
The Influence of Big Five Personality on Lecturer's Performance in Private University, Malaysia

Pengaruh Personaliti Lima Utama ke atas Prestasi Kerja Pensyarah di Universiti Swasta, Malaysia

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ABSTRACT

In universities, lecturers are an essential group that provides the main services to the universities. Their roles and quality are important to meet the university's inspiration and goals. In private Higher Education Institutions (HEIs), lecturers hold multiple roles, such as teaching, research and publication, and administrative positions. Ignoring their well-being could be detrimental to the individual as well as to the university as a whole. This study aims to explore the effect of the big five personality of lecturers towards job performance in the context of private HEIs in Malaysia. This study's data was collected using random sampling techniques from the selected private HEIs. A set of questionnaires are used for the data gathering from 260 full-time lecturers as respondent. The data were analyzed using the Structural Equation Modelling techniques using AMOS 22 version software. The study result supports two of the five hypotheses tested. The findings showed that Conscientiousness and Openness significantly influence the lecturer's job performance. At the same time, Extraversion, Agreeableness and Neuroticism do not significantly influence the lecturer's job performance. This study contributes immensely to the literature and suggests how the big five personality contribute to individual job performance. The findings indicate that the management of HEIs can improve and nurture individual factors' effectiveness, leading to a lecturer's job performance. Finally, the study's limitations, conclusion and suggestions for future research direction were discussed.

Kata Kunci:

[Personaliti Lima
Besar; Prestasi
Kerja; Pensyarah;
Institusi
Pendidikan
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ABSTRAK

Di universiti, pensyarah adalah kumpulan penting yang menyediakan perkhidmatan utama kepada universiti. Peranan dan kualiti mereka adalah penting bagi memenuhi inspirasi dan matlamat universiti. Di Institusi Pendidikan Tinggi (IPT) swasta, pensyarah memegang pelbagai peranan, seperti pengajaran, penyelidikan dan penerbitan, dan jawatan pentadbiran. Mengabaikan kesejahteraan mereka boleh memudaratkan individu dan juga universiti secara keseluruhan. Kajian ini bertujuan untuk meneroka kesan personaliti lima utama pensyarah terhadap prestasi kerja dalam konteks IPT swasta di Malaysia. Data kajian ini dikumpul menggunakan teknik persampelan rawak daripada IPT swasta terpilih. Satu set soal selidik digunakan untuk pengumpulan data daripada 260 pensyarah sepenuh masa sebagai responden. Data dianalisis menggunakan teknik Structural Equation Modeling melalui perisian AMOS versi 22. Hasil kajian menyokong dua daripada lima hipotesis yang diuji. Dapatan kajian menunjukkan personaliti Ketelitian (*Conscientiousness*) dan Keterbukaan (*Openness*) mempunyai pengaruh yang signifikan terhadap prestasi kerja pensyarah. Pada masa yang sama, Extraversi (*Extraversion*), Keserasian (*Agreeableness*) dan Neurotisme (*Neuroticism*) tidak mempunyai pengaruh yang signifikan terhadap prestasi kerja pensyarah. Kajian ini memberi sumbangan yang besar kepada literatur dan mencadangkan bagaimana personaliti lima utama menyumbang kepada prestasi kerja individu. Dapatan kajian menunjukkan bahawa pengurusan IPT boleh menambah baik dan memupuk keberkesanan faktor individu, yang membawa kepada prestasi kerja pensyarah. Akhir sekali, batasan kajian, kesimpulan dan cadangan untuk hala tuju kajian masa hadapan telah dibincangkan.

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INTRODUCTION

Malaysia has experienced a rapid transformation and digitalization, which immensely increases the demand for tertiary education and has proven to be a catalyst for the country's economic sector. Over the past decade, tertiary education in Malaysia has experienced enormous expansion, helping the country position itself as a potential regional hub for educational excellence. The Ministry of Higher Education (MOHE) has published the Malaysian Education Blueprint 2015-2025 (Higher Education) to transform the Malaysian education system to respond to the challenges of a dynamic global economic climate and to produce competitive people in the education sector. As an agent of environmental and economic change, universities must be proactive in planning and controlling their activities as they have to be responsible and accountable to the stakeholders.

Nowadays, Malaysian private HEIs offer high growth prospects because Malaysia qualifies as an attractive regional educational hub with a population of 16,140 academic staff (MOHE, 2020). Lecturers in private HEIs are the main asset since education is the institution's core business, and the ability of the lecturers to fulfil the aspirations and objectives established by the private higher education institutions is crucial. The Times Higher Education System (THES) in 2021 showed that the performance of lecturers contribute to merely 60 per cent of the overall performance of the university, which directly contributes to a better university rating. In addition, the lecturer also plays a vital role in determining the quality of higher education institutions because they are the frontline staff dealing directly with a customer (i.e. the students). When the customer (i.e. the students) is satisfied with the quality of service provided, they will not leave the institution. They may convey or promote the good news of the service provided to others, which ultimately can improve the image of a university.

The lecturer must have a good personality, which has implications for improving their performance to achieve the desired target. To improve their effectiveness and accomplish the intended outcome, lecturers must possess strong competencies and abilities (Sameena, 2020; Yusaini & Utama, 2020). They must be competent and professional in carrying out their duties and obligations to fulfil their roles and positions (Asim & Kumar, 2018; Papanthymou & Darra, 2018). Thus, Higher Education Institutions (HEIs) must be aware of the level of job performance among the lecturer to ensure that the services provided meet the needs and requirements of the customer (i.e. the students). For example, lecturers with good personality are concerned about students, are punctual, motivated and have an attractive appearance. According to Lebowitz (2016), leaders who understand how individuals' personalities differ can use this understanding to develop their leadership effectiveness and improve workers' job performance. Additionally, leaders in HEIs can also use the Big Five Theory to evaluate their behaviours and demonstrate to workers how to not only maximize their strengths but also learn from their weaknesses as they drive the university to success. It also helps the workers perform well and motivates them to remain in the institution (Srivastava & Agarwal, 2012).

The Big Five Theory launched thousands of personality explorations within its framework, across multiple continents and cultures, and with a wide variety of populations (Ackerman, 2021). This theory is still regarded as the most mainstream and commonly accepted framework for personality, which is another reason we chose to look into its influence in the workplace. Past studies have suggested that personality traits might predict and play an important role in an employee's job performance (Cheng-Liang & Mark, 2014; Raja et al., 2011) because it can create an organizational citizenship behaviour and performance for jobs (e.g.; O'Neill et al., 2011; Spitzmuller et al., 2015; Kostiani & Galanakis, 2022). Therefore, this study intends to explore gaps in the study of private HEIs in Malaysia and focuses on the link between lecturers' personality traits and job performance. Suherman et al. (2018) and Jalaluddin et al. (2021) claim that personality impacts lecturers' performance and how well higher education services are provided. The study's objective was to determine the influences of lecturers' Big Five personality traits on job performance in private HEIs. The significance of the study is to add value to the body of knowledge on individual job performance and its determinants that will be used in the university's strategic planning.

LITERATURE REVIEW

Job Performance

Job performance has been widely discussed and conceptualized in various ways (Varela et al., 2010). Job performance refers to various attitudes and emotions of the employees toward their job functions (Raza et al., 2014; Spector, 1997). Viswesvaran & Ones (2000) define job performance as the scalable actions, behaviours and outcomes that employees engage in or bring about that is linked with and contribute to organizational goals. Job performance is performing basic tasks, responsibilities, and authorities as regulated in work standards (Dunggio, 2021).

Job performance includes task and context performance (Kluemper et al., 2013; Motowidlo & Scotter, 1994). Task performance has a direct relationship with the organizational and technical core. Task performance includes activities that directly transform raw materials into the goods and services that the organization produces. Other than that, the activities that service and maintain in technical core by replenishing its supply of raw materials, distributing its finished products, and providing important planning coordination, supervising, and staff functions that enable it to function effectively and efficiently. Task performance is seen as an encompassing dimension that also includes aspects such as task behaviour (Murphy, 1989), job and non-job-specific tasks (Campbell, 1990), role performance (Bakker et al., 2004), technical activities (Borman & Brush, 1993), and action orientation (Engelbrecht & Fisher, 1995).

Contextual performance concerns the broader organizational, social, and psychological environment in which a technical core must function. Contextual performance is; volunteering to carry out task activities that are not part of a job; persisting with extra enthusiasm when necessary to complete own task activities successfully; helping and cooperating with others; supporting and defending organizational objectives. Contextual performance includes, among other items, interpersonal behaviour (Murphy, 1989), organizational citizenship behaviour (Fluegge, 2009), extra-role performance (Maxham et al., 2008), and peer team interaction (Wisecarver et al., 2007).

Work performance theory describes three dimensions influencing employee performance: capacity, willingness and opportunity (Blumberg & Pringle, 1982). The capacity dimension describes physiological and cognitive abilities which affect individual capabilities, knowledge, skills, level of education, health, age, intelligence, skills and expertise. This dimension is a driving factor for someone doing work on his ability. Willingness is one dimension strongly influenced by motivation, so the higher the motivation of an employee working, the more goals to be achieved by the company will be easily achieved. Dimensions of opportunity in doing a job, this dimension is strongly influenced by environmental factors surrounding it, so individuals cannot control this dimension. This dimension influences employee performance because employees are closely related to technical work. Variables related to the dimensions of opportunity are work design, systems and procedures, relationships with colleagues, information systems and organizational policies (Kawedar, 2015).

Lecturer's Job Performance

Lecturers have three main tasks: teaching and learning, conducting research and carrying out community service to implement teaching and research (Purnomo, 2021; Syahril et al., 2021). Adunola (2011) emphasized that the teaching methods adopted by lecturers should be aligned with the content and learning outcomes to enhance the transmission of knowledge and information to the students. They need to prepare for teaching plans and learning outcomes, such as the preparation of notes and exam questions, examine and provide marks according to the designated scoring scheme, and prepare guidelines for a given task to be given to the student. Good lecturer at the university reflects on what they do to develop a greater awareness of themselves and their students, motivated by a desire to know and understand them, specialized knowledge in the subject area they teach, as well as all the necessary skills to pass on this knowledge to students (Su & Wood, 2012). Sharko (2015) said that lecturers' knowledge, the readiness of teaching materials, and learning management affect students' learning achievement. Besides, each lecturer must supervise graduate or postgraduate students, such as academic advisors and supervisors for undergraduate and doctoral students (Azlina & Shiqah, 2010). They also play a critical role in producing superior graduates capable of competing in today's society (Lodesso et al., 2019; Dinh et al., 2021).

Research activities are the second indicator of a lecturer's performance in HEIs. Richard (2009) has revealed that the universities he investigated made it clear that the lecturer's achievement would not be assessed through teaching performance only but through research assessment. According to Rahman (2020), another obligation of lecturers is to carry out research and community service, so performance in carrying out their duties also needs to be evaluated. Similarly, other researchers also argue that the research performance is often determined by a publication based on the research outcomes. The publication can be made in various ways, such as conference papers (known as proceeding), journal articles, books, book chapters, research project reports, articles in newspapers or magazines, and monographs (Bieschke, 2006; Mawoli, 2011; Seyyed et al., 2004). Bellas & Toutkoushian (1999) have stated that research and publications are more highly rewarded than teaching and service by many universities and research and publications are the most demanding factors for faculty.

Personality

As defined by Churchill et al. (1985), personality characteristics are psychological characteristics that enhance a person's ability to perform. A positive personality is capable of producing employees with positive values involving emotional, cognitive, and behavioural and thus contributes to the various aspects of the effectiveness of work performance. The Big Five Theory is psychology's most prominent personality theoretical approach (Kostiani & Galanakis, 2022). Defining personality empirically was made easier with the Big Five factors, dimensions, or traits model. Some researchers use different labels, but these are commonly studied as extraversion (versus introversion); agreeableness (versus antagonism); conscientiousness (versus indirectness); emotional stability (versus neuroticism); and openness (versus closedness) (Goldberg, 1990; McCrae & Costa, 1999; Lebowitz, 2016).

In more detail, extraversion refers to those individuals who are socially active, motivated, assertive, optimistic, active, self-confident, and like socializing and interacting with others

(Lebowitz, 2016). These individuals perceive difficult situations as opportunities and believe all problems can be solved with hard work and continuous efforts. Conscientiousness is the degree of reliability, and an extravert is responsible and organized. Conscientiousness is slightly more ambiguous. Individuals with conscientiousness traits are considered more reliable, trustworthy, careful, and good at planning and hard work. People with high conscientiousness levels are goal-oriented, tend to control impulses, and are usually very organized (Kostiani & Galanakis, 2022).

Consequently, agreeableness is characterized by prosocial behaviour such as kindness, sympathy, and cooperativeness. Furthermore, agreeableness concerns a person's orientation to others. Any individual low in agreeableness would be typically cold, suspicious, insensitive, rude, and ruthless. People who get high scores in this factor are trusting, friendly, and cooperative. People who get low scores in this factor are more aggressive and less cooperative (Golberg, 1999). Openness or intellect is the degree of mental flexibility and originality. People with high scores tend to be imaginative and creative and seek educational experiences. People with low scores tend to be less interested in art and more practical (Golberg, 1999). Lastly, Emotional instability or neuroticism represents the level of adjustment and control of stress and anxiety (John & Srivastava, 1999; Moberg, 2001). This trait reflects the tendency to experience negative thoughts and feelings. Golberg (1999), high scores in this factor indicate a propensity for insecurity and emotional distress. Whilst low scores in this factor indicate who is more relaxed and less emotional. Individuals high in neuroticism are generally prone to anxiety, sadness, worry, and low self-esteem. Also, they may be temperamental or easily angered and tend to be self-conscious and unsure of themselves (Lebowitz, 2016).

Personality and Job Performance

Past studies have shown that personality characteristics of five factors can affect the employees' job performance in a positive and significant manner (Ingarianti & Tri Muji, 2014; John et al., 2014; Kappagoda, 2013; Chua Bee Seok, 2011; Barrick & Ryan, 2003; Bozionelis, 2004; Cheng-Liang & Mark, 2014; Raja et al., 2011). Bhatti et al. (2014) investigated the effects of personality traits (big five) on expatriates' job performance. The data were collected from 201 expatriates working in Malaysia and analyzed using structural equation modelling with AMOS 16. That study indicated that the big five personality traits (extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism) positively influenced expatriate performance rated by peers. Further study on the Big Five Theory traits is meaningfully related to group performance. Specifically, findings show that openness to experience is 75%, conscientiousness is 73%, extroversion is 83%, agreeableness is 95%, and neuroticism is 90% connected to group performance (Aremu et al., 2018).

Abubakr et al. (2010) revealed that extraversion is a useful personality trait in predicting performance in managerial and sales occupations. Furthermore, Cheng-Liang & Mark (2014) argued that extraversion influences job performance positively because their main characteristics are assertiveness, being active, and being sociable. The study by Nailah et al. (2017) explored the role of personality traits in determining performance. The data were collected from 153 employees in the sales and marketing offices of one of the largest

multinational companies in two main locations in Punjab, Pakistan. The study found that conscientiousness, openness and emotional stability directly affect performance. Cheng-Liang & Mark (2014) also suggested that individuals with conscientiousness traits are more committed to their work and have higher chances of getting rewards for their work, which would create job satisfaction amongst them. Ioannis Nikolaou (2003) examined the personality- job performance relationship from a new perspective from 22 small and medium firms in Athens, Greece. The study found that agreeableness and openness to experience showed the most consistent relationships with the performance measures in occupations involving interpersonal interaction.

For instance, Nikolaou & Robertson's (2001) study examined the relationship between the five personality traits and supervisor ratings of overall job performance in the occupational setting in Greece. The study found statistically significant correlations between openness to experience and agreeableness on job performance. Olukemi et al. (2009) focus their research on examining the relationship between personality factors and performance using service performance indicators. Results using structural equation modelling showed that, except extraversion or introversion, all of the personality dimensions of the five-factor model (conscientiousness, agreeableness, openness to new experience and emotional stability) and the locus of control were significantly related to one or more of the performance measures. Another study of 400 managers in assistant managerial positions revealed that managers' personality traits affect their work-related performance in Fast-Moving Consumer Goods (FMCG) firms (Gupta. N & Gupta A.K, 2020). Based on the discussion, the following hypothesis is proposed:

H1: The lecturer's conscientiousness has a significant influence on job performance

H2: The lecturer's extraversion has a significant influence on job performance.

H3: The lecturer's agreeableness has a significant influence on job performance.

H4: The lecturer's neuroticism has a significant influence on job performance.

H5: The lecturer's openness has a significant influence on job performance.

METHODOLOGY

Sample and Procedures

The target sample comprised 260 full-time lecturers in three private universities and university colleges in Malaysia. In specific, this study used the random sampling technique. This sampling technique enables every lecturer at the selected private HEIs to have an equal chance of being selected in the sample (Sekaran & Bougie, 2016). The questionnaires of this study were distributed using an online survey and were mailed to the participants. Before assembling the primary survey data, an initial call was made to attain permission to conduct the study among the lecturers from the university's management by submitting a letter describing the purpose and a description of the survey. The pilot study also was conducted to improve the questionnaire design and to test the robustness of the validity and reliability measurement model.

Measures

Questionnaires were used as the tool for data collection. The questionnaires were composed of three parts; one to collect demographical information and the other two parts to collect data for variables under investigation. Job performance was measured by 22- the items scale of Mawoli & Babandako (2011) and Abdulsalam & Mawoli (2012). There are three (3) dimensions in measuring the lecturer job performance: teaching, research and publication performance using a 5-point Likert scale. The scale's reliability is high, with Cronbach's alpha, $r = 0.80$. Twenty-two (22) items measured the personality of the lecturer adapted from Sawyer et al. (2009) and Golberg (1999). Survey respondents indicated a range from one (1) to seven (7) point Likert Scale for big five personality measurement. The scale's reliability is high, with Cronbach's alpha, $r = 0.87$.

Confirmatory Factor Analysis (CFA) for Measurement Model

This study uses Structural Equation Modelling (SEM) to investigate the influences of lecturer's personality on their job performance. In SEM, the relationship among the theoretical construct is represented by regression or path coefficient between factors. The structural equation model implies a structure for the covariance between the observed variables. As a result, such a covariance structure conveys information about the dynamically interactive relationships among the variables. Correspondingly, the combination of direct and indirect effects makes up the total effect of an explanatory variable on a dependent variable. In summary, the employment of SEM can identify the interdependence and causality relationship between the unobserved variables as latent variables.

The reliability and internal consistency of the items constituting each construct were estimated. Confirmatory factor analysis (CFA) was conducted to assess the extent to which the observed data fit the pre-specified theoretically driven model. Absolute and incremental fit indices were used to establish whether, overall, the model is acceptable, and if acceptable, they establish whether specific paths are significant. The internal and external validity of each item was tested in this study. To perform the test of internal validity, first, the factor loading less than 0.5 was deleted. Second, first-order confirmatory factor analysis (CFA) was performed to test those values of χ^2/df , GFI, AGFI, and RMSEA, by deleting those items with highest residual values. If those values reach the threshold suggested, those items will remain (Hair et al., 2019). After the measurement model was validated, the next step was to test the validity of the structural model and its corresponding hypothesized relationship.

FINDINGS AND DISCUSSIONS

Respondent's Profile

Table 1: Demographic Profile of Respondents (n= 260)

Characteristics		Frequency	Percentage
Gender	Male	106	40.8
	Female	154	59.2
Age	21 – 30 Years	24	9.2
	31 – 40 Years	118	45.4
	41 – 50 Years	99	38.1
	Over 50 Years	19	7.3
Marital Status	Married	210	80.8
	Single	44	16.9
	Divorced	6	2.3
Level of Education	Bachelor's Degree	27	10.4
	Master's Degree	174	66.9
	Ph.D. or Equivalent	59	22.7
Job Position	Junior Lecturer	34	13.1
	Lecturer/ Tutor	172	66.2
	Senior Lecturer	51	19.6
	Associate Professor	3	1.2
	Professor	0	0.0

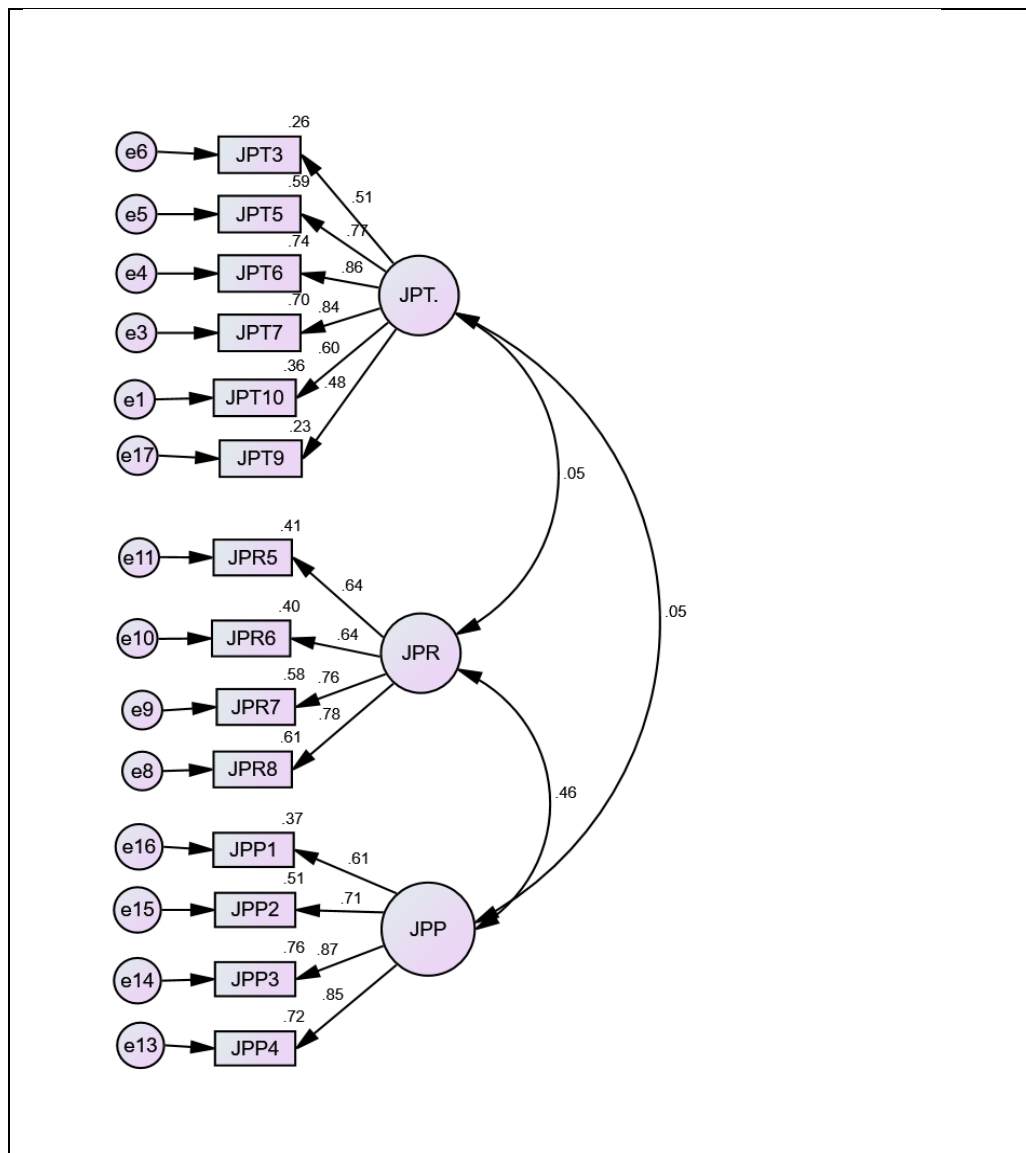
As presented in Table 1, most of the respondents who participated in the survey were females, constituting 154 respondents representing 59.2%, and the remaining 106 indicated 40.8% were males. Regarding the age group, 24 respondents representing 9.2% of the participants, were between 21-30 years, followed by the age group between 31-40 years with 118 respondents, which accounted for 45.4% of the total sample. Also, the age group between 41 and 50 occupied 99 respondents, representing 38.1% of the sample. Similarly, age group over 50 years, there were only 19 respondents who participated in the survey representing 7.3%. Again, regarding marital status, married people occupied the most significant number, with 210 respondents representing 80.8%. In comparison, single represented 44 respondents, which accounted for 16.9%, and divorced shared the lowest number of responses, with six representing 2.3%, respectively.

Furthermore, most of the respondents were master's degree holders, which constitutes 174 respondents representing 66.9%, followed by qualification of PhD or equivalent with 59, which accounted for 22.7% of the total respondent. Also, qualifications from degree levels occupied 27 respondents, representing 10.4% of the sample. The job position category is also considered a demographic characteristic, with lecturers taking the highest numbers, with 172 respondents representing 66.2%. In contrast, the senior lecturer constitutes 51 participants representing 19.6% of the sample, and the junior lecturer constitutes 34 participants representing 13.1% of the total participants. In the last position, the associate professor, only three persons responded, representing 1.2% and no response from the professor position.

Confirmatory Factor Analysis (CFA) Result

Confirmatory factor analysis (CFA) was conducted to assess the extent to which the observed data fit the pre-specified theoretically driven model. CFA is a technique usually employed to confirm an a priori hypothesis about the relationship between a set of measurement items and their respective factors. The following section discusses CFA results for the job performance and personality of the lecturer.

Figure 1: Model Fits for Lecturer's Job Performance (CFA)

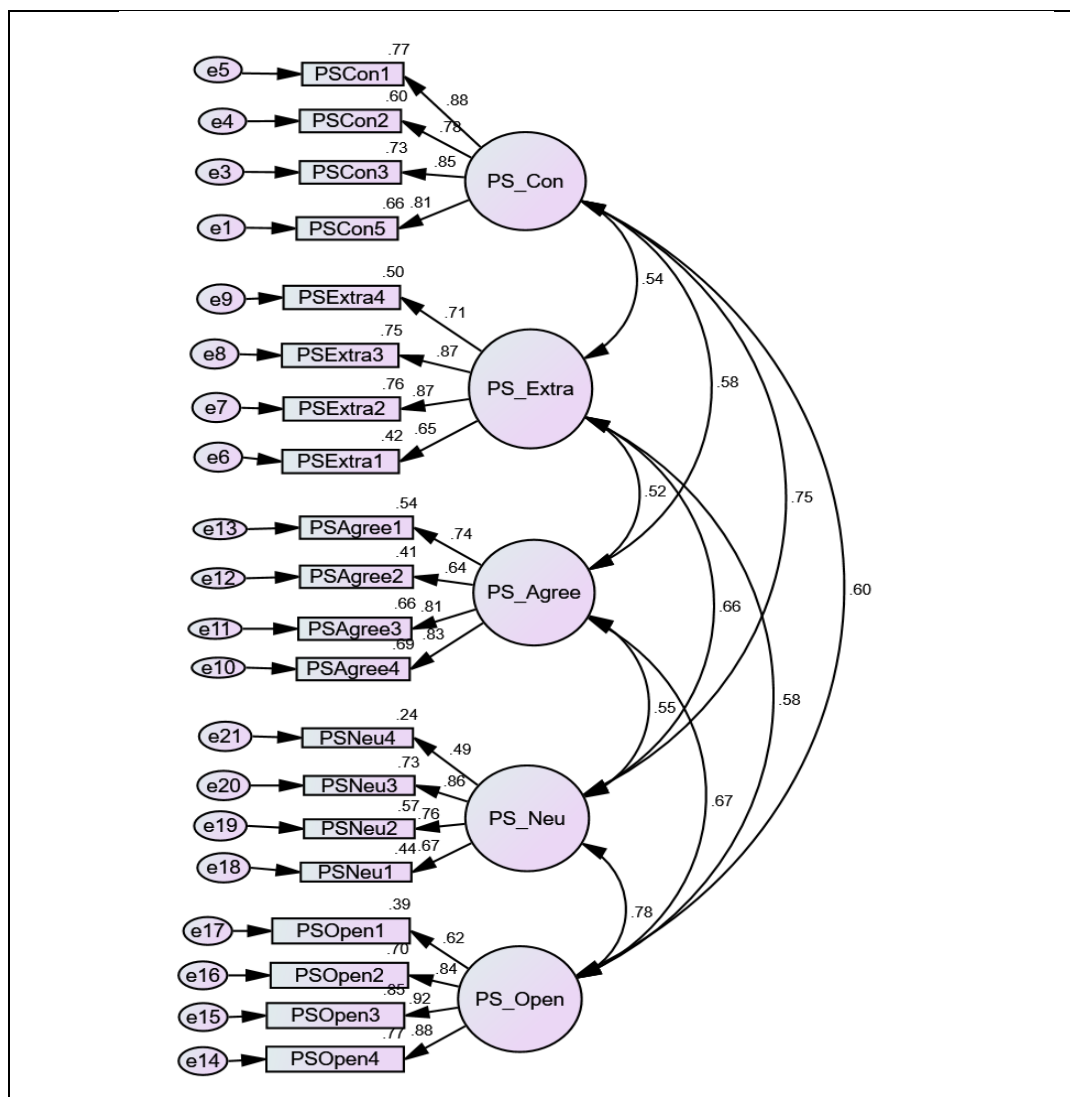


$\chi^2/df = 3.98$; GFI: 0.90; CFI=0.90 and RMSEA= 0.10

Note: JPT= Job Performance- Teaching; JPR= Job Performance- Research;
JPP= Job Performance -Publication

Figure 1 shows the fit indices summary provided by the CFA output for job performance after deleting two items, JPT2 (1.07) was redundant, and JPR3 (0.38) was low factor loading. The Chi-square value was 3.98. The p-value associated with this result was significant at $p=0.00$. In addition to the χ^2 result, the value of CFI, an incremental fit index, was 0.90, which is above the 0.90 thresholds recommended by Hair et al. (2010), hence acceptable, while the values for absolute fit indices were 0.90 for goodness-of-fit (GFI), which is at the required 0.90 thresholds (Bagozzi & Yi, 1998), hence acceptable and 0.10 for RMSEA. Although the RMSEA of 0.10 for the current structural model exceeded the recommended level, Hu & Bentler (1999) and Brown & Cudeck (1993) suggest that values as high as 0.10 are deemed acceptable. All the fit indices suggest a good fit between the model and the data. These results suggest that the measurement model for the lecturer's personality provided a reasonably good fit.

Figure 2: Model Fits For Lecturer Personality CFA



$\chi^2/df = 2.69$; GFI=0.90; CFI=0.92; and RMSEA= 0.08

Note: *PSCons* = Personality-Conscientiousness ; *PSExtra*= Personality -Extraversion;
PSAgree= Personality-Agreeableness ; *PSNeuro*= Personality-Neuroticism;*PSOpen*= Personality-Openness

Figure 2 shows the fit indices summary provided by the CFA output. The Chi-square value was 2.69. The *p*-value associated with this result was significant at *p*= 0.00. In addition to the χ^2 result, the value of CFI, an incremental fit index, was 0.92, which is above the 0.90 thresholds recommended by Hair et al. (2010), hence acceptable, while the values for absolute fit indices were 0.90 for goodness-of-fit (GFI), which is at the required 0.90 thresholds (Bagozzi & Yi, 1998) hence acceptable and 0.08 for RMSEA, which is a value below 0.08 hence acceptable (Hair et al., 2010). These results suggest that the measurement model for the personality of the lecturer provided a reasonably good fit.

Once the CFA procedure for every construct is completed, the validity and reliability assessment is required before modelling the measurement model. At this stage, the validity of the construct was evaluated through convergent validity. Convergent validity assumes that the set of indicators or items uniquely represents the underlying construct. It can be assessed by computing the Average Variance Extracted (AVE), developed by (Fornell & Larker, 1981).

Table 2: Factor Loading, Average Variance Expected and Construct Reliability of Job Performance

Component	Item	Factor Loading	AVE (≥ 0.5)	C.R. (≥ 0.6)
JPT	JPT3	0.508	0.52	0.87
	JPT5	0.768		
	JPT6	0.863		
	JPT7	0.835		
	JPT9	0.481		
	JPT10	0.601		
JPR	JPR5	0.643	0.50	0.80
	JPR6	0.635		
	JPR7	0.76		
	JPR8	0.78		
JPP	JPP1	0.607	0.59	0.85
	JPP2	0.713		
	JPP3	0.873		
	JPP4	0.851		

Table 3: Factor Loading, Average Variance Expected and Construct Reliability of Personality

Component	Item	Factor Loading	AVE (≥ 0.5)	C.R. (≥ 0.6)
PS-Con	PCon1	.876	0.69	0.89
	PCon2	.776		
	PCon3	.852		
	PCon5	.814		
PS-Extra	PSExtra1	.650	0.61	0.86
	PSExtra2	.871		
	PSExtra3	.867		
	PSExtra4	.710		
PS-Agree	PSAgree1	.737	0.58	0.84
	PSAgree2	.643		
	PSAgree3	.811		
	PSAgree4	.832		
PS-Neu	PSNeu1	.667	0.50	0.79
	PSNeu2	.755		
	PSNeu3	.856		
	PSNeu4	.494		
PS-Open	PSOpen1	.880	0.68	0.89
	PSOpen2	.919		
	PSOpen3	.840		
	PSOpen4	.624		

Tables 2 and 3, the result of AVE presented in the above table clearly shows that the convergent validity for single constructs has been achieved as all the constructs exceeded the suggested level of 0.50. The analysis showed that the AVE ranged from 0.50 to 0.69. Values for AVE greater than 0.50 would mean that more than half of the variances observed in the items were explained by underlying constructs. It confirmed that all items measure only a single construct. While validity concerns whether a set of items converges on the same concepts, reliability, on the other hand, refers to how individual items are consistent in their measurements (Hair et al., 2010). Composite Reliability (CR.) values for all constructs vary from 0.79 to 0.89, with values greater than 0.60. This result suggests that the instruments used to measure the latent construct are reliable and consistently represent the same latent construct. At this point, it can be concluded that the constructs in the model reflect convergent validity and construct reliability.

Structural Equation Model

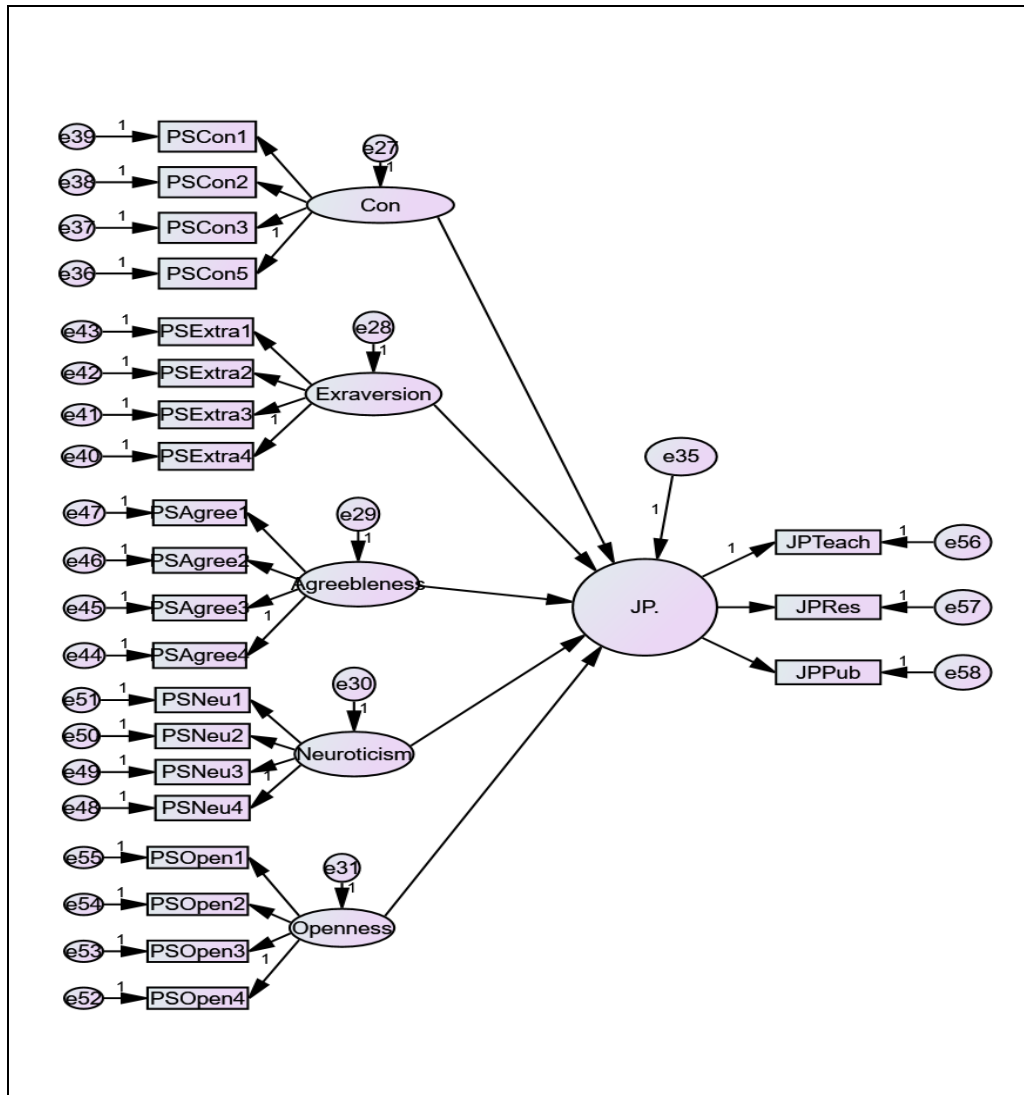
The measurement Model represents the second stage in SEM analysis after the first stage of the CFA single construct. In this model, all latent constructs involved in the study should be assessed together without assignment to exogenous or endogenous. At this stage, the assessment of the measurement model was made into two categories: (1) to test for model fit; (2) to test discriminant validity. The initial measurement model incorporated five job performance construct and five personality constructs. All these latent constructs are placed at one level and analyzed in simultaneous analysis to determine the extent to which it is consistent with the data. If the goodness of fit is adequate and fulfils the discriminant validity requirement, it can proceed to the next stage (structural model) to test the hypotheses. Table 4 below reports selective fit indices for the proposed model.

Table 4: The Fitness Index for Measurement Model

Name of Category	Name of Index	Index Value
Absolute fit	RMSEA	0.10
Incremental fit	CFI	0.84
Parsimonious fit	Relative χ^2 (CMIN/df)	3.76

Table 4 shows that the structural model's overall goodness of fit was evaluated using the same set of fit indices explained earlier to evaluate the measurement model. The CFA showed that this structural model fits the data adequately with value $\chi^2/df = 3.76$, CFI=0.84, and RMSEA= 0.10. χ^2/df is smaller than 5.0, and CFI achieved the required fitness level. Although the RMSEA of 0.10 for the current structural model exceeded the recommended level, Hu & Bentler (1999) and Brown & Cudeck (1993) suggest that values as high as 0.10 are deemed acceptable. All the fit indices suggest a good fit between the model and the data. Because of the good fit, no modification was attempted (Tabachnick & Fidell, 2007).

Figure 3: SEM Model for the Relationship Between Lecturer's Personality and Job Performance



Note : JP= Job Performance; JPTeach= JP- Teaching; JPRes= JP- Research; JPPub= JP- Publication; PSCons = Personality-Conscientiousness ; PSEExtra= Personality -Extraversion ; PSAgree= Personality-Agreeableness ; PSNeuro= Personality-Neuroticism; PSOpen= Personality-Openness

Table 5: The Regression Path Coefficients and Their Significance Based on P-Value < 0.05

Constructs				Estimate	S.E	Beta	C.R	P	Result
H1	Cons	<---	JP	.023	.031	.75	6.622	***	Significant
H2	Extra	<---	JP	.002	.20	.01	.125	.901	Not Significant
H3	Agree	<---	JP	-.026	.029	-.09	-.887	.375	Not Significant
H4	Neuro	<---	JP	.025	.030	.08	0.822	.411	Not Significant
H5	Open	<---	JP	.095	.024	.40	3.958	***	Significant

Note 1: JP= Job Performance; Cons=Conscientiousness ; Extra= Extraversion ; Agree= Agreeableness ; Neuro= Neuroticism; Open= Openness ; Note 2: Significant level: $p < 0.05$

Table 5 shows that the first hypothesis is to test the influence of conscientiousness of the lecturer has a significant effect on job performance, and the result showed a significant effect with a p-value = 0.001 and a path coefficient of $\beta = 0.75$. Thus, hypothesis 1 was supported. The result of hypothesis 2 reveals that extraversion fails to contribute significantly toward job performance at a 0.05 level ($p = 0.901$, $p > 0.05$) with a path coefficient of $\beta = 0.01$. The findings provided do not support hypothesis 2. This result suggests that the extraversion of lecturer in private HEIs do not influence their job performance. Similarly, hypothesis 3, which assumes that the lecturer's agreeableness significantly influences job performance, was also not accepted. The path coefficient of $\beta = -0.09$ between agreeableness and job performance of the lecturer with a p-value of 0.375 ($p > 0.05$). The result of hypothesis 4 reveals that neuroticism also fails to contribute significantly toward job performance at a 0.05 level ($p = 0.411$, $p > 0.05$) with a path coefficient of $\beta = 0.08$. The findings provide not support hypothesis 4. This result suggests that lecturer neuroticism in private HEIs does not influence job performance. The final hypothesis (H5) is to test the openness of the lecturer has a significant influence on their job performance, and the result showed a significant effect with a p-value = 0.001 and a path coefficient of $\beta = 0.40$. Thus, hypothesis 5 was supported.

In path analysis, the value of R^2 indicates the explanatory ability of the model, explaining variation. Conscientiousness, extraversion, neuroticism, agreeableness, neuroticism, and openness influence the job performance of lecturer $R^2 = 0.74$; the closer the value of R^2 is to 1, the more influential the model's explanatory power ability. Awang et al. (2018) suggested that when R^2 is more significant than 0.67, the model would have a good explanatory ability, around 0.33 indicates fair explanatory ability and around 0.19 means poor explanatory ability.

DISCUSSION

A lecturer's personality traits can develop employees with positive emotions and cognitive and behavioural values, which add to the efficacy of work performance. The study result

found that the lecturer's conscientiousness and openness significantly influence their job performance in private HEIs. Lecturers with conscientiousness are slightly more ambiguous, reliable, careful, and good at planning and hard work. According to Cheng-Liang & Mark (2014), people who exhibit conscientiousness qualities are more dedicated to their work and are more likely to receive rewards for it, contributing to job satisfaction and improving their performance. Lecturers with openness have the idea of imagination, listening and accepting ideas. Additional findings highlight that extraversion, agreeableness and openness do not significantly influence the lecturer's performance. Feist & Feist (2006) suggested that personality is a relatively permanent pattern of nature, character, and personality that gives consistency in behaviour. Thus, a personality is a dynamic organization in a unique individual, relatively settled in the internal and external aspects of a person's character that affects behaviour in different situations. Although it is impossible to determine work behaviour from the effect of personality alone, because of the importance of situational variables such as colleagues, supervision, job environments, reward structure, etc., personality variables can be significant predictors of work performance when they are carefully matched with appropriate occupations and organizations (Robertson & Callinan, 1998).

Indeed, two study findings have a significant relationship between conscientiousness and openness; and job performance. The findings of the study contribute to the current research knowledge. First, this research conceptualizes and empirically models the psychological mechanism that links personality and job performance. Hence, this study integrates and synthesizes previous research, increasing our understanding of the mechanisms underlying the linkages between personality and job performance. Second, this research showed that personality traits are related to job performance in a vital account of educators' context in higher education institutions.

CONCLUSION

This study investigated the influence of the big five personality traits of lecturers working at HEIs on their job performance. Such results are theoretically supported Job Performance Theory. Remarkably, the empirical findings suggest ways private HEIs can improve their lecturer's job performance and serve as a guide in achieving a higher education ranking system to meet the global competition. Finally, the study concluded with some identified limitations that gave ways for future study directions. The study sample was mainly driven from three private universities in Malaysia. Accordingly, future studies could extend the sample by including other private and public universities in Malaysia to generalize the findings better. The current study used a quantitative approach where the questionnaires were distributed to lecturers in Malaysian private universities. Thus, future researchers may consider collecting deeper qualitative data from the lecturer and leaders in Malaysian HEIs. Qualitative data may provide a better understanding of underlying reasons, opinions, and motivations, thus uncovering trends in thoughts and opinions and diving deeper into the problem.

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