



The Influence of Self-Efficacy and Big Five Personality on Organizational Commitment and Performance of Vocational High School Principals: A Case Study of the Branch Office of Education and Culture Region II East Kalimantan Province

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Abstract: The purpose of this study was to analyze and prove the influence of the influence of commitment organizational on employee performance on principal of vocational high school. And this study uses a survey method with 33 samples scattered in three urban areas East Kalimantan with the sampling technique Accidental Sampling Method. Respondents were only interviewed once when meeting (cross section). Data from respondents (Primary Data) are then tabulated and tested using statistical methods. Data is collected using research aids (questionnaires).The results of the study after statistical tests using SEM-PLS Smart.03.0 showed that the following results big five personality has significantly affected on commitment organizational. Self-efficacy and big five personality has not significant affected on commitment organizational, commitment organizational was has not significantly affected principal's performance on in Regional Culture and Education Office East Kalimantan.

Keywords: self-efficacy, big five personality, commitment organizational, principals performance, human resource.

INTRODUCTION

(Robbins, S. P., & Judge, T. A. 2007) states that performance is an achievement of certain job requirements which ultimately can be directly reflected in the output produced both in quantity and quality. (Porter & Lawler 2000) suggests that performance is a successful role achievement. (James, S., & Finch, J. A. 1996) suggests that: Performance is a real behavior that is displayed by everyone as work performance produced by employees in accordance with their role in the Organization, with reference to the description above it can be understood that effective human resource management is directly related With the success of efforts to improve performance, paying attention to the human element is one of the demands in the overall effort to improve performance. (Davis, K. & Newstorm, J. W. 2011) state that the factors that influence the achievement of performance

are the ability factor and the motivation factor.

The increasing competition, challenges and demands of the Education Office and the community for better education encourage the Principal of the Vocational High School in the Branch of the Education and Culture Office of Region II of East Kalimantan Province to prepare themselves to stay ahead by constantly seeking changes towards improvement, especially in terms of performance. These changes are carried out in stages, planned, consistent and sustainable so as to increase the accountability of agency performance that is oriented towards achieving results or benefits from optimizing the performance of the Head of Vocational High Schools at the Regional II Education and Culture Office Branch of East Kalimantan Province.

The principal's performance is manifested in his ability to provide superior educational services, namely an attitude or way of the principal in providing optimal educational services. The principal's performance is a must and is able to become the main strategy in achieving the optimization of education. If the educational services provided through the performance of the school principal are able to answer the targets of the Education Office and respond to the needs of the community, then this will encourage the performance of the Head of Vocational High Schools at the Regional II Education and Culture Office Branch of East Kalimantan Province to be better in the future.

The problem currently being faced is that the Principal of the Vocational High School in the Branch of the Education and Culture Office of Region II of East Kalimantan Province has been given incentives, allowances and the principal has also received a high amount of certification, but the principal's performance has not been directly felt through achievement. Students and the execution of work programs that are right on target, this makes the principal's performance still not optimal. One of the things that can affect the performance of the principal is the organizational commitment of the principal. The phenomenon that often arises today is the lack of achievement of school effectiveness caused by the lack of achievement of work completion targets, as well as the level of making work programs that are not on target, this indicates the low level of organizational commitment owned by principals in order to make the schools they lead into schools that better.

Improved organizational performance and commitment can also be indicated through the self-efficacy of the principal. Self-efficacy is a person's belief in carrying out some action or future and achieving some results, self-efficacy reflects a momentary individual belief in their ability to carry out a specific task at a specific level of performance. (Bandura, A. 1991) states that self-efficacy is an individual's belief that he can successfully carry out the behavior required by certain situations.

In addition, organizational commitment and self-efficacy performance are also influenced by the big five personality, according to (Kreitner, R., & Kinicki, A. 2008) personality is a stable physical and mental character that gives identity to individuals. (Nelson & Quick 2006) states that an organization consists of different individuals, each individual showing uniqueness in abilities, skills, personality, perceptions, actions, values and ethics. The existence of differences in each individual within an Organization becomes a challenge and should get attention because this will be closely related to the policies that will be taken by the Organization.

LITERATURE REVIEW:

o Self-efficacy on Organizational Commitment:

(Eze, A. C., & Ikebuaku, P. A. 2018) Self-efficacy is an employee's belief in his ability to exercise some form of control over the functioning of employees and events in their work environment. The higher a person's self-efficacy, the more persistent the effort is, many studies prove that self-efficacy can improve a person's quality and psychosocial, then good self-efficacy has a major contribution to individuals, this includes: how individuals formulate targets for themselves, the individual fights for the target, the individual can face failure, thus it can be said that Self-efficacy affects how an employee thinks, feels, motivates himself and acts which will ultimately create ORGANIZATIONAL commitment.

Previous research has stated that self-efficacy has a positive and significant influence on ORGANIZATIONAL commitment, the previous research was conducted by (Akhtar, S. *et al.*, 2013; Alam, A. A. S. 2016; Demir, S. 2020; Eze, A. C., & Ikebuaku, P. A. 2018; Garcia, G. 2015; Khan, M. A. 2017; Manojprabhakaran, M. 2017; Chika, E., & Emmanuel, O. O. 2014; Ricardianto, P., & Akbar, M. 2018; & Zeb, M. S., & Nawaz, A. 2016.

H1: Self-efficacy has a positive effect on Organizational Commitment

o Self-efficacy on Employee Performance:

Self-efficacy is a belief that arises because you have confidence in your abilities in carrying out a job. Confidence relates to the encouragement that employees have to be more confident and have confidence in their own abilities. Self-efficacy is very much needed in employees, by increasing the ability to do the tasks given so that the agency runs optimally and employee performance will increase. Self-efficacy is needed to make employees work well and have high performance.

Previous research stated that self-efficacy has a positive and significant effect on performance, previous research was conducted by (Ahmad, A., & Safaria, T. 2013; Çetin, F., & Aşkun, D. 2018; Cherian, J., & Jacob, J. 2013; Damanik, Y. R. *et al.*, 2020; Judge, T. A. *et al.*, 2007; Lisbona, A. *et al.*, 2018; Salman, M. *et al.*, 2016; Singh, T. D. *et al.*, 2009; Turay, A. K. *et al.*, 2019; & Yokoyama, S. 2019.

H2: Self-efficacy has a positive effect on employee performance

o Big Five Personality to Organizational Commitment:

(Organ *et al.*, 2006) categorize the factors that influence organizational commitment are individual differences, attitudes to work, and contextual factors, where personality is included in the factors of individual differences. Personality is considered as one of the factors that can significantly influence organizational commitment.

The theory of personality model used in this study is the Big Five Personality. (Robbins, S. P., & Judge, T. A. 2007) stated that the Big Five Personality are five basic dimensions that cover most of the personality in humans. Five dimensions can predict well how individuals behave in their daily lives,

Based on the explanation above, one of the factors that influence the behavior of organizational commitment is the personality of the individual. Personality in individuals plays an important role in organizational commitment. This is in accordance with the results of (Kardias, A. M. F. 2019; Ahmad, J. *et al.*, 2014; Kumar, K., & Bakhshi, A. 2010; Leephajaroen,

S. 2016; & Hadziahmetovic, N., & Mujezinović, M. 2021) show that the big five personality has a significant influence on organizational commitment, while research conducted by (Njoku, E. C. *et al.*, 2017) stated that five personality has no significant effect on organizational commitment

H3: *Big Five Personality has a positive effect on Organizational Commitment*

o **Big Five Personality to Performance:**

(Youshan & Hassan 2015) state that the five personality dimensions possessed by employees can affect their performance. Employees who have high scores in the dimensions of their personality tend to produce good performance and are more oriented to the interests of the organization than themselves. Every organization needs to understand the personality possessed by each of its employees, because this is important in planning employee positions at work.

The higher the value of the five personality dimensions on the individual, the higher the performance will tend to be. Employees who have personalities that match their work tend to produce high performance, this is because the different personalities of each employee will produce different performances (Mahlamaki *et al.*, 2012). This research is supported by research conducted by (Ahmad, J. *et al.*, 2014; Gupta, N., & Gupta, A. K. 2020; Tuteja, N., & Sharma, P. K. 2017; & Sev, J. 2019) show that the big five personalities have a significant influence on performance.

H4: *Big Five Personality has a positive effect on Performance*

o **Organizational Commitment to Employee Performance**

(Qureshi, M. A. *et al.*, 2019) stated that employees with high organizational commitment have different attitudes than those with low commitment. High organizational commitment results in work performance, low absenteeism, and low level of achievement of employee work targets. Employees who are highly committed will have high work performance. Organizational commitment encourages employees to keep their jobs and show the results they should, on the other hand, low employee commitment has a negative impact. (Kaplan, M., & Kaplan, A. 2018) Every organization will have difficulty if the commitment of its employees is low. Employees with low commitment will not give their best to the Organization and by not achieving optimal work. In addition, employees with low organizational commitment can create a tense atmosphere and trigger conflict.

Previous research stated that organizational commitment has a positive and significant effect on performance, the previous research was conducted by

(Ariyanto, A. *et al.*, 2019; Dinc, M. S. 2017; Djuwita, R. *et al.*, 2018; Folorunso, O. O. *et al.*, 2014; Kaplan, M., & Kaplan, A. 2018; Qureshi, M. A. *et al.*, 2019; Rafiei, A. & Foroozandeh. 2014; Suyanto, S. & Hendri, N. 2019; Sutanto, E. M. 1999; & Syauta, J. H. *et al.*, 2012).

H5: *Organizational commitment has a positive effect on employee performance*

METHOD, DATA, AND ANALYSIS:

❖ Data Description:

The population in this study were all Principals of Vocational High Schools at the Branch of the Regional II Education and Culture Office of East Kalimantan Province, amounting to 34 principals. The sample used in this study is the census method based on the provisions put forward by (Sugiyono, D. 2013), which states that saturated sampling is a sampling technique that can be used for all members of the population as a sample, another term for saturated sample is census or population research. The sampling method used in this study is the saturated sample method. The saturated sample method is a sampling technique when all members of the population are used as samples, so based on this, the sample in this study amounted to 34 respondents or the Head of Vocational High School in the Branch of the Education and Culture Office of Region II East Kalimantan Province.

❖ Methodology:

In analyzing the hypothesis in this study using Partial Least Square (PLS) using the SmartPLS program. In the analysis there are 2 stages carried out, namely the Measurement Model or Outer Model and Structural Model or Inner Model. In addition, this study also conducted a Validity and Reliability test.

RESULTS:

• Measurement Model:

The measurement model is used to test the validity and reliability of the instrument, the validity test is carried out to determine the ability of the research instrument to measure what it should measure or the accuracy of the research instrument, while the reliability test is used to measure the consistency of the measuring instrument in measuring a concept. There are three criteria in using data analysis techniques with Smart PLS to assess the Outer Model, namely Convergent Validity, Discriminant Validity and Composite Reliability.

• Convergent Validity:

Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between item scores / component scores estimated with PLS software. The results of this research output are as follows:

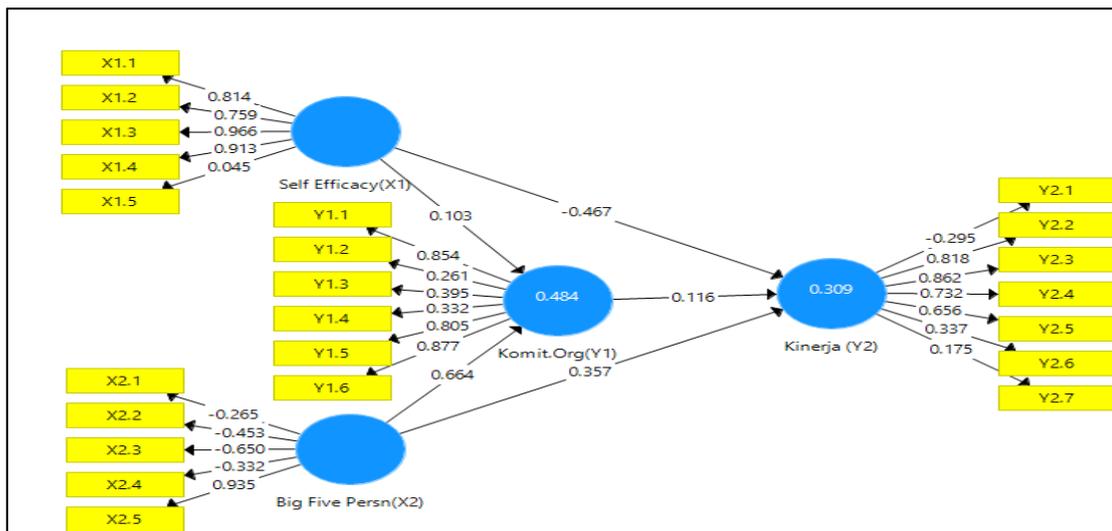


Figure 1

From the output results (Figure 1), all indicators have an Outer Loading of more than 0.70 so that some indicators are declared valid. Furthermore, the criteria for construct validity and reliability also show valid and

reliable or reliable results, as in table 1 below the AVE value is above 0.5 and Cronbach's alpha and composite reliability are above 0.7 Table 1 Validity and Reability

Table 2

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0,932	0,938	0,952	0,833
X2	0,918	0,930	0,942	0,803
Y1	0,835	0,925	0,882	0,659
Y2	0,941	0,958	0,959	0,853

Source: Author Calculation (2022)

• **Structural Model:**

The structural model in PLS is evaluated using R2 for the dependent construct, the higher the value of R2 means the better the prediction model of the proposed research model, the results of the study are as follows:

• **R Square:**

The results from table 2 show that the R2 value obtained by Y1 is 0.739 which indicates that the self-

efficacy and top-bid five personality variables affect organizational commitment by 27.1%, while the R2 value obtained by Y2 is 0.478 indicating that the self-efficacy and top bid variables have an effect on organizational commitment. Five personality has an effect on employee performance by 12.5%, According to Hair et.al (2017) R2 ranges from 0 to 1, with a higher level indicating a more moderate accuracy, and weak, in some studies the value is considered satisfactory.

Table 2: R Square

	R Square	R Square Adjusted
Y1	0,759	0,743
Y2	0,745	0,719

Source: Author Calculation (2022)

• **Path Coefficient dan T-Statistic:**

The Path Coefficient value shows the level of significance in hypothesis testing. The path coefficient score or the inner model indicated by the tstatistic value, must be above 1.96. This study has ten hypotheses consisting of seven direct effects and three

indirect effects, the results obtained are four direct effects and all significant indirect effects with t-statistic values greater than 1.96 and P Values below 0. 05 while the other three direct hypotheses are not significant because their values are below the threshold, the t-statistic table is as below:

Table 3: Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X1 -> Y1	0,969	0,967	0,177	5,471	0,000
X1 -> Y2	0,070	0,074	0,251	0,278	0,781

X2 -> Y1	-0,114	-0,100	0,199	0,573	0,567
X2 -> Y2	0,843	0,851	0,173	4,878	0,000
Y1 -> Y2	-0,057	-0,065	0,220	0,258	0,797

Source: Author Calculation (2022)

Table 4: Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 -> Y1					
X1 -> Y2	-0,055	-0,059	0,220	0,250	0,803
X2 -> Y1					
X2 -> Y2	0,006	-0,001	0,046	0,139	0,889
Y1 -> Y2					

Source: Author Calculation (2022)

DISCUSSION:

Self-efficacy has a Significant Effect on Organizational Commitment:

The results of the analysis show that there is a significant relationship between self-efficacy and organizational commitment. The results of this study are in line with or confirm the opinion expressed by (Bandura, A. 1991) self-efficacy is a person's belief or belief that he can master the situation and produce positive outcomes. According to Schunk in (Sigiuro & Cahyono, 2005) self-efficacy affects students in choosing their activities. Students with low self-efficacy may avoid multi-tasking lessons, especially for challenging tasks, while students with high self-efficacy have a great desire to do their assignments.

This is because the principal is quite confident that he is able to try hard (X1.3), and quite confident that he is able to survive in the face of individual obstacles and difficulties (X1.4) which causes self-efficacy to emerge as a driving force to raise the intention to commit to the organization. High profit margins in the market depending on their monopoly power.

Self-efficacy on Employee Performance:

The results of the analysis do not indicate a significant relationship between self-efficacy and employee performance. The results of this study are not in line with or do not confirm the opinion expressed by Eze & Ikebuaku (2018) Self-efficacy is an employee's belief in his ability to exercise some form of control over employee functioning and events in his work environment. The higher a person's self-efficacy, the more persistent the effort made, many studies prove that self-efficacy can improve a person's quality and psychosocial, then good self-efficacy has a major contribution to individuals.

This is because the principal is not quite sure that he is able to try hard (X1.3), and is not quite sure that he is able to withstand individual obstacles and difficulties (X1.4) which results in self-efficacy not being able to improve the performance of school principals in SMK region II.

Big Five Personality to Organizational Commitment:

The results of the analysis do not show a significant relationship between the big five personalities and organizational commitment. The results of this study are not in line with or do not confirm the opinion put forward by (Robbins, S. P., & Judge, T. A. 2007), the most frequently used personality theory is the personality theory created by Gordon Allport. He said that personality is a dynamic organization in an individual's psychophysiological system that determines how he adapts uniquely to his environment.

This is seen from Conscientiousness (X2.2) refers to a number of goals of someone who focuses attention. Self-regulation includes traits that describe a tendency to be cautious. So that in carrying out his duties the principal of SMK Region II can be trusted because he always works with all his heart. Extraversion (X2.3) is an openness to the social and physical environment is a personality dimension that describes someone who likes to get along, makes the principal able to be discussed and receive input from all directions. This makes the five personalities able to increase the desire to be committed to the organization.

Big Five Personality to Performance:

The results of the analysis show that there is a significant relationship between the big five personalities on employee performance. The results of this study are in line with or confirm the opinion expressed by (Griffin 2006) the dimensions of The Big Five Personality in the form of openness, conscientiousness, extroversion, agreeableness, and emotional stability explain that basically this personality exists in every individual and underlies each other and includes most of the significant variation in human personality.

This is seen from Conscientiousness (X2.2) refers to a number of goals of someone who focuses attention. Self-regulation includes traits that describe a tendency to be cautious. So that in carrying out his duties the principal of SMK Region II can be trusted because he always works with all his heart. Extraversion (X2.3) is openness to the social and physical environment is a

personality dimension that describes someone who likes to get along, makes the principal able to be discussed and receive input from all directions. This makes the five personalities able to improve the performance of the regional II school principals in East Kalimantan to continue to work better.

This research is supported by research conducted by (Ahmad, J. *et al.*, 2014; Gupta, N., & Gupta, A. K. 2020; Tuteja, N., & Sharma, P. K. 2017; & Sev, J. 2019) show that the big five personalities have a significant influence on performance.

▪ **Organizational Commitment to Employee Performance:**

The results of the analysis do not show a significant relationship between self-efficacy and employee performance. The results of this study are not in line with or do not confirm the opinion expressed by (Qureshi, M. A. *et al.*, 2019) Employees with high organizational commitment have different attitudes than those with low commitment. High organizational commitment results in work performance, low absenteeism, and low level of achievement of employee work targets. Employees who are highly committed will have high work performance. Organizational commitment encourages employees to keep their jobs and show the results they should.

This is because the principal does not feel it is worth working in the organization (Y1.2) because of the lack of appreciation and feeling valued by some of the assigning parties. And the principal also does not accept offers to work in other agencies (Y1.4) so that their income given by the organization is not sufficient for their needs so that when they are not fully committed to the organization they do not want to improve their performance.

CONCLUSION, LIMITATIONS, AND SUGGESTIONS:

➤ **Conclusion:**

In this paper, The Effect of Self-Efficacy and Big Five Personality on Organizational Commitment and Performance of Vocational High School Principals: A Case Study of the Branch of the Education and Culture Office Region II, East Kalimantan Province. This study used 34 respondents from the Principal of the Vocational High School. This study uses the Partial Least Square (PLS) method.

Our research finds that Self-efficacy has a significant effect on Organizational Commitment, then the Big Five Personality has a positive effect on Performance, but the mediating role of organizational commitment has no effect on performance.

➤ **Limitation and Suggestions:**

This study only focuses on principal respondents in Region II, further research can expand the research area to provide better results. In addition, this study also did

not provide a significant mediating role, further research can look for other mediating roles, so that the results of the study are even better.

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Appendix I

Research Questionnaire

Description:

Very Disagree = VD

Disagree =D

Enough Agree = EA

Agree = A

Very Agree = VA

NO	Statement	Answer Options				
		VD	D	EA	A	VA
Self-efficacy (X₁)						
1	I'm sure I can complete the task					
2	I believe I can motivate myself to take the necessary actions to complete the task					
3	I'm sure that I can try hard					
4	I believe that I can endure adversity					
5	I am confident that I can complete a wide range of tasks					

NO	Statement	Answer Options				
		VD	D	EA	A	VA
The big five personality (X₂)						
1	I have a smart personality					
2	I have a nature that tends to be careful in making policies					
3	I have a sociable personality					
4	I am able to develop and maintain good interpersonal relationships					
5	I experience negative emotional states such as					

	feeling psychologically insecure such as being easily anxious					
No	Statement	Answer Options				
		VD	D	EA	A	VA
Organizational Commitment (Y₁)						
1	I feel happy with the school I lead today					
2	I feel valuable to be able to work in school now					
3	I will feel lost if I leave the school where I work now					
4	I have no plans to accept another job offer					
5	I feel responsible with my work					
6	I care about the school I lead					

No	Statement	Answer Options				
		VD	D	EA	A	VA
Principal's Performance (Y₂)						
	The results of the work I do as a school principal are in accordance with the specified quantity target					
	The results of the work I do as a school principal are in accordance with the set quality targets					
	The results of the work I do as a school principal are in accordance with the set target time					
	As a school principal, I am determined to give the best service to the school I lead					
	As a school principal, I am used to obeying the existing rules					
	I as the principal always avoid breaking the rules					
	As a principal, I feel comfortable working with my teamwork					