

**Work Motivation: International literature Evidence**

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**Abstract**

In an effort to increase normative commitment, principals should be supported by personality and work motivation. A number of research were lack of examining specifically normative commitment in educational organizations. Therefore, the purpose of this present study is to examine the direct influence of personality and work motivation on the normative commitment of the principals. The survey method with the path analysis approach was employed in this study. Based on the results of data analysis, it was concluded that personality and work motivation have a direct positive effect on the normative commitment of the principals, which means that better personality and higher work motivation will lead to the improvement of principals' normative commitment.

**Introduction**

Schools, as one of the skill development institutions, have an obligation to improve the quality of Indonesian human resources in order to face challenges in global competition. Therefore, the presence of school principals whose high commitment is a mandatory. Their presence is regarded as real attempts at education quality betterment. The real condition of school principals points out that many are suspected of committing violations in the field of management.



## **Political Economy ....**

Quoting from the governor of Jakarta for period 2012-2017, BasukiTjahajaPurnama, it was reported that nine school principals were suspected of being involved in extortion, which ultimately dismissed them from their positions for tarnishing the image of education which has begun to develop. The case infers that most of the principals have low organizational commitment in their profession. One of the important organizational commitments to own by a school principal is normative commitment. Normative commitment reflects a perceived obligation to remain in the organization (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Kondalkar(2007) states, "normative commitment is a definite belief and acceptance of values and goals of the organization". Principals who have normative commitment will refer to the standard of behavior or social norms in the leadership process. In an effort to foster the principals' normative commitment, promotion of personality and work motivation should be patronized. Principals with high work motivation will assist with the enhancement of normative commitment directing to school progress. The low normative commitment of school principals will be closely related to their personality. Elleman, et.al (2018) state that models of normative commitment are based on the big five, a widely-accepted taxonomy that organizes most individual differences into five broad traits: conscientiousness, agreeableness, neuroticism (sometimes referred by its polar opposite, emotional stability), openness (sometimes called intellect), and extraversion. Up until now, research on normative commitment in

the field of education, especially in high school, are not frequently found. Such studies are usually more associated with companies or enterprises. Several journals examine the effect of 2 variables, namely personality and work motivation on normative commitment in general. Meyer, et.al, (2002) examined the relationship of 3 components of the commitment model, comprising of affective, continuance, and normative commitment to organizations in connection with job satisfaction, job involvement, and work relations. Various organizations were involved in the study.

Previous studies have generally analyzed the factors influencing organizational commitment, which varies one researcher to another, which at the end creates a research gap. The present study, to be more specific, concerns on the influence of personality and work motivation on the normative commitment of the principal. The two things are regarded critical due to the low commitment phenomenon of high school principals in Jakarta, compared to principals' professionalism assessment. Normative Commitment Normative commitment is a feeling of obligation to remain with every one's company (Andre, 2008). Normative commitment is a feeling of loyalty to organization (Ivancevich, Konopaske, & Matteson, 2008). Furthermore Kondalkar(2007) states that normative commitment is a definite belief and acceptance of value and goals of the organization. Normative commitment, which stems from a psychological attachment to an organization, involves an identification and internalization of

## **Political Economy ....**

organization values. As the organization's identity becomes integrated into a person's self-view, he or she becomes more committed to promoting the organization's well-being, leading strong cultures to grow stronger over time. The link between strong culture firms and compliance based on commitment, or commitment based on instrumental or extrinsic rewards, is less clear (Peterson & Mannix, 2003). The above definitions point out that normative commitment is obligations and responsibilities to the organization. The indicators are (1) attachment of obligations to survive with the organization, (2) attachment of choice to stay attached to strong organizations, (3) definite attachment to beliefs and acceptance of organizational values and goals.

**Personality** Personality is a critical part of a person's life and underlies employee behavior at work. How someone reacts to others, it is inseparable from one's personality. Personality refers to the structures and propensities inside a person that explain his or her characteristic patterns of thought, emotion, and behavior (Colquitt, LePine, & Wesson, 2009). Kinicky and Fugate (2016) propose that "personality is defined as the combination of stable physical, behavioral, and mental characteristics that gives individuals their unique identities". Personality might be further interpreted as how people affect others and how they understand and view themselves, as well as their pattern of inner and outer measurable traits and the person situation interaction. How people affect others depends primarily on their external appearance (height, weight, facial features, color, and other physical aspects) and

traits. For example, in terms of external appearance, a very tall worker will act partly compared to a very short worker. A meta-analysis evidence also speaks that there are gender differences in certain personality characteristics.

Conclusion Based on the results of the analysis and discussion, the conclusions in this study are drawn as follows: 1) There is a significant positive direct effect of personality on normative commitment. This signifies that better personality will direct the principals to have well normative commitment. Relevant research supporting this result has been conducted earlier by Kumar and Leephaijaroen. 2) There is a significant positive direct effect of work motivation on normative commitment. To be more specific, the higher work motivation performed by the principals, the better normative commitment will take place. This result is in line with Yundong's research. 3) There is a significant positive direct effect of personality on work motivation. This result further denotes that better personality determines higher work motivation. The research of Yahaya has initially probed this matter. Recommendations Efforts of Fostering Normative Commitment through Strengthening Personality The result of this study signifies that to meet the demand of principals' normative commitment, strengthening principals' personality should be taken into account by equipping them with dynamic characteristics either physical or mental with the following indicators: seriousness, friendliness, openness, and carefulness. Holding regular training, by emphasizing on mental personality development, is deliberated on mental

## **Political Economy ....**

personality development, not to the skill. Another step is direct coaching of superiors to subordinates. A more friendly approach is counted as the strong point of this coaching. Schools also need to host forums that can open space for principals to express their opinions.

Efforts of Enhancing Normative Commitment through Strengthening Work Motivation Upgrading the principals' confidence is an effort to fulfil the duties and take responsibilities of work they carry out with the presence of the following indicators: persistence at work, ability to solve problems encountered, and ability to deal with work situations. Various activities to upgrade the principals' confidence can be applied to grant them more experience and abilities. Comparative study is another brilliant idea to conduct, expecting that the principals can gain experience to compare normative commitment accomplished in advance.

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