

## INCREASING MANAGERIAL EFFECTIVENESS AND ORGANIZATION COMMITMENT THROUGH STRENGTHENING PERSONALITY AND MANAGERIAL ROLES

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### Abstract

The manager's main goals for his employees are to maximize job performance and ensure they remain working at the company for a significant period of time. This research aims to prove the influences of school principals' personality and managerial roles on their managerial effectiveness and organizational commitment. This is non-parametric research as the total population of 136 private elementary school principals at South Jakarta Indonesia are all taken as the sample. The data was collected by using questionnaire forms and analyzed by applying PLS-SEM (Partial Least Square – Structural Equation Modelling). The results show that school principals' personality and managerial roles have direct and indirect positive influences towards their managerial effectiveness and organizational commitment. Discussion of the research findings and their implications as well as suggestions are further explored at the end of the article.

Keywords: personality, managerial roles, managerial effectiveness, organizational commitment

### INTRODUCTION

The main goal of a manager is to maximize employee performance (job performance) and to ensure that employees are committed to continuing to work for the company (organizational commitment) for a significant period of time (Colquitt *et al.*, 2019). Managerial effectiveness, in one hand, refers to a job performance in the extent to which a manager succeeds in carrying out management functions effectively. The manager's commitment to the organization, on the other hand, is also an important factor in efforts to realize educational goals. Hence, employees' job performance and commitment to their organizations are just like a coin having two sides (Sunaryo *et al.*, 2024). They cannot be separated. An effective school principal, in the education context, is the one who exemplifies these two aspects by, for example, actively monitoring and encouraging teachers' performance. With proper guidance and training from the principal, teachers can improve their teaching, leading to higher student achievement. Additionally, an effective school principal efficiently

manages school resources—human, financial, and material—optimizing them to support teaching, learning activities, and overall school operations.

Managerial effectiveness and organizational commitment from the school principal are crucial for achieving school stated goals. These two aspects are interrelated and mutually supportive to one another. Managerial effectiveness allows the principal to manage and direct school resources efficiently, while organizational commitment ensures the principal's dedication to fulfilling their duties and achieving the school's objectives. Together, these aspects are key to creating an effective, productive learning environment and driving the school towards sustainable success.

School principals play an important role in fostering a positive school environment through their commitment, which influences teachers' and students' loyalty and motivation (Nurlina *et al.*, 2023; Jovellano & Andal, 2023; Harini *et al.*, 2023). Principals who have high commitment tend to demonstrate dedication, strong

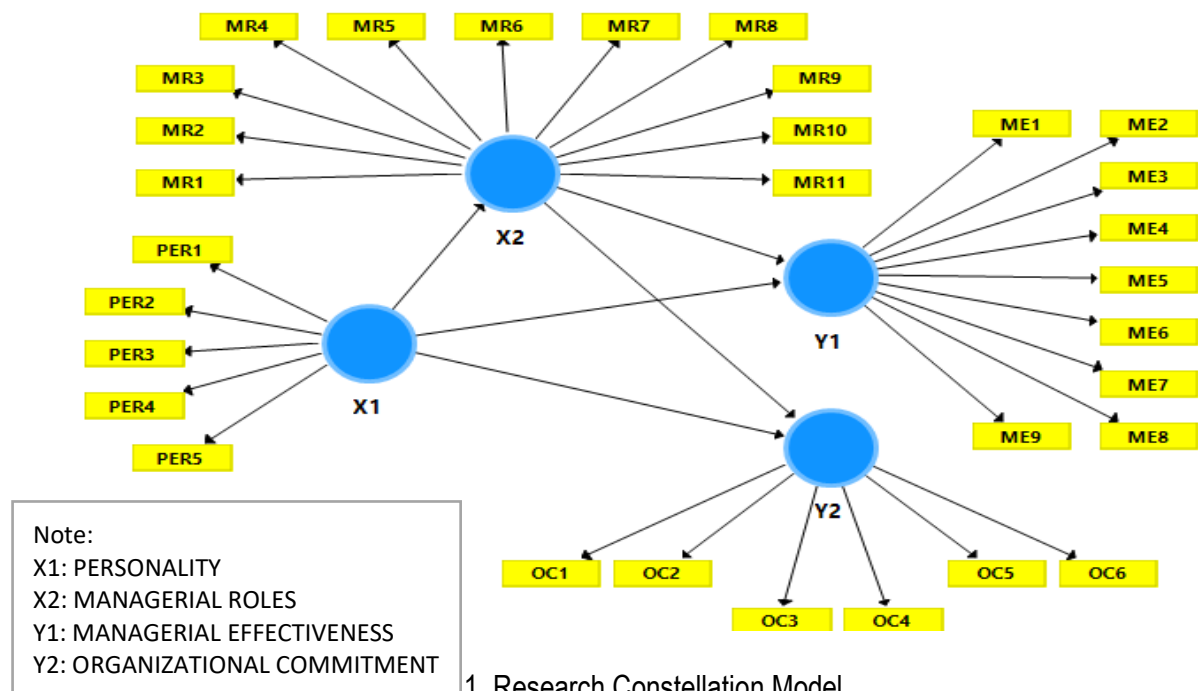


motivation, and serve as exemplary figures which may inspire others to be more prominent. Their commitment ensures program stability and continuity and contributes to the overall effectiveness of the school even in challenging circumstances. By integrating managerial effectiveness with organizational commitment, principals create an optimal educational setting that is sustainable and conducive to growth and success. This synergy is essential for maintaining a thriving educational environment that benefits all stakeholders involved in the educational process.

In the context of education implementation in Indonesia, elementary school principals have not maximized leadership management practices (Handayani *et al.*, 2020). Besides, poor principals' commitment to the organization also occurs in the number of their work absences reaching up to 31.3% in 2003 and 16.7% in 2013 (<http://repositori.kemdikbud.go.id/ACDP011-Teacher-Absenteeism-in-Indonesia-Indonesia-9-Jan-2015>). It was also reported that 10.6% of teachers teach at other schools, while 36.4% have other jobs unrelated to teaching. Additionally, a survey conducted by the

Organization for Economic Cooperation and Development (OECD) found that elementary school teacher absence from class reached 13% (CNN Indonesia, 25 March 2015). Based on these two findings, research on increasing school principal effectiveness and organization commitment needs to be carried out.

Previous researches explore various factors influencing managerial roles, organizational commitment, and effectiveness like budget participation, leadership style, and job satisfaction (Dewi *et al.*, 2022; Santosa *et al.*, 2022; Reetu *et al.*, 2022). Additionally, another research investigates the influence of school principals' personality, managerial roles towards their effectiveness and in fulfilling organizational goals (Sunaryo *et al.*, 2024). The current research is to fill the gap by involving managerial role as the intervening variable (the constellation model can be seen in in Figure 1). This elaborates a non-parametric research approach by taking the entire population as research samples to test the proposed hypothesis that personality has direct and indirect influences on managerial roles, effectiveness, and commitment.



1. Research Constellation Model

Themes regarding managerial effectiveness and commitment to the organization are not new in the organizational behavior literature. However, research that specifically examines these themes in the context

of education is still rarely conducted. Hence, there is still a significant gap for research on managerial effectiveness and commitment to the organization among elementary school principals. Thus, this research provides a new

contribution to the understanding of managerial practices and commitment in the basic education unit of analysis. The aim of this research is to find strategies for increasing Managerial Effectiveness and Organizational Commitment through strengthening Personality and Managerial Roles. There are 7 (seven) proposed hypotheses that will be tested, namely:

1. There is a direct influence of Personality towards Managerial Effectiveness.
2. There is a direct influence of personality towards commitment to the organization
3. There is a direct influence of Personality towards Managerial Roles.
4. There is a direct influence of Managerial Roles towards Managerial Effectiveness.
5. There is a direct influence of Managerial Role towards Commitment to the Organization
6. There is an indirect influence of Personality towards Managerial Effectiveness through Managerial Roles.
7. There is an indirect influence of personality on commitment to the organization through managerial roles.

## LITERATURE REVIEW

Several studies found that input factors influence managers' performance and commitment. Shafiezadehgarousi (2018) proves that there is a positive and significant relationship between the managers' personality and managerial effectiveness ( $r = 0.619$ ;  $p < 0.05$ ). These findings support the previous research on the managerial effectiveness of State Middle School Principals in the East Jakarta Region which find the influence of personality on managerial effectiveness with the correlation coefficient  $r_{13} = 0.652$  and the path coefficient  $p_{31} = 0.507$  (Tjurmuida, 2011). Furthermore, (Leslie *et al.*, 2002) found that Extraversion, as one of the dimensions of the personality, has a significant direct relationship with Managing and Leading which have the same level as management practices and leadership style as dimensions of the Managerial Effectiveness variable ( $r=0.19$   $p < 0.05$ ). This research also proves that there is a significant direct relationship between the indicators of personality and the managerial role; between Openness and Innovator ( $r=0.25$ ;  $p < 0.05$ ) and between Agreeableness and leader ( $r=0.28$ ;

$p < 0.05$ ). The same research results were also found by Diskiene *et al.* (2018) where there was a significant positive relationship between managerial roles and managerial effectiveness ( $r = 0.846$   $p < 0.00$ ).

Personality has also a positive and significant effect on organizational commitment with  $r=0.699$ ;  $p=0.000 < 0.05$  (Ramdani, 2017). Previously, a result shows there is a significant influence of personality on organizational commitment as indicated by a path coefficient of 0.886 (Koesmono, 2004). Furthermore, there is a relationship between Big Five Personality and Organizational Commitment with CR (Critical Ratio) value of  $2.095 > 1.96$  for a significance level of 5% (Maghfironsyah & Yuniawan, 2019).

Meanwhile, managerial roles have been proven to correlate with Organizational Commitment. This is shown by coaching management as the implementation of the role as a leader (one of the indicators of the Managerial Role) correlated with organizational commitment with a correlation coefficient value of  $r = 0.236$  and  $p = .000 < 0.05$  (Kalkavan & Katrinli, 2014). Manager's power (the power of managers in utilizing or allocating their subordinates) has also been proven to have a significant positive correlation with affective commitment (one of the dimensions of Organizational Commitment) with a correlation coefficient of 0.749 at a significance level of 0.000 (Teimouri *et al.*, 2015). Human Resources Management Practices, which are a form of practice by managers, also influence organizational commitment as shown by the correlation coefficient  $r = 0.524$  and  $p < 0.01$  (Cherif, 2020).

The followings are the theories exposure of Managerial Effectiveness, Organizational Commitment, Personality, and Managerial roles.

### Managerial Effectiveness

Various understandings of managerial effectiveness have been proposed by research experts. Managerial effectiveness is defined as the actions of a manager in carrying out management functions correctly and effectively (Leslie *et al.*, 2002). According to Kulkarni, managerial effectiveness is also the performance or actions of a manager in the unit or department for which he is responsible in terms of quality and

quantity (Kulkarni, S. M., 2014). Ali views it as the outcome of a manager's efforts and appropriate management to meet organizational targets (Ali, 2014) and as a key component that allows a leader to complete tasks effectively and create various initiatives (Bamel et al., 2015). Additionally, Smutny *et al.* (2016) suggest that managerial effectiveness is reflected in a manager's ability to exemplify good behavior and convince others of their competence. Further, Fonceca et al. (2017) highlight that managerial effectiveness involves achieving organizational goals through the application of managerial skills and strategies, engaging employees, peer groups, and subordinates. Muljani (2012) concurs, noting that effectiveness arises from successfully managing an organization by accurately selecting and allocating resources, fostering commitment and satisfaction among followers, and overseeing the achievement of organizational goals. Nuriah (2012) also defines it as the appropriate use of resources to fulfill goals, develop plans, coordinate work activities, and provide general supervision. It is the appropriate use of resources in carrying out management functions in achieving organizational goals with indicators of resource allocation, fulfilment of goals, development of plans, coordination of work activities, and general supervision (Nuriah, 2012). Finally, managerial effectiveness is described if coworkers and subordinates are willing to share information and collaborate with their managers (Carlos E. Ruiz & Hamlin, 2019) and is the accuracy of a manager's actions in achieving work goals using methods or methods and interpersonal potential (Pranitasari, 2019).

From the theories above, it can be synthesized that managerial effectiveness is the level of success of a manager's performance in carrying out management functions in an effective way, namely by providing examples of good behavior and being able to convince people that he is a competent leader in the unit or department for which he is responsible to. It has two main dimensions; the management practice and leadership. While the indicators of management practice are planning, organizing, directing and controlling and the indicators of leadership are adaptation to organizational

culture, decision making, being a role model for employees, managing crises (conflict and change).

### **Organizational Commitment**

Organizational Commitment reflects the extent to which an employee identifies with the organization and its goals and wants to remain with the organization (Ricky W. Griffin, Jean M. Phillips, 2020). It is also an attitude that represents the extent to which employees identify with their organization and desire to remain members of the organization (Baldwin *et al.*, 2013) and focuses more on one indicator of Affective Commitment that is the emotional attachment and involvement of employees and their identification in an organization (McShane & Glinow, 2021). Further, commitment is a feeling of identification, involvement, and loyalty expressed by an employee towards the company (Ivancevich *et al.*, 2014), the desire of some employees to remain members of an organization (Colquitt *et al.*, 2019) and a psychological state that describes employees' relationship with their organization and their tendency to continue their relationship with the organization (Scandura, 2018). Similar concepts of Organizational Commitment are in regard to people's feelings of attachment to their work and organizational specifications (Spector, 2012). Finally, Kusmayadi *et al.*, (2020) describe organizational commitment as a strong desire to identify and involve oneself in an organization to become a unit in the organization as evidenced by an attitude of loyalty to remain a member of the organization and try as hard as possible to achieve organizational goals.

From the various concepts above, it can be synthesized that organizational commitment is a person's feeling of connection to the organization accompanied by partiality and the desire to continue working in the organization as much as possible. There are 3 (three) indicators, namely: 1) Affective Commitment (a feeling of being part of the Organization or want to), 2) Continuance Commitment (interest or enthusiasm for work or need to), and 3) Normative Commitment (a sense of belonging to the Organization or ought to).

### **Personality**

Personality is a set of psychological characteristics and mechanisms in an individual

that are organized and relatively enduring and that influence his interactions and adaptation to the intrapsychic, physical and social environment (Larsen & Buss, 2019). Personality also involves psychological characteristics about different people's styles and is quite stable and predictable in responding to surrounding conditions (Leary, 2018). Personality is, similarly, a collection of various traits or characteristics of a person that repeat regularly in response to the environment around them (Colquitt *et al.*, 2019) and relatively unique and stable patterns of behavior, thoughts and emotions (Rathee, 2019), stable set of psychological attributes that distinguish one person from another (Ricky W. Griffin, Jean M. Phillips, 2020).

Personality can be, thus, synthesized as a set of psychological characteristics possessed by a person which are quite stable and different from other people which are influenced by genetic, social and environmental factors. The personality dimensions are a) Extraversion: sociable, talkative and assertive; b) Agreeableness: traits that are pleasant to other people such as cooperative attitude, happy to help others, prioritizing negotiations, avoiding confrontation; c) Emotional Stability: a person's tendency to experience positive emotional states (feeling psychologically safe, calm and relaxed); d) Conscientiousness: the nature of being diligent and wanting to move forward, such as a sense of responsibility, reliability, perseverance and achievement-oriented and e) Openness to Experience: the nature of openness or sensitivity to new (imaginative) experiences.

### **Managerial Role**

Managerial role encompasses the capacity of a manager to utilize assets to achieve predetermined goals (Madan & Ramu, 2018) and an organized set of creating interpersonal relationships, conveying information and making decisions (Pardeep, 2015). Meanwhile, according to [Setiawan](#) (2021) the managerial role is the role of a manager who is skilled at influencing and directing his members (<https://www.qurupendidikan.co.id/peran-manajerial/>). Managerial roles can also be considered as a form of leadership (Kim & Cho, 2020) and as the work of managers related to their activities, behavior, and tasks (Diskiene *et al.*,

2018). Reh, F. John. (2020) emphasizes that a manager acts as a bridge or liaison from top management to translate higher level strategies and targets into operational plans for running a business

(<https://www.thebalancecareers.com/what-is-a-manager-2276096>). Hashaw (2019) states that the managerial role is a type of skill required by a manager who is successful in navigating organizational structures both internal and external (<https://smallbusiness.chron.com/managerial-function-differ-managerial-role-38713.html> downloaded February 12, 2021). Furthermore, the managerial role consists of three main areas, namely technical roles, interpersonal relationships and conceptual roles (Bocar, 2020).

From the various explanations of theories and concepts above, it can be synthesized that Managerial Roles are the work behavior of a manager in managing individuals, navigating organizational structures and utilizing both internal and external assets to achieve predetermined organizational goals. The dimensions and indicators of the Managerial Role Variable are a) the Interpersonal Role dimension, namely communicating face to face with other people with indicators of the role as a figure in the company, the role of leader, the role of liaison; b) Information Role dimension, namely collecting information through observing the environment and sharing this information with people inside and outside the company, with indicators of observer role, distributor role and spokesperson role; c) Decisional Role dimension, namely using time to process information as material for making decisions, with indicators a) Entrepreneurial Role, resource allocator role and negotiation expert role.

### **METHOD**

This research uses a quantitative approach with a survey design that provides quantitative (numerical) descriptions of trends, attitudes, and opinions from samples. The survey method is an example of non-experimental research where no manipulation of the independent variable. It is carried out as a condition that has been formed and is not the result of special treatment (Johnson & Christensen, 2014). The instrument testing is previously carried out on 30 members of the

population. The population is the principals of private elementary schools in South Jakarta-Indonesia with A accreditation totally 136 people (Source: <https://dapo.kemdikbud.go.id/>, Dapodikdasmen, Synchronization for November 2021, Even Semester 2020/2021). Sampling was taken and calculated by using the Taro Yamane formula (in Singh, Ajay & Masuku, 2014) with a margin of error of 5%. It was obtained a sample size of 101.49 or rounded up to as 102 people.

#### Research instruments

This research uses questionnaires of Organizational Commitment, Managerial Effectiveness, Managerial Role, and Personality. Prior trials to test the validity and reliability of the instruments for each variable were carried out on 30 private elementary school principals who were members of the population but not included in the research sample group.

The validity of the instrument was tested using the Pearson Product Moment correlation coefficient between the item scores and the total score with a significance level of 0.05. Instrument items are declared valid if the correlation coefficient  $r$  observed is greater than  $r$  table. Valid items will be used as research instruments and the invalid ones will be dropped. The  $r$  observed value obtained is compared with the  $r$  table for the degrees of freedom  $df = n - 2$  where  $n$  is the number of respondents, namely 30. The  $r$  table value for  $df = 28$  is 0.3610 so that the statement item in the instrument is declared valid if  $r$  observed  $> 0.3610$ . Next, the reliability test is carried out for valid statement items using the Cronbach Alpha formula. An instrument is said to have high reliability if the correlation coefficient value generally must be higher than or equal to 0.70. The recapitulation of the research instrument trial results can be seen in Table 1 below.

Table 1. Recapitulation of the Research Instrument Trial Results

No	Variables	Numbers of item tested	Valid Items	Reliability Scores	Remarks
1	Managerial Effectiveness	40	32	0,9623	valid and reliable
2	Organizational Commitment	40	32	0,8906	valid and reliable
3	Personality	40	32	0,9386	valid and reliable
4	Managerial Roles	40	31	0,9270	valid and reliable

## RESULTS AND DISCUSSION

### Measurement Model (Outer Model)

#### Evaluation

The purpose of evaluating the measurement model is to assess the construct reliability, convergent and discriminant validity of the model being established (Hair *et al.*, 2017).

#### Construct Reliability Test

Testing for reliability is essential to ensure the measurement model is reliable by assessing the internal consistency reliability of the indicators associated with the construct (Composite Reliability and Cronbach's Alpha values should be above 0,07) and the Average Variance Extracted (AVE) value which should be 0.50 or higher, indicating that the construct explains more than half of the variance of its indicators.

Table 2 presents the values of Cronbach's Alpha and Average Variance Extracted (AVE) for the research variables as the output of the

algorithm calculation. The results are as follows: Managerial Effectiveness has a Cronbach's Alpha of 0.907 and an AVE of 0.577; Managerial Roles has a Cronbach's Alpha of 0.931 and an AVE of 0.56; Organizational Commitment has a Cronbach's Alpha of 0.936 and an AVE of 0.59; and Personality has a Cronbach's Alpha of 0.941 and an AVE of 0.809. All values exceed the thresholds for construct reliability, with Cronbach's Alpha values above 0.70 and AVE values above 0.50, confirming that the questionnaires used to measure each variable are reliable.

#### Convergent Validity Test

Testing for validity of the Measurement Model covers convergent validity and discriminant validity. Table 2 also presents the indicators' loading factor values of each variable. It can be seen that all loading factor values have met with the threshold ( $> 0,70$ ) except Organizing and Actuating as the indicators of Managerial

Effectiveness and Figure head and Spokesperson as the indicators of Managerial Roles which are weak (<0,70). However, in social science research, they are still considerably accepted and unnecessarily be deleted to maintain the composite reliability, content validity,

or AVE previously achieved. Rather, loadings between 0.40 and 0.70 can be considered acceptable if the overall construct reliability is adequate. Thus, it can be said that the questionnaires used have a convergent validity.

Table 2. Loading Factors, Cronbach's Alpha and Average Variance Extracted

Indicators	Loading Factors	Cronbach's Alpha	Average Variance Extracted (AVE)
<b>MANAGERIAL EFFECTIVENESS (Y1)</b>			
Planning (ME1)	0,725		
Organizing (ME2)	0,691		
Actuating (ME3)	0,674		
Controlling (ME4)	0,724		
Adapting (ME5)	0,714	0,907	0,577
Problem Solving (ME6)	0,785		
Role Model (ME7)	0,816		
Conflict Management (ME8)	0,875		
Risk Taking (ME9)	0,808		
<b>MANAGERIAL ROLES (X2)</b>			
Figure Head (MR1)	0,652		
Leader (MR2)	0,749		
Liaison (MR3)	0,711		
Monitor (MR4)	0,783		
Disseminator (MR5)	0,820		
Spokesperson (MR6)	0,686	0,931	0,596
Entrepreneur (MR7)	0,780		
Resource Allocator (MR8)	0,794		
Manpower Allocator (MR9)	0,844		
Monetary Allocator (MR10)	0,870		
Negotiator (MR11)	0,771		
<b>ORGANIZATIONAL COMMITMENT (Y2)</b>			
Psychological attachment (OC1)	0,826		
Sense of Belonging (OC2)	0,882		
Work Investment (OC3)	0,845	0,936	0,759
Risk Uncertainty (OC4)	0,883		
Moral Duty (OC5)	0,891		
Loyal (OC6)	0,898		
<b>PERSONALITY (X1)</b>			
Extraversion (PER1)	0,948		
Agreeableness (PER2)	0,827		
Emotional Stability (PER3)	0,920	0,941	0,809
Conscientiousness (PER4)	0,911		
Openness to Experience (PER5)	0,889		

*Discriminant Validity Test*



Discriminant Validity test in this study was carried out by using the HTMT (Heterotrait-Monotrait) criteria, which is a comparison between the average correlation of variable measurement items and the geometric root of the

average correlation between measurement items. Table 3 presents the HTMT values in the discriminant validity test of the research variables.

Table 3. Discriminant Validity Test of Research Variables

	MANAGERIAL EFFECTIVENESS (Y1)	MANAGERIAL ROLES (X2)	ORGANIZATIONAL COMMITMENT (Y2)	PERSONALITY (X1)
MANAGERIAL EFFECTIVENESS (Y1)	1			
MANAGERIAL ROLES (X2)	0,771	1		
ORG. COMMITMENT (Y2)	0,876	0,735	1	
PERSONALITY (X1)	0,374	0,272	0,379	1

The table above shows the HTMT values between variables lower than 0.90 which have complied the threshold requirement. Thus, all

latent variables already have good discriminant validities.

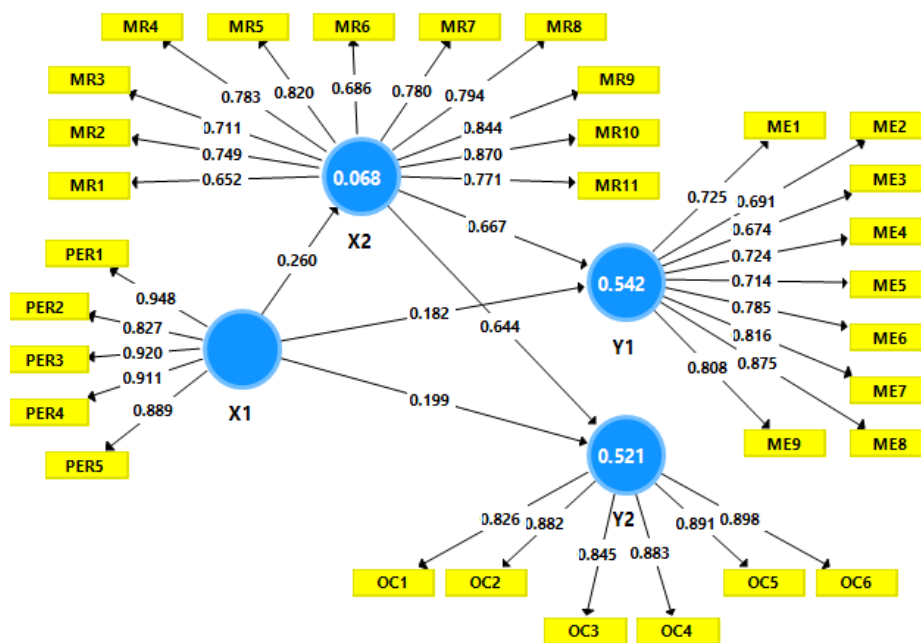


Figure 2. Path Coefficients of Research Variables

Figure 2 portrays the output of bootstrapping calculation of path coefficients (β) of direct influences of personality towards managerial effectiveness (0.182), personality towards organizational commitment (0.199), personality towards managerial roles (0.260), managerial roles towards managerial

effectiveness (0.667), and managerial roles towards organizational commitment (0.644). The significant levels (p values) of the direct influences of personality and manager roles towards managerial effectiveness organizational and organizational commitment are described in the table below.

Table 3. Direct and Indirect Path Coefficients

Direct Influence	Original Sample (O)	T Statistics ( O/STDEV )	P Values
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PERSONALITY (X1) → MANAGERIAL EFFECTIVENESS (Y1)	0,182	2,653	0,008
PERSONALITY (X1) → ORGANIZATIONAL COMMITMENT (Y2)	0,199	2,284	0,023
PERSONALITY (X1) → MANAGERIAL ROLES (X2)	0,260	2,858	0,004
MANAGERIAL ROLES (X2) → MANAGERIAL EFFECTIVENESS (Y1)	0,667	11,468	0,000
MANAGERIAL ROLES (X2) → ORGANIZATIONAL COMMITMENT (Y2)	0,644	8,423	0,000
<b>Indirect Influence</b>			
PERSONALITY (X1) → MANAGERIAL ROLES (X2) → MANAGERIAL EFFECTIVENESS (Y1)	0,174	2,657	0,008
PERSONALITY (X1) → MANAGERIAL ROLES (X2) → ORGANIZATIONAL COMMITMENT (Y2)	0,168	2,423	0,016

As seen on the table above, all direct influences of personality on managerial roles, personality on managerial effectiveness, personality on organizational commitment, managerial roles on managerial effectiveness, and managerial roles on organizational commitment are said significant. Whereas, the indirect influences of personality on managerial effectiveness through managerial roles and personality on organizational commitment through managerial roles are also said significant as they are all in the levels of lower than 0,05 and t statistics are greater than 1,96.

### Hypothesis Test Results

Table 3 clarifies the results of hypothesis test as follows.

1. Hypothesis 1 is accepted; there is a direct positive significant influence of Personality towards Managerial Effectiveness as proven by the path coefficient  $t$  statistics  $2,653 > 1,96$  and p values  $0,008 < 0,05$ . It supports the previous research conducted by Leslie *et al.* (2002) and (Tiurmaida, 2011). These findings confirm that individual characteristics or traits such as extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience play in management practices. The school principals with these traits may contribute to better decision-making, enhanced communication, effective management, etc. In addition, a study involving managers and employees in various sectors found that effective managers are often extroverts and have strong decision-making abilities (Tovmasyan, 2022). The

maturity of a manager's personality also plays an important role, because a mature personality fosters effective managerial behavior and the ability to meet complex demands (Kraczla, 2022).

2. Hypothesis 2 is accepted; there is a direct positive significant influence of personality towards organizational commitment ( $t$  statistics  $2,284 > 1,96$  and p values  $0,023 < 0,05$ ). Research conducted on private junior high school teachers in Depok, West Java, also shows that strengthening personality is a key strategy for increasing organizational commitment (Solihatun *et al.*, 2023). Likewise, a study of full-time teachers at Private Madrasah Aliyah in East Jakarta found that personality had a direct positive influence on organizational commitment, although it did not significantly influence organizational commitment through job satisfaction (Nurjanah *et al.*, 2023). These findings underscore that individual characteristics play in an employee's attachment to their organization. That is to say, school principals with good traits are significantly correlated with higher levels of organizational commitment.

3. Hypothesis 3 is accepted; there is a direct positive significant influence of Personality towards Managerial Roles ( $t$  statistics  $2,858 > 1,96$  and p values  $0,004 < 0,05$ ). The result supports previous research done by Diskiene *et al.* (2018) and Leslie *et al.* (2002). The acceptance of the hypothesis 3 that personality positively influences managerial roles emphasizes the critical role

that individual characteristics play in effective management. The good traits of school principals are significantly correlated with success in various managerial roles, including interpersonal, informational, and decisional roles. These may contribute to better communication, organization, innovation, and resilience.

4. There is a direct influence of Managerial Roles towards Managerial Effectiveness.

Hypothesis 4 is accepted; there is a direct positive significant influence of Personality towards Managerial Effectiveness (statistics 11,468 > 1,96 and p values 0,000 < 0,05). This finding has strengthened the previous studies' results and confirmed that the influence of managerial roles on managerial effectiveness is a topic that has been explored in various studies or research (Leslie *et al.* 2002; Diskiene *et al.*, 2018). However, a study of Kenyan National Government Departments does not explicitly mention the direct influence of managerial roles on managerial effectiveness. Yet, in this research, the managerial role influences department performance which is moderated by the involvement of stakeholders, including managers (Kilonzi *et al.*, 2023). Finally, the importance of managerial training is underscored, with evidence showing that training and retraining of staff and managers in government ministries significantly increases their effectiveness (Unurhoro & Doris, 2022). Collectively, these studies illustrate that the managerial role, when supported by appropriate training, stakeholder involvement and a strong managerial accounting system, is proven to have a positive and significant influence on managerial effectiveness. This comprehensive approach ensures that managers who successfully navigate the complexities of their role will ultimately lead to improved organizational performance and the achievement of effective, competitive performance.

5. There is a direct influence of Managerial Role towards Organizational Commitment.

Hypothesis 5 is accepted; there is a direct positive significant influence of personality

towards organizational commitment (statistics 8,423 > 1,96 and p values 0,000 < 0,05). The results of previous research prove that coaching management, which is the implementation of indicators of the role as a leader, is proven to be related to commitment to the organization Management (Kalkavan & Katrinli, 2014). Manager's power (the power of managers in utilizing or allocating their subordinates) is also positively correlated with affective commitment which is one of the dimensions of Organizational Commitment power (Teimouri *et al.*, 2015).

6. There is an indirect influence of Personality towards Managerial Effectiveness through Managerial Roles.

Hypothesis 6 is accepted; there is an indirect positive significant influence of personality towards Managerial Effectiveness through Managerial Roles (statistics 2,657 > 1,96 and p values 0,008 < 0,05). The relationship between personality traits and management development is also mediated by assessment centers (ACs), which help in identifying suitable traits for specific managerial roles, thereby enhancing overall managerial effectiveness (Akinwale & Oluwafemi, 2022). Additionally, the maturity of a manager's personality, which encompasses traits like responsibility and self-development, is directly linked to their effectiveness in fulfilling managerial roles, as mature managers are better equipped to handle complex organizational demands (Kraczla, 2022). Thus, the finding confirms that managerial roles significantly mediate the influence of personality on managerial effectiveness.

7. There is an indirect influence of personality on organizational commitment through managerial roles.

Hypothesis 7 is accepted; there is an indirect positive significant influence of personality towards organizational commitment through managerial roles (statistics 2,423 > 1,96 and p values 0,016 < 0,05). This finding supports the previous study proving that personality has a direct positive influence on organizational commitment, and decision-making plays a mediating role in this

relationship, suggesting that principals with strong personalities and decision-making skills exhibit higher organizational commitment study (Budiarti *et al.*, 2022). These findings have strongly strengthened the function of managerial roles as the intervening variable which mediates the indirect influence of personality on organizational commitment.

### CONCLUSION

This research has found strategies and ways to increase managerial effectiveness and organizational commitment through identifying the strength of direct and indirect influence between research variables. Apart from that, this research has also produced the following findings.

1. There is a positive and significant direct influence of Personality on Managerial Effectiveness and Organizational Commitment. The results support the findings of previous research conducted by Leslie *et al.* (2002), Tiurmaida (2011). The implication is that by strengthening the school principals' personality such as the traits of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience can increase their managerial effectiveness, hence, make better decision-making, enhanced communication, effective management (Tovmasyan, 2022); Kraczla, 2022), and their attachment to the organization (Solihatun *et al.*, 2023); Nurjanah *et al.*, 2023).
2. There is a positive and significant direct influence of Personality on Managerial Role so that strengthening personality can increase managerial role. The result of this research supports the research findings conducted by Diskiene *et al.* (2018) and Leslie *et al.* (2002). To ensure principals are equipped with the traits correlated with success in their managerial roles, it is recommended the investment of professional development programs. These programs should focus on enhancing communication, organizational skills, innovation, and resilience. Workshops on effective communication, for example, can improve interpersonal roles, while training sessions on strategic planning can enhance decisional roles. By following these recommendations, schools can better support their principals in developing the traits necessary for effective management, ultimately contributing to the overall success and improvement of the school environment.
3. There is a positive and significant direct influence of Managerial Role on Managerial Effectiveness and Organizational Commitment. The results of this research support the findings of research conducted by Leslie *et al.* (2002), Diskiene *et al.*, (2018), Kalkavan & Katrinli (2014) and Teimouri *et al.* (2015). These imply that by strengthening managerial roles can increase managerial effectiveness and organizational commitment. The implementation of managerial training is recommended since training and retraining of staff and managers in government ministries significantly increases their effectiveness (Kilonzi *et al.*, 2023); Unurhoro & Doris, 2022).
4. There is a positive and significant indirect effect of Personality on Managerial Effectiveness through Managerial Roles. The result of this research supports the findings of research conducted by Akinwale & Oluwafemi (2022) and Kraczla, (2022). This implies that by strengthening personality can increase managerial effectiveness through managerial roles as the intervening variable. To enhance managerial effectiveness through strengthened personality traits, it is important to conduct comprehensive personality development programs. These programs should include initial assessments to identify individual strengths and areas for improvement to ensure managers effectively apply their traits in their managerial roles, thereby improving overall effectiveness.
5. There is a positive and significant indirect effect of Personality on Organizational Commitment through Managerial Roles. The result of this research supports the findings of research conducted by Budiarti *et al.* (2022). These imply that by strengthening personality can increase school principals' organizational commitment through managerial role as an intervening variable. It is essential to development programs on personality and

managerial training. Integrating these programs may help principals understand how their personality impacts their managerial roles and organizational commitment.

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