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The Mediation Mechanism Effect of Self-Efficacy and Achievement Motivation on Job Satisfaction: The Personality Perspective

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Abstrak. This study explores the empirical effect of personality on self-efficacy, achievement motivation, and job satisfaction among teacher's kindergarten in Indonesia. The research data was collected by a questionnaire through the survey method. The sample of this research is 165 teachers selected by accidental sampling. Data analysis uses path analysis supported by descriptive statistics. The results show that personality, self-efficacy, and achievement motivation had a significant direct effect on job satisfaction: personality and self-efficacy had a significant direct effect on achievement motivation, and personality had a significant direct effect on self-efficacy. The results of this study also showed personality had a significant indirect effect on job satisfaction mediating by self-efficacy, personality had a significant indirect effect on job satisfaction mediating by achievement motivation, personality had a significant indirect effect on achievement motivation mediating by self-efficacy, and self-efficacy had a significant indirect effect on job satisfaction mediating by achievement motivation. Thus, the teacher's job satisfaction can be improved through personality, self-efficacy, and achievement motivation. This evidence can be discussed as a reference by researchers and education practitioners in the future.

Keywords: personality, self-efficacy, achievement motivation, job satisfaction.

I. INTRODUCTION

The issue of job satisfaction has been the center of attention among academics, researchers, and practitioners because its existence is very important for organizations, especially educational organizations, including school organizations at the level of early childhood education. As shown by several studies in various organizations, industries, and country that job satisfaction proven significantly influences organizational commitment (Talasaz, Saadoldin, & Shakeri, 2017; Čulibrk et al. 2018; Yao, Qiu, & Wei, 2019), organizational citizenship behavior (Motalebi & Marşap, 2020; Moestain, Hamidah, & Kadir, 2020; Ramadhan, Saudi, & Yenni, 2018), productivity (Embuldeniya, 2017), and performance (Oravee, Zayum, & Kokona, 2018; Abdulkhaliq, & Mohammadali, 2019). Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experiences, it represents how you feel about your job and what you think about your job (Colquitt, Lepine, & Wesson, 2015; Noe et al., 2015; McShane, & Von Glinow, 2015). Spector as quoted Salaudin, Mohamed, and Kamal (2019) describes job satisfaction as the variables that affect one's feelings towards his career. Job satisfaction is an extension of what is well-liked by the person concerning his work and job dissatisfaction is an extension of what he did not like about his work. In the human resources management perspective, according to Schleicher et al. as a quote by Cascio (2016) job satisfaction is a multidimensional attitude; it is made up of attitudes toward pay, promotions, coworkers, supervision, the work itself, and so on. Job satisfaction can be measured through multi indicators, among other work itself, promotion, supervision, and partners/co-workers (Luthan, 2011). Based on several research and studies in various countries, industrial, and occupational sectors, job satisfaction among others influenced by personality, self-efficacy, achievement motivation.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1. Personality and Job Satisfaction

In the human resources management context, personality has an important role in the employee recruitment system. According to Akhtar et al. as quoted by Gridwichai (2020), there is a significant link between human resources management practices and the personality traits of employees within the organizations. When an

organization recruit and select the employees for the organization, human resources management may evaluate the personality traits (Ghani, Yunus, & Bahry, in Gridwichai, 2020). Personality can be described as the characteristics of someone act in a certain way (Ghani, Yunus, & Bahry, 2006). McKenna (2006) states that personality contains the physical, mental, moral, and social qualities of individuals that are dynamic and integrated and can be observed by others in everyday life. Personality also includes the nature of the individual and drives, habits, interests, sentiments, ideas, opinions, and beliefs that are projected to the outside world. Other than that, personality as an individual factor greatly determines the quality of one's life. Personality is the distinctive and relatively enduring ways of thinking, feeling or emotions, and acting or behavior that characterize a person's responses to a life situation throughout life and to motivate an individual to adapt to the world (Ciccarelli & Meyer, 2006; Passer & Smith, 2007; Santrock, 2008). Personality traits contain the psychological systems form different thoughts, behavior, and emotion (He et al., 2015). In general, personality traits refer to the characteristics which predict the persons' behavior. Personality can be measured through five indicators, there are extraversion, agreeableness, conscientiousness, openness, and neuroticism. Extraversion is a tendency to seek stimulation and to enjoy the company of other people. Agreeableness refers to a tendency to be compassionate toward others, such as ranges from good-natured, cooperative, trusting, and helpful at one end, to irritable, suspicious, and uncooperative at the other. Conscientiousness reflects a tendency to show self-discipline, to strive for competence and achievement. Openness to experience is a tendency to enjoy new experiences and new ideas. Neuroticism refers to a tendency to experience unpleasant emotions easily (Costa & McCrae, 1992). If these indicators in an adequate condition so can be stimulated job satisfaction. The studies by the researchers concluded that personality influences job satisfaction (e.g. Widodo & Damayanti, 2020; Salaudin, Mohamed, & Kamal, 2019; Asari (2018), Balasuriya & Perera, 2016; Smith, Patmos, & Pitts, 2015; Zhai et al., 2013). Based on the statements and studies above, the first hypothesis in this study is:

H₁: Personality had a direct effect on job satisfaction.

2.2. Self-efficacy and Job Satisfaction

Self-efficacy is important for individual life because are a basis for motivation, welfare, and personal achievements in all areas of life (Rasel et al. in Saremi & Rezeghi, 2015). Self-efficacy relates to someone's confidence in achieving his/her duties in uncertainty (Wood & Bandura, in Machmud, 2018) or the ability possessed to do something in a special situation (Lussier, 2008). Besides, Baron and Byrne as quoted Ghufroon and Risnawita (2010) state that self-efficacy reflects a person's evaluation of his ability or competence to carry out a task, achieve goals, and overcome obstacles. Moreover, self-efficacy also the belief that someone has the skills needed to demonstrate the behavior needed for the success of a task (Colquit, Lepine & Wesson, 2015). Bandura (1994) mention three dimensions contained in self-efficacy, namely: (1) generality, this aspect relates broadly to the field of duty or behavior; (2) magnitude, this aspect is related to task difficulty; and (3) strength, this aspect relates to the level of strength or stability of a person against his beliefs. These dimensions if in good condition can be someone feels better about their jobs. As shown in concluded based on several studies that self-efficacy influences job satisfaction, for example, Bargsted, Ramírez-Vielma, and Yeves (2019), Jurado et al. (2019), Machmud (2018), Park et al. (2017), Peng and Mao (2015), Saremi and Rezeghi (2015), and Skaalvik and Skaalvik (2014). Based on argues and studies above, the second hypothesis in this study is:

H₂: Self-efficacy had a direct effect on job satisfaction.

2.3. Achievement Motivation and Job Satisfaction

Achievement motivation can be defined separately, between the notion of motivation and the notion of achievement. Motivation refers to a willingness to spend a high level of effort toward organizational goals, which is conditioned by the ability of the effort to meet an individual's needs (Robbins & Judge, 2015), while achievement relates a person's success on the job. Achievement motivation is a topic covered under educational psychology, and in addition to being a concept that is studied in different cultures, it is also a concept that is studied in different fields. Luthan and Doh (2009) argued that achievement motivation theory is a theory which holds that individuals can have a need to get ahead, to attain success, and to reach objectives. Achievement motivation refers to the need to achieve as a desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult as well as and as quickly as possible (Murray, 1983) or attempt to calculate the direction, magnitude, and perseverance of certain behaviors in the field of human activity (Atkinson, 1996). Besides, Lew et al. as quoted by Karaman and Smith (2019) state achievement motivation as a personality disposition that compels individuals to fulfill their own internalized standards of excellence. While Newstrom (2015) argues that achievement motivation relates the urge on someone to pursue and achieve goals. There are six factors can affect achievement motivation, namely: (1) the desire to be the best. Individuals with high

achieving needs always show the best work results the achieve the best title. In reality, if these indicators in good condition potentially increase professional performance; (2) responsibility. Highly motivated individuals will be responsible for the work done and try until the task is completed; (3) consider the risks. Highly motivated individuals will first consider the risks they face before starting a difficulty that is moderate or challenging but is possible to resolve; (4) feedback. Highly motivated individuals like feedback because they think feedback is very useful as an improvement in future work results; (5) creative-innovative. Highly motivated individuals will be creative in looking for new ways to complete tasks as effectively and efficiently as possible and also do not like the same routine work from time to time; and (6) task completion time. Individuals with high achieving needs will try to complete each task in a fast time (McClelland, 1976). Several studies also concluded that achievement motivation affects job satisfaction, including among others conducted by Adam and Kamase (2019), and Lubis, Dalimunthe, and Siahaan (2019), Fatmasari and Wulida (2018), and Saleem, Azeem, and Asif (2010). Based on argues and studies above, the third hypothesis in this study is:

H₃: Achievement motivation had a direct effect on job satisfaction.

2.4. Personality and Achievement Motivation

Base on any references achievement motivation in addition to affecting job satisfaction, but in other conditions also affected by the personality. The indicators of personality, namely the extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Costa & McCrae, 1992) if in an adequate condition then it can increase achievement motivation manifested in the desire to be the best, responsibility, consider the risks, feedback, creative-innovative, and task completion time (McClelland, 1976). The studies carried out by Diseth and Liartinsen (2009), and Richardson and Abraham (2009) indicate that personality affects achievement motivation. Based on argues and studies above, the fourth hypothesis in this study is:

H₄: Personality had a direct effect on achievement motivation.

2.5. Self-efficacy and Achievement Motivation

Achievement motivation also affected by self-efficacy. The indicators of self-efficacy, included generality, magnitude, and strength (Bandura, 1994) if, in good or adequate condition, it can increase achievement motivation reflected in the desire to be the best, responsibility, consider the risks, feedback, creative-innovative, and task completion time (McClelland, 1976). The studies carried out by Alhadabi and Karpinski (2019), Jamil and Mahmud (2019), Benawa (2018), and Liu and Cheng (2018) also reveal that self-efficacy affects achievement motivation. Based on argues and studies above, the fifth hypothesis in this study is:

H₅: Self-efficacy had a direct effect on achievement motivation.

2.6. Personality and self-efficacy

Self-efficacy besides affecting achievement and job satisfaction, also affected by personality. The indicators of personality, namely the extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Costa & McCrae, 1992) if, in good or adequate condition, it can increase self-efficacy reflected generality, magnitude, and strength (Bandura, 1994). Personality traits describe the inherent character and potential of a person (McCrae & Costa, in Fosse, 2015) whereas self-efficacy develops through perceived ability, feedback, and reflection, which then regulate behavior accordingly (Bandura, in Fosse, 2015). Several studies, for example, Abood et al. (2020), and Murugesan and Jayavelu (2017) concluded that personality affects self-efficacy. Based on argues and studies above, the sixth hypothesis in this study is:

H₆: Personality had a direct effect on self-efficacy.

2.7 Personality on Job Satisfaction Mediating by Self-efficacy

From the various results of the research above it can be seen that self-efficacy mediates the effect of personality on job satisfaction. The indicators of personality, such as extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Costa & McCrae, 1992) if adequate conditions potentially stimulating self-efficacy manifested generality, magnitude, and strength (Bandura, 1994) and then implicate to the job satisfaction manifested work itself, promotion, supervision, and partners/co-workers (Luthan, 2011). The studies carried out by Abood et al. (2020), and Murugesan and Jayavelu (2017) indicated that personality affects self-efficacy, while the studies conducted by Bargsted, Ramírez-Vielma, and Yeves (2019), Jurado et al. (2019),

Machmud (2018), and Park et al. (2017) show that self-efficacy affects job satisfaction. Based on argues and studies above, the seventh hypothesis in this study is:

H₇: Personality had an indirect effect on job satisfaction mediating by self-efficacy.

2.8 Personality on Job Satisfaction Mediating by Achievement Motivation

Based on any results of the research above shown that achievement motivation mediates the effect of personality on job satisfaction. The indicators of personality, such as extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Costa & McCrae, 1992) if adequate conditions potentially increasing achievement motivation reflected in the desire to be the best, responsibility, consider the risks, feedback, creative-innovative, and task completion time (McClelland, 1976), and then influences job satisfaction manifested work itself, promotion, supervision, and partners/co-workers (Luthan, 2011). The studies carried out by Alhadabi and Karpinski (2019), Jamil and Mahmud (2019), Benawa (2018), and Liu and Cheng (2018) indicated that personality affects achievement motivation, while the studies conducted by Adam and Kamase (2019), Lubis, Dalimunthe, and Siahaan (2019), and Fatmasari and Wulida (2018) show that achievement motivation influences job satisfaction. Based on argues and studies above, the eighth hypothesis in this study is:

H₈: Personality had an indirect effect on job satisfaction mediating by achievement motivation.

2.9 Personality on Achievement Motivation Mediating by Self-efficacy

As a showed in several results of the research above that self-efficacy mediates the effect of personality on achievement motivation. The indicators of personality, such as extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Costa & McCrae, 1992) if in an adequate condition potentially supporting self-efficacy manifested generality, magnitude, and strength (Bandura, 1994) and then impacted achievement motivation reflected in the desire to be the best, responsibility, consider the risks, feedback, creative-innovative, and task completion time (McClelland, 1976). The studies carried out by Abood et al. (2020), and Murugesan and Jayavelu (2017) concluded that personality affects self-efficacy, while the studies conducted by Alhadabi and Karpinski (2019), Jamil and Mahmud (2019), Benawa (2018), and Liu and Cheng (2018) reveal that self-efficacy influences achievement motivation. Based on argues and studies above, the ninth hypothesis in this study is:

H₉: Personality had an indirect effect on achievement motivation mediating by self-efficacy.

2.10 Self-efficacy on Job Satisfaction Mediating by Achievement Motivation

Empirical studies above can be concluded that achievement motivation mediates the effect of self-efficacy on job satisfaction. The indicators of self-efficacy manifested generality, magnitude, and strength (Bandura, 1994) if at a high level potentially increasing achievement motivation and then implicate to the job satisfaction manifested work itself, promotion, supervision, and partners/co-workers (Luthan, 2011). The studies carried out by Alhadabi and Karpinski (2019), Jamil and Mahmud (2019), Benawa (2018), and Liu and Cheng (2018) indicated that self-efficacy affects achievement motivation, while the studies conducted by Adam and Kamase (2019), Lubis, Dalimunthe, and Siahaan (2019), and Fatmasari and Wulida (2018) show that achievement motivation influences job satisfaction. Based on argues and studies above, the tenth hypothesis in this study is:

H₁₀: Self-efficacy had an indirect effect on job satisfaction mediating by achievement motivation.

III. METHODS

This research conducted with uses a quantitative approach to the survey method. The participant of research is 165 teachers of kindergarten in Jakarta Province, Indonesia, determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2017). The data collection uses an instrument questionnaire in the form of a Likert scale with five option answers: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire of personality consists of 10 items with an alpha coefficient = .847, self-efficacy consists of 9 items with an alpha coefficient = .873, achievement motivation consists of 12 items with an alpha coefficient = .924, and job satisfaction consists of 10 items with alpha coefficients = .932. Data analysis using the path analysis and to test the significance of the path coefficient uses a t-test and Sobel (Z) test supported by descriptive statistics.

IV. RESULT AND DISCUSSION

4.1 Description of the Participants

Description of the participants of this research shown in Table 1. The majority of gender is female (79.39%), ages 26 - 35 years (46.06%), bachelor education (85.45%), marital status (69.70%), and length of teaching ≤ 5 years (57.58%).

Table 1. Profile of Participants

Profile	Amount	Percentage
Gender		
1. Male	34	20.61
2. Female	131	79.39
Age		
1. ≤ 25 Year	30	18.18
2. 26 – 35 Year	76	46.06
3. 36 – 45 Year	40	24.24
4. 46 – 55 Year	13	7.88
5. ≥ 56 Year	6	3.64
Education		
1. Diploma (D3)	6	3.64
2. Bachelor (S1)	141	85.45
3. Postgraduate (S2)	18	10.91
Status		
1. Married	115	69.70
2. Unmarried	50	30.30
Length of Teach		
1. ≤ 5 Year	95	57.58
2. 6 – 10 Year	22	13.33
3. 11 – 15 Year	24	14.55
4. ≥ 16 Year	24	14.55

4.2 Result

The results of the descriptive statistical analysis for the four research variables are presented as followed in Table 2. As shown in Table 2, the mean values of the four variables from the lowest to the highest in succession are self-efficacy (36.96), job satisfaction (42.61), personality (43.38), and achievement motivation (52.25).

Table 2. Descriptive Statistics

		Personality	Self-Efficacy	Achievement Motivation	Job Satisfaction
N	Valid	165	165	165	165
	Missing	0	0	0	0
Mean		43.38	36.96	52.25	42.61
Median		43.00	36.00	52.00	42.00
Mode		43	36	48	40
Std. Deviation		3.430	3.928	5.243	5.073
Variance		11.762	15.431	27.493	25.740
Range		15	23	22	27
Minimum		35	22	38	23
Maximum		50	45	60	50
Sum		7158	6098	8621	7030

The results of hypothesis testing with path analysis of the effects of personality on self-efficacy, achievement motivation, and job satisfaction are summarized in Table 3 and visualized in Figur 1 and Figur 2. The hypothesis testing results in Table 3 show that all hypothesis were supported (t -value/ Z -value $>$ t -table/ Z -table at $\alpha = .01$ and $.05$). Therefore the result of this study are personality, self-efficacy, and achievement motivation had a significant direct effect on job satisfaction, personality, and self-efficacy had a significant direct effect on achievement motivation, and personality had a significant direct effect on self-efficacy. The results of this study

also showed personality had a significant indirect effect on job satisfaction by mediating self-efficacy, with path coefficient = .11** and Z-value = 4.81, personality had a significant indirect effect on job satisfaction by mediating achievement motivation, with path coefficient = .05** and Z-value = 4.40, personality had a significant indirect effect on achievement motivation by mediating self-efficacy, with path coefficient = .25** and Z-value = 6.15, and self-efficacy had a significant indirect effect on job satisfaction by mediating achievement motivation, with path coefficient = .09** and Z-value = 4.82. In Figure 1 and Figure 2, 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, so that the model tested is fit. That means the theoretical model being tested is supported by empirical data.

Table 3. Summary of path coefficients and t values

Hypothesis	Path Coefficients	T/Z Value	Hypothesis Testing
H ₁ : Personality (X) on job satisfaction (Y ₃)	.19*	2.20	Supported
H ₂ : Self-efficacy (Y ₁) on job satisfaction (Y ₃)	.20*	2.23	Supported
H ₃ : Achievement motivation (Y ₂) on job satisfaction (Y ₃)	.20**	2.32	Supported
H ₄ : Personality (X) on achievement motivation (Y ₂)	.23**	3.12	Supported
H ₅ : Self-efficacy (Y ₁) on achievement motivation (Y ₂)	.45**	6.05	Supported
H ₆ : Personality (X) on self-efficacy (Y ₁)	.55**	8.39	Supported
H ₇ : Personality (X) on job satisfaction (Y ₃) mediating by self-efficacy (Y ₁)	.11**	4.81	Supported
H ₈ : Personality (X) on job satisfaction (Y ₃) mediating by achievement motivation (Y ₂)	.05**	4.40	Supported
H ₉ : Personality (X) on achievement motivation (Y ₂) mediating by self-efficacy (Y ₁)	.25**	6.15	Supported
H ₁₀ : Self-efficacy (Y ₁) on job satisfaction (Y ₃) mediating by achievement motivation (Y ₂)	.09**	4.82	Supported

* p < .05

** p < .01

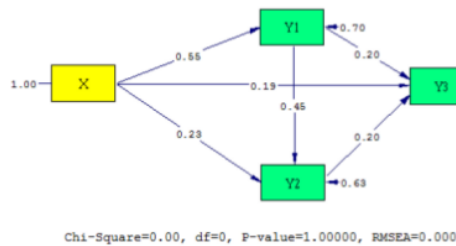


Figure 1. Path Coefficients

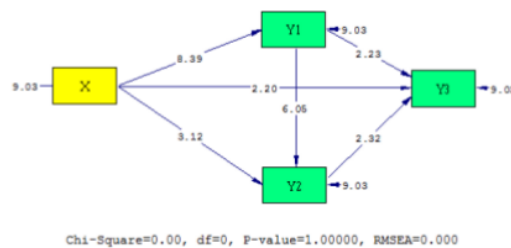


Figure 2. T value

4.3 Discussion

This research revealed that personality, self-efficacy, and achievement motivation had a significant direct effect on job satisfaction; personality and self-efficacy had a significant direct effect on achievement motivation, and personality had a significant direct effect on self-efficacy. The results of this study also showed personality had a significant indirect effect on job satisfaction mediating by self-efficacy, personality had a significant indirect effect on job satisfaction mediating by achievement motivation, personality had a significant indirect effect on achievement motivation mediating by self-efficacy, and self-efficacy had a significant indirect effect on job satisfaction mediating by achievement motivation. Overall this research found that personality had a significant effect on job satisfaction, either directly or indirectly mediating by self-efficacy and achievement motivation. This evidence addressing that self-efficacy and achievement motivation plays a significant role as a mediator of the effect of personality on job satisfaction. These findings were consistent with other results in various countries, industrial, occupational sectors, and organizations used as a reference to build this research hypothesis.

In addition, the results of this study also indicate the vitality of personality as an antecedent for self-efficacy, achievement motivation, and job satisfaction. Teacher's personality manifested in extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Costa & McCrae, 1992) turned out to encourage increasing their self-efficacy, achievement motivation, and job satisfaction. This is consistent with studies conducted by researchers that personality influences self-efficacy (e.g. Abood et al., 2020; Murugesan & Jayavelu, 2017), achievement motivation (e.g. Diseth & Liartinsen, 2009; Richardson & Abraham, 2009), and job satisfaction (e.g. Widodo & Damayanti, 2020; Salaudin, Mohamed, & Kamal, 2019; Asari, 2018). This empirical fact confirms the meaning that personality is important and vital for teachers to increase their self-efficacy, achievement motivation, and job satisfaction. As a consequence, the teacher's kindergarten must actively participate in training or workshop in personality development, both internal and external of school, such as the personality school.

Besides that, the results of this study also found that self-efficacy and achievement motivation plays an important role as mediators of the influence of personality on job satisfaction. This finding reveals empirical facts that the existence of self-efficacy and achievement motivation needs to be considered in the context of increasing job satisfaction through personality. That means efforts to increase job satisfaction will be better if done through improving personality with supported increasing self-efficacy and achievement motivation.

Finally, the results of this study confirm the results of several studies used as a reference to this research and find a new empirical model of the effect of personality on job satisfaction mediating by self-efficacy and achievement motivation based on the data of the teacher's kindergarten in Indonesia. This model can be discussed among researchers and educational practitioners to built models of job satisfaction. Moreover, the model also uses in practice to increase the teacher's job satisfaction.

V. CONCLUSION

This research found that personality had a significant effect on job satisfaction, either directly or indirectly mediating by self-efficacy and achievement motivation. In detail, personality, self-efficacy, and achievement motivation had a significant direct effect on job satisfaction; personality and self-efficacy had a significant direct effect on achievement motivation; personality had a significant direct effect on self-efficacy; personality had a significant indirect effect on job satisfaction mediating by self-efficacy; personality had a significant indirect effect on job satisfaction mediating by achievement motivation; personality had a significant indirect effect on achievement motivation mediating by self-efficacy; self-efficacy had a significant indirect effect on job satisfaction mediating by achievement motivation. This evidence reveals a new empirical model of the effect of personality on job satisfaction mediating by self-efficacy and achievement motivation who can discuss among researchers and educational practitioners, especially to develop job satisfaction better.

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