Linking Personality to Lecturers' Employability and Affective Commitment

Moh. Alifuddin[1]* & Widodo[2]

[1]Department of Informatics Engineering, STMIK Handayani Makassar, Indonesia
[2]Department of Social Science Education, Universitas Indraprasta PGRI, Indonesia

*Corresponding email: jurnalalifuddin@gmail.com

Abstract: Linking Personality to Lecturers' Employability and Affective Commitment.
Objectives: This study explores the effect of personality on employability and lecturers' affective commitment, and how employability mediating personality affects affective commitment. **Methods:** A questionnaire collected data through the survey methods toward 230 lecturers in Indonesia spread across four provinces: Jakarta, Banten, West Java, and Central Java. Data analysis uses path analysis supported by descriptive statistics and correlational. **Finding:** The results show that personality had a significant direct effect on affective commitment, employability had a significant direct effect on affective commitment, personality had a significant direct effect on employability, and personality had a significant indirect effect on affective commitment mediated by employability. **Conclusion:** A new model regarding the effect of personality on lecturers' affective commitment, mediated by employability, was confirmed. Thus, the researchers and practitioners can adopt or adapt a new empirical model to increase teachers' affective commitment through personality and employability in the future, various filed and contexts.

Keywords: personality, employability, affective commitment, lecturer.

Abstrak: Menghubungkan Kepribadian dengan Kemampuan Kerja dan Komitmen Afektif Dosen. Tujuan: Penelitian ini mengeksplorasi pengaruh kepribadian terhadap kemampuan kerja dan komitmen afektif dosen. Metode: Pengumpulan data menggunakan kuesioner melalui survei terhadap 230 dosen di Indonesia yang diambil dari empat provinsi, yaitu Jakarta, Jawa Barat, Banten, dan Jawa Tengah. Analisis data menggunakan analisis jalur yang didukung oleh statistik deskriptif dan korelasional. Temuan: Hasil penelitian menunjukkan bahwa kepribadian berpengaruh langsung signifikan terhadap komitmen afektif, kemampuan kerja berpengaruh langsung signifikan terhadap komitmen afektif, kepribadian berpengaruh langsung signifikan terhadap kemampuan kerja, dan kepribadian berpengaruh tidak langsung langsung signifikan terhadap komitmen afektif dengan mediasi kemampuan kerja. Kesimpulan: Model baru mengenai pengaruh kepribadian terhadap komitmen afektif dosen, yang dimediasi oleh kelayakan kerja, terkonfirmasi. Dengan demikian, para peneliti dan praktisi dapat mengadopsi atau mengadaptasi model empiris baru untuk meningkatkan komitmen afektif guru melalui kepribadian dan kemampuan kerja di masa depan, berbagai bidang dan konteks.

Kata kunci: kepribadian, kemampuan kerja, komitmen afektif, dosen.

■ **INTRODUCTION**

Commitment is consistently become an interesting issue, not without reason. Prior studies have demonstrated the power of commitment in determining the quality of individual behavior and organizational success. For example, affective commitment affects proactive work behavior (Luu, 2017), innovative behavior (Tang et al., 2019), and performance (Van Waeyenberg et al., 2020; Aryani & Widodo, 2020), including extra-role performance (Wang et al., 2021). Besides, it influences job satisfaction (Lambert et al., 2019; Loan, 2020), work engagement (Choi et al., 2015), job involvement (Patil et al., 2016), and organizational citizenship behavior (López-Cabarcos et al., 2019; Grego-Planer, 2019). Moreover, it reduces turnover intentions (DiPietro et al., 2020) and burnout (Enginyurt et al., 2016). It indicates that commitment, especially affective commitment, is vital for life, including lecturers in their duties as lecturers and researchers. For example, during the Covid-19 pandemic, lecturers need affective commitment to deal with online learning activities that appear suddenly, without preparation. Moreover, affective commitment is needed by lecturers to answer research assignments that have not been intensively carried out by most Indonesian lecturers.

Conceptually, commitment refers to the degree to which an employee identifies with the organization and wants to continue actively participating in it, willing to put forth effort on its behalf (Newstrom, 2017; Noe et al., 2019), including affective commitment, which is the employees' emotional attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). Emotional attachment refers to the degree of feeling attached to the organization, identification is related to internalization and making oneself part of the organization, and involvement is the desire to be involved in various organizational activities. It shows how much an employee likes the organization and reflects the quality of employee–organization exchange relationship (Wang et al., 2021). Affective commitment also refers to the affection and attachment of an employee to the organization, feeling like one part of the organization (Nguyen et al., 2020). According to Meyer and Herscovitch (2001), affective commitment is developed primarily by an individuals' involvement and identification with the organization. Affective commitment does not just happen among lecturers but is at least influenced by personality and employability. Therefore, this study explores the effect of personality on employability and lecturers' affective commitment and how employability mediates the effect of personality on affective commitment.

Personality and Affective Commitment

Personality is an intrinsic factor crucial for individual life, including behavior, self-capacity, and carrier. It then implicates organizational survival, such as the university. Prior studies show that personality enhances motivation (Nuckcheddy, 2018), efficacy (Widodo, 2021), commitment (Kim et al., 2018), and job satisfaction (Widodo & Damayanti, 2020). Besides, personality can be relied upon to build integrity (Widodo, 2020). Other studies indicated that personality is related to job efficiency (Esfestani & Jalali, 2018) and professional performance (Mawarto et al., 2020). Kim et al. (2019) also claimed that personality significantly affects teacher effectiveness and burnout. Moreover, the recent study by Yu et al. (2021) revealed that personality affects social support and social well-being. Chis (2022) also claimed that personality is related to parenting and marital satisfaction. It indicated that personality is essential for individual life in various aspects.

Personality is the distinctive and relatively enduring ways of thinking, feeling or emotions, acting, or behavior that characterizes a persons' responses to a life situation throughout life and

motivates an individual to adapt to the world (Passer & Smith, 2019; Santrock, 2018). It includes a combination of distinct characteristics, schemas, emotions, opinions, and feelings that segregate an individual from others (Merhad, 2020). Personality contains the physical, mental, moral, and social qualities of individuals that are dynamic and integrated and can observe by others in everyday life (McKenna, 2020), or the characteristics of someone who act in a certain way (Ghani et al., 2016). Personality consists of five indicators: extraversion, agreeableness, conscientiousness, openness, and neuroticism. Extraversion is a tendency to seek and enjoy the company of other people. Agreeableness refers to a tendency to be compassionate toward others. Conscientiousness reflects a tendency to show self-discipline and strive for competence and achievement. Openness to experience is a tendency to enjoy new experiences and new ideas. Finally, neuroticism refers to a tendency to manage and experience unpleasant emotions easily (Costa & McCrae, 1992). If in a stable and adequate condition, these five indicators can affect the lecturers' attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). The scholars also proved that personality affects affective commitment (e.i., Nieuwenhuis, 2015; Nesje, 2016; Moghavvemi et al., 2017; Yildiz, 2018; Kim et al., 2019). Therefore, the following hypothesis can be formulated (H):

H$_1$: Personality has a direct effect on affective commitment.

Employability and Affective Commitment

The issue of employability is increasingly getting the attention of practitioners, academics, and researchers after empirical facts show that employability makes a significant contribution to individual lives and has implications for organizations. For example, Xie (2011) states that employability is the key to solving the employment relationship problem in the boundaryless career era. It actively triggers someone's job search behavior (Onyishi et al., 2015) and stimulates innovative work behavior (Stoffers et al., 2014). Besides, employability also affects job satisfaction (Tentama et al., 2021) and job innovativeness (Akinbobola & Teluwo, 2018). and contextual performance (Aryani & Widodo, 2020). Therefore, the professionals should understand that employability has become one of the most important outcomes of contemporary careers (Wille et al., 2013), continuously appraise their situation, and be aware of their employment opportunities while constructing their careers (Tomlinson et al., 2018; McDonald, 2018).

Employability is a psychosocial construct with people considering both personal resources (i.e., attributes, skills, experience, motivation) and external factors (e.g., labor market and organizational career development conditions) (Creed & Gagliardi, 2015). Employability also refers to how the individual perceives their opportunities in the labor market, one's ability to identify and realize career opportunities, and 'perceived ability to attain sustainable employment appropriate to one's qualification level (Berntson & Sverke, 2007; Rothwell et al., 2008). According to Rothwell and Jewell (2016), employability focuses on personal beliefs pertinent to skill development from the individual perspective. It refers to personal resources which enable individuals to better cope with challenging situations (De Cuyper et al., 2012) or individuals' perceptions of being able to obtain and retain a job and into labor market positions or transitions available between positions (Vanhercke et al., 2014; Veld et al., 2015). It can promote well-being and career success (Vanhercke et al., 2014). Therefore, employability results from career goals and strategies to maximize career-related outcomes (Van der Heijden et al., 2020). According to Griesel and Parker (2009), employability capacities span a range of work-

related skills: problem-solving and decision-making, critical thinking, communication skills, proficiency in English, teamwork, interpersonal skills, research skills, information literacy, lifelong learning, and ethical awareness. If under adequate conditions, these skills can stimulate lecturers' affective commitment manifested in attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). The previous studies also indicated that employability influences affective commitment (Philippaers et al., 2019; Widodo & Chandrawaty, 2020; Aryani & Widodo, 2020; Moreira et al., 2022). Therefore, the following hypothesis can be formulated (H):

H$_2$: Employability has a direct effect on affective commitment.

Personality and Employability

Employability, besides influencing lecturers' affective commitment also affected by personality. The indicators of personality, such as extraversion, agreeableness, conscientiousness, openness, and neuroticism (Costa & McCrae, 1992), if relatively stable for a long time, can stimulate lecturers' employability capacities reflected in problem-solving and decision-making, critical thinking, communication skills, proficiency in English, teamwork, interpersonal skills, research skills, information literacy, lifelong learning, and ethical awareness (Griesel & Parker, 2009). For instance, lecturers with a tendency to seek and enjoy the company with other people (extraversion), show self-discipline and strive to be competent and achievement (conscientiousness), and enjoy new experiences and new ideas (openness) tend to easily and quickly in problem-solvings' and decision-making activities, critical thinking, communication skills, having interpersonal skills, having research skills, and lifelong learning. The investigation by Nimmi and Zakkariya (2017), Potgieter and Ferreira

(2017), Neneh (2020), and Saranya and Guduru (2020) also revealed that personality impacts employability. Therefore, the following hypothesis can be formulated (H):

H$_3$: Personality has a direct effect on employability.

Personality and Affective Commitment Mediated by Employability

The various studies above indicated that employability mediates the effect of personality on lecturers' affective commitment. The indicators of personality, such as extraversion, agreeableness, conscientiousness, openness, and neuroticism (Costa & McCrae, 1992), if adequate and relatively stable for a long time, can stimulate lecturers' employability capacities reflected in problem-solving and decision-making, critical thinking, communication skills, proficiency in English, teamwork, interpersonal skills, research skills, information literacy, lifelong learning, and ethical awareness (Griesel & Parker, 2009). It then implicates increasing lecturers' affective commitment, reflected in attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). The studies carried out by Neneh (2020), and Saranya and Guduru (2020) also indicate that personality affects employability; meanwhile, the research conducted by Aryani and Widodo (2020) and Moreira et al. (2022) shows that employability influences affective commitment. Based on the argument and research result above, formulate the hypotheses:

H$_4$: Personality has an indirect effect on affective commitment mediated by employability.

■ **METHODS**
Participants

This research population is lecturers in four provinces in Indonesia: Jakarta, Banten, West Java, and Central Java. Meanwhile, the research

sample of participants is 230 lecturers determined by accidental sampling based on participants' willingness to fill in the questionnaire when the research was conducted (Widodo, 2019). As shown in Table 1, the majority of gender is male (66.09%), ages 26 - 35 years (33.48%), postgraduate education (70.04%), marital status (88.70%), and experience d" 5 years (30.43%).

Table 1. Profile of the research participant

Profile	Amount	Percentage
Gender		
1. Male	152	66.09
2. Female	78	33.91
Age		
1. 26 – 35 years	77	33.48
2. 36 – 45 years	49	21.30
3. 46 – 55 years	65	28.26
4. ≥ 56 years	39	16.96
Education		
1. Postgraduate (S2)	162	70.04
2. Doctoral (S3)	68	29.96
Status		
1. Married	204	88.70
2. Unmarried	26	11.30
Experiance		
1. ≤ 5 years	70	30.43
2. 6 – 10 years	69	30.00
3. 11 – 15 years	36	15.65
4. ≥ 16 years	55	23.91

Research Design and Procedures

This research was conducted using a quantitative approach with a causal design. The research begins by formulating research objectives, formulating hypotheses, compiling instruments and testing their validity and reliability, and carrying out research by distributing questionnaires through the google form platform. After that, the scoring process, data analysis, and compiling of research reports in scientific articles was continued.

Instrument

This research uses a questionnaire in a Likert scale model with five alternative answers, from strongly disagree (score = 1) to strongly agree (score = 5). The questionnaire made by the researcher themselves is based on the theoretical indicators of the experts. The personality indicators are extraversion, agreeableness, conscientiousness, openness, and neuroticism (Costa & McCrae, 1992); every indicator consists of two items, so a total of ten items. Employability: problem-solving and decision-making, critical thinking, communication skills, proficiency in English, teamwork, interpersonal skills, research skills, information literacy, lifelong learning, and ethical awareness (Griesel & Parker, 2009); every indicator consists of one item, so totally ten items. Affective commitment: attachment, identification with, and involvement in the organization (Meyer & Allen, 1991). The attachment and identification indicators consist of three items each, while

involvement consists of four items, so a total of ten items. The results of validity testing for personality questionnaire shows coefficient of corrected item-total correlation from .627 until .846 with an alpha coefficient = .944, employability with coefficient of corrected item-total correlation from .474 until .824 and an alpha coefficient = .909, and affective commitment with coefficient of corrected item-total correlation from .394 until .822 and alpha coefficients = .894. All items have a coefficient of corrected item-total correlation of >.361 and an alpha coefficient of > .7, so they are valid and reliable as research instruments (Van Griethuijsen et al., 2015; Hair et al., 2019).

Data Analysis

This research uses interval data. Therefore, data analysis uses path analysis and to test its' significance using a t-test processed by LisRel 8.80, supported by descriptive and correlational statistics performed by SPSS version 22.

■ **RESULT AND DISCUSSIONS**

The descriptive statistical analysis results for the three research variables are present in Table 2. The mean values of the three variables from the lowest to the highest in succession are affective commitment (42.84), employability (43.65), and personality (44.70). The standard deviation values from the lowest to the highest in succession: affective commitment = 4.415, employability = 5.561, and personality = 5.737. In general, the standard deviation value is smaller than the mean values. However, it reflects a good representation of the overall data.

The correlation analysis results in all variables had significant relationships with the other variables at level p < .01. This condition indicates that all the variables have a mutual relationship. The correlation coefficient from the lowest to the highest in succession are personality and affective commitment (.572), employability and affective commitment (.586), and personality and employability (.653).

Table 2. Descriptive statistics and correlation matrix

Variables	Mean	Std. Deviation	1	2	3
1. Personality	44.70	5.737	1.00		
2. Employability	43.65	5.561	.653**	1.00	
3. Affective Commitment	42.84	4.415	.572**	.586**	1.00

** p < .01

The results of hypothesis testing with path analysis of the effects of personality on affective commitment mediated by employability are summarized in Table 3 and visualized in Figure 1. All hypotheses were supported (t value > t table at á = .01). Therefore, this study revealed that personality had a significant direct effect on affective commitment, employability had a significant direct effect on affective commitment, personality had a significant direct effect on employability, and personality had a significant indirect effect on affective commitment mediated by employability.

Table 3. Summary of path coefficients and T values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H_1: Personality (X) on affective commitment (Y_2)	.33**	4.94	Supported
H_2: Employability (Y_1) on affective commitment (Y_2)	.37**	5.45	Supported

H₃: Personality (X) on employability (Y₁)	.65**	13.02	Supported
H₄: Personality (X) on affective commitment (Y₂) mediated by employability (Y₁)	.24**	5.03	Supported

** p < .01

In Figure 1, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. That means the model tested is fit. It indicates that the theoretical model being tested is supported by empirical data from lecturers in Indonesia spread across four provinces (Jakarta, Banten, West Java, and Central Java).

This research found that personality affects lecturers' affective commitment, either directly or indirectly mediated by employability. The research also created a fit model that the theoretical model was in accordance (fit) with empirical data from the lecturers in Indonesia spread across four provinces, namely Jakarta, Banten, West Java, and Central Java. This finding confirms that personality and employability are
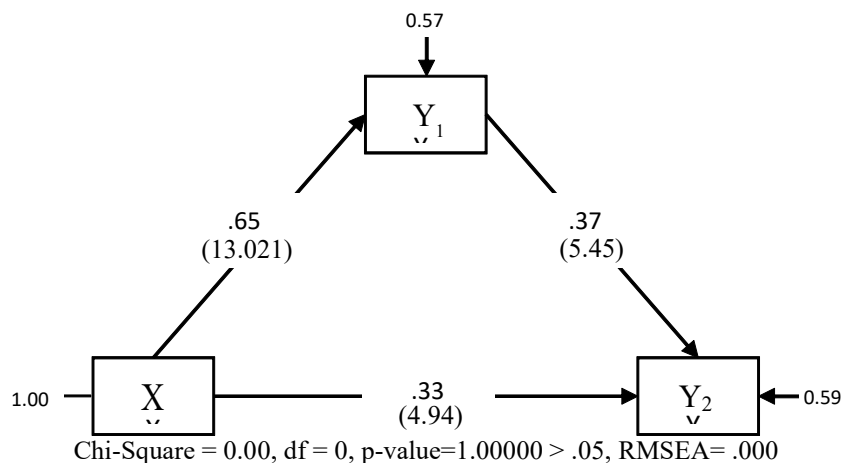

Figure 1. Path coefficients and T values

essential determinants of the lecturers' affective commitment. Moreover, employability plays a significant role as a mediator of the effect of personality on lecturers' affective commitment. In detail, personality is positively affected lecturers' affective commitment. It indicates that personality, which is manifested in extraversion, agreeableness, conscientiousness, openness, and neuroticism (Costa & McCrae, 1992), is an essential determinant of affective commitment, such as attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). Therefore, personality has the potential to enhance lecturers' affective commitment. For

example, lecturers with the tendency to show self-discipline and strive for competence and achievement tend to have a strong desire to participate in various university activities. These findings were consistent and confirmed several previous studies that personality influences affective commitment (e.i., Nieuwenhuis, 2015; Nesje, 2016; Moghavvemi et al., 2017; Yildiz, 2018; Kim et al., 2019).

This study also indicated that employability affects lecturers' affective commitment. It is indicated that employability manifested in problem-solving and decision-making, critical thinking, communication skills, proficiency in

English, teamwork, interpersonal skills, research skills, information literacy, lifelong learning, and ethical awareness (Griesel & Parker, 2009) is antecedence crucial lecturers' affective commitment, such as attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). Therefore, employability can increase lecturers' affective commitment. For instance, lecturers with problem-solving and decision-making, critical thinking, communication skills, interpersonal skills, lifelong learning, and ethical awareness tend to have a strong desire to be involved in various university activities. This finding is consistent with scholars' studies that employability affects affective commitment (Philippaers et al., 2019; Aryani & Widodo, 2020; Moreira et al., 2022).

In addition, this study also reveals that personality affects lecturers' employability. It confirms that personality manifested in extraversion, agreeableness, conscientiousness, openness, and neuroticism (Costa & McCrae, 1992) is vital for lecturers' employability reflected in problem-solving and decision-making, critical thinking, communication skills, proficiency in English, teamwork, interpersonal skills, research skills, information literacy, lifelong learning, and ethical awareness (Griesel & Parker, 2009). In other words, personality can stimulate lecturers' employability. As an illustration, lecturers who enjoy the company with other people, discipline and striving competence and achievement, want new experiences and new ideas will efficiently and quickly in problem-solvings' and decision-making activities, critical thinking, smart communication, have interpersonal skills, and intents to lifelong learning. This finding is consistent with prior studies by Neneh (2020) and Saranya and Guduru (2020) that personality impacts employability.

Finally, this study also found that employability plays a vital role as a mediator of the effect of personality on lecturers' affective commitment. It addresses that when personality is stable for a long time, it can stimulate lecturers' employability and implicate their affective commitment. This condition is also supported study by Neneh (2020) and Saranya and Guduru (2020) that personality affects employability and investigation by Aryani and Widodo (2020) and Moreira et al. (2022) that employability influences affective commitment. Furthermore, it produces empirical models regarding the indirect effect of personality on affective commitment mediated by employability. Therefore, any efforts to enhance lecturers' affective commitment will be better if done by improving personality supported by employability. Consequently, lecturers need to build and develop their personality and employability more intensely, both independently and with the support of university leaders.

■ **CONCLUSIONS**

Commitment is essential for individual behavior and organizational success, including proactive work behavior, innovative behavior, performance, job satisfaction, work engagement, job involvement, and organizational citizenship behavior. This research found that personality affects lecturers' affective commitment, either directly or indirectly mediated by employability. Therefore, this study confirms a research model regarding personality affects lecturers' affective commitment mediated by employability in the research field of the lecturers in Indonesia, particularly in Jakarta, Banten, West Java, and Central Java province. The model can discuss among researchers and practitioners to improve lecturers' affective commitment. A researcher can expand it into new research by adding other data resources such as leaders or students, different indicators, more participants, and another locus. In addition, further research can also use structural equation modeling (SEM) analysis and other

statistical tools, such as SmartPLS. Finally, for practitioners, the model can use increasing lecturers' affective commitment by improving personality and employability.

This study has several limitations. For example, using only single data obtained through self-reports. In addition, this study also does not accommodate all indicators/dimensions of all research variables. However, a new research model that was found regarding the effect of personality on lecturers' affective commitment mediated by employability could have implications for increasing lecturers' affective commitment by considering the actual conditions of their personalities and employability.

■ **REFERENCES**

Akinbobola, O.I., & Teluwo, A. (2018). Mediatory influence of work engagement on employability skill and job innovativeness. *International Journal of Applied Psychology*, *8*(2), 17-22.

Aryani, R., & Widodo, W. (2020). Exploring the effect of employability and job characteristics on contextual performance: Mediating by organizational commitment. *Management Science Letters, 10,* 2071–2076.

Berntson, E., Sverke, M., & Marklund, S. (2007). Predicting perceived employability human capital or labor market opportunities. *Economic and Industrial Democracy, 27,* 223–244.

Chis, R.M. (2022). A critical review of the literature on the relationships between personality variables, parenting and marital satisfaction. *Postmodern Openings*, *13*(1), 17-46.

Choi, S. B., Tran, T. B. H., & Park, B. I. (2015). Inclusive leadership and work engagement: Mediating roles of affective organizational commitment and creativity. *Social Behavior and Personality*, *43*(6), 931–944.

Costa, P.T., & McCrae R. R. (1992). *The NEO-PI Personality Inventory.* Odessa, FL: Psychological Assessment Resources.

Creed, P.A., & Gagliardi, R. E. (2015). Career compromise, career distress, and perceptions of employability: The moderating roles of social capital and core self-evaluations. *Journal of Career Assessment, 23*(1), 20–34.

De Cuyper, N., Raeder, S., Van der Heijden, B., & Wittekind, A. (2012). The association between workers' employability and burnout in a reorganization context: longitudinal evidence building upon the conservation of resources theory. *J. Occupat. Health Psychol., 17*, 162–174.

DiPietro, R. B., Moreo, A., & Cain, L. (2020). Well–being, affective commitment, and job satisfaction: Influences on turnover intentions in casual dining employees. *Journal of Hospitality Marketing & Management*, *29*(2), 139–163.

Enginyurt, O., Cankaya, S., Aksay, K., Tunc, T., Koc, B., Bas, O., & Ozer, E. (2016). Relationship between organizational commitment and burnout syndrome: A canonical correlation approach. *Australian Health Review*, *40*, 181–187.

Esfestani, Z. N., & Jalali, S.A. (2018). Relationship between job involvement and personality traits with teachers' job efficiency. *Specialty Journal of Psychology and Management, 4*(2), 37–48.

Ghani, N. M. A., Yunus, N. S. N. M., & Bahry, N. S. Leader's personality traits and employee's job performance in the public sector, Putrajaya. *Procedia Economics*

and Finance, 37, 46–51.

Grego-Planer, D. (2019). The relationship between organizational commitment and organizational citizenship behaviors in the public and private sectors. *Sustainability*, *11*(22), 6395.

Griesel, H., & Parker, B. (2009). *Graduate attributes: A baseline study on South African graduates from the perspective of employers*. Pretoria: Higher Education South Africa and South African Qualifications Authority.

Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2019). *Multivariate data analysis* (8th ed.). India: Cengage India.

Kim, B., Nurunnabi, M., Kim, T., & Jung, S. (2018). The influence of corporate social responsibility on organizational commitment: The sequential mediating effect of meaningfulness of work and perceived organizational support. *Sustainability, 10,* 2208.

Kim, L. E., Jörg, V., & Klassen ,R. M. (2019). *A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. Educational Psychology Review, 31,* 163–195.

Kim, M. J., Bonn, M., Lee, C-K., & Kim, J. S. (2019). Effects of employees' personality and attachment on job flow experience relevant to organizational commitment and consumer-oriented behavior. *Journal of Hospitality and Tourism Management*, *41,* 156-170.

Lambert, E. G., Keena, L. D., Leone, M., May, D., & Haynes, S. H. (2019). The effects of distributive and procedural justice on job satisfaction and organizational commitment of correctional staff. *The Social Science Journal*, 1-9.

Loan, L. T. M. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters, 10,* 3307-3312.

López-Cabarcos, M.A., Vázquez-Rodríguez, P., Piñeiro-Chousa, J., & Caby, J. (2019). The role of bullying in the development of organizational citizenship behaviors. *Journal of Business Research*, 115(C), 272-280.

Luu, T. (2017). Discretionary HR practices and proactive work behavior: The mediation role of affective commitment and the moderation roles of PSM and abusive supervision. *Public Management Review*, *20*(6), 789-823.

Mawarto, M., Widodo, W., & Sulistiasih, S. (2020). The antecedence of teacher's professional performance: Evidence from Indonesia. *Universal Journal of Educational Research, 8*(10), 4760-4768.

McDonald, P. K. (2018). How 'flexible' are careers in the anticipated life course of young people? *Human Relations*, 71(1), 23–46. https://doi: 10.1177/0018726717699053

McKenna, E. (2020). *Business psychology and organizational behavior: An introductory text* (6th ed.). London: Routledge.

Merhad, A. (2020). A review of literature in applied five factor model of personality among staff at workplace. *Open Science Journal, 5*(3), 1-7.

Meyer, J. P., & Allen, N.J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, *1*(1), 61-89.

Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review, 11*, 299-326.

Moghavvemi, S., Woosnam, K. M.,

Paramanathan, T., Musa, G., & Hamzah, A. (2017). The effect of residents' personality, emotional solidarity, and community commitment on support for tourism development. *Tourism Management, 63,* 242-254.

Moreira, A., Sousa, M. J., & Cesário, F. (2022). Competencies Development: The Role of Organizational Commitment and the Perception of Employability. *Social Sciences,* 11(3), 125.

Neneh, B. N. (2020). An empirical study of personality traits, job market appraisal and self-perceived employability in an uncertain environment. *Higher Education, Skills and Work-Based Learning, 10*(1), 255-274.

Nesje, K. (2016). Personality and professional commitment of students in nursing, social work, and teaching: A comparative survey. *International Journal of Nursing Studies, 53,* 173-181.

Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work (*12th ed.). Boston: McGraw Hill.

Nguyen, H. N., Le, G. H., Tran, Q. B., Tran, T.H.M., Nguyen, T. H. Y., Nguyen, T. T. Q. (2020). The impact of organizational commitment on employee motivation: A study in Vietnamese Enterprises. *Journal of Asian Finance, Economics and Business, 7*(6), 439–447.

Nieuwenhuis, J., Hooimeijer, P., & Meeus, W. (2015). Neighbourhood effects on educational attainment of adolescents, buffered by personality and educational commitment. *Social Science Research, 50,* 100-109.

Nimmi, P. M. (2017). Personality traits as an antecedent of Employability and the mediating role of job performance. *International Journal in Management and Social Science, 5*(7), 529-536.

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). *Human resource management: Gaining a competitive advantage* (11th ed.). New York: McGraw-Hill Education.

Nuckcheddy, A. (2018). The effect of personality on motivation and organisational behaviour. *Psychology and Behavioral Science International Journal, 9*(2), 001-005.

Onyishi, I. E., Enwereuzor, I. K., Ituma, A. N., & Omenma, J. T. (2015). The mediating role of perceived employability in the relationship between core self-evaluations and job search behavior. *Career Development International, 20*(6), 604–626.

Passer, M.W., & Smith, R.E. (2019). *Psychology: The science of mind and behaviour (5th ed.).* Sydney, NSW: McGraw-Hill Education Australia.

Patil, T., Ramanjaneyalu, & Ambekar, K. (2016). A study on organizational commitment and job involvement a case of a b label PVT, Ltd Bangalore. *International Journal of Current Research, 8*(07), 34485-34490.

Philippaers, K., De Cuyper, N., & Forrier, A. (2019). Employability and performance: The role of perceived control and affective organizational commitment. *Personnel Review, 48*(5), 1299–1317.

Potgieter, I. L., & Ferreira, N. (2017). Personality preference facets and self-regulatory employability of human resource professionals. *South African Journal of Psychology,* 1-13.

Rothwell, A., Herbert, I., & Rothwell, F. (2008). Self-perceived employability: Construction and initial validation of a scale for university students. *Journal of Vocational Behavior, 73,* 1–12.

Rothwell, A., & Jewell, S (2016). The relationship between 'Graduates' perceived

employability attributes and employability gap in Egypt: The moderating roles of core self-evaluation and university branding. *International Journal of Research in Engineering, Social Sciences*, *10*(3), 21-34.

Santrock, J. (2018). *Educational psychology* (6th ed.). New York: McGraw-Hill.

Saranya, C., & Guduru, R. (2020). Building students' personality for employment readiness through soft-skills training. *Randwick International of Social Sciences (RISS) Journal, 3*(1), 32-45.

Stoffers, J. M., Van der Heijden, B.I.J.M., & Notelaers, G.L.A. (2014). Towards a moderated mediation model of innovative work behavior enhancement. *Journal of Organizational Change Management, 27*(4), 642–659.

Tang, Y., Shao, Y-F., & Chen, Y-J. (2019). Assessing the mediation mechanism of job satisfaction and organizational commitment on innovative behavior: The perspective of psychological capital. *Frontiers in Psychology, 17,* 10, 2699.

Tentama, F., Merdiaty, N., & Subardjo. (2021). The job satisfaction of university teachers. *Journal of Education and Learning*, 15(1), 48-54

Tomlinson, J., Baird, M., Berg, P., Cooper, R. (2018). Flexible careers across the life course: Advancing theory, research and practice. *Human Relations, 71*(1), 4–22.

Van der Heijden, B., De Vos, A., Akkermans, J., Spurk, D., Semeijn, J., & Van der Velde,M., et al. (2020). Sustainable careers across the lifespan: moving the field forward. *J. Vocat. Behav.* 117, 103344.

Van Griethuijsen, R. A. L. F., van Eijck, M. W., Haste, H., den Brok, P. J., Skinner, N. C., Mansour, N., Gencer, A. S., &

BouJaoude, A. (2015). Global patterns in students' views of science and interest in science. *Research in Science Education, 45*(4), 581–603.

Van Waeyenberg, T., Peccei, R., & Decramer, A. (2020). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *The International Journal of Human Resource Management, 33(4), 623-646.*

Vanhercke, D., De Cuyper, N., Peeters, E., & De Witte, H. (2014). Defining perceived employability: a psychological approach. *Personnel Review, 43*(4), 592–605.

Veld, M., Semeijn, J., & Vuuren, T. V. (2015). Enhancing perceived employability. *Personnel Review, 44*(6), 866–882.

Wang, H., Han, X., & Li, J. (2021). Supervisor narcissism and employee performance: A moderated mediation model of affective organizational commitment and power distance orientation. *Basic and Applied Social Psychology, 43(1),* 14-29.

Widodo, W. (2019). *Metodologi Penelitian Populer & Praktis*. [Popular & practical research methodologies]. Depok: Rajawali Pers.

Widodo, W. (2020). On teacher's green school commitment in Indonesia. *Journal of Xi'an University of Architecture & Technology, 12*(4) 3162-3171,

Widodo, W. (2021). Enhancing teachers' professional competence through grit, personality, and creativity. *Management Science Letters*, *11*(1), 129-138.

Widodo, W., & Damayanti, R. (2020). Vitality of job satisfaction in mediation: The effect of reward and personality on organizational commitment. *Management Science Letters, 10,* 2131–2138.

Widodo, W., & Chandrawaty, C. (2020). Assessing the effect of grit and

employability on organizational commitment mediating by job involvement. *Management Science Letters, 10,* 2403–2410.

Wille, B., de Fruyt, F., Feys, M. (2013). Big five traits and intrinsic success in the new career era: A 15 Year longitudinal study on employability and work-family conflict. *Applied Psychology, 62*(1), 124–156.

Xie, J. Y. (2011). *Employability and its development.* Shanghai: Truth and Wisdom Press.

Yildiz, E. (2018). A case study on relationships between psychological capital, personality and organizational commitment. *International Journal of Business Administration, 9*(2), 99-122.

Yu, Y., Zhao, Y., Li, D., Zhang, J., & Li, J. (2021). The relationship between big five personality and social well-being of Chinese Residents: The mediating effect of social support. *Frontiers in Psychology, 11*, 613659.