. Job Satisfaction
A Managerial Effectiveness					
1	Planning	0.815			
2	Organizing	0.810			
3	Actuating	0.790			
4	Controlling	0.775			
5	Conducive Org. Culture	0.771			
6	Decision Making	0.885			
7	A Model	0.914			
8	Handling Crisis	0.925			
9	Support	0.905			
B Organizational Commitment					
1	Emotional Attachment		0.911		
2	Involvement		0.922		
3	Awareness of Costs		0.919		
4	Welfare		0.914		
5	Obligation		0.912		
7	Loyalty		0.928		
C Personality					
1	Extraversion			0.955	
2	Agreeableness			0.889	
3	Openness			0.931	
4	Conscientiousness			0.916	
5	Emotional Stability			0.945	
D Job Satisfaction					
1	Salary				0.823
2	Promotion Opportunities				0.917
3	Supervision				0.810
4	Co-workers				0.901
5	Job Security				0.906
6	Facilities				0.911
7	The Job Itself				0.902

Table 4

Cross-loadings Factor of Managerial Effectiveness Dimensions

No	Dimensions	1	2	3	4	5	6	7	8	9
1	Planning	1								
2	Organizing	0.511	1							
3	Actuating	0.518	0.454	1						
4	Controlling	0.367	0.380	0.344	1					
5	Conducive Organizational Culture	0.496	0.501	0.487	0.477	1				
6	Decision Making	0.489	0.444	0.455	0.446	0.476	1			
7	A Model	0.516	0.611	0.501	0.632	0.591	0.602	1		
8	Handling Crisis	0.301	0.367	0.356	0.316	0.388	0.374	0.331	1	
9	Support	0.445	0.587	0.467	0.569	0.547	0.518	0.463	0.412	1

All cross-loadings factor of managerial effectiveness dimensions (Table 4) were found lower than 0.90. This means that each dimension of managerial effectiveness has a discriminant validity as required.

Table 5

Cross-loadings Factor of Organizational Commitment Dimensions

No	Dimensions	1	2	3	4	5	6
1	Emotional Attachment	1					
2	Involvement	0.462	1				
3	Awareness of Costs	0.318	0.304	1			
4	Welfare	0.367	0.480	0.344	1		
5	Obligation	0.596	0.591	0.381	0.477	1	
6	Loyalty	0.489	0.445	0.353	0.446	0.575	1

All cross-loadings factor of organizational commitment dimensions (Table 5) were lower than 0.90. This means that each dimension of organizational commitment has a discriminant validity as required. Table 6 presents the cross-loadings factors of personality dimensions.

All cross-loadings factor of personality dimensions (Table 6) are seen lower than 0.90. This means that each dimension of personality variable has a discriminant validity as required. Table 7 presents the cross-loadings factors of Job Satisfaction dimensions.

Table 6

Cross-loadings Factors of Personality Dimensions

No	Dimensions	1	2	3	4	5
1	Extraversion	1				
2	Agreeableness	0.245	1			
3	Openness	0.321	0.204	1		
4	Conscientiousness	0.367	0.380	0.344	1	
5	Emotional Stability	0.296	0.391	0.381	0.377	1

Table 7

Cross-loadings Factor of Job Satisfaction Dimensions

No	Dimensions	1	2	3	4	5	6	7
1	Salary	1						
2	Promotion Opportunities	0.421	1					
3	Supervision	0.302	0.484	1				
4	Co-workers	0.333	0.355	0.543	1			
5	Job Security	0.434	0.404	0.401	0.376	1		
6	Facilities	0.189	0.211	0.234	0.240	0.188	1	
7	The Job Itself	0.416	0.396	0.303	0.339	0.322	0,452	1

All cross-loadings factor of job satisfaction dimensions (Table 7) are found lower than 0.90. This means that each dimension of job satisfaction variable has a discriminant validity as required.

Path Coefficients of Direct Influence

The path coefficients of the direct influences of personal values and job satisfaction on professional commitment are presented in Figure 2.

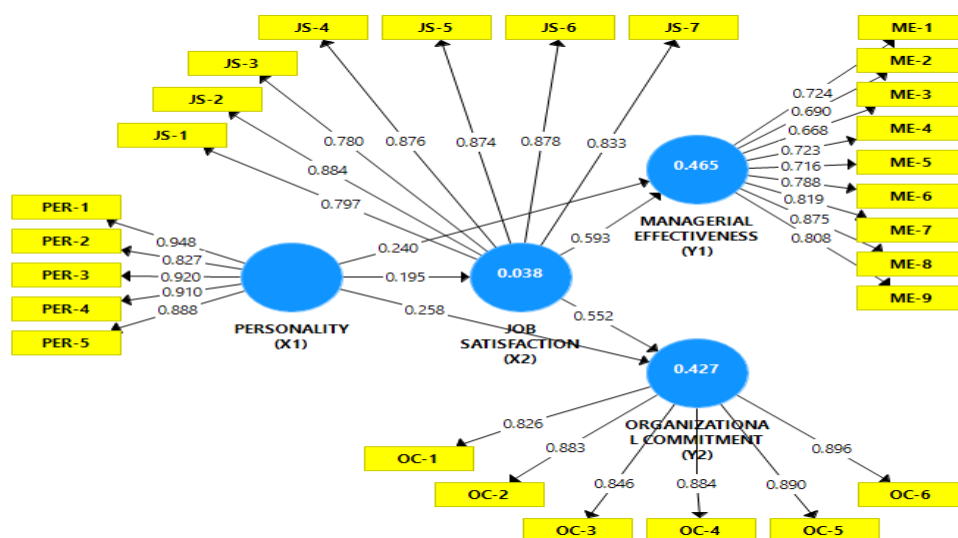


Figure 2: The Path Coefficients of Direct Influences.

Figure 2 describes path coefficients β of direct influences: personality on managerial effectiveness ($\beta = 0.240$), personality on organizational commitment ($\beta = 0.258$), personality on job satisfaction ($\beta = 0.195$), job satisfaction on managerial effectiveness ($\beta = 0.593$), and job satisfaction on organizational commitment ($\beta = 0.552$). The significant levels of the direct influences of personal values and job satisfaction on professional commitment are described in the table below.

Table 8

Path Coefficient (β) of Direct Influences

No	The Direct Influence of	Original Sample	Sample Mean	Standard Deviation	t Statistics	p-value
1	Personality on managerial effectiveness	0.240	0.243	0.079	3.048	0.002**
2	Personality on organizational commitment	0.258	0.263	0.093	2.786	0.006**
3	Personality on job satisfaction	0.195	0.203	0.097	2.023	0.044*
4	Job satisfaction on managerial effectiveness	0.593	0.593	0.070	8.512	0.000***
5	Job satisfaction on organizational commitment	0.552	0.552	0.088	6.286	0.000***

Notes: *significant at $p < 0.05$; **significant at $p < 0.01$; ***significant at $p = 0.000$

The calculation results in the [Table 8](#) describes that path coefficients of direct influences of: personality on managerial effectiveness, personality on organizational commitment, personality on job satisfaction, job satisfaction on managerial effectiveness, and job satisfaction on organizational commitment, have a significant value at $p < 0.05$ level.

Path Coefficients of Indirect Influence

The path coefficient of indirect influences: personality on managerial effectiveness through job satisfaction, and personality on organizational commitment through job satisfaction are described in [Table 9](#).

Table 9

Path Coefficient (β) of Indirect Influences

No	Indirect Influence	Original Sample	Sample Mean	Standard Deviation	t Statistics	p-value
1	Personality on managerial effectiveness through job satisfaction	0.116	0.120	0.057	2.017	0.044*
2	Personality on organizational commitment through job satisfaction	0.108	0.113	0.058	1.853	0.064 ns

Notes: *significant at $p < 0.05$; ns = non-significant $p > 0.05$.

The path coefficient of indirect influences on the [Table 9](#) described that there is a significant indirect influence ($p < 0.05$) of personality on managerial effectiveness through job satisfaction, and there is a non-significant indirect influence ($p > 0.05$) of personality on organizational commitment through job satisfaction.

Hypotheses Examination Results

The results of hypotheses examination can be summarized as in [Table 10](#).

Table 10

Research Hypotheses Tested

No	Hypotheses	Path Coefficient	p-value	Conclusion
1	There is a direct positive influence of personality on managerial effectiveness	0.240	0.000	Accept the hypothesis
2	There is a direct positive influence of personality on organizational commitment	0.258	0.000	Accept the hypothesis
3	There is a direct positive influence of personality on job satisfaction	0.195	0.000	Accept the hypothesis
4	There is a direct positive influence of job satisfaction on managerial effectiveness	0.593	0.000	Accept the hypothesis
5	There is a direct positive influence of job satisfaction on organizational commitment	0.552	0.000	Accept the hypothesis
6	There is an indirect positive influence of personality on managerial effectiveness through job satisfaction	0.116	0.044	Accept the hypothesis
7	The indirect positive influence of personality on organizational commitment through job satisfaction	0.108	0.064	Reject the hypothesis

Notes: Accept the hypothesis if $p < 0.05$; Reject the hypothesis if $p > 0.05$.

Discussion

The first hypothesis was accepted showing that there is a direct positive significant influence ($\beta = 0.240, p < 0.05$) of personality on managerial effectiveness. This is supported by [Kokila et al. \(2015\)](#); [Shafiezadehgarousi \(2018\)](#), and [Harshitha et al. \(2022\)](#). Personality refers to the individual relative permanent and unique characteristics which give consistency and individuality to his/her intrapersonal processes and behaviors over time and across situations [Burger \(2019\)](#); [Feist et al., 2009](#)). This means that managers are required to have consistency and individuality to perform their management jobs across situations which mostly to build many relationships with other people such as their subordinates, suppliers and customers.

The second hypothesis was accepted that there is a direct positive significant influence personality on organizational commitment. This is supported by [Rahimifiruzabad et al. \(2015\)](#), [Korankye et al. \(2021\)](#), and [Utami et al. \(2021\)](#). Managers' personality reflects the consistent behavior patterns and intrapersonal processes [Burger, 2019](#)). This means that managers who have a strong personality will consistently identify their organization and remained a committed member of the organization.

The third hypothesis was accepted that there is a direct positive significant influence ($\beta = 0.195, p < 0.05$) of personality on job satisfaction. This is supported by [Salaudin et al. \(2019\)](#), [Rababah \(2019\)](#), and [Onogwu et al. \(2023\)](#). Personality determines how an individual expresses his/her conscientiousness, emotional stability and openness in performing the jobs, and express his/her extraversion and agreeableness to other people [Ruiz et al., 2019](#)). This means that managers who have a strong personality will express positive feelings toward the salary, promotion opportunity, supervision from the

superior, the facilities and the job itself.

The fourth hypothesis was accepted that there is a direct positive significant influence ($\beta = 0.593$, $p < 0.05$) of job satisfaction on managerial effectiveness. This is supported by Bakotić (2016); Hidayat et al. (2019) Hidayat et al. (2019), and Noercahyo et al. (2021). Job satisfaction reflects positive feelings toward the job resulting from an evaluation of experiences doing the job and the job characteristics itself (Onogwu et al., 2023; Ruiz et al., 2019). Managers' job satisfaction is an engine factor that motivates them to perform their jobs. This means that managers who have a high job satisfaction will have a high managerial effectiveness.

The fifth hypothesis was accepted that there is a direct positive significant influence ($\beta = 0.552$, $p < 0.05$) of job satisfaction on organizational commitment. This is supported by Ismail et al. (2016), Windarti et al. , and Yusnita (2022). Job satisfaction reflects positive feelings toward the job resulting from an evaluation of experiences doing the job and the job characteristics itself (Onogwu et al., 2023; Robbins & Judge, 2018). This means that managers who are satisfied with their jobs will have a positive feeling toward the organization and will lead them to have a high commitment to their organization.

The sixth hypothesis was accepted that there is an indirect positive significant influence ($\beta = 0.116$, $p < 0.05$) of personality on managerial effectiveness through job satisfaction. This is supported by research findings that personality has a direct influence on job satisfaction (Rababah, 2019; Onogwu et al., 2023; Salaudin et al., 2019) and research findings that job satisfaction had a direct influence on managerial effectiveness (Hidayat et al., 2019; Noercahyo et al., 2021). This means that job satisfaction is an intervening variable that mediates the influence of personality on managerial effectiveness

The seventh hypothesis was rejected that there is a positive non-significant indirect influence ($\beta = 0.108$, $p > 0.05$) of personality on organizational commitment through job satisfaction. This finding is not similar with the assumption that job satisfaction is a link between personality and organizational commitment. This means that job satisfaction is not an intervening variable that mediates the influence of personality on organizational commitment.

Conclusion and Recommendations

The study arrived at several conclusions, with the help of hypotheses that were formulated to understand the relationship between variables of the study. The study revealed that there is a direct positive influence of personality on managerial effectiveness. This implies that strengthening the school principals' personality will increase their managerial effectiveness. It is recommended to the school organizations to conduct a Personality Development Training Program (PDPT) to strengthen the principal's personality i.e., to strengthen the individual self-regulatory strategies (Feist et al., 2009) in order to increase their managerial effectiveness.

There is also a direct positive influence of personality on organizational commitment. This implies that strengthening the school principals' personality will increase their organizational commitment. It is recommended that school organizations conduct a PDPT to strengthen the principals' personality in order to increase their organizational commitment. The study also found a direct positive influence of personality on job

satisfaction. This implies that strengthening the school principals' personality will increase their job satisfaction. It is recommended to the school organizations to conduct a PDPT to strengthen the principals' personality in order to increase their job satisfaction.

The study also concludes that there is a direct positive influence of school principals' personality on their managerial effectiveness, organizational commitment and job satisfaction. It means that personality is a predictor of managerial effectiveness, organizational commitment, and job satisfaction. It is recommended to the School Foundation, beside to conduct a PDPT, also to create a recruitment policy to select the school principal based on the personality evaluation of the candidates. There was also discovered a direct positive influence of job satisfaction on managerial effectiveness. This implies that increasing the school principals' job satisfaction will increase their managerial effectiveness. This means that school principals' job satisfaction is a predictor of their managerial effectiveness. It is recommended that school organizations to improve the principals' job characteristics (task identity, task significance, skill variety, autonomy and feedback - see (Bratton, 2021) and the schools' remuneration policy to increase their job satisfaction.

One of the other revelations of the study was a direct positive influence of job satisfaction on organizational commitment. This implies that increasing the school principals' job satisfaction will increase their organizational commitment. This means that school principals' job satisfaction is a predictor of their organizational commitment. It is recommended that school organizations improve the principals' job characteristics and the schools' remuneration policy in order to increase their job satisfaction. There is also an indirect positive influence of personality on managerial effectiveness through job satisfaction. This implies that strengthening school principals' personality and increasing their job satisfaction will increase their managerial effectiveness. It is recommended that school organizations conduct a PDPT to improve principals' job characteristics and schools' remuneration policy to increase their job satisfaction to increase their managerial effectiveness. Finally, this study found a positive non-significant indirect influence of personality on organizational commitment through job satisfaction. This implies that job satisfaction cannot be used as intervening variable in mediating the influence of personality on organizational commitment. It is recommended that school organizations conduct a PDPT to strengthen the principals' personality to directly increase their organizational commitment.

This research was an integrative study that applied the Integrative Model of Organizational Behavior. The research framework had examined that all hypotheses of direct influences were accepted. This means that the research framework can be used as a reference model for the future research. The objectives of all recommendations mentioned above were focused on the program to strengthen school principals' personality and job satisfaction in order to increase their managerial effectiveness and organizational commitment. These recommendations become an alternative solution to gain the schools' competitive advantage in elementary school industry.

There were some limitations in this study. First, this research was designed based on the Integrative Model of Organizational Behavior. Second, this model explained only those variables which had an influence on managerial effectiveness and organizational

commitment. Therefore, this study focused only on examining the influence of personality and job satisfaction on managerial effectiveness and organizational commitment. Third, this study used a population of elementary private school principals at South Jakarta City. This means that the research findings can be generalized to its population or to population with a similar characteristics. It is recommended to conduct more comprehensive research on managerial effectiveness and organizational commitment that cover organizational mechanism variables (Organizational Culture or Organizational Climate) as well as group mechanism variables (Leadership or Interpersonal Communication), and used a wider population (i.e. Elementary private school principals in all regions of Jakarta City). Nowadays in the age of information, the application of information and communication technology (ICT) has an important contribution to the educational processes. It is recommended to conduct future researches on managerial effectiveness that included ICT factor beside the organizational behavior variables.

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