

The Influence of the Big Five of Personality Dimensions towards Principal's Normative Commitment

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Abstract— The main purpose of this study is to examine the effect of personality dimensions on principal's normative commitment of state senior high school in DKI Jakarta. The method adopted descriptive survey research design through questionnaire data. The sample consisted of 90 principals from 116 populations using simple random sampling technique. In this study, the relationships among the variables were evaluated using correlation and regression analysis. The result shows that overall of personality dimensions have a significant influence and positive effect on principal's normative commitment performance. On the other hand, personality dimensions can support principals emotional to stay in an organization as the pressure of norms and moralities. Thus, it is recommended that principals should be more openness with the right personality dimensions performance.

Keywords— *The big five personality theor;; Personality dimensions; Principals' normative organizational commitment*

I. INTRODUCTION

Principals' commitment becomes a priority and important in managing and education improvement. It is an individual value as an employee to be more determined in their work including fitting in and understanding the goal of the organization. The principal is a teacher who given the additional task of leading and managing schools or Madrasah in an effort to improve the quality of education (The National Educational Ministry Regulation of Republic Indonesia, Number 28, 2010). Principal plays a key role in the delivery of qualified education that functioned as a qualified instructional practices facilitator, guide, and supporter, including ensuring educational strategies to improve student achievement. The principal is regarded as a leader and the primary work performance manager of an organization. School principals' distributed leadership behaviors also affect teachers' perceptions of organizational commitment [1].

In an organization, leader's behavior showed a commitment. Organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in the particular organization. It is defined as the desire on the part of an employee to remain a member of the organization. Moreover, organizational commitment, the degree to which an employee identifies with a particular organization and wishes to maintain membership in the organization [2] [3] [4]. Furthermore, organizational commitment as a kind of mental indicates inclination, requirement or obligation to continue working in an organization. They represented a three dimensional model of organizational commitment consisting of affective, continuance, and normative components. Finally, normative commitment means that an individual decides to stay in an organization only due to the pressure of norms and moralities [5].

This study focused to reveal personality dimensions theory and principals' normative commitment as a feel towards their school organization to continue working there. Normative commitment defined as a desire to remain a member of an organization due to a feeling of obligation [3]. Normative commitment is one of the organizational commitment types. It differs mainly from other two major commitments, such as affective commitment and continuous commitment. Normative commitment relates to how much employees' feel. They should stay at their organization; it is the right thing to do. It is the choice to stay attached because of strong cultural or familial ethics that drive them to do so [6] [7] [8]. Principal serves as the educational leader of the school that understood the needs of students and teachers. Principals do not have extensive managerial or leadership role. Mainly, they operate as administrators and ensuring that centrally formulated educational policy [9]. Due to summarize, normative commitment is an employee's desire to stay in an organization

due to ethical reasons, by which they increase the probability of the organization's continuation [10].

The author believes that the big five of personality dimensions have a relationship with principal's normative commitment. Thus, the present study aimed at investigating whether the big five of personality dimensions had a significant effect on principal's normative organizational commitment. The variable of principal's normative organizational commitments consists of the obligation to stay, a choice to stay, and conviction to stay. Meanwhile, the variable of the big five of personality dimensions consist of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. The present study could reveal results for the schools to employ better principals and to train and prepare them as effectively as possible for their job position.

Personality is defined as the combination of stable physical, behavioral, and mental characteristics that given unique of individual identities in which an individual reacts to and interacts with others [11] [4]. Some authors defined personality as the attributes of the individual which make him unique and different from other individuals. Personality is an individual's characteristic patterns of thinking, feeling, and behaving. It is the unique and distinctive characteristics which set a person a part from another. Personality should include how a person acts, the impression that a person creates in others, and the person's typical patterns of behavior [12]. Every individual has some characteristics which make that person unique in a way. Attitude towards a job, demographic features (like age, etc.), personality, etc., are all examples of such characteristics [13].

Personality dimensions reflect people's characteristic patterns of thoughts, feelings, and behaviors. There are five dimensions of personality. These dimensions are referred to as the big five that consists of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

TABLE I. THE BIG FIVE PERSONALITY DIMENSIONS

The Big Five Personality Dimension	Personality Dimension
Extraversion	Outgoing, talkative, sociable, assertive.
Agreeableness.	Trusting, good natured, cooperative, softhearted.
Conscientiousness	Dependable, responsible, achievement oriented, persistent.
Emotional Stability.	Relaxed, secure, unworried
Openness to experience.	Intellectual, imaginative, curious, broad minded

(Colquitt, LePine and Wesson, 2011)

Extraversion means being sociable, talkative, outgoing and active. It is better in professions involving social interaction. Extraversion is a predictor of leadership style. It shows

energy, positive emotions, and the tendency to seek stimulation in the company of others. Extraversion assesses interpersonal interactions and activity levels of an individual. Examples of adjectives used for individuals scoring high on the extraversion scale consist of active, assertive, energetic, enthusiastic, outgoing, and talkative [14][4].

Agreeableness dimension includes attributes such as trust, altruism, kindness, affection and social behaviors. Agreeableness is generally associated with being soft, trusting, acquiescent and lenient (Jensen, 2016). Agreeable nessis marked tendency to prefer others, more altruistic, for giving, can generally be trusted, either everyone likes to cooperate with others [15].

Conscientiousness is a tendency to show self-discipline, act dutifully and aim for achievement; planned rather than spontaneous behavior. Conscientiousness refers to dependability and includes dimensions such as being responsible, organized, orderly and thorough. Employees who are conscientious take responsibility for their work, accomplishing their work tasks more thoroughly and orderly. The conscientiousness dimension is a measure of reliability. Conscientiousness trait encompasses a diligent, hardworking, thorough and organized [4]; [16]

Emotional stability dimension often labeled by its converse, emotional stability taps a person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Employees with a high emotional bond to their job try to do their best because they are feeling a strong emotional attachment to their organization and work [4] [17].

Openness to experience dimension addresses ranges of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Openness is the degree to which a person has a broad range of interests and is imaginative, creative, and willing to consider new ideas [4] [18]

In this context, the main objective is to examine the influence of personality dimensions on principal's normative commitment. This study addressed the research question: "Is there any statistically significant influence of personality dimensions on principals' normative commitment?" Accordingly, the following hypotheses can be formulated:

Ho : There is no significant influence of the big five of personality dimensions on normative commitment principals of state senior high school in DKI Jakarta.

H1 : There is a significant influence of the big five of personality dimensions on normative commitment principals of state senior high school in DKI Jakarta.

II. METHODOLOGY

The study adopted descriptive survey research design. It studies the impact of the big five of personality dimensions on principal's normative commitment of state senior high school in DKI Jakarta.

A. Statistical Population and Sample

The population of this study consists of 116 principals of state senior high school in DKI Jakarta. By using simple random sampling technique through Slovin formula, there are $n=90$ principals as the sample. A questionnaire was used as an instrument for data collection and distributed using convenient sampling to the respondents. All questionnaires were received, which constituted a response rate of 100%. Moreover, all instruments were used to elicit information from the respondent for this study.

B. Normative Commitment Questionnaire

The questionnaire was developed in which 45 items, 5 point Likert type items that related to how much principal's commitment measuring the three indicators such as an obligation to stay, a choice to stay, and conviction to stay. The points on the Likert scale ranged from Always= 5, often= 4, Sometimes= 3, Rarely= 2, Never= 1. The validity test result is 0.361 with 15 items = valid (obligation); 12 items = valid and 3 items = invalid (choice); 14 items = valid and 1 item = invalid (conviction).

C. The Big Five of Personality Dimensions Questionnaire

This questionnaire was developed by using factor analysis. It comprises of 50 items designed to measure the big five of personality dimensions. Each dimension is measured on a dichotomy with positive and negative poles, one for the high scores and the other for low scores. The big five of personality dimensions investigated in the present study were Extraversion (outgoing, talkative, sociable, assertive); Agreeableness (trusting, good-natured, cooperative, softhearted); Conscientiousness (dependable, responsible, achievement-oriented, persistent); Emotional Stability (relaxed, secure, unworried); Openness to experience (intellectual, imaginative, curious, and broad-minded). The points on the Likert scale ranged from very accurate= 5, accurate= 4, adequate accurate= 3, not accurate= 2, excessive not accurate= 1. The validity test result is 0.361 with 9 items = valid and 1 item = invalid (Extraversion); 9 items = valid and 1 item = invalid (Agreeableness); 10 items = valid (Conscientiousness); 8 items = valid and 2 items = invalid (Emotional Stability); 9 items = valid and 1 item = invalid (Openness to experience).

III. RESULTS AND DISCUSSION

A. Reliability Analysis

Reliability analysis was conducted to measure the consistency of the items used in this study. The Cronbach's alpha value for principal's normative commitment items is 0.919 indicating the items used to measure principal's normative commitment is highly reliable. Meanwhile, alpha values for the big five of personality items are also reliable and there are considered acceptable with the Cronbach's alpha value of 0.617 (Extraversion), 0.627 (Agreeableness), 0.744 (Conscientiousness), 0.630 (Emotional Stability) and 0.793 (Openness to experience). Table 1 shows the score of Cronbach's alpha for the questionnaire items.

TABLE II. THE RESULT OF CORRELATION AND RELIABILITY ANALYSIS

No	Personality Dimensions	Mean	SD	1	2	3	4	5	6
1.	Extraversion	3.47	0.39	(.617)					
2.	Agreeableness	3.23	0.64	.125	(.627)				
3.	Conscientiousness	3.43	0.67	.154	.324	(.744)			
4.	Emotional Stability	2.84	0.45	.034	.373	.134	(.630)		
5.	Openness to experience	3.19	0.46	.189	.286	.023	.563	(.793)	
6.	Normative Commitment	4.17	0.59	.149	.264	.157	.723	.492	(.919)

Notes: - Significant at the 0.01 level
- Cronbach's alpha values are shown in the parentheses.

B. Regression Analysis

The purpose of this paper is to examine the relationship between personality dimensions (extraversion, agreeableness, conscientiousness, emotional stability, openness to experience) and principal's normative commitment. The regression results found that a strong relationship exists between the independent and dependent variables. Furthermore, R-value indicates that there is a strong relationship between the personality dimensions and normative commitment for this study.

TABLE III. THE REGRESSION COEFFICIENTS FOR PERSONALITY DIMENSIONS AND NORMATIVE COMMITMENT

Personality Dimensions	Standardized Coefficients Beta
Extraversion	.326
Agreeableness	.182
Conscientiousness	.336
Emotional Stability	.136
Openness to experience	.574
Normative Commitment	.085
R ²	.716
Adjusted R ²	.704
F Value	68.013
Significance F Value	.000

Notes: - Significant at the 0.05 level

C. Discussion

The analysis above is conducted to identify the relationship between personality dimensions and principal's normative commitment which is feeling to survive in school organization. Based on the correlation results in Table 2, it is found that five dimensions of personality have significant relationship with normative commitment ($p<0.01$, $r = 0.149$ extraversion; $p<0.01$, $r = 0.264$ agreeableness; $p<0.01$, $r = 0.157$ conscientiousness; $p<0.01$, $r = 0.723$ emotional stability; $p<0.01$, $r = 0.492$ openness to experience) in which r value indicate moderate strength of relationship.

The regression results in Table 3 shown that the big five personality dimensions namely; extraversion, agreeableness,

conscientiousness, emotional stability, openness to experience showed significant relationship with normative commitment with the values of ($\beta = .326, p < 0.05$), ($\beta = .182, p < 0.05$), ($\beta = .336, p < 0.05$), ($\beta = .136, p < 0.05$) and ($\beta = .574, p < 0.05$) respectively which showed that these dimensions significantly influence towards the normative commitment.

On the other hand, the result of hypothesis test obtained by the coefficient shows H_0 is rejected and H_1 is accepted. The finding proves that there is a positive direct influence of personality dimensions to the principal's normative commitment. The result of path analysis among the variable of personality dimensions and the normative commitment revealed the influence of personality dimensions toward normative commitment is positive. It can be interpreted that the better personality then the normative commitment of principal will increase, and on the contrary, the lesser of personality will be followed by low principals' normative commitment.

These findings are significant and consistent with previous studies. The scale measures a normative commitment based on fulfillment and responsibility towards the work, reflected in the accomplishment of activities under the policies and norms established organizationally [19]. Furthermore, normative commitment is the commitment that occurs when employees have a moral attachment to their organizations. The results indicated that the greater the normative commitment, the lower the turnover intention. These results suggest that organizational leaders should try to create a moral link between their organizations and their employees [20]. This personality may foster the development of principal's normative commitment to stay at school organization. The components of the big-five personality traits and organizational commitments influence significantly on organizational citizenship behavior [21].

Moreover, as emotional stability, it has a significant influence on organizational commitment which is associated with positive working outputs, it is highly suggested that organizations pay special attention to the personality features of the human resources for employment [5]. It is due to the fact that personality dimensions are highly committed to principal's normative commitment and more likely to be thorough in performing their obligation. All the personality dimensions are matched with a principal's normative commitment that is emotionally and cognitively invested and committed to their work.

IV. CONCLUSION

Overall this study expands our understanding of the relationship of the big five personality dimensions and principal's normative commitment. The big five can be seen as an approach based on psychology's research which derives from the notion that the most common personality behaviors can be captured by five core dimensions. This study provides additional evidence that dimensions of personality namely extraversion, agreeableness, conscientiousness, emotional stability, openness to experience have a significant influence on normative commitment in which personality dimensions show a strong correlation between variables. Normative

commitment means that an individual decides to stay in an organization only due to the pressure of norms and moralities. It can be seen as the employees' perceptions of each obligation to the organization. They know, realize and do their obligation for the organization, and that feeling is different from the feeling of wanting or needing. Thus, it is recommended that school principals should be more openness with the right personalities and having them also. On the other hand, personality dimensions can support principal's desire to stay in an organization due to ethical reasons, by which they increase the probability of the organization's continuation. It is a must for the school principal as a leader having good personality dimensions in line with normative commitment that can be a model for the team to be imitated, and by the end the organization's goals can be achieved.

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