

## PERSONALITY AS A DETERMINANT OF THE PERFORMANCE OF LECTURERS

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**Abstract:** *International competition in education requires the lecturers in every university in Indonesia to be able to perform optimally, and one of the determinants of the performance of lecturers is the personality, which is an important element of human capital. The purpose of this study is to examine and analyze the effect of human capital in terms of personality on the lecturers' performance of private universities. The research methods were explanatory survey, verification, and causal relationship. All private universities in Cimahi were the population in this research, while the respondents were 273 lecturers, determined using the Slovin's formula and proportional random sampling. Data collections were carried out by interview, observation, and questionnaire techniques that have been tested for validity and reliability. The Structural Equation Model (SEM) LISREL 8.3, through the second-order approach, is used to analyze the data. The findings from this research reveal that the lecturer's personality had significantly influenced the performance of lecturers in private universities. The lecturers' personality in terms of emotional stability that is calm and passionate/excited is the most dominant influence on the performance of lecturers.*

**Keywords:** *Personality, Human Capital, Performance, Lecturer*

### 1. INTRODUCTION

The challenge faced by all universities is globalization and the quality of human resources (HR). This quality of HR is determined by their high performance. HR performance is considered important because it determines the other management activities in Universities. In an insightful strategic university, HR is considered as an asset, or can be regarded as human

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capital. In this case, one of the things that can affect the performance of human resources in the organization is the behavior of an individual or also known as human capital, in which the essential elements that can affect the performance of the human resources are the ability and personality characteristics (Robbins, 2015; Bode and Villar, 2014). Human capital is recognized as having a significant economic impact. Empirical researches on economic growth show that countries with higher levels of human capital, other things being equal, have the potential for greater output and income in the future (Fender, 2013). University is an institution in the service sector which has a big role in the intellectual life of the nation. The tight competition among universities requires them to pay attention to the quality of the graduates. One important element of the university to create them is lecturer.

Under Government Regulation No. 30 in 1990; No. 60 in 1999 Chapter II Article 2; Constitution No. 14 in 2005; and the Higher Education Law No. 12/2012, stated that a lecturer as a member of the academic community has a strategic role and function. In a broad sense, a lecturer plays a particular role, one of which is a measure of cognition, which is able to pass on their knowledge and skills to students or young people, as well as an innovator. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and the arts through education, research, and community service. This means that a lecturer have a responsibility as facilitators of learning achievements. Lecturers are not only required to master the science to be taught, but also required to show the personality to be a role model for students.

A problem in higher education in Indonesia is the very low number of qualified lecturers with doctoral degree. From 180,000 lecturers, there are only 8.7% lecturers with doctoral degree. To improve the quality of higher education, it requires 25% lecturers with doctoral degree (Kompas, 2012).

Data from Dikti (2011) shows that the number of lecturers in Indonesia exceeded 180,000 and it is estimated that only 1.1 percent of them were able to properly do the research. This shows that Indonesia's contribution to the development of science is very low. It can be seen that Indonesia was ranked 65th, with a number of scientific articles produced only 12.871 articles, and as a comparison, within ASEAN, Indonesia is below Thailand and Malaysia in the position of 42<sup>nd</sup> and 43<sup>rd</sup>. Istadi (2010) states that the indicator of academic peer review has a weight of 40%. Meanwhile, the facilities and research budgets in Indonesia are still far less than other universities in Southeast Asia, Asia, Europe, Australia, and America.

Based on data from Private Universities at Region IV (2014), there are lecturers who educated to degree level, without a functional position, which is also troubled about academic integrity. Another issue that must be taken into consideration is the level of lecturers publications are still low, and also the problem of plagiarism.

Lecturers qualifications by education level is 10% of lecturers hold doctoral degree, 54% of lecturers hold master degree, and 36% of lecturers hold bachelor degree and diploma. Based on the benefit of lecturers' certification, there are 33.21% of lecturers with doctoral degree, 66.53% master degree, and 0.26% bachelor degree.

In January 2014, there were 41.06% of permanent lecturers in Private Universities at Region IV who had been passed the certification; 43.65% of them had not been qualified to pass the certification, and 15.09% of them have not followed the certification test. From the lecturers who had not been qualified to pass the certification, there are 71.84% lecturers who have not academic position, and from that figure, the majorities have the expert assistance and still hold the bachelor degree. From the process of lecturer certification, there are 24.14% of lecturers who had not been qualified to pass the certification because of the plagiarism of self-description.

Meanwhile, the lecturers in Cimahi are quite productive (Indiyati and Nuyman, 2013), the education level of permanent lecturers in Private Universities in Cimahi is bachelor degree, and even there are two academies that do not have lecturers with master degree. This condition affected the status of study programs in private universities in Cimahi, namely there are two programs that have "A" accreditation (International Relations and Management in Jenderal Achmad Yani University), 63.04% have "B" accreditation, 19.57% have "C" accreditation, and 17.39% programs that have not been accredited.

Based on phenomena above, the objectives of this article is to examine and analyze the influence of human capital emphasizing the personality characteristics on the performance of lecturers in private universities.

## **2. THEORETICAL ANALYSIS**

### **2.1 Performance**

Performance in this sense is "job performance", from the words "to perform", that means (The Scriber-Bantam English Dictionary): 1) to do or

carry of an execute; 2) to discharge of fulfill, as vow; 3) to execute or complete an undertaking; and 4) to do what is expected of a person machine.

Several concepts of performance are defined by the experts. Performance can be expressed as a result of the execution of the work, both physical/material and non-physical/non material (McClelland, 1996). Next, Cascio (2003) states performance as an achievement or accomplishment a person associated with the tasks assigned to. Robbins (2015) states the performance as a function of the interaction between the abilities (A), motivation (M) and opportunity (O). Based on those opinions, the performance can be interpreted as the result of the work, both qualitative and quantitative, which is achieved by individuals or groups, in accordance with the duties and responsibilities.

There are three variables that affect the performance of the individual: the individual variables, organizational variables, and psychological variables (Gibson, et al, 2012). According to Robbins (2015), some of the things that affect the performance of the individual is the individual behavior (characteristic biographical, such as age, sex, length of employment, status, religion, culture; personality; and the ability, in the form of intellectual ability and physical ability), group behavior and organizational behavior.

In order that the employee may have performance with high productivity, high creativity is needed, where the size of the employee creativity is intellectual skills, knowledge, thinking style, personality, motivation and environment (Amabile, 2012; Sternberg, 2006). Further, Florida, et al (2008) state that creative employees are not only influenced by intelligence, schooling or work experience, but also by personal characteristics and ability. Psychologically, intelligence (in the form of cognitive skills) and personality (non-cognitive skills) expressed as skills, and in the modern industrial world, the second thing is this which is determinant in human capital. This is supported by studies of Heckman and Rubistein (2001); Almlund et al (2011); Glaeser (2005), and Wells (2012). According to Skyrme and Associates (2000), human capital is the employee's ability to provide solutions to customers, to innovate and renew, as well as learning in a competitive environment; it is a creative and innovative.

Thus, in this article, several things that affect the individual performance, in the form of personality and ability, can be said as human capital.

## **2.2 Human Capital**

Human capital is one of the important intellectual capitals, which can improve organizational performance and create competitive advantage. Human capital is a measure of individuals' skills, knowledge, abilities, social attributes, personality and health attributes. These factors enable individuals to work, and therefore produce something of economic value (Fender, 2013; Hanushek and Woessmann, 2008). Bukowitz (2000) states that human capital is the competence, the result of thinking, and the ability of individuals and teams to determine the solution of customers' desires. Next, the opinion of Bontis et al (2002), human capital is the stock of individual knowledge of an organization which is represented by its employees. Human capital is a combination of genetic inheritance, education, experience and attitude.

Human capital is related to the knowledge, expertise and skills of employees of an organization (Zhou and Fink, 2003). Sanchez et al (2007) suggest that human capital is the knowledge of the individual that is not visible from the members of the organization, defined as a combination of education, genetic heritage, experience and attitude towards life and work. Ulrich (in Hsu, 2006) proposed the existence of human capital that can be measured, which is a product of the competence and commitment, while Huang (2010) emphasized the importance of competence, in addition to their commitment, and competence must be aligned with business strategy and should be adapted to the requirements which have been determined. Andersen (in Martin, 2002) defines competence as the basic characteristics consist of knowledge, skills and other personal attributes, which is able to distinguish between a person who perform and not perform.

Thus, human capital is an intangible asset in the form of personality characteristics and the ability of a person that can be used to provide more value for customers.

## **2.3 Personality**

Discussion of personality is a more specific discussion of individual behavior. The term personality comes from the Latin "persona" which means mask, the front cover used by players of the stage, which is meant to describe the behavior, character, or individual. Among the Romans, "persona" means how a person is perceived by another person.

According to Robbins (2015), personality is a dynamic organization in each of the psychophysical systems that determine the unique adaptation to the environment. Personality is the total amount of an individual reacts and

interacts with others. Personality is a dynamic concept which describes the growth and development of the whole of a person's psychological system.

Allport (2009) also defines personality as the arrangement of systems psychophysical dynamic within the individual, which determine the unique adaptation to the environment. Psychophysical system here includes habits, attitudes, values, beliefs, emotional states, feelings and psychological motives but have a physical basis in the gland, nerves and physical state in general.

Personality, according to Kartini and Gulo (2000), is the nature and behavior typical of a person who distinguishes it from others; the integration of the characteristics of structures, patterns of behavior, interests, establishments, capabilities and potentials of the person; everything about a person as known by others. Personality is the dynamic characteristics of an individual and organized that affect cognition, motivation, and behavior. Personality is unique and consistent so it can be used to distinguish between individuals with one another (Feist & Feist, 2006). It can be stated that personality is a dynamic thing that describes the overall behavior of a person or individual.

Every individual has the personality traits or characteristics, or can be expressed as personality characteristics. Personality characteristics are enduring characteristics that describe a person's behavior (Robbins, 2015). It can be stated that the characteristics of the personality is a pattern of behavior in individuals who can be seen, which is said to be a special feature or superiority or uniqueness of the individual.

### *Types of Personality*

The more consistent individual characteristics and becoming more frequent in diverse situations, the more important it is to describe the characteristics of the individual. Some personality characteristics have been proposed by some experts. Personality dimensions starting from 17 953 individual traits, which eventually became Myers-Briggs Type Indicator-MBTI, or called "The Big Five", where the dimensions of the personality are (Robbins, 2015; Digman, 1990; Goldberg, 1993; Costa and McCrae, 1988):

- Extraversion, the personalities describe someone who likes to hang out, talkative and assertive
- Cooperative, that personality that describes someone who is good-natured, cooperative and trusting.

- Conscientiousness, that personality that describes someone who is responsible, reliable, diligent and achievement-oriented.
- Neuroticism, that personality that describes someone who is calm, and passionate.
- Openness, that personality that characterizes a person's imaginative, really sensitive and intellectual.

There are also several approaches to personality that allow them to give effect to the individuals in an organization, including: (Robbins, 2015; Griffin, 2013)

- Locus of control, is the rate at which a person believes that his behavior has a significant effect on what happens to himself.
- Self Efficacy, is the belief of one's own ability to perform a task.
- Authoritarianism, is the rate at which a person believes that the differences in power and status is inappropriate in the hierarchy of the social system (organization).
- Machiavelianism, is a personality trait that behaves to acquire and use power.
- Self Esteem, is the rate at which a person believes that he is a valuable and worthy individuals.
- Risk propensity, is the rate at which someone is willing to take a chance and untu risky decision.

Research conducted by Ozer and Benet-Martinez (2006) states that the big five personality has been associated with a variety of behaviors including job performance, academic achievement, leadership and prosperity. The research was supported also by Heckman, et al (2006); Hakimi, et al (2011); Fairweather (2012); and Singh (2012).

While the research conducted by Nye, et al (2013), states that the big five personality is related to academic achievement of students at the University of Russia. Studies related to the personality and performance of employees, conducted also by Darsana (2013), which results stating that personality affects the performance of employees BPR in Gianyar Bali.

The Big Five model has been widely criticized and otherwise unable to explain all personalities in all places, but in general, they are often used for research in the field of psychology and education (Nye et al, 2013).

Opinion submitted by Coleman (1999, 31), explaining that the intelligence (IQ) and emotional intelligence (EQ) is a factor that affects the person's performance, but emotional intelligence is more involved to produce a brilliant performance. According to Block (2014), based on the results of research, that faculty development strategy positively affects the productivity of lecturers.

### 3. METHODS

This research is an explanatory survey methods-causal relationship-verification. The population in this study are all private universities in Cimahi, then the respondent is a lecturer at the private universities, wherein the determination of the number of respondents using the Slovin's formula and proportional random sampling. Data were collected by using observation, interviews and questionnaires are valid and reliable. Analysis test equipment used is SEM (Structural Equation Model) - LISREL 8.3, with second order approach.

## 4. RESULTS AND DISCUSSION

### 4.1 Validity and Reliability Tests

To be able to continue his research, it is necessary to test the validity and reliability tests for research instruments. Here is presented validity and reliability of the questionnaires, which were distributed to 30 respondents

**Table 1.**  
**Validity and Reliability Tests of Personality**

<b>Item-Total Statistics</b>				
	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
X1	47,0794	53,733	,300	,814
X2	46,8881	51,679	,327	,806
X3	46,9856	50,652	,460	,796
X4	45,7942	50,831	,511	,793
X5	45,8195	50,728	,493	,794
X6	45,7870	52,473	,392	,800
X7	46,2563	48,880	,501	,792
X8	46,0542	48,320	,561	,787
X9	45,7401	50,939	,483	,794

*Table 1 Contd...*



X10	46,8231	50,262	,396	,801
X11	45,9856	48,333	,578	,786
X12	45,7292	52,720	,351	,803
X13	46,9856	50,652	,460	,796
X14	47,0866	51,543	,357	,803
X15	47,0939	52,397	,387	,808
<b>Reliability Statistics</b>				
<i>Cronbach's Alpha</i>			<i>N of Items</i>	
,809			15	

**Table.2.**  
**Validity and Reliability Tests of Performance**

<b>Item-Total Statistics</b>				
	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Y1	30,9055	9,838	,503	,615
Y2	30,8109	9,373	,551	,601
Y3	30,7709	9,615	,549	,605
Y4	31,0364	9,524	,384	,635
Y5	30,7600	9,431	,498	,610
Y6	31,2545	10,825	,365	,682
Y7	30,9055	10,130	,428	,630
Y8	32,5345	10,622	,355	,690
Y9	32,7673	10,975	,382	,708
<b>Reliability Statistics</b>				
<i>Cronbach's Alpha</i>			<i>N of Items</i>	
,670			9	

Based on the above data, it can be concluded that all instruments are valid and reliable.

### *Normality Test and Goodness of Fit*

<b>Test of Multivariate Normality for Continuous Variables</b>							
<b>Skewness</b>			<b>Kurtosis</b>			<b>Skewness and Kurtosis</b>	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
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70.174	7.957	0.000	636.039	3.458	0.001	75.281	0.000

On multivariate normality test, chi-square value obtained was 75 281 with a p-value of 0.000, because the p-value less than 0.05, it can be concluded that the manifest variables (indicator) is not a multivariate normal distribution. In accordance with the results of the test data normality (not normally distributed), then a suitable estimation method used to test the influence of personality on the performance of the lecturer is the method: robust maximum likelihood. The goodness of fit is performed to determine whether the model obtained was right in describing the relationship between the variables being studied so that it can be categorized into a good model. Test model fit in structural equation modeling can be seen by some of the testing criteria matches the model as presented in table 3.

**Table 3.**  
**Goodness of Fit Model**

<i>Measure of Goodness of Fit</i>	<i>Estimate</i>
Chi-Square	803.32 (p-value = 0.000)*
RMSEA	0.091*
Norm Chi-Square	1.0314*
GFI	0.6351
AGFI	0.6025
Root Mean Square Residual (RMR)	0.0450*

**Source:** \*) meet the criteria for a good model

The measure of goodness of fit:

- The value of  $\chi^2$  (chi-square) for the model is 803.32 with p-value = 0.2564. The p-value is bigger than 0.05 that the  $\chi^2$  test is not significant, so the model is statistically fit.
- The value of RMSEA (Root Mean Square Error of Approximation) for the model is 0.091 that the model met the criterion ( $< 0,10$ ). RMSEA results also concluded that the model fits perfectly with the data.

The absolute measure shows that the model meets the criterion of *goodness of fit* in the relatively small RMSEA ( $0,099 < 0,10$ ) that the empirical model is collateral with the theoretical model.

Figure 1. Influence of Personality on Performance

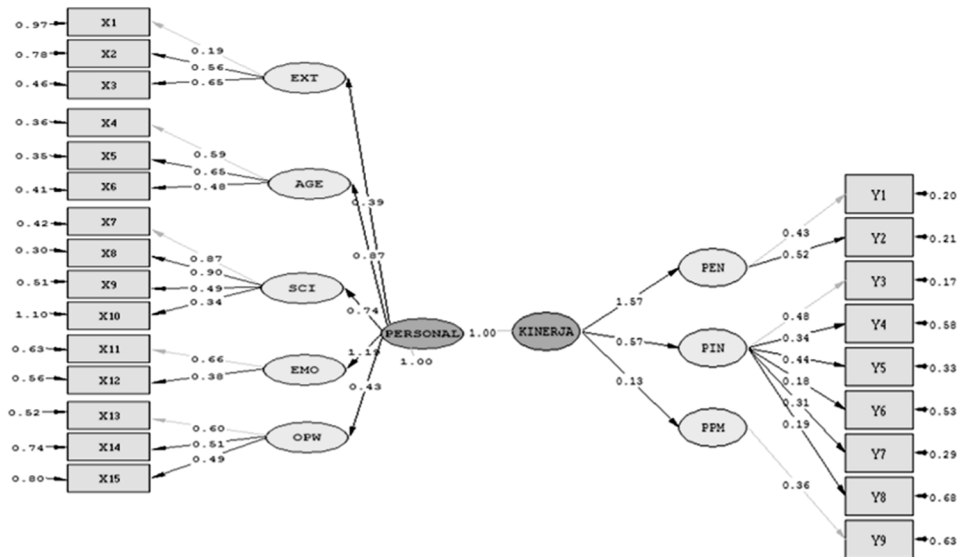


Table 4. Structural Model of Influence of Personality on Performance

Endogenous Constructs	Exogenous Constructs	Error variance
	PO	
KI	$\gamma_{1.1}PO$	$+ \zeta_1$

Source: Data Processing, 2015

Notes:

- PO: Personality
- KI: Performance
- $\zeta_1$ : error on performance
- $\gamma_{1.1}$ : coefficient of personality on performance

From the results of data processing using LISREL, structural equation is obtained as follows.

Tabel 5. Structural Equation of Personality on Performance

Endogenous Constructs	Exogenous Constructs	R <sup>2</sup>
	PO	
KI	0.37 (44.60)	0.14

Source: Data Processing, 2015

**Note:** Figures in brackets are the t-test statistical value.

After calculating the path coefficients, to prove whether personality has significant effect on performance, it is conducted the hypothesis test. Statistical hypothesis formulation is as follows:

$$H_0: \gamma^*_{11} = \gamma^*_{12} = 0$$

There is no simultaneous effect of personality on performance

$$H_1: \gamma^*_{1j} \neq 0; j = 1, 2$$

There is simultaneous effect of personality on performance

Statistical test used was the F test statistic was calculated as follows:

$$F = \frac{R^2 / k}{(1 - R^2) / (n - k - 1)}$$

From the calculations, the R2 value of 0.1369 with many exogenous variables for the first sub-structure ( $k = 2$ ) and  $n = 277$ , the obtained value of the test statistic F as follows:

$$F = \frac{0.1369}{(1 - 0.1369) / (277 - 2 - 1)} = 15.6$$

A criterion for rejection of the null hypothesis is rejected if F count is greater than the value of F table. Retrieved from Table F with 5% significance level and degrees of freedom numerator  $v_1 = 2$ , and the denominator  $v_2 = 277$  value of F table is 3,055 so that by comparing these two values is concluded 'Reject the Null Hypothesis,' which means there is significant influence of Personality on Performance in private universities.

Based on the calculations and after a hypothesis test, it can be stated that the personality is able to explain the diversity of the variable performance of lecturers in universities as 14.70%, in other words 14.70% the changes that occurred in the performance of lecturers in universities is a response of the change in his personality or personality contributed 14.70% to the performance of lecturers. That is, if the personality of the lecturer and in accordance with its work it will improve the performance of lecturers it self.

That is, if the personality of a lecturer at the universities accordance with the work it will improve the performance of the faculty it self. If lecturers have personalities love to hang certainly be able to socialize well with the surrounding environment, expressive and confident to gain additional

insight, knowledge, then lecturer good-natured, cooperative for mutual discussion, plus a lecturer responsible on the task, with the discipline of teaching, persevering learn something new, achievement-oriented, supported also by the characteristics of quiet always excited / motivated, as well as imaginative, sensitive to the environment, and have a high curiosity, then the teacher can be more creative and varied in delivering learning materials to students, faculty can have ideas and creations in research and community service, thereby increasing the ability of education and teaching, research and community service. If the lecturer has a personality that is sensitive / sensitive to the environment, as well as having a strong curiosity / high against something, then lecturers can do research regularly, so as to publications in journals nationally accredited, international journal of repute to the maximum, so were able to apply their knowledge in community service activities.

Results from this study also found that the personality characteristics of lecturers universities, in the form of emotional stability that is quiet and passionate or excited to have the most dominant influence on the performance of lecturers. This is according to research conducted by Seng, et al (2013); Nye, et al (2013); Jeff and Therese (2010) and Rothman and Coetzer (2003), that emotional stability is the most powerful influences in improving performance.

While the remaining 85.30% is able to be explained by other factors outside both exogenous variables studied, where the other factors in question are biographical characteristics of individuals in the form of age, gender, length of service, group behavior, and organizational behavior, this is in accordance with the opinion expressed by Robbins (2015); and research conducted by Bode and Villar (2014).

## **5. CONCLUSION AND RECOMMENDATION**

Based on the discussion above, it can be concluded that the human capital in the form of personality characteristics have a significant influence on performance lecturer at private university. Personality characteristics lecturer in the form of emotional stability that is quiet and passionate / excited is the most dominant influence on the performance of lecturers.

Furthermore, the advice given is: For private universities, private universities should carry out some kind of training, the research proposal development training and community service, to bring a reviewer training instructors; training sensitivity training in which training is managed in a

more effective and efficient, and to evaluate the results of the training as well as follow up. Furthermore, private university lecturer mapping more effectively and efficiently, based on the characteristics of the personality of the lecturer.

As populations and variables are limitations to this study, then for the next researcher, you should add the study area becomes wider, ie universities throughout Indonesia and adding a variable in this study, such as variable abilities, characteristics biographical, which is an element of individual behavior

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