



# I J I S

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## **Principal Managerial Performance and Its Relationship with Organizational Culture, Personality, Job Satisfaction, and Decision Making in Indonesian Schools**

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### **Abstract**

This study aims to analyze the relationship between principal managerial performance and organizational culture, personality, job satisfaction, and decision making simultaneously in the context of Indonesian schools. A quantitative correlational design was employed, involving school principals and teachers as respondents, selected through probability sampling. Data were collected using Likert-scale questionnaires and analyzed using linearity tests and multiple regression to examine relationships among the variables. The results indicate that all variables have significant linear relationships. Organizational culture and personality positively influence job satisfaction and decision-making effectiveness, which in turn affect principal managerial performance. These findings underscore the importance of developing a supportive organizational culture and strengthening personal characteristics to enhance school leadership effectiveness. The study provides theoretical contributions to educational management literature and practical implications for improving school management quality.

**Keywords:** Decision Making, Job Satisfaction, Organizational Culture, Personality, Principal Managerial Performance

## **1. Introduction**

Education is a crucial sector in developing qualified human resources. The success of educational institutions strongly depends on principals' ability to perform managerial functions effectively, including planning, organizing, implementing, and evaluating all educational programs (Bush, 2020). Effective managerial performance enhances school quality and organizational effectiveness. In the era of globalization and digitalization, principals are expected not only to manage administrative tasks but also to create a productive work environment, foster a positive organizational culture, and make



strategic decisions. However, challenges persist, indicating that principals' managerial performance is often suboptimal (Hallinger, 2021).

Several factors influence principals' managerial performance. Organizational culture, defined as shared values, norms, and habits within the school, guides member behavior and fosters collaboration and effective leadership (Robbins & Judge, 2017). Personality, reflecting individual characteristics such as openness, discipline, confidence, and responsibility, also shapes managerial effectiveness (Feist & Feist, 2018). Job satisfaction, representing positive attitudes toward work environment, rewards, and social relationships, motivates principals to perform optimally (Luthans, 2019). Decision making, as a core managerial function, requires principals to act quickly, accurately, and objectively to address educational problems (George & Jones, 2016).

Previous studies have examined these factors individually, demonstrating their significance for leadership effectiveness and organizational performance (Colquitt, LePine, & Wesson, 2019; Yukl, 2020). However, research analyzing organizational culture, personality, job satisfaction, and decision making simultaneously, especially in the Indonesian educational context, remains limited. This study addresses this gap by investigating how these interrelated factors collectively influence principal managerial performance, providing both empirical insights and practical guidance for improving school leadership quality.

This condition indicates the need for further research to analyze the relationships between organizational culture, personality, job satisfaction, and decision making on principals' managerial performance. This research is important to provide empirical understanding regarding the factors contributing to the improvement of educational management quality in schools.

Based on the explanation above, research on the relationship between principals' managerial performance and organizational culture, personality, job satisfaction, and decision making are important to conduct. The results of this study are expected to contribute theoretically to the development of educational management science and practically to improving principals' leadership quality and the effectiveness of educational management in the modern era.

## **2. Literature Review**

### **2.1. Organizational Culture**

Organizational culture refers to shared values, norms, and beliefs that guide the behavior of members within an institution (Robbins & Judge, 2017; Schein & Schein, 2017). In schools, a strong and positive organizational culture fosters collaboration, effective communication, and a supportive work environment, which enhances leadership effectiveness and overall institutional performance. Prior research has shown that organizational culture is positively associated with employee satisfaction and decision-making quality (Colquitt, LePine, & Wesson, 2019).



## **2. 2. Personality**

Personality comprises relatively stable psychological traits that influence how individuals think, feel, and behave (Feist & Feist, 2018; Soto, 2018). For school principals, traits such as conscientiousness, emotional stability, openness, and responsibility contribute to adaptive leadership, effective communication, and strategic decision-making. The compatibility between an individual's personality and their work environment has been linked to higher job satisfaction and better managerial performance (Nauta, 2019).

## **2. 3. Job Satisfaction**

Job satisfaction represents a positive emotional response toward one's work, including aspects such as work environment, rewards, interpersonal relationships, and organizational support (Luthans, 2019). Principals with high job satisfaction are more committed, motivated, and productive, which directly impacts their managerial performance. Herzberg's Two-Factor Theory also highlights that intrinsic satisfaction factors achievement, recognition, and responsibility positively influence work effectiveness (Alshmemri, Shahwan-Akl, & Maude, 2017).

## **2. 4. Decision Making**

Decision making is the process of selecting the most appropriate alternative to solve organizational problems and achieve objectives effectively (George & Jones, 2016; Goleman, Boyatzis, & McKee, 2017). Principals with strong decision-making competence are able to allocate resources efficiently, address challenges rationally, and implement strategic policies, which enhances overall school management and leadership performance.

## **2. 5. Integration of Variables**

Previous studies have examined these variables individually, showing that organizational culture, personality, job satisfaction, and decision-making competence each influence leadership effectiveness (Yukl, 2020; Colquitt, LePine, & Wesson, 2019). However, research analyzing these factors simultaneously, particularly in the Indonesian educational context, remains limited. This study builds a comprehensive model linking organizational culture and personality to job satisfaction and decision making, and subsequently to principal managerial performance, providing both theoretical and practical insights for educational management.

## **3. Research Method**

### **3.1. Research Design**

This study employed a quantitative correlational design to examine the relationships between principal managerial performance (dependent variable) and four independent



variables: organizational culture, personality, job satisfaction, and decision making. The correlational approach was chosen to determine the degree and direction of relationships among these variables without manipulating the research environment.

### 3.2. Population and Sample

The population included school principals and teachers from selected educational institutions in Indonesia. A probability sampling technique was used to ensure that every member of the population had an equal chance of being selected. The final sample consisted of 128 respondents, including both principals and teachers, representing a diverse range of school types and regions.

### 3.3. Research Variables and Indicators

Tabel 1

Variable	Indicators
Principal Managerial Performance	Planning, organizing, implementing, supervising, evaluating school programs
Organizational Culture	Shared values, norms, collaboration, organizational commitment
Personality	Responsibility, openness, emotional stability, self-confidence
Job Satisfaction	Work environment, rewards, interpersonal relationships, organizational support
Decision Making	Accuracy, objectivity, effectiveness, timeliness in decision-making

### 3.4. Data Collection

Data were collected using structured questionnaires based on the above indicators, with responses measured on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree.” Prior to data collection, the questionnaire underwent validity testing using item-total correlations and reliability testing using Cronbach’s Alpha to ensure consistency and accuracy.

### 3.5. Data Analysis

Descriptive statistics were used to summarize respondent characteristics and the distribution of each variable. Inferential statistics included linearity tests and multiple regression analyses to evaluate relationships among variables. Assumptions for parametric analysis, including linearity and absence of multicollinearity, were verified to ensure robust and reliable results.



## 4. Result

### 4.1. Linearity Test of Job Satisfaction Variable (Y1) on Organizational Culture Variable (X1)

The hypotheses for the linearity test in this study are as follows:

H0 : The data of Job Satisfaction variable (Y1) on Organizational Culture variable (X1) do not show a linear pattern.

H1 : The data of Job Satisfaction variable (Y1) on Organizational Culture variable (X1) show a linear pattern.

The results of the linear regression model analysis for Job Satisfaction (Y1) on Organizational Culture (X1) are presented below:

**Table 4.1**

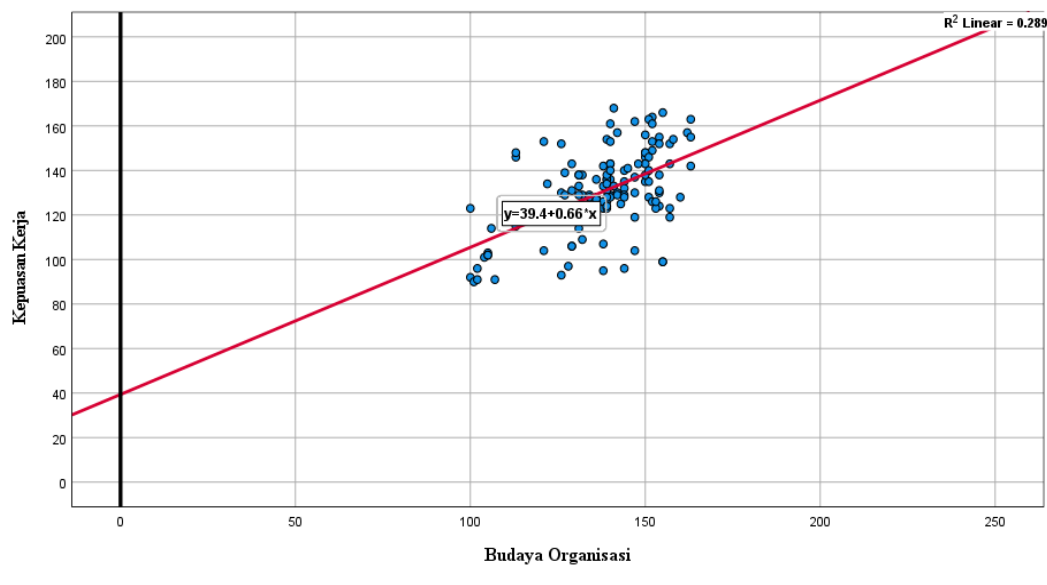
Results of the Linearity Test Between Job Satisfaction Variable (Y1) and Organizational Culture Variable (X1)

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Kepuasan Kerja * Budaya Organisasi	Between Groups	(Combined)	23327.063	40	583.177	2.503	.000
		Linearity	12615.781	1	12615.781	54.156	.000
		Deviation from Linearity	10711.283	39	274.648	1.179	.260
	Within Groups		20266.991	87	232.954		
	Total		43594.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.000, which is smaller than the required significance level of 0.05. This means that Job Satisfaction has a linear relationship pattern with Organizational Culture, and there is no significant deviation from linearity ( $0.260 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

Figure 4.1



Scatter Diagram

Regression Equation Model  $\hat{y} = 39.4 + 0.66X_1$

## 4.2. Linearity Test of Job Satisfaction Variable (Y1) on Personality Variable (X2)

The hypotheses for the linearity test are as follows:

H0 : The data of Job Satisfaction variable (Y1) on Personality variable (X2) do not show a linear pattern.

H1 : The data of Job Satisfaction variable (Y1) on Personality variable (X2) show a linear pattern.

The results of the linear regression model analysis for Job Satisfaction (Y1) on Personality (X2) are presented below:

Table 4.2

Results of the Linearity Test Between Job Satisfaction Variable (Y1) and Personality Variable (X2)

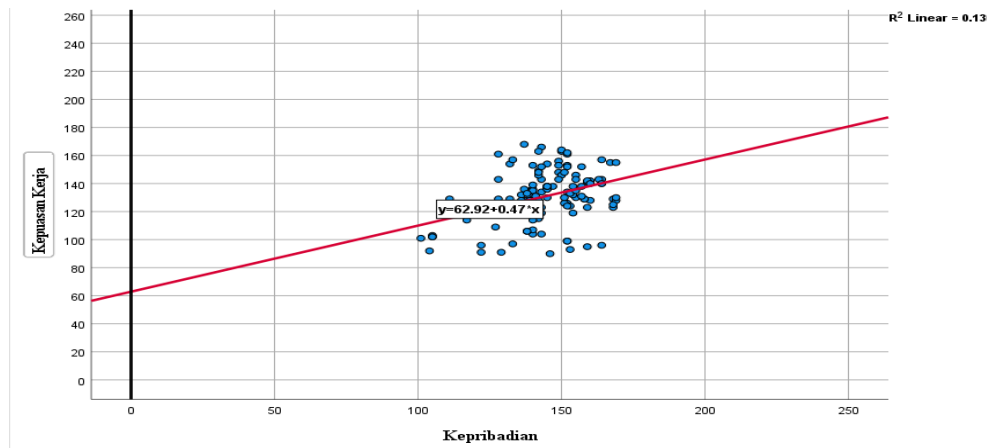
ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kepuasan Kerja * Kepribadian	Between Groups	(Combined)	21541.001	39	552.333	2.204	.001
		Linearity	5688.894	1	5688.894	22.701	.000
		Deviation from Linearity	15852.106	38	417.161	1.665	.260



	Within Groups	22053.054	88	250.603		
	Total	43594.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.000, which is smaller than the required significance level of 0.05. This means that Job Satisfaction has a linear relationship pattern with Personality, and there is no significant deviation from linearity ( $0.260 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.2**  
Scatter Diagram  
Regression Equation Model  $\hat{y} = 62.92 + 0.47X_1$



### 4.3. Linearity Test of Decision Making Variable (Y2) on Organizational Culture Variable (X1)

The hypotheses for the linearity test are as follows:

H0 : The data of Decision Making variable (Y2) on Organizational Culture variable (X1) do not show a linear pattern.

H1 : The data of Decision Making variable (Y2) on Organizational Culture variable (X1) show a linear pattern.

The results of the linear regression model analysis for Decision Making (Y2) on Organizational Culture (X1) are presented below:



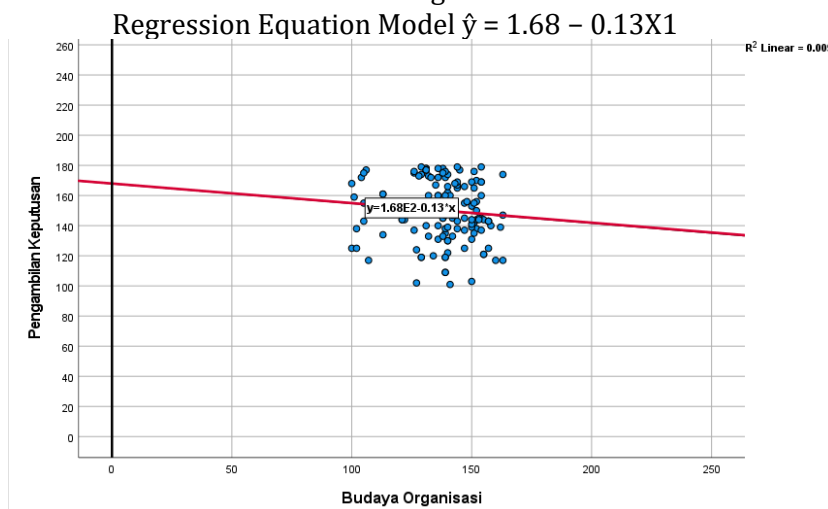
**Table 4.3**

Results of the Linearity Test Between Decision Making Variable (Y2) and Organizational Culture Variable (X1)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Pengambilan Keputusan * Budaya Organisasi	Between Groups	(Combined)	20312.993	40	507.825	1.331	.000
		Linearity	496.584	1	496.584	1.302	.000
		Deviation from Linearity	19816.409	39	508.113	1.332	.610
	Within Groups		33188.062	87	381.472		
	Total		53501.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.000, which is smaller than the required significance level of 0.05. This means that Decision Making has a linear relationship pattern with Organizational Culture, and there is no significant deviation from linearity ( $0.610 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.3**  
Scatter Diagram





### 4.4. inearity Test of Decision-Making Variable (Y2) on Personality Variable (X2)

The hypotheses for the linearity test are as follows:

H0 : The data of Decision Making variable (Y2) on Personality variable (X2) do not show a linear pattern.

H1 : The data of Decision Making variable (Y2) on Personality variable (X2) show a linear pattern.

The results of the linear regression model analysis for Decision Making (Y2) on Personality (X2) are presented below:

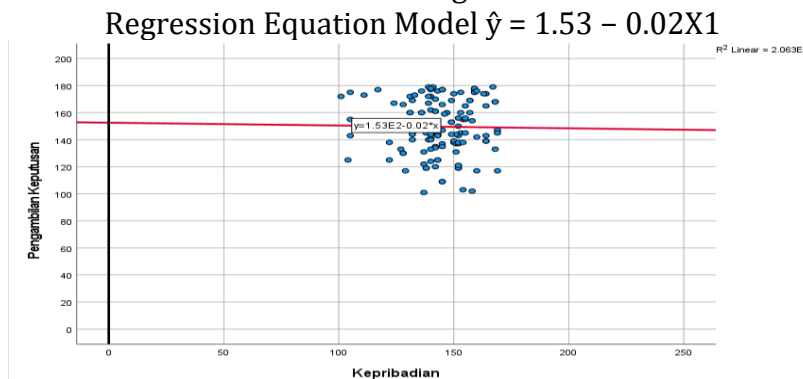
**Table 4.4**

Results of the Linearity Test Between Decision Making Variable (Y2) and Personality Variable (X2)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Pengambilan Keputusan * Kepribadian	Between Groups	(Combined)	24981.594	39	640.554	1.977	.004
		Linearity	11.038	1	11.038	.034	.005
		Deviation from Linearity	24970.556	38	657.120	2.028	.160
	Within Groups		28519.461	88	324.085		
	Total		53501.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.004, which is smaller than the required significance level of 0.05. This means that Decision Making has a linear relationship pattern with Personality, and there is no significant deviation from linearity (0.160 > 0.05) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.4**  
Scatter Diagram





### 4.5. Linearity Test of Principal Managerial Performance Variable (Z) on Job Satisfaction Variable (Y1)

The hypotheses for the linearity test are as follows:

H0 : The data of Principal Managerial Performance variable (Z) on Job Satisfaction variable (Y1) do not show a linear pattern.

H1 : The data of Principal Managerial Performance variable (Z) on Job Satisfaction variable (Y1) show a linear pattern.

The results of the linear regression model analysis for Principal Managerial Performance (Z) on Job Satisfaction (Y1) are presented below:

**Table 4.5**

Results of the Linearity Test Between Principal Managerial Performance Variable (Z) and Job Satisfaction Variable (Y1)

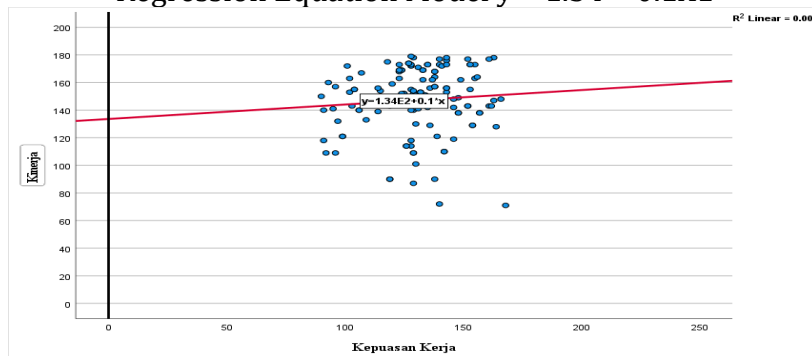
ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Manajerial * Kepuasan Kerja	Between Groups	(Combined)	23327.063	40	583.177	2.503	.000
		Linearity	12615.781	1	12615.781	54.156	.000
		Deviation from Linearity	10711.283	39	274.648	1.179	.260
	Within Groups	20266.991	87	232.954			
Total			43594.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.000, which is smaller than the required significance level of 0.05. This means that Principal Managerial Performance has a linear relationship pattern with Job Satisfaction, and there is no significant deviation from linearity ( $0.260 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.5**

Scatter Diagram

Regression Equation Model  $\hat{y} = 1.34 + 0.1X1$





### 4.6. Linearity Test of Principal Managerial Performance Variable (Z) on Decision Making Variable (Y2)

The hypotheses for the linearity test are as follows:

H0 : The data of Principal Managerial Performance variable (Z) on Decision Making variable (Y2) do not show a linear pattern.

H1 : The data of Principal Managerial Performance variable (Z) on Decision Making variable (Y2) show a linear pattern.

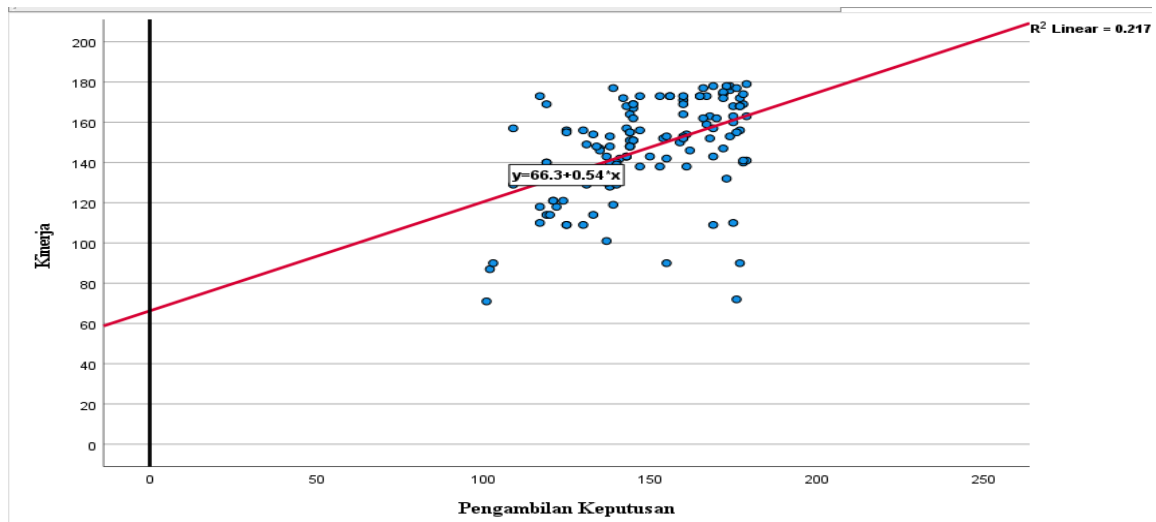
The results of the linear regression model analysis for Principal Managerial Performance (Z) on Decision Making (Y2) are presented below:

**Table 4.6**  
Results of the Linearity Test Between Principal Managerial Performance Variable (Z) and Decision Making Variable (Y2)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Manajerial * Pengambilan Keputusan	Between Groups	(Combined)	22065.367	48	459.695	1.687	.019
		Linearity	29.789	1	29.789	.109	.007
		Deviation from Linearity	22035.577	47	468.842	1.720	.160
	Within Groups		21528.688	79	272.515		
	Total		43594.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.007, which is smaller than the required significance level of 0.05. This means that Principal Managerial Performance has a linear relationship pattern with Decision Making, and there is no significant deviation from linearity ( $0.160 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.6**  
Scatter Diagram  
Regression Equation Model  $\hat{y} = 66.3 + 0.54X_1$



#### 4.7. Linearity Test of Principal Managerial Performance Variable (Z) on Organizational Culture Variable (X1)

The hypotheses for the linearity test are as follows:

H0 : The data of Principal Managerial Performance variable (Z) on Organizational Culture variable (X1) do not show a linear pattern.

H1 : The data of Principal Managerial Performance variable (Z) on Organizational Culture variable (X1) show a linear pattern.

The results of the linear regression model analysis for Principal Managerial Performance (Z) on Organizational Culture (X1) are presented below:

**Table 4.7**  
Results of the Linearity Test Between Principal Managerial Performance Variable (Z) and Organizational Culture Variable (X1)

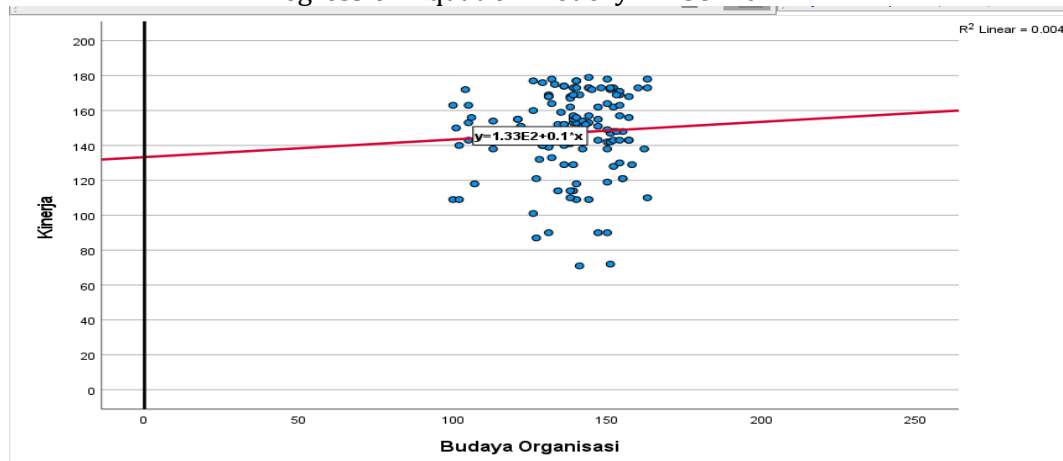
ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Manajerial * Budaya Organisasi	Between Groups	(Combined)	23327.063	40	583.177	2.503	.000
		Linearity	12615.781	1	12615.781	54.156	.000
		Deviation from Linearity	10711.283	39	274.648	1.179	.260



	Within Groups	20266.991	87	232.954		
	Total	43594.055	127			

Based on the data in the Linearity column, the significance level obtained was 0.000, which is smaller than the required significance level of 0.05. This means that Principal Managerial Performance has a linear relationship pattern with Organizational Culture, and there is no significant deviation from linearity ( $0.260 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.7**  
Scatter Diagram  
Regression Equation Model  $\hat{y} = 1.33 + 0.1X_1$



#### 4.8. Linearity Test of Principal Managerial Performance Variable (Z) on Personality Variable (X2)

The hypotheses for the linearity test are as follows:

H0 : The data of Principal Managerial Performance variable (Z) on Personality variable (X2) do not show a linear pattern.

H1 : The data of Principal Managerial Performance variable (Z) on Personality variable (X2) show a linear pattern.

The results of the linear regression model analysis for Principal Managerial Performance (Z) on Personality (X2) are presented below:



**Table 4.8**

Results of the Linearity Test Between Principal Managerial Performance Variable (Z) and Personality Variable (X2)

**ANOVA Table**

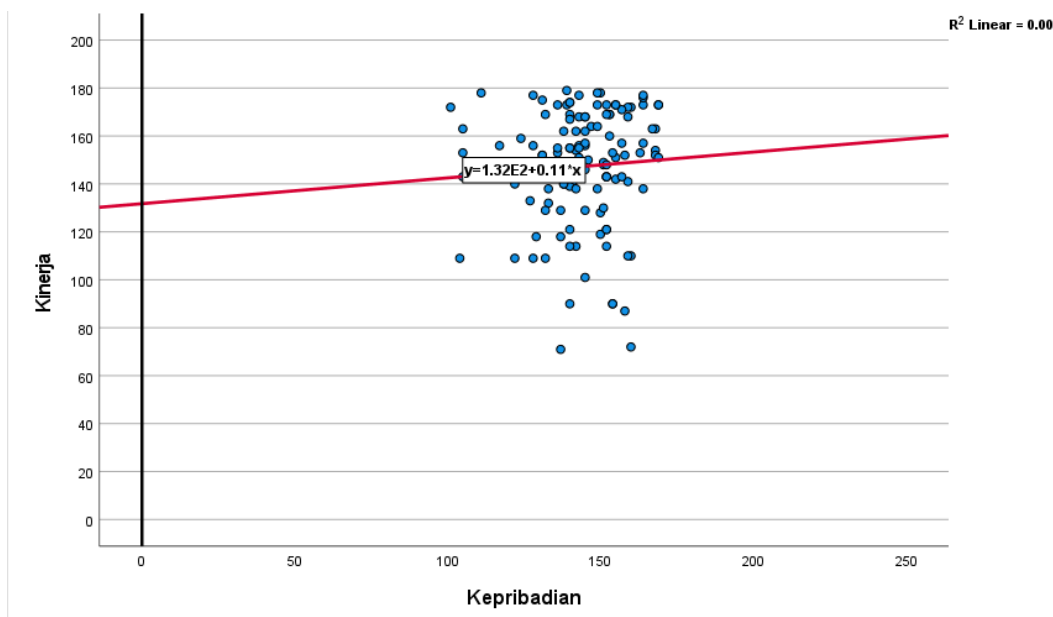
		Sum of Squares	df	Mean Square	F	Sig.	
Kinerja Manajerial * Kepribadian	Between Groups	(Combined)	21541.001	39	552.333	2.204	.001
		Linearity	5688.894	1	5688.894	22.701	.000
		Deviation from Linearity	15852.106	38	417.161	1.665	.260
	Within Groups	22053.054	88	250.603			
	Total	43594.055	127				

Based on the data in the Linearity column, the significance level obtained was 0.000, which is smaller than the required significance level of 0.05. This means that Principal Managerial Performance has a linear relationship pattern with Personality, and there is no significant deviation from linearity ( $0.260 > 0.05$ ) in the relationship between these variables. This can also be seen in the following figure:

**Figure 4.8**

Scatter Diagram

Regression Equation Model  $\hat{y} = 1.32 + 0.11X_1$





Based on the results of the linear regression tests, the summary is presented as follows:

**Table 4.9**  
Recapitulation of Linearity Tests

No	Grouping	p-value	$\alpha = 0.05$	Conclusion
1	Y1 based on X1	0	0.05	Linear
2	Y1 based on X2	0	0.05	Linear
3	Y2 based on X1	0	0.05	Linear
4	Y2 based on X2	0.005	0.05	Linear
5	Z based on Y1	0	0.05	Linear
6	Z based on Y2	0.007	0.05	Linear
7	Z based on X1	0	0.05	Linear
8	Z based on X2	0	0.05	Linear

## 5. Discussion

The results of the linearity tests indicate that all variables in this study have linear relationships with one another. This can be observed from the significance values in the Linearity column, which are all smaller than the significance level of 0.05, as well as the significance values in the Deviation from Linearity column, which are greater than 0.05. These findings imply that the relationships among variables can be analyzed further using parametric statistical techniques, particularly path analysis and regression analysis, because the assumption of linearity has been fulfilled (Hair et al., 2019).

The first finding shows that Job Satisfaction (Y1) has a linear relationship with Organizational Culture (X1), with a significance value of 0.000 and a Deviation from Linearity value of 0.260. This indicates that improvements in organizational culture tend to be followed by increases in job satisfaction in a proportional and consistent manner. Organizational culture reflects shared values, norms, and beliefs that guide organizational members in carrying out their duties. Organizational culture functions as a system of shared assumptions that influences employee behavior and attitudes within an organization (Schein & Schein, 2017). A positive organizational culture creates a conducive work environment, strengthens employee commitment, and increases satisfaction in the workplace. Furthermore, organizational culture contributes significantly to employees' perceptions of comfort, recognition, and support, which eventually affect job satisfaction (Robbins & Judge, 2019). Therefore, the linear relationship found in this study confirms that a stronger organizational culture is associated with higher levels of job satisfaction.



The second finding demonstrates that Job Satisfaction (Y1) also has a linear relationship with Personality (X2), as evidenced by a significance value of 0.000 and a Deviation from Linearity value of 0.260. Personality represents relatively stable psychological characteristics that influence how individuals think, feel, and behave. Personality is considered a dynamic organization within the individual that determines unique adjustments to the environment (Feist, Feist, & Roberts, 2021). Employees with positive personality traits, such as emotional stability, openness, and conscientiousness, are more likely to adapt effectively to workplace demands and experience higher job satisfaction. This finding is consistent with Holland's vocational personality theory, which states that compatibility between individual personality and work environment contributes to satisfaction and work achievement (Nauta, 2019). Thus, the results confirm that personality has a direct and linear influence on job satisfaction.

The third finding reveals that Decision Making (Y2) has a linear relationship with Organizational Culture (X1), indicated by a significance value of 0.000 and a Deviation from Linearity value of 0.610. Organizational culture affects how decisions are formulated, communicated, and implemented within an institution. A supportive organizational culture encourages openness, collaboration, and participation in decision-making processes. Organizational culture strongly shapes managerial behavior and determines the effectiveness of organizational decisions (Daft, 2021). In educational institutions, a culture emphasizing teamwork and mutual trust enables school leaders to make more rational and participative decisions. Therefore, the linearity found in this study indicates that the stronger the organizational culture, the more effective the decision-making process becomes.

The fourth finding indicates that Decision Making (Y2) has a linear relationship with Personality (X2), with a significance value of 0.005 and a Deviation from Linearity value of 0.160. Personality influences how individuals analyze problems, evaluate alternatives, and choose solutions. Individuals with mature and stable personalities generally demonstrate better confidence and rationality in decision making. Emotional intelligence and personality characteristics significantly affect leadership effectiveness, including the ability to make decisions under pressure (Goleman, Boyatzis, & McKee, 2017). This finding confirms that personality contributes linearly to decision-making effectiveness among school principals or educational leaders.

The fifth finding shows that Principal Managerial Performance (Z) has a linear relationship with Job Satisfaction (Y1), as indicated by a significance value of 0.000 and a Deviation from Linearity value of 0.260. Job satisfaction is an important determinant of managerial performance because satisfied employees tend to demonstrate greater commitment, motivation, and productivity. According to the Two-Factor Theory, satisfaction factors such as achievement, recognition, and responsibility contribute positively to work performance (Alshmemri, Shahwan-Akl, & Maude, 2017). In the context of school management, principals who experience higher job satisfaction are more motivated to carry out managerial duties effectively, including planning, organizing,



supervising, and evaluating school programs. Therefore, the linear relationship found in this study supports the assumption that higher job satisfaction contributes to better managerial performance.

The sixth finding demonstrates that Principal Managerial Performance (Z) has a linear relationship with Decision Making (Y2), with a significance value of 0.007 and a Deviation from Linearity value of 0.160. Effective decision making is one of the core competencies required of school principals. Decision making is the essence of managerial activities because every managerial action ultimately involves selecting the best alternative among several options (Lunenburg, 2018). Principals who possess strong decision-making abilities are better able to solve organizational problems, allocate resources efficiently, and formulate strategic policies. Consequently, this study confirms that better decision-making skills are associated linearly with improved managerial performance.

The seventh finding indicates that Principal Managerial Performance (Z) has a linear relationship with Organizational Culture (X1), with a significance value of 0.000 and a Deviation from Linearity value of 0.260. Organizational culture provides behavioral guidelines that influence managerial effectiveness. A positive culture encourages discipline, collaboration, innovation, and accountability, all of which support managerial performance. Strong organizational cultures improve organizational effectiveness because they create consistency in values and behavior among members (Miller, 2017). Therefore, the results of this study strengthen the argument that organizational culture contributes directly and linearly to the managerial performance of school principals.

The eighth finding reveals that Principal Managerial Performance (Z) has a linear relationship with Personality (X2), as indicated by a significance value of 0.000 and a Deviation from Linearity value of 0.260. Personality plays an essential role in shaping leadership behavior and managerial competence. Principals with positive personality traits such as confidence, responsibility, adaptability, and emotional stability tend to demonstrate better managerial capabilities. The Big Five Personality Theory explains that personality dimensions such as conscientiousness and emotional stability are closely related to leadership effectiveness and job performance (Soto, 2018). Hence, the findings of this study confirm that personality has a significant and linear contribution to principal managerial performance.

Overall, the results of the linearity tests confirm that all variables in this study have linear relationships and satisfy the assumptions required for further statistical analysis. The findings also strengthen existing theories stating that organizational culture and personality influence job satisfaction and decision making, which in turn contribute to the managerial performance of school principals. Therefore, the conceptual model developed in this study is statistically and theoretically supported.



## 6. Conclusion

This study confirms that all examined variables exhibit significant linear relationships. Organizational culture and personality positively influence job satisfaction and decision-making effectiveness, which in turn contribute to principal managerial performance. Furthermore, job satisfaction, decision making, organizational culture, and personality all demonstrate linear relationships with principal managerial performance, highlighting their collective importance in school leadership.

The findings support theoretical perspectives indicating that a positive organizational culture and supportive personality traits enhance satisfaction, strengthen decision-making effectiveness, and improve managerial performance among school principals. The study provides empirical evidence that can guide practical interventions, such as fostering a collaborative school culture and developing leadership competencies to optimize managerial effectiveness.

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