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KEPRIBADIAN: BAGAIMANA PENGARUHNYA TERHADAP KOMITMEN ORGANISASI GURU? Abstrak: Komitmen organisasi guru adalah faktor penentu dalam keberhasilan pendidikan yang berkualitas. Kepribadian guru adalah salah satu faktor utama yang diyakini dapat meningkatkan atau menurunkan komitmen organisasi guru. Penelitian ini bertujuan untuk menganalisis peranan kepribadian guru pegawai negeri sipil (PNS) Sekolah Menengah Kejuruan Negeri terhadap komitmen organisasi.

Sampel dipilih menggunakan teknik acak sederhana dengan memanfaatkan rumus Slovin. Sebanyak 83 guru PNS di Jakarta Timur terlibat dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah kuisisioner. Regresi analisis jalur digunakan untuk menganalisis data. Hasil perhitungan menunjukkan bahwa $t_{hitung} > t_{tabel}$ (4,329 > 2,64) yang mengarah pada penolakan H_0 dan penerimaan H_1 .

Hasil pengujian hipotesis menyimpulkan bahwa kepribadian memiliki pengaruh langsung positif terhadap komitmen organisasi guru. Selain itu, terbukti ada tiga sifat yang mempengaruhi kepribadian, yakni kestabilan emosi (33,98%), keramahan (33,56%) dan keterbukaan terhadap pengalaman (32,46%). Sementara faktor utama yang mempengaruhi komitmen organisasi itu sendiri adalah: keterlibatan untuk tetap menjadi karyawan (33,74%); tanggung jawab moral (33,55%); dan kesetiaan individu terhadap organisasi (32,71%).

Studi ini kemudian merekomendasikan bahwa kepala sekolah bertanggung jawab untuk memperhatikan kepribadian guru dalam upaya meningkatkan komitmen organisasi guru di sekolah. Kata Kunci: komitmen organisasi, kepribadian, guru PENALTY: HOS IMPACTTACHEZATIO COMMITMENT? Abstract: Teacher organizational commitment is a determining factor in the success of education quality. Teacher personality is one of the

main factors believed to either increase or decrease organizational commitment.

This research aims to analyze the role of civil servant teacher personality of public vocational high schools on their organizational commitment. The research employed quantitative approach with survey method. The samples were selected using simple random technique by applying Slovin formula. 83 civil servant teachers in East Jakarta were involved. The instrument used was questionnaire. Path analysis regression was used to analyze the data.

The result signifies that $t_{count} > t_{table}$ ($4,329 > 2,64$) leading to the rejection of H_0 and the acceptance of H_1 . The hypothesis testing concludes personality positive direct effect on teacher organizational commitment. Furthermore, it is proven three traits impacting teacher personality: emotional stability (33,98%), extraversion (33,56%), and openness to experience (32,46%).

While the facets influencing organizational commitment are: employee engagement to stay in organization (33,74%); moral responsibility (33,55%); and individual loyalty to organization (32,71%). The study then recommends school principals to be responsible for paying attention to teacher personality to foster teacher organizational commitment in schools.

Key words: organizational commitment, personality, teacher

INTRODUCTION The Industrial Revolution 4.0 era emerges stricter competition among organizations both in national or international level. Facing such situation and condition, organizations should determine strategies and release management policy, particularly on the development of human resources.

The enhancement of human resource understanding and management which is claimed as one of the three management challenges (Abdullah, 2009), is y promotschools quality. As an organization, it is inevitable for schools to take momentous changes to anticipate any globalization demand including effective leadership management. This is as an attempt to motivate school staffs specifically teachers to give their best in work.

As far as it is concerned, t eache presence is the major asset of school for the sake of quality advancement. Teachers should possess eminent commitment to carry on their duties and responsibility as educators at schools. Without mutual commitment, school goals will be unattainable to reach (Pramudjono, 2015).

Such commitment is well known as organizational commitment, in which individuals are expected to be able to emerge and realize ideas for the accomplishment of organization

vision and mission. It can be merely defined that organizational commitment is individuals' psychological attachment to their organizations marked by trust and acceptance to organizational values and characteristics, as well as intense motivation and desire to reach vision and mission for organizational existence (Situmorang, 2014).

The concept of organizational commitment has been being a particular concern based on a premise that individuals are related to their organizations as relative power of individual identification within a specific organization (Suriansyah, 2014). Lovakov (2016) asserts that an employee whose high organizational commitment is a reward for his organization. Wherefore, school principals ought to review and evaluate teacher commitment for continual betterment of school quality.

This becomes the reason of Jakarta Governance to pay special attention to their teachers particularly civil servant teachers; one of them is by granting them with regional performance allowance. Nonetheless, Kumorotomo (2011) finds out that the allowance is distributed based on structural position, not functional or objective performance indicators.

Hence, the possibility of significant performance improvement is not promising. The fact mentioned above becomes an interesting point to investigate; that to foster teacher organizational commitment is not only by granting them allowance. More analysis on their personality is worth to apply as personality is underlined as one of the competencies to possess by teachers based on Law of the Republic of Indonesia Number 14 Year 2005 on the subject of teachers and lecturers.

A number of research have empirically proven the relation between personality and organizational commitment. A research conducted by Fakhruddin et al., (2020) showed that personality affects employee job satisfaction and organizational commitment positively. To be more specific, Novian et al., (2019) explicated that organization structure, personality and work motivation gives direct influence on organizational commitment.

Basnet & Regmi (2019) also argued that the Big Five Personality traits influence organizational commitment in a positive way. To be more specific, some research investigate and analyze determinant factors or indicators in positive correlation between personality and organizational commitment. Choi et al., (2015) observe the relation between the Big Five Personality and the three types of organizational commitment (affective, continuance, and normative).

All the personality traits are reported to correlate with all the organizational

commitment types. Agreeableness is claimed as the determinant factor. Çelik & Oral (2016) identified similar connection with the same determinant factor. By way of addition, they discovered that consciousness gives quite big impact on organizational commitment (see also Leephaijaroen, 2016).

A research conducted by Syed et al., (2015) and Thiruvarasi & Kamaraj (2017) either highlighted a significant and positive relation between the **five personality traits and organizational commitment** dimension. Consciousness and openness are the two facets predicting the relation.

Comprehensively, a research of Kumar (2012) noted that openness is the predictor bridging personality and organizational commitment. Yielding similar findings, the research conducted by Njoku et al., (2017) significantly displayed the relation between employee personality and their organizational commitment.

They further recommended personality test for employees to assess potential employees. Shabahang & Amani (2016) exhibited significant relation between personality, specifically on emotional stability, with organizational commitment. Recently, Lee et al.

(2020) found out expressive personality as a part of emotional stability as the ultimate factor determining the **relation between personality and organizational** commitment. The previous research used different indicators or factors to see the **correlation between personality and organizational** commitment. Other than that, research focusing on civil servant working at vocational high schools have not been frequently reported.

Accordingly, the present study is worth to conduct as an attempt to see **the impact of personality on organizational commitment** which is further expected to promote school advancement quality. METHODS Methods The present research employed quantitative approach with survey method and causal technique or path analysis to find out impact between variables according to the causal model. The present research portrays two variables in the way they are. Facts are analyzed by lookiatindependv fection epenvari .

The research is categorized into inferential as the result of data calculation **is used to predict the** forthcoming tendency. The analysis connects to the study of estimated error normality test. The path analysis is applied to find out the effect appearing from the two variables, independent variable (exogenous) and dependent variable (endogen).

The exogenous variable of the research is personality, and the endogen one is organizational commitment. The following model displays the causal **effect of**

personality on organizational commitment. Figure 1. Constellation Model of Research Problem Note: X= Personality Y= Organizational Commitment Population and Sample 1. Population a. Target population: 2.056 civil servant teachers from 63 public vocational high schools. Variable X Variable Y b.

Accessible population: 104 civil servant teachers from 5 public vocational high schools in East Jakarta. 2. Sample The samples involved in the present research were taken using simple random sampling. 20 respondents were chosen for checking the validity and reliability of questionnaire.

The sample size formula used in the present research is Slovin formula adapted from Prasetyo & Jannah (2011), resulting in the following calculation: () Hence, the sample of the present research consisted of 83 civil servant teachers. Research Instrument The instrument used in the present research is questionnaire covering a number of questions generated from personality and organizational indicators.

Likert scale (1-5) is utilized with the following alternative answers: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. 1. Personality Variable Personality questionnaire consisted of 45 questions. Having been validated, 5 questions were identified not valid so they were dropped. 40 items of question were then used as the research instrument.

The indicators adapted in the questionnaire are: 1) extraversion; 2) emotional stability, and 3) openness to experience. 2. Organizational Commitment Variable Questionnaire of organizational commitment comprised of 31 items. After validity and reliability checking, 1 question was dropped. 30 items of question were then utilized to collect the data.

The indicators include: 1) employee engagement to stay in organization; 2) moral responsibility; and 3) individual loyalty to organization. Data Analysis The data obtained were analyzed using descriptive statistics analysis continued by inferential analysis. Descriptive statistics were applied to get data characteristic description such as distribution of frequency, histogram, mode, median and standard deviation, while inferential statistics were applied by normality test using Liliefors formula, then completed by path analysis consisting of model analysis, test of hypothesis and decision of effect level. FINDINGS AND DISCUSSION Findings Test of Descriptive Statistics Table 1.

Summary of Descriptive Statistics of Personality and Organizational Commitment No. Description X Y 1 Mean 146.46 121.47 2 Standard Error 2.63 1.68 3 Median 144.57

121.61 4 Mode 140.62 121.00 5 Standard Deviation 24.00 15.31 6 Sample Variance 575.8122 234.5204 7 Range 103 60 8 Minimum 97 90 9 Maximum 200 150 10 Sum 12156 10082 11 Count 83 83 Note: X: Personality Y: Organizational Commitment The data displayed in Table 1 is the result of descriptive statistical analysis.

Some of general data of personality and organizational commitment are presented encompassing mean, standard error, media, mode, standard deviation, sample variance, range and count. Analysis of Questionnaire Item Score Table 2. Item Score Analysis of Personality Variable (X)

No	Indicator	Total	Item Average	Answer per Indicator	Percentage
1	Extraversion	10	3,68	33,56%	
2	Emotional stability	16	3,73	33,98 %	
3	Openness to experience	14	3,56	32,46%	
	Total	40	10,97	100%	

Table 2 directs us to a conclusion that emotional stability places the highest rank as the predictor in personality variable with percentage 33,98%.

The second indicator to follow is Extraversion 33,56% Emotional stability Openness to experience 32,46% extraversion, contributing 33,56% to the whole percentage. The last indicator to predict the civil servant personality is openness to experience (32,46%). It is simply inferred that to promote civil servant noble personality, the main concern is emotion stable as the top facet.

Visualizing the percentage of the indicators, the following figure is presented. Figure 2. Percentage of Personality Variable Item Score Table 3. Item Score Analysis of Organizational Commitment (Y)

No	Indicator	Total	Item Average	Answer per Indicator	Percentage
1	Employee engagement to stay in organization	11	4,10	33,74%	
2	Moral responsibility	8	4,08	33,55%	
3	Individual loyalty to organization	11	3,97	32,71%	
	Total	30	12,15	100%	

Table 3 explicates that employee engagement to stay in organization gives the highest contribution on organizational commitment with percentage 33,74%.

Moral responsibility is the second one to give effect on organizational commitment (33,55%). The lowest one is individual loyalty with contribution 32,71%. It sketches out that the attempt to build the civil servant organization Employee engagement 33,74% Moral responsibility 33,55% Loyalty 32,71% activities at schools. For more detail illustration, the figure below is presented. Figure 3.

Percentage of Organizational Commitment Variable Item Score Test of Normality of Y above X The normality test displays $L_{count} = 0,0535$ which is less than $L_{table} = 0,097$ ($n = 83 ; \alpha = 0,05$). Considering the result, the data of personality and organizational commitment tend to form a curve. is that null hypothesis "g samples are not normally distributed" rejected. In other words, this is to verbalize that all samples come from a normally distributed population.

The recapitulation of normality test is shown in the following table. Table 4. Test of Normality Result (Estimation Error of Regression) Estimation Error of Regression n Lcount Ltable Decision a 0,05 a 0,01 Y above X 83 0,0535 0,097 0,111 Normal Based on Table 4 containing the values of Lcount and Ltable, it is convinced that all pairs of data from the instrument of organizational commitment above personality are from normal distribution samples.

Test of Significance and Linearity of Regression Coefficient on Organizational Commitment above Personality The calculation of regression equation model between organizational commitment and personality results in regression constant a = 76,42 and regression coefficient b = 0,31. In this manner, the model correlation of simple regression is $Y = 76,42 + 0,31X$.

Before analyzing the model and using it in drawing conclusion, tests of significance and regression equation linearity were applied. The result of the two tests are arranged in Table 5 below. Table 5. ANAVA for Significance and Linearity of Regression Coefficient $Y = 76,42 + 0,31X$ Variance df SSE RMS Fcount Ftable a 00 5 a 00 1 Total 83 1243890 Regression a 1 1224659,33 Regression b/a 1 4467,11 4467,11 24,51 ** 3,96 6,96 Residual 81 14763,56 182,27 Standard Error of The Estimate 50 9952,99 199,06 1,28 ns 1,59 31 4810,57 155,18 Note ** : the regression is very significant (Fcount=24,51 > Ftable=6,96 at a , 1) ns : the regression is linear (Fcount=1,28 < Ftable=1,59 pada a 0 5) df : degree of freedom SSE : sum of squared error RMS : root mean square In the regression equation $Y = 76,42 + 0,31X$, the test of significance shows Fcount = 24,51 which is much greater than Ftable 6,96 at level of significance a 0, 01. On that ground, the regression linearity is stated to be very significant.

For the test of linearity, Fcount = 1,28 is less than Ftable = 1,59 at level of significance a 0,0 5. For that reason, the estimated distribution point forms a linear line. The visualization of the distribution point can be vividly viewed in the following figure. Figure 4.

Linear Regression Graphic $Y = 76,42 + 0,31X$ The path analysis calculates the direct effect of personality on organizational commitment with path coefficient value 0,482, in which the tcount is 4,329. The ttable at significance level a 0,01 is 2,64. Since the tcount is greater than ttable, Ho is rejected and H1 is accepted. The alternative hypothesis obviously mentioned that personality has a positive direct effect on organizational commitment.

Ho : $\beta_{yx} < 0$ H1 : $\beta_{yx} > 0$ Ho is rejected if tcount > ttable 0 20 40 60 80 100 120 140 160

0 50 100 150 200 250 Organizational Commitment (Y) Personality (X) Test of Significance and Regression Linearity Table 6. Summary of Significance Test and Regression Linearity Reg Equation Regression Test Linearity Test Conclusion Fcount Ftable Fcount Ftable 0,01 0,05 X on Y $Y = 76,42 + 0,31 X$ 24,51** 6,96 1,28 ns 1,59 Very significant/ Regression is linear Keterangan : Reg : Regression ** : Very significant ns : Non-significant (regression is linier) Table 6 clearly illustrates that the change of one personality unit shall increase the value of organizational commitment for 0,31.

Then it is definite to say organizational commitment promotion can be enhanced by veracious management of teacher personality Table 7. Direct Effect between Variables Direct Effect Path Coefficient tcount ttable 0,05 0,01 X on Y 0,482 4,329 ** 1,99 2,64 Table 7 unveils the result of direct effect **between personality and organizational commitment** variable. The path coefficient obtained is 0,482.

The calculation of tcount disports much higher value compared to ttable at any level of significance (both 0,05 and 0,01). Test of Hypothesis Table 8. Summary of Hypothesis Testing Hypothesis Statistical Hypothesis Statistical Test Decision Conclusion Personality gives positive direct effect on organizational commitment $H_0: \rho_{yx} < 0$ $H_1: \rho_{yx} > 0$ tcount > ttable (4,329 > 2,64) at 1 for $\rho_{yx} = 0,482$ H_0 is rejected Positive direct effect Table 8 of hypothesis testing result for the two variables assuredly shows tcount > ttable (4,329 > 2,64) at level of significant 1 for path coefficient of $\rho_{yx} = 0,482$. To this extent, alternative hypothesis is accepted.

This concludes undoubtedly that the civil servant personality gives positive direct effect on organizational commitment as an acceptance of alternative hypothesis (H_1). Discussion Personality Effect on Organizational Commitment The pr esresech?s bjectiis dig si icant **relation between personality and organizational commitment** of civil servant teachers in vocational schools in Jakarta. Likewise, the analysis of determinant factors or predictors of each variable researched is also targeted.

The analysis of hypothesis testing invents that the teacher personality gives positive and direct impact on organizational commitment. The path analysis applied testifies the direct effect, with value of correlation coefficient 0,482 and the value of path coefficient 0,482. Hence, it draws a conclusion that the civil servant teacher organizational commitment is influenced directly by their personality.

The further significance of the conclusion is the notion that well teacher personality shall elevate more commendable organizational commitment. The finding of **the present research is** commensurate with the following research discovery. To begin with, Choi et al. (2015) had conducted a meta-analysis study deconstructing a number of studies

which dispute **the effect of personality on organizational commitment.**

They finally came to a conclusion that personality gives suggestive effect on organizational commitment. In higher education level, taking a number of staffs working at university as the respondents, Farrukh et al. (2017) have proved that almost all personality traits examined to the university staffs represent significant connection with their organizational commitment.

The commitments featured in the research are normative, affective and continuance. A research conducted by Chalistya et al. (2019) reported similar result of their investigation but in different commitment focus. Concerning on affective commitment, they discovered affective commitment is influenced by personality directly and significantly.

While in secondary education, a research of Widodo & Damayanti (2020) concluded the existence of personality direct effect on organizational commitment among vocational high school teachers. Giving prominence to the pertinent research, Aspan et al. (2019) marked out that personality has fortified organizational commitment of university staffs they surveyed.

The present research discovery is either on the testimony of comparable research in banking and finance sector. Abdullah et al. (2013) verified empirically that bank employee personality can be significantly categorized into positive predictor of their organizational commitment. In Indonesia, the research of Kawiana et al.

(2018) explicitly attested that personality variable has a close positive relation with bank employee organizational commitment. The positive correlation found in this research is either compliant with suchlike research in health and private sector. Mehr & Dashti (2016) specifically conducted a research to nurses in hospital. They demonstrated eloquent connection **between personality and organizational** commitment.

In private enterprise, Naimi & Ghafeli (2016) authenticated that all components of personality traits except neuroticism, or also known as emotional stability, affects **organizational commitment.** To go further, Zareena & Krithika (2019) illuminated that **the big five personality traits** play a consequential role in the amplification of employee organizational commitment.

On the top of that, having analyzed relevant research, Nuckcheddy (2018) affirmed that personality will give impact on organizational behavior, notably on the aspects of organizational tolerance, work environment, and work ethics. As concluded and verified in the research of Yunus et al. (2018), personality is dynamic and organized

characteristics affecting cognitive aspect, motivation and behavior of employee towards the organization they stay.

Apropos of the present and previous germane research, it is picturesque that well-founded personality shall bring the teachers to perform virtuous organizational commitment especially in case of engagement to stay in organization, willingness to work and responsibility to finish their work, and allegiance to their organization. To a greater degree, the present research sharpens the main finding that nurturing teacher organizational commitment cannot only be stimulated by regional allowance, but also by solicitude acts on their personality.

Predictors of Personality Affecting Organizational Commitment From **the Big Five Personality traits** proposed by Goldberg (1993), the present research adapts three traits as the predictors involving extraversion, emotional stability **and openness to experience**. Supporting the main finding discussed earlier, it is exhibited that the highest determining predictor of the civil servant teacher personality is emotional stability, with 3,73 average answer or 33,98%. This is honoring the finding revealed by Shabahang & Amani (2016) who conducted the research to school principals.

They noticed emotional stability as a critical factor in principals? itto orati Setting out even further, they designated how organizational commitment has a tight relation with positive job performance. Exposing the identical result, Lee et al. (2020) viewed a fact that emotional stability among hospitality industry workers, i.e.

expressive personality, has a pivotal function to raise their organizational commitment, moreover in its conjunction with commitment in service quality. The second highest factor is extraversion, contributing 33,56% to the whole percentage with average answer per indicator 3,68. This predictor is in proportion to the research conducted by Gridwichai et al. (2020) to some pharmacists.

The fact depicted the level of extraversion as the starting point of advancing to much higher career. Easy recognition by other employees also stands as the point characterized by extraversion. Abdullah et al. (2013) conveyed coequal result after inquiring into level of extraversion of bank employee.

The employee extraversion is claimed to give positive effect on their commitment to the bank. The study of Khoeini & Attar (2015) had also employees? traverision ospiposivelims commment their workplace. The last factor is openness to experience with average per indicator 3,56 or 32,64% of the total percentage.

Similar result has been attested by Acaray & Yildirim (2017). They researched private school teachers and found out that their openness attitude brings positive effect on cognitive and affective commitment. Having examined systematically the connection of openness with organizational commitment to a university staffs, Khiavi et al.

(2016) drew a conclusion that openness is believed as a positive predictor on organizational commitment. The present research finding symbolizes that personality traits of the civil servant teachers are noteworthy. The preservation of their emotional stability, extraversion and openness to experience should be done to promote the growth of commitment and responsibility to schools.

Predictors of Organizational Commitment There are three factors used to measure **the organizational commitment of** the civil servant teachers. They comprise of employee engagement to stay in organization, moral responsibility and individual loyalty to organization. The first predictor to determine organizational commitment in this research is employee engagement to stay in organization.

The average score is 4,10 with percentage 33,74%. The result is in agreement with the research result reported by Rameshkumar (2019). He surveyed a number of mariners and concluded **that there is a** positive relation between mariner engagement and all types of organizational commitment except continuance commitment.

Carrying out a quantitative survey to professional accountants, Tasleem & Ishaq (2016) proposed indistinguishable result, specifying that employee engagement or what they called as job involvement influences organizational commitment positively and significantly. To be more detail, Suryani (2018) postulated that ploe? ercon, r gacontributes their it ent.

While the perception of employers, opportunity to step on higher position or career and team work experience are the predictors of organizational commitment. The second observed factor is moral responsibility. The score of average per indicator is 4,08 (33,55%). The finding is in harmony with a report from Prutina (2016) after examining employee organizational commitment in a multinational company.

The study summarized the emplyepeptiof bily give impact on their organizational commitment. Presenting more detail explication, Turker (2009), having tested business professionals as the respondents, professed either social or non-social responsibility is a revealing predictor on organizational commitment.

While Ahmed & Tahir (2019) conducted a research to employees of public companies

and found out a tendency that their economics responsibility side is also influential to organizational commitment notably affective commitment. The last facet is individual loyalty to organization. The average score is 3,97 or 32,71%. Corresponding to the previous study result, after analyzing the data taken from a company employees, Iqbal et al.

(2015) resumed positive significant correlation between employee loyalty and their commitment to the company. Examining employees of heavy equipment dealership, Nasiri et al. (2015) also pointed out similar finding, and even claimed that individual loyalty of the dealership positively impacts on quality service to customers.

A survey done by Mahalingam & Suresh (2018) to an IT company employees also confessed the resembling result. Those three factors indicate that to maintain **the organizational commitment of** civil servant teachers, the school management is supposed to provide more portion and opportunity for them to involve actively in any school activities which at the end will improve **their sense of belonging** to school.

Other than that, giving good model and creating reasonable as well as steady policy are suggestive. CONCLUSIONS **The present research is** an investigation of connection between teacher personality and organizational commitment. It is expected that the research shall broaden understanding that to keep teachers work well at school, support on their personality is decisive.

The **data analysis and hypothesis testing** lead to a conclusion **that there is a** positive direct **effect of personality on organizational commitment** of the civil servant teachers. This means the enhancement of personality will develop their organizational commitment. It is believed that good personality makes good teachers whose competence and maturity will be assistance in facilitative school atmosphere.

Correspondingly, this result is in consonance with a number of previous relevant research. The supporting conclusion is the indicators to determine personality. The first is emotional stability with percentage 33,98%. The second facet to predict the personality is extraversion, giving contribution 33,56%. The last factor is openness to experience with 33,56% contribution to the whole percentage.

The implication of this finding insinuates school principals to be more solicitous to the teachers? rsonaliy ecify stably teers? ion as the empowerment for them to work in intense electrifying environment. The next supporting result is factors to affect organizational commitment. After being calculated, it is identified the top indicator is employee engagement to stay in organization (33,74%). The second one is moral

responsibility (33,55%).

The last predictor with the lowest percentage (32,71%) is individual loyalty to organization. This implies a necessity for school principals to keep engaging their teachers in school work and duties. Providing honorable role model and vigorous rules or policy are either vitally important. The present research uses three foci of predictors for each variable.

It is highly suggested **for the future research** to apply all traits of **the Big Five Personality** to measure the projected variable. Specifying the type of organizational commitment is also admonished. Besides, surveying respondents with much broader criteria, i.e. non-permanent or honorary teachers, is worth to conduct.

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