

PERSONAL FACTORS AS A PREDICTOR OF LECTURER'S PERFORMANCE

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Abstract: Research on organizational behavior (POB) has found several factors that positively affect work engagement and job performance. Those factors have been categorized into resource and motivational factors. One of the resource factors is personal factors, which consist of esteem and efficacy. In fact, there are a lot more individual factors that affect work engagement and job performance, two of which are psychological capital and professionalism. This study intends to examine the impact of both variables on job performance while treating work engagement as a moderating variable. A sample of 590 lecturers from nine state universities in Indonesia participated in the study. SEM was used to analyze the data, which results were further analyzed using multigroup analysis in order to see the impact of psychological capital and professionalism depending on different groups of participants of the study. The findings revealed that psychcap and professionalism were positively related to work engagement and job performance, while work engagement was not related to job performance and therefore it did not function as a moderating variable. Furthermore, the multigroup analysis did not find any differences among different universities as the group used in the study.

Keywords: Lecturer, Higher Education, Performance, Psychological Capital, Professionalism, Work Engagement

INTRODUCTION

Job performance is a core concept in work and organizational psychology. Over the past three decades, researchers have made progress in explaining job performance. Sonnentag and Frese (2002) distinguish the explanation of this job performance in three perspectives: (1) the perspective of the individual who is looking for individual characteristics (example, general mental ability, personality) as sources of variation in job performance, (2) situational perspective focuses on aspects situational as facilitators and barriers to job performance, and (3) regulatory perspective that illustrates the job performance of the process job performance.

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These perspectives are not mutually exclusive, but approaching the phenomenon of the job performance of different angles that complement each other.

Individual perspective focuses on the differences between individual job performance and attempt to identify the personal factors underlying it. The core question is which one gives the best job performance? The basic idea is that the difference in job performance between individuals can be explained by individual differences in ability, personality, and/or motivation. Campble (1990, in Sonnentag and Frese, 2002) explained that the factor of individual/personal influence job performance. Motowidlo (1997) recognizes that personal factors such as ability, skill and personality are closely related to job performance. Situational perspective searching emphasize on the factors that facilitate the achievement of job performance. While the regulatory perspective more emphasis on regulation and management to ensure how the process can be made possible for the achievement of job performance (Sonnentag and Frese, 2002).

Hunter and Hunter (1984) started a study of the personal factors that affect job performance and found that there were a relationship between cognitive ability, job knowledge, skills, and job ratings and job performance. Schmid, Hunter, and Outerbridge (1986) added the variable of work experience. They found that work experience had impacted job knowledge and job performance. The study also found a direct relationship between the experiences of working with job performance. Borman, White, Pulakos, and Oppler (1991) added dependency, motivation, reward and discipline. They found that the ability influenced knowledge, skill influenced knowledge, and skill affected job performance. Motowidlo, et al (1997) found that cognitive ability is a good predictor for task performance, while the big five-factor is a good predictor for contextual performance. Knowledge, skills, and work habits were being intervening variables between personality and job performance. Similarly, Simamora (2004) said that the ability and skills played an important role in the behavior and job performance. The ability was a valid predictor to the ability of work at all levels of employment, while the skill was needed to keep workers consistently in maintaining group performance (Robbins, 2003). Meanwhile, personality was seen to have an equally strong in influencing performance despite there was a difference in determined influence whether directly or through the moderator variable (Simamora, 2004; Chamorro-Premuzic & Furnham, 2003, Hayes, 2004).

Based on a many study of the factors that affect job performance, the literature generally divided the predictor variables with task and contextual job performance. Task job performance refers to the ability of individuals with which it conducts activities that contribute to the organization's technical work. This contribution may be direct (for example, in the case of production workers), or indirectly (for example, in the case manager or staff personnel). Contextual job performance

refers to activities that do not contribute to the technical work, but includes supporting environmental, social, and psychological driven to the achievement of organizational objectives (Borman and Motowidlo, 1993). Both types of job performance can be distinguished empirically (Sonnetag and Frese, 2002). Personal factors such as ability and skills tend to predict the job performance of temporary duty while personal factors such as personality and related factors likely to predict contextual job performance. Special aspects of contextual job performance such as personal initiative has proven to be predicted well by the ability and motivational factors (Sonnetag and Frese, 2002; Borman and Motowidlo, 1993).

Refer to JD-R theory, job performance was produced through two stages, namely resource and motivational stages. In the first stage, the two types of individual workers directing resources to the achievement of positive work outcomes and reduced physical and psychological costs (Schaufeli & Bakker, 2004). At this stage, individuals are also stimulated to develop their capabilities so that the overall work demands can be met. The result of this achievement is the welfare of the employees with a positive job performance and low levels of burnout as a negative impact of a lack of resources. In the second stage, the resources directed at the formation of the work engagement. With positive work engagement, individuals will show enthusiasm and dedication in her work as well as absorption. This will ultimately result in a positive job performance (Schaufeli & Bakker, 2004; Xanthopoulou, et al., 2007). Thus, the motivational process can strengthen the relationship between the resources with job performance mediated by the work engagement (Bakker and Demerouti, 2007). Work engagement is thus influenced by the job and personal resources. Job resources were embedded from tasks that associated with autonomy, interpersonal relationships, and organizational structure. While personal resources were associated with positive assessment of the person's ability to control and influence their environment positively in stressful situations (Bakker & Demerouti, 2007).

This study focused on personal resource known as psychological capital (psycap), professionalism, and the work engagement. Psycap had a closed connection with the job performance (Luthans, et al. 2005). Components of psycap have impact on job performance (Luthans, et al, 2007) and the things that serve as indicators of job performance, such as absenteeism (Avey, Patera, and West, t.t.). Hope influenced the achievement of positive outcomes (Luthans, Avolio, et al., 2007; Luthans, Avolio, Walumbwa, & Li, 2005; Peterson & Luthans, 2003; Youssef & Luthans, 2007), achievement and job satisfaction (Peterson & Luthans, 2003; Youssef and Luthans, 2007), job performance (Youssef and Luthans, 2007), workplace happiness and organizational commitment. (Youssef and Luthans, 2007). Optimism reinforced expectations (Youssef and Luthans, 2007; Luthans, Avolio, Avey, and Norman, 2007) and job performance, job satisfaction, work

happiness, and organizational commitment. (Luthans et al., 2005; Youssef & Luthans, 2007). While resilience as the source of power to generate knowledge and skills for the achievement of job performance (Masten & Reed, 2002). Self efficacy, in addition to the direct effect on job performance (Bandura, 1997), also strengthens the overall components to achieve high job performance (Youssef and Luthans, 2007; Luthans, Avolio, Avey, and Norman, 2007).

Professionalism would lead to job performance. Rethans, et al. (tt) showed that physicians could lose the ability to diagnose when he felt the loss of competence. There was no different in the case of college. Faculty who perceived having a high competence being satisfied with his work in the field of personal fulfillment. (Stark, Korenstein, and Karani, 2008; Hampton, et al, 2009). So is the case with the work engagement. A person could not produced a good performance if not engaged with passion and dedication so late in his work. The work engagement associated with job performance measurement such as customer loyalty, profits, productivity, absenteeism, shrinkage, safety, and quality (Harter and Blacksmith, 2010), job performance (Harter, Schmidt, Asplund, & Killham, 2005), the job performance and success, (Luthans & Peterson, 2002), and fulfillment of job demands (Bakker, et al, 2007).

In addition, the work engagement was also seen as moderators for pscap (Luthans & Peterson, 2002) and professionalism (Bakker and Demerouti, 2008) in predicting job performance. Work engagement had been moderated feeling of organization supported, job characteristics, and job procedures as well as a predictor in influencing job satisfaction, job commitment, and intention to turnover. (Saks, 2006; Schaufeli and Bakker, 2004). The worker capacity affects the work engagement and in certain situations mediated by the meaningfulness of the work. (May, Gilson, and Harter, 2004; Hakkanen, Baker, and Schaufelli, 2006).

Based on the previous description, then the hypothesis is laid out in the study:

1. Personal factors that consists of psychological capital variables and professionalism can be a good predictor of job performance, both directly and or through work engagement. The higher the psychological capital and professionalism as well as the higher the work engagement, the higher the job performance.
2. Organizational factors can be a good moderator for personal factors in predicting job performance. The higher the positive personal factors and the organization, the higher the job performance.

METHODS

Lecturer's performance is defined as the subjective assessment of the fulfillment of duties as a faculty lecturer in the field of education and teaching, research, and

community service. Psycap is defined self-assessment of the capacity of individual psychological which consists of optimism, hope, resilience, and self-efficacy. Professionalism is an attribute of individual faculty and professional behavior consisting of responsibility, maturity, communication skills, and respect. While work engagement is showed by the condition of the passionate and full of energy in achieving the goals of work and organization.

Subjects in this study were 595 lecturers who were civil servants in nine public universities in three cities (Jakarta, Yogyakarta and Malang): UI, UNJ, UIN Syarif Hidayatullah Jakarta, Gadjah Mada University, Yogyakarta State University, UIN Sunan Kalidjaga, Brawijaya University, Malang University, and UIN Maliki Malang.

Job performance was measured by using dimensions developed by Hemming and Kay (2009) and adjusted with the items faculty workload (BKD). Psychological capital was measured by adapting PCQ items from Luthans and Youssef (2007) and Professionalism was measured by using professionalism aspects provided by Tromp, et al. (2007). Work engagement was measured with Bakker & Schaufeli's work engagement and burnout (2004).

RESULTS

Confirmatory factor analysis showed that all observed variables were good indicators for the construct of the formulation. Job performance was composed of teaching and research dimensions measured through the seven indicators generated through exploratory factor analysis. Psycap is composed of efficacy, resilience, and hope. Professionalism was composed by responsibility, maturity and communication skills. Work engagement was composed of dedication, passion, and absorptions. Based on the results of exploratory factor analysis also obtained in the aspect of job performance that was measured by subjective assessment only consists of two aspects of the task, teaching and the research.

SEM analysis showed that the first hypothesis which states that personal factors may be a predictor for job performance was accepted in accordance with empirical data. The higher of the personal factors, higher the resulting job performance. The second hypothesis states that organizational factors can be a good moderator for personal factors in affecting the job performance declined. This means in the context of lecturer working at state university in nine colleges was studied there was no difference in terms of the influence of job resources on job performance through work engagement. Test models of causality also concluded that psychological capital and professional have a significant influence on the job performance of lecturers and work engagement. Work engagement has no significant effect on the job performance of the lecturer. It means that the higher the psychological capital

and professionalism, the higher the job performance. While a work engagement no significant effect on job performance.

DISCUSSION

A. Personal factor model is a good predictor for the job performance of the lecturer.

This study uses a framework of positive psychology in understanding job performance. Positive psychology in a lot of research is heavily influenced by attribution theory. This perspective is a model that explains why one can succeed in an event or in running a program. Through this model the cause of what caused the determinant for the job performance can be explained by understanding the individual assessment of the working process. (Martinez, 2000; Stucky, 2003). Positive attribution self individual will affect positive outcomes for its job performance. The focus of positive psychology research itself is positive subjective experience, individual traits are positive, and positive institutions" (Seligman & Csikszentmihalyi, 2000).

Based on this classification, positive organizational psychology research focus is the ability to dig through the positive psychological capital and work engagement in the organization. The theory used Job Design theory - Resources (Bakker and Demerouti, 2007; Demerouti et al., 2001). In view of this model, each job has a risk factor that is associated with work stress. These factors are classified into two forms, namely job demands and job resources. Both of these forms can result in well-being and positive job performance. In this model, the correlation between job resources and personal resources with job performance and well-being mediated motivational factors, the work engagement.

One important issue is the inclusion of personal resource factor that consists of individual capabilities and attribute values in professional behavior in the JD - R models (Bakker, 2012; Xanthopoulou, 2009). One individual capability refers to the psychological capital building developed by Luthans and resource development experts in mainstream positive organizational behavior. In this perspective, the results of the application of psychological capital will provide a competitive advantage for the organization (Luhans, et al., 2006). Luthans, et al. (2005) defines the psychological capital as a positive psychological situation of the development which is characterized by a view of the capabilities in handling tasks and challenges, positive attributions, belief in the purpose and hope, and resilience (resilience) to attain success.

In the employment context, an optimistic individual will be motivated to work hard, high moral character, and exhibit behaviors that focused on the goal.

This causes them to have the ability to face a variety of conditions, recognizes the failure is only temporary, valuable life experience, and is always smiling and has a physically and mentally strong energy (Luthans, 2002). While the expectations will be very strong when the cover worthy aim, it is possible or challenging, but not difficult. If it's too easy to be achieved, then the goal becomes unattractive. Conversely, if too challenging and tough look, then the individual becomes less hopes. Thus, positive or negative emotions generated by thoughts about the purpose of hope or some hope (Carr, 2004). Peterson and Luthans (2002) found that leaders who have high expectations in the organization has a significant effect on employees, improved employee retention and job satisfaction results compared to the leaders who have been classified as having lower expectations. Moreover, it also found that the employees were hopeful face stressful jobs work better than the workers a little hopeful).

In addition, workers are often faced with complex situations and full of conflict as adjustments in the workplace. At this point it requires resilience or resilience. Resilience is defined as positive psychological capacity to recover and bounce back from adversity, uncertainty, conflict, failure, or even positive support and psychological capital changes, capital for advancement and increased responsibility" (Luthans, 2002). In the context of work and organizations, resilience is defined as the ability of individuals or organizations that implement positive behavioral adjustment and fit directly into the situation when they face stress situations (Mallak, 1998). to win situation and succeeded in carrying out his duties, he also requires confidence in his ability. Belief in self-efficacy is one of the most important determinants of behavior. Reduced tendency to take action if someone does not believe that he has the ability to conduct and coordinate the actions necessary to achieve the desired results. Importance of self-efficacy demonstrated by studies identified a strong relationship between confidence and success is important domains of human functioning, including mental and physical health (Maddux, 2002).

But in this study are not all valid components of psychological capital in the measurement. Components optimistic disqualified as an indicator for psychological capital. This could happen due to an error in understanding the questionnaire psychcap of Youssef and Lutha (2007) which resulted in error subjective perception of understanding differences in expectations and optimism. Nevertheless, the possibility of a mistake in distinguishing this case has also been in ++++

Personal capabilities in psychological capital inevitably must necessarily be accompanied by strong values and beliefs regarding the capabilities professionalism. Practitioners who are struggling in the world of work and the quality improvement organization aims to improve the job performance. Positive job performance must necessarily be supported by strong competencies. Hampton,

et al (2009) professionalism in college will improve the job performance of the work to adjust to the demands. In fact, professionalism does not preclude labor market-oriented behavior. Widyatmini and Judge (t.t.) even suggests that competence can predict the job performance of the workers in Depok.

In addition, the required is engagement in the work. Referring to Crabtree (in Juneman, 2009), the engagement of employees in work is strongly influenced by the feelings of the employees that work for her important and very relevant (sense of meaning or meaningfulness). In most of history, humans have to fight (physically) to survive; therefore, the human brain is an evolutionary experience to find fulfillment calibration (fulfillment) in an effort to counter threat the viability his life. When the threats are no longer, many of us feel adrift without direction and purpose. In the past when people defend themselves and want the material, so now we want meaning. The importance of this knowledge for employers and managers is that they need to provide their employees representatives (proxies) for "desire to fight to defend themselves" them to keep them engaged (engaged) with his work. This Proxy is a feeling that their work is challenging them to use the properties and their personal qualities in order to achieve the goals that are important to them.

Relation to the results of studies showing that the theoretical model is developed and analyzed by SEM showed that the causality relationship which proved significantly related to job performance and professionalism are just psychological capital. While the work engagement did not significantly correlated with job performance. This may imply that when a person engaged with his work as a lecturer, then the job performance will likely decrease. As a result a lot of the professors are not satisfied and do not just keep low performers.

Overview, research results seem to indicate different things with JD - R models. Nevertheless, this study basically does not undermine the results of previous studies, even complete explanation in the context of work structures and institutional college lecturer and accompanying policies. This could be due to three things.

First that the work load required of a lecturer in Indonesia has been describes previously as a broad dimension, if not be called with no obvious. Obscurity to overall dimensions of the existing causes misunderstanding resulting from a faculty which aspects of the basic tasks that must take precedence. *Secondly*, the demand on faculty job performance seems to stand alone without the support of related and interdependent variables with personal variables. The overall environment and interdependent aspects with the ability of individuals should be able to support the fulfillment of individual and organizational job performance. This is evident by the low value of the engagement of the relationship with job

performance. Third, it seems the fulfillment of faculty job performance is a very pressing matter that requires a strong resilience, if it cannot be said to be stagnant in the task. This is shown by the scores related psychological capital in the SEM analysis.

Relation to it, Timple (2002) revealed that there are at least six external factors that determine the job performance level of the individual, the environment, behavior management, job design, job performance appraisal, feedback, and wage administration. Mill in Timple (2000) explains further that a pleasant working environment may be a key incentive for employees to produce peak job performance. Because a person may have the capacity and capability of the positive, but have poor job performance due to poor working environment. Differences in expectations and the view will be able to produce a mediocre job performance. Management misconduct described by Deming was quoted as saying by Bolt and Rumler in Timple (2000). Deming said that there is a 85% decrease in job performance caused by faulty systems within the organization. Therefore, Bolt and Rumler said, there are two things to note. First, labor productivity must necessarily be seen as a function of the quality of the environment that includes the individual. Secondly, the work environment must be managed to support the individual.

B. Organizations as Moderator of Personal Factors in Predicting Job performance

Allameh (2012) and more clearly revealed by the finding that job performance should not only refer to how one does the job and its functions. The way they use the resources of the organization, as well as the time and energy that they use to carry out its functions should also be measured. This is because that the job performance can be influenced by situational factors, such as characteristics of the work environment, perceptions of co-workers, and personal factors. Environmental factors and the job situation include competition, market characteristics, regulation, and factors related to such matters.

What was described in the previous explanation in line with the views the organization positive psychology. Refers to Peterson (2006), positive psychology has three pillars. The first pillar, positive subjective experiences, with including happiness, prosperity, flow, joy, hope, optimism, and positive emotions. The second pillar, positive traits, with including talent, enthusiasm, creativity, wisdom, values, strength of character, meaning, purpose, growth, and courage. The third pillar of positive institution, with includes positive family, schools, businesses, communities, and society. Peterson (2006) retain the last pillar facilitates the first two pillars to advance human life. If we consider this study more emphasis on the

first and second pillar, but do not involve third pillar gauge origin though college but do not take into account the situation of the organization as a whole. It appears from the amount of residue generated from the individual and organizational control factors.

At this point the teacher faced with a situation that demands fulfillment services organization Tridharma colleges without a clear explanation of the assignment contracts, and career stages of achievement. Lecturer explained only about Tridharma colleges and a number of demands met prerequisites. Due to the subject under study is the subject of civil servants who are professors in the universities, the organizational culture faced by the lecturers concerned are relatively the same, namely bureaucratic organization. Organizational structures influence the behavior of individuals and groups within the organization. The organizational structure is also a significant variable in how the unit is set in a system.

These settings will indicate lines of authority, responsibility, communications and control. Bureaucratic structure is generally described as the needs of the public organization guided by the vision and objectives and functions and tasks. Placement a person in the task and authority, based on competence and expertise. However, due to bureaucratic structures fixated on the span of control and organizational lines of authority led to a rigid organization. At this point, in the college sphere complex role conflict. On the one hand, teachers are given full confidence in carrying out its duties and functions. While on the other hand given the demands of the prerequisites for achieving high job performance in all areas, with no support and facility resources are balanced.

Though should bureaucratic culture that flourished in the PTN organization providing facilities and support the choice of an adequate situation so demands are met job performance behavior. This is similar to the Tett and Burnett (2003) revealed the interaction of factors and circumstances. By adapting the PE Fit models, both explained that situational factors include motivational factors and work behaviors interact with personality and ability at three levels: organizational, task, and social. If we use this model, it is clear duty must necessarily support the balanced through task clarity, clarity of structure, and harmony with the social environment that is in it.

The lack of clarity regarding the support and this situation may be because there is no relationship between the job performance evaluations of policy implementation. Charging is done periodically BKD showed no relation to the improvement of the job performance reward system for faculty or profession. According Delavari and Beikzadeh (2008), the growth of data on the college grew rapidly every year. So that it becomes its own problems in terms of management.

A fact which looks at higher education institutions is that the rapid increase in the number of educational data is not accompanied with the maximum utilization of the data for improved management. This is due, among others, the absence of attributes (data) for further insight into the job performance of lecturers in the college database (Delavari and Beikzadeh, 2008). Though, this can be done by using data mining technology. The use of data mining techniques can help to find a pattern, structure and valuable knowledge, which can be used by relevant agencies as capital for improving management and managerial decision making. In situations like this the engagement of work will be disrupted and lead to the emergence of burnout. Schaufelli and Bakker (2004) asserts: that the engagement of the new work can produce positive results, if there is a balance between the demands of work and employment resources. The demands of work containing stimuli that demands attention and response clearly about things that must be done. More specifically, in each work refers to the demands of work in the physical aspects, psychological, social, or organizational jobs that require physical effort psychology and continuously. Of course this requires certain physical and psychological costs. While labor resources refers to those aspects of the physical, psychological, social, or work organization that can help reduce these costs and develop individual capabilities.

Though, positive personal resources must necessarily be aligned well with the resources work. Someone will feel the loss of engagement (lack of engagement) when one of the resource does not support the fulfillment of job performance. The absence of autonomy, and social support organizations, guidance supervisor, and the opportunity to develop professionalism and expertise must necessarily align and balanced. If this is not met in a balanced manner will result in burnout and dissatisfaction. Doghonadze (2012) even found that many lecturers in dissatisfaction and depression related behaviors or at least reduce the level of achievement of the job performance. In line with this, Dawes and Kagen (1988) mentions in an uncertain situation sometimes people behave irrationally decided to find a way to safely (comfort zone) by not doing anything. This means that if you see the categorization job performance mediocre, professor of civil servants who seem to be the subject of research is mostly put yourself in the comfort zone, without creativity. This is what researchers call has a contagion effect.

In this situation however as strong as any man and its job performance, to borrow a phrase a great teacher, lecturer job performance must necessarily be low. This is according to the job performance of lecturers demanded without clear support from other support variables that have a direct impact on personal choice. In the organizational level, individual workers can result in behavior that does not support the achievement of job performance (counterpart behavior). In line with Mehta (2004) which examines the relationship between motivation

and counterproductive work behavior indicates that although the counterparty behavior and the harm done is not high, but can interfere with the work engagement in question and the people around him. Rojogan (2009) revealed that counterproductive work behavior is influenced by the culture of the organization. Organizational culture is produced by a variety of factors, such as history or corporate experience, values, vision, leadership style, habit, shared experience among employees, intensive systems, rewards, corporate norms and behavioral job performance. Here is explained that every organization has the potential to inhibit or foster negative behavior (can be big or small). When a lecturer interprets the vision of the college work emphasizes producing graduates or otherwise produce research or service, then it will ignore other aspects of his Tridharma.

Additionally, Rogojan, (2009) mentions factors that affect the appearance of the situation of individual job performance, i.e. Company Task Structure and Involvement and Sanctions. Organizational structure can predict the likelihood of deviant behavior which no uncertainty about individual and organizational work plan. Activities were well organized and the employees who have been determined to make them feel responsible for their own tasks. Activities that have been planned but less structured tend to give the possibility to commit deviant acts. In most of the lecturers apparently this is also the case with a face-to-face meet obligations and BKD are a burden.

This is indeed a major dilemma in structuring faculty work. Lecturer faced with the choice whether to be a teacher, researcher, or a public servant. Ideally there is clarity regarding the percentage equal to the lecturer at the stage where he emphasized that the field of education and teaching, when more emphasis on research or community service. Centra, a dean at a University in Pennsylvania, faraway days have been reminded about the importance of this. He mentioned that the crucial decision in the mapping organization university lecturer task is to map between teaching, research, and service. If it fails to do will have an impact on individual and organizational job performance. Conjunction with this, if you look at the existing BKD, it seems most of the time faculty teaches virtually almost by the load.

Overall interaction of the individual and the situation is supported by the absence of a clear and unequivocal sanction. An employee may be more tempted to commit deviant behavior because their behavior is nothing to observe directly and there are no consequences from superiors or strict enough sanctions if they do it as a pay cut or remove from office if they do such deviant behavior. In the context of civil servants, despite the rules governing civil sanctions (PP 53) the enforcement is not yet clear and unequivocal.

Though, this contagion effect can also have a positive impact by creating conducive organizational situation within the organization through the creation of

a positive organizational culture. The high capability and professionalism owned should not only be supported by the rules, but also to develop an adequate job resource. At this point it can be understood why the engagement of work does not affect the job performance of the lecturer. Regulatory developments and ongoing work demands evolve, but it is not accompanied by an acceleration of job autonomy, facilities, and other organizational support reduces motivation. Engagement and overall resources available may only be developed if the physical aspects and the social and organizational support to work focused on meeting the demands of work (Demerouti, et al., 2001; Xanthopoulou, et al., 2009).

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