

The Effect of Personality Type, School Head Leadership Effectiveness, and Decision Making On Teacher Satisfaction in Teacher's High School of Jambi Province

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Abstract

The purpose of this study was to examine and analyze whether there were significant positive influences between the variables of Personality Type, Effectiveness of Principal Leadership, and Decision Making against Teacher Job Satisfaction in Provincial High Schools. The study has ten problem formulations that analyze the direct effect, indirect effect and simultaneous influence between each variable studied. The research approach used is a quantitative approach with a survey method conducted on selected research samples based on probability sampling with the Slovin method totaling 141 Jambi State High School teachers. Data collection techniques using observation and using a questionnaire (questionnaire) as a primary data collection tool. Data analysis using path analysis (part analysis) with data processing tools manually Microsoft Office Excel program and SPSS version 22. The results of the analysis of the path coefficient and coefficient of determination, there is a direct effect and a significant positive simultaneous effect between variables Personality Type (X1), Leadership Effectiveness (X2) and Decision Making (X3) on Teacher Job Satisfaction (X4). The indirect effect between personality type variables (X1) and Leadership Effectiveness on teacher job satisfaction (X4) through decision-making variables (X3) has no significant effect. The research results imply that efforts to increase teacher job satisfaction in-state high schools in Jambi Province can be done by paying attention to personality types, the effectiveness of school principals' leadership and increasing teacher participation in decision making. Future research to obtain more comprehensive and representative research results in a wider population.

Keywords: Personality Type, Leadership Effectiveness, Decision Making, Job Satisfaction.

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INTRODUCTION

The achievement of the goals of an organization must be supported by resources, both human and nonhuman, technological support and the support of an appropriate regulatory system of all organizational support factors or known as organizational management. Good attention to human resources will have a positive impact on the progress of the organization. Schools as an organization, have human resources consisting of principals, educators (teachers) and education staff as well as education customers.

Regarding human resources, one that needs attention is the teacher's job satisfaction. Job satisfaction is an individual thing, each individual has different levels of satisfaction following the system of values that apply to him. This is due to differences in each individual. One aspect that is often discussed that

is closely related to feelings of satisfaction and dissatisfaction of teachers with work is about how much the rights of the teacher are fulfilled.

The aspects of work that are in direct contact with individuals or groups include how the management of an institution or agency in providing satisfaction to employees or employees. Great attention to the job satisfaction of educators or better known as teachers in the educational sub-organization which is the spearhead of providing direct services to education customers at the level of educational institutions or in other words at the school level, will have a direct impact on the services provided, this is supported by the opinion of Robbins & Judge explains defining job satisfaction as a person's positive feelings about work that is the result of evaluating its characteristics [1]. This opinion informs us that someone with a high level of satisfaction has a positive attitude about his work, and

someone dissatisfied with his work will have a negative attitude towards his job. Leadership in educational institutions is the second variable that influences the workforce satisfaction of the teaching staff as explained above, Yukl argues that, a measure that can be used regarding leadership effectiveness is the extent to which the organizational unit of the leader performs his duties successfully and achieves his goals [2]. The attitude of followers is also another general indicator of the effectiveness of a leader. This includes gratification of the leader of the needs and hopes of followers, the extent to which followers like, respect and admire leaders, there is a strong commitment from followers to carry out requests from leaders, or followers will oppose, ignore or subvert them.

The third variable that affects job satisfaction is group process, one of which is decision making, logically taking a portion of some or a long series of complicated facts. Absolute decision making is in the hands of the principal as the top leader in the school organization. Democratic-participatory school principals give rights to school members to contribute to decision making through new ideas and critical thoughts. Decision making involving the participation of all school members or better known as participatory decision making.

LITERATURE REVIEW

This research is based on the group job satisfaction model by Stephen P. Robbins and Mary Coulter in Management book, the model contains endogenous variables, satisfaction variables, while exogenous variables consist of: (1) external conditions imposed on the group (consisting from organizational strategy, authority relations, regulations and formal rules, availability of natural resources, employee selection criteria, culture, and performance management systems), (2) group member resources (consisting of knowledge, expertise, abilities, and personality), (3) group structure (consisting of roles, norms, conformity, group systems, group unity and leadership) and (4) group processes (consisting of communication, decision making, conflict management) [3].

In addition, according to Wagner and Hollenbeck, job satisfaction is a pleasant feeling that results from perceptions of one's work or the possibility of fulfilling one's important work values [4]. Job satisfaction includes three main components: values, importance of values, and perception. George and Jonnes argue, according to him job satisfaction is influenced by four factors namely: the first determining personality of how people think and are satisfied with work, values impact on the level of job satisfaction because they reflect employee beliefs about the end result that should lead and how one should behave at work, the most important work situation of job satisfaction is the situation where someone does the work, and social influence consists of co-workers,

groups and culture [5]. However, according to Frederick Harberg in Robbins, an individual's relationship with work is fundamental and a person's attitude to work can very well determine success or failure. Conditions that affect job satisfaction are supervision, employee benefits, company policy, physical conditions of work, relationships with other individuals and job security. Job-related factors such as promotion opportunities, self-development opportunities, recognition, responsibilities, and achievements [6].

Value-perception theory shows that employees will be satisfied when they feel that their work offers to pay, promotions, supervision, co-workers, and work assignments provide value to them. Overall influenced by aspects of salary (pay), promotion (promotion), supervision (supervision), co-workers (co-workers) and the work itself (work itself). These five aspects affect the satisfaction of how much desire with reality compared to the appropriateness that should be received by workers [7]. On the other hand, Schermerhorn John R., at all, explained that the five aspects used by the Job Descriptive Index (JDI) to measure job satisfaction consist of five dimensions: (1) work consists of responsibilities, interests, and development, (2) The quality of supervision consists of technical assistance and social assistance, (3) relationships with colleagues consist of social compatibility and mutual respect, (4) promotion opportunities consist of opportunities for promotion, and (5) salaries consist of adequate payment and compatibility between expectations and reality [8]. For this reason, the basis of this approach is that some people have certain characteristics and skills that make them seek and obtain leadership positions and be effective in these positions. Character theory (traits theory) is a theory that seeks personality, social, physical or intellectual characteristics that distinguish leaders from non-leaders [9].

Decision-making theory deals with the decision-making process, especially regarding uncertainty, when several alternative possibilities must be evaluated before a final decision is made. This theory analyses the types of decisions, establishes basic rules and develops methods of making decisions with various models or procedures [10]. Four basic rules in making decisions are (1) optimistic, choose alternatives that produce the best results, (2) pessimistic, choose the option with the highest value from the lowest possible outcome, (3) opportunity cost, what opportunity will be lost when an action will be chosen from the others, and (4) expected value, choose the choice according to the estimated likelihood of a particular situation. According to B.A. Fisher in Miller, group decision making is done with the orientation, conflict, emergence, and reinforcement phases. It was further explained that effective decisions depend on critical functions through group communication. Specifically detailed as follows: (1) the group must have a correct understanding of the

problem to be solved, (2) the group must determine the minimum characteristics required for each alternative to be accepted, (3) the group must identify alternative relevant and realistic services, (4) the group must carefully examine alternatives with respect to each of the previously agreed-upon characteristics, and (5) the group must choose the alternative that is most likely to have the desired characteristics. The two decision-making models mentioned above, explain that participation provides valuable consideration for the organization [11].

MATERIALS AND METHODS

This research is quantitative research with a survey method. Quantitative research is developed using mathematical models, theories and hypotheses. This analysis is to test whether there are direct or indirect effects between variables, whether there is an influence of personality type (X1) on teacher job satisfaction (X4), whether there is an influence of leadership effectiveness (X2) on teacher job satisfaction (X4), whether there is an influence between decision making (X3) on teacher satisfaction (X4), is there any influence of personality type (X1) on decision making (X3), is there an effect of leadership effectiveness (X2) on decision making (X3), is there an influence of personality type (X1) and leadership effectiveness (X2) together on decision making (X3), is there an influence of personality type (X1) and leadership effectiveness (X2) together on teacher job satisfaction (X4), is there an influence of leadership effectiveness (X2) and joint decision making (X2) on teacher job satisfaction (X4), and whether there are any the influence of teacher personality type (X1), leadership effectiveness (X2) and

decision making (X3) together on teacher job satisfaction (X4).

The sample consisted of 141 students, including all teachers in accredited public high schools, with an institution accreditation score of 86-88. Based on the document the number of personnel (P3D) as many as 216 people consisting of State Senior High School (SMA) 4 Jambi City 67 students, State Senior High School (SMA) 5 Jambi City 67 students, State Senior High School (SMA) 1 Kuala Tungkal 39 students, and State Senior High School (SMA) 1 Merangin 43 students [12].

Collecting data in this study by observation and using a questionnaire (questionnaire) in the form of a closing statement that is built from the construct of theory and indicators of each variable as the main source of data collection in addition to other supporting data in the form of documents and documentation from direct observation by researchers. Hypothesis testing with part analysis, Furthermore, testing the significance (test of significance) of each path coefficient by calculating the value of t, then the t-count value is compared with the table value.

RESULTS

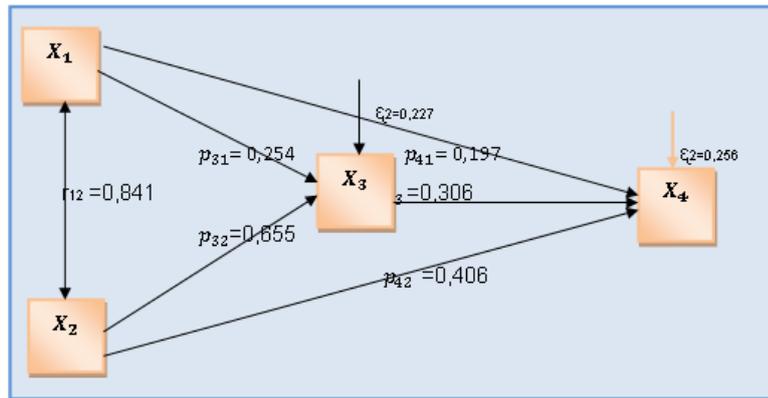
Description of research data obtained from measurements of Personality Type (X1), Leadership Effectiveness (X2), Decision Making (X3) and Teacher Job Satisfaction (X4). Measurements are made on the responses of teachers who are respondents to the instrument items from every variable studied.

Table-1: The Data description of the value of four variables

No	Description	Value			
		X ₄	X ₁	X ₂	X ₃
1	Number of samples	141	141	141	141
2	Total	17113	16652	16458	16394
3	Mean	121,479	118,043	116,876	115,876
4	minimum score	90	85	84	83
5	maximum score	156	160	150	150
6	number of class	9	9	9	9
7	class interval	8	9	8	8
8	Range	66	75	66	66
9	Median	121,6	115,93	116,796	115,50
10	Modus	121,77	112,82	122,389	108,767
11	Variant of sample	181,81	236,484	228,636	260,792
12	Standar deviation	13,484.	15,378	15,121	16,149

The magnitude of the direct influence of exogenous variables on endogenous variables is

expressed by the path coefficient (p), overall illustrated by the following path diagram research model:



The results of the calculation of the path coefficient and the coefficient of determination and testing for the significance of these coefficients of personality type variables (X1), leadership effectiveness

(X2), and decision making (X3) on teacher job satisfaction (X4) with $\alpha = 0.05$, are summarized in Table 4.53 follows:

Tabel-1: Rekapitulasi Hasil Pengujian Keberartian Koefien Jalur (p_{ij}) / Determinasi (R_{ij}^2) Hasil Penelitian

No.	variable	coefficient		<i>T test</i>		<i>F test</i>		<i>p-value</i>	Conclusions
		(p_{ij})	R_{ij}^2	t_0	t_{tab}	F_0	F_{tab}		
1	$X_1 \rightarrow X_4$	0,197		3,310	1,645			0,001	Significant
2	$X_2 \rightarrow X_4$	0,406		7,307	1,645			0,000	Significant
3	$X_3 \rightarrow X_4$	0,306		3,372	1,645			0,001	Significant
4	$X_1 \rightarrow X_3$	0,254		3,381	1,645			0,001	Significant
5	$X_2 \rightarrow X_3$	0,655		8,730	1,645			0,000	Significant
6	$X_1 X_2 \rightarrow X_3$		0,773			234,964	3,06	0,000	Significant
7	$X_1 X_2 \rightarrow X_4$		0,723			179,900	3,06	0,000	Significant.
8	$X_1 \rightarrow X_3 \rightarrow X_4$	0,274							Not significant
9	$X_1 \rightarrow X_3 \rightarrow X_4$	0,506							Not Significant
10	$X_1, X_2, X_3 \rightarrow X$		0,774			132,733	3,05	0,000	Significant

DISCUSSION

Hypothesis testing results relating to the variables studied include: Personality Type (X1), Leadership Effectiveness (X2), Decision Making (X3) and Teacher Job Satisfaction (X4). The results of the analysis obtained directly variable Personality Type on Teacher Job Satisfaction (p_{41}) = 0.197, direct influence of Leadership Effectiveness on Teacher Job Satisfaction (p_{42}) = 0.406 and direct influence of Decision Making variables on Teacher Job Satisfaction (p_{43}) = 0.306, and the effect of other variables outside of the study (ϵ) are 0.256. So the structural equation for the results of the study is $X_4 = 0.197 X_1 + 0.406 X_2 + 0.306 X_3 + 0.256$.

These equations provide information that: (1) a constant value of 0.256 which means that the variable if the personality type variable (X1), leadership effectiveness (X2), and decision making (X3) is

constant (constant), the teacher job satisfaction is at 25, 6%, (2) personality type path coefficient (X1) of 0.197 means that every one unit increase in personality type variables will increase teacher job satisfaction by 19.7%, positive path coefficient means the better the personality type, the more good teacher job satisfaction, (3) path coefficient of leadership effectiveness variable (X2) of 0.406 means that every increase of one unit of leadership effectiveness variable will increase teacher job satisfaction by 40.6%, the coefficient of positive value is the higher the effectiveness of leadership the higher the leadership also the level of job satisfaction of teachers, (4) path coefficient decision variable 0.306 gives the meaning that each an increase in one unit of decision making variables will increase teacher job satisfaction by 30.6%, and a positive value means that the higher the level of participation in decision making will increase teacher job satisfaction.

CONCLUSION

The results of the analysis of the path coefficient and the coefficient of determination, there is a direct influence and a significant positive simultaneous effect between Personality Type variables (X1), Leadership Effectiveness (X2) and Decision Making (X3) on Teacher Job Satisfaction (X4). The indirect effect between personality type variables (X1) and Leadership Effectiveness on teacher job satisfaction (X4) through decision making variables (X3) has no significant effect.

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