

# The Influence of Lecturer's Personality on Work Performance Through Mediation of Motivation

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## ABSTRACT

Work Performance of lecturer becomes a determinant factor that gives an influence to the lecturer's personality through the mediation of motivation. The purposes of this study as follows: (1) Test of the influence of lecturer's personality on work achievement. (2) Test of lecturer's personality in terms of motivation; (3) Test of lecturer's personality in terms of work achievement; (4) Test of the impact of motivation mediation on relationship of lecturer's personality and work achievement. The method used in this study is quantitative study through survey done for some lecturers as study correspondents in both Private and Public Institute of Higher Education in Dili. There are 1.805 total population and used Solving Formula in order to find 100 samples that become respondents. The research instrument of obtaining the data is via questionnaire that developed from previous research, that's why there is no need to have both validation and reliability test instrument. The data analysis used SPSS and Smart-PLS 3.0 to analyze that data and hypothesis. The result shows that it does have positive relationship between the lecturer's personality toward work achievement and it does have significant relationship between both variables. It also has positive and significant relationship between lecturer's personality and motivation. Also, there is positive and significant relationship between variable of motivation and variable of work achievement. Therefore, motivation can be a good mediation to influence positively and significantly of both lecturer's personality and work achievement.

**Keyword:** Lecturer's Personality, Motivation, Work Performance.

## 1. Introduction

Lecturer's achievement is the determinant factor for any success in higher education institution in carrying out their mission, considering as the engine to reach the objective (Aguinis, 2013). The quality of the lecturer's achievement is very important for the Higher Education Institution in context of increase the quality of Higher Education (Saldanha, 2019) Lecturer's achievement can be measure thorough the total of working hours including the main activities such as prepare the lesson plan, teaching and learning process and assessment or evaluation in teaching and learning process, providing supervision and training, research and community work and other identified works (Hunter, 2010; Keijzers, 2010; Duyar *et al.*, 2012; Elliot, 2015; Pincus, 2011). There are many factors that influence to work achievement such as personality of work achievement (Harris & Fleming, 2017), important factors to strength lecturer's personality to improve the work achievement is the flexibility, support, friendship and good character that shows his/her good attitude leading to a good personality to create healthy situation and condition to facilitate students (Rezaei *et al.*, 2019), exist also some other factors identified by other authors (Bhatti *et al.*, 2014; Barrick *et al.*, 2001) who classified the lecturer's personality to improve the work achievement, as a lecturer, he/she needs a honesty, patience, concern and openly to a self-motivation (shani *et al.*, 2012).

In Timor-Leste, there is a big question on the lecturers' work achievement to be responded in order to guarantee the quality of education in terms of lecturers whose degree only bachelor of art who are teaching in

various higher education institutions, how to improve the quality of teaching that does not year show any positive results. Many lecturers who are teaching in many institutions still do not show maximum results which can affect the quality of teaching. Small salary is also a factor that influences the work achievement but not a determinant factor to improve the work achievement. Every year, the higher education institutions produce many graduates and how those students who have a healthy competition in labor market.

This shows that education becomes a primary base and very important in people's life but also comes big problem in Timor-Leste. Based on the data produced by ANAAA which the researcher took on November 15<sup>th</sup> 2019 shows that the number of first-degree lecturers were greater than master doctoral degrees'. This indeed shows that it does have influence in increasing the lecturer's work achievement and good quality. There are 8 Higher Education Institutions (UNTL, UNPAZ, UNDIL, UNITAL, DIT, IOB, ISC and IPDC) that became the respondents of this research with 1.805 total populations.

The objectives of this study are: (1) to test the influence of lecturer's personality of work achievement; (2) to test the influence of lecturer's personality of motivation; (3) to test influence of motivation of work achievement; (4) to test the influence that impact of mediation toward that relationship between lecturer's personality and work achievement.

## 2. Theoretical, Conceptual Frameworks and Hypothesis

### 2.1. Theoretical Frameworks

### 2.1.1. Personality

There are five fundamental dimensions to valorize the personality as follow: (1). *Extra-vision* which have a self-control in whatever situation, still recognize other people, give chance for other people to take any decision, and speak to others to create any new changes. (2). *Agreeableness* that trust on other people, trust each other, like to help others and possess good will. (3). *Conscientiousness* that gives good conscience on works, being on time in terms of works or meet the deadlines, good and careful decision making. (4). To identify the personality of *openness* to *experience* through good and clear thinking and imagination, appreciate anyone's work through poem and happy situation and see some new beautiful phenomena. (5). *Emotional Stability* that means we can control the situation any time, feel sad when obtain any critics, easily feel pain, feel nervous quickly when we have urgent meetings and any other important issues. By using these indicators, we can identify and respond to the problem and hypothesis of this research (Bott *et al.*, 2003; Migliore, 2011; Robbins & Judge 2015; Mahlamaki *et al.*, 2018).

### 2.1.2. Motivation

Motivation can be intrinsic and extrinsic. The intrinsic motivations comes from inside of a person, as part of self-motivation, people will feel happy with what he/she does (Amabile, 2012; George, 2012; Hackman & Oldham, 2010), while motivation extrinsic become a motivation that some individuals obtain from any other people who have influence or power. Personal Motivation Intrinsic is the work that we do not based on the personal presents (appreciation) but based on the self-will to carry out the work (Organ *et al.*, 2013). Extrinsic Motivation is driven by outside factors or external motives, e.g: when someone works because of money or he/she works because of power (Peterset *et al.*, 2010; Christiet *et al.*, 2011; Dinah, 2012; Petri & Govern, 2013).

We can see the Motivation Variable through two (2) dimensions: Intrinsic and Extrinsic Motivation. Intrinsic Motivation is implied from personal motivation and the creativity that he/she has based on the his/her own initiative. We can see this intrinsic motivation through teaching how to give any satisfaction, teaching as a profession although we face many challenges to reach a profession that very competitive, provide any recognition to those lecturers who are teaching, there is a change to the success of career development, there is a responsibility of work, teaching as a life profession, feel good where there is a good relationship with community, can work together and develop a good work (Mruma, 2013).

From the perspective of Extrinsic Motivation. When we see lecturer with low salary just to fulfill the basic needs, use the facility of institution, get free food, get salary on time, offer allowance on the work we do, help to improve the teaching syllabus, provide finance assistance in any ceremony, obtain earlier-salary when any lecturer has problem, there is always party (gathering ceremony) at the end of the year, and whenever execute a good works will obtain any presents. These are the dimensions and indicators of Intrinsic and Extrinsic Motivation (Mruma, 2013).

### 2.1.3. Performance

Performance can be meant by any works that we do with happiness, working together; there are many activities to develop one, possess morality, possess an ambitions, the needs that we are to meet (Buju, 2013). Work achievement including the direct and indirect support for any closed activity from any organization, contextual includes the characteristics of servants to support and society environment physiology of a strong organization, present any equal differences between staff achievement versus achievement of extra roles. Achievement is the role of lecturer to define that the works that he/she carries out important that has relationship with the teaching and learning process (Duyar & Normore, 2012).

Work Performance becomes fundamental base to see a staff's work which is expected to have an efficiency, effectively, responsibility, punctuality, creativity to do their work well that will be measure through some indicators such as: always on time to school, well prepared on their lesson plan, correcting the exams and providing feedback to students, actively involving in curricular activity, providing regular exam to students, providing supervision for all learning process, always present to classroom including in extra classes, making an efficient lesson to students as a presence someone is very important in all this process (Mruma, 2013; Hakala, 2008).

## 2.2. Conceptual Frameworks

The theatrical framework of this study is drawn based on the theory of personality (Robbins & Judge: 2015); Mahlamaki *et al.*, 2018). Variable of Motivation involves (Trskovia, 2016; Abdrahman, Suleiman, 2018), and work achievement (Hakala, 2008; Mruma, 2013).

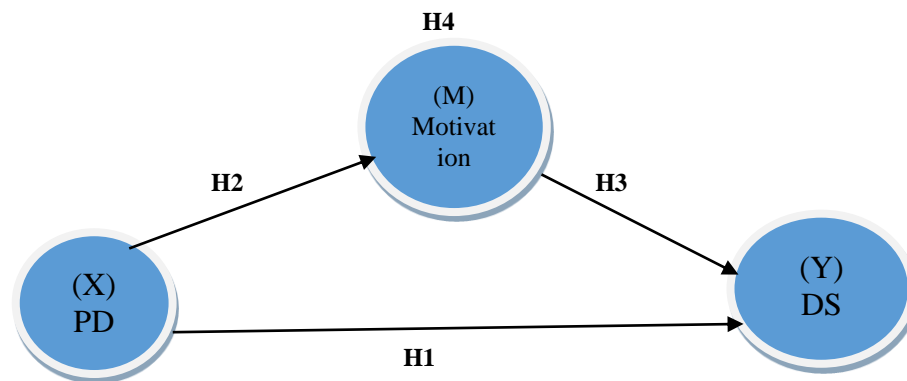


Figura 2.1. Conceptual Model and Hypothesis

## 2.3. Hypothesis

### 2.3.1. Lecturer's Personality gives an influence to Work Performance

Characteristic of personality which was analyzed in accordance with Statistics did have a significant relationship between lecturer's personality and work performance (Mahlamaki et al., 2015). There were also some other researches raised on Big Five Personality that gave positive influence to work performance (Bertolino et al., 2013). In other part, from Ryckman, (2004) stated that personality is a dynamic and organized characteristic of each person that influenced their attitudes, cognition, and motivation in different situation. Also, in other part, in another research from the analysis of meta and concluded that characteristics of personality can be used for persecutor (presiktor) of disposition of work performance and to give appreciation to the work itself (Rodrigues et al., 2013; Mayer, 2015; Ruffing et al., 2015; Razaei et al., 2019). Based on these thoughts, it is stated that impact of personality do lecturer's performance. Therefore, the researcher presented 1<sup>st</sup> hypothesis as follow:

H1: Lecturer's personality does give positive and significant influence on the Lecturer's performance in Private and Public Institutions of Higher Education in Dili.

### 2.3.2. Lecturer's Personality and Motivation

Lecturer's personality is also an important motivator used as tool of motivation to encourage the students to have a better learning in classroom. There is great attention on the relationship between personality and motivation with Big Five Personality that has a significant relationship between two variables (Grothmann & Reusswig, 2006; Organe et al., 2013; Robbins & Judge, 2015; Mahlamaki et al., 2018). Based on these thoughts, it is stated that impact of personality do lecturer's performance. Therefore, the researcher presented 2<sup>nd</sup> hypothesis as follow:

H2: Lecturer's personality does give a positive and significant influence to motivation in Private and Public Institutions of Higher Education in Dili.

### 2.3.3. Motivation and Work Performance

Motivation is a determinant factor for a lecturer in to carry out his role well, if no motivation, a lecturer cannot perform his work well which will give any impact to the learning process. The result of this research shows that motivation of work is very significant because it can give an influence to the work performance. Motivation of work is very important because it will create the good performance of a lecturer (Kesumawati & Kristiawan, 2018).

To measure that motivation and work performance to know that a coordinator needs to motivate his/her staff, by so doing, it can increase or improve a work performance of those staff in any company as an organization, where the success of this organization depends on its staff (Ramlall, 2009). But there are also some researches can continue until reach a success to establish a positive correlation between staff motivation and work performance (Kaijzers, 2010; Dinah, 2012; Mruma, 2013; Sudarjat et al., 2015; Trskova, 2016; O'riordan, 2017; Suleiman & abdulrahman, 2018). Based to these thoughts, it is stated that impact of personality do lecturer's performance. Therefore, the researcher presented 3<sup>rd</sup> hypothesis as follow:

H3: There is positive and significant influence of motivation on work performance in Private and Public Institutions of Higher Education in Dili.

### 2.3.4. Personality to Work Performance through Mediation of Motivation

Lecturer's personality becomes a good model for students, community, and him/her selves through a good work motivation in order to improve a good work performance toward a better education.

There is a research that explain about relationship between personality and work

performance. But, in Barrick *et al.*, (2005) concluded that a research on a mechanism through the personality of lecturer which gives an influence to the work performance. In another occasion, Barrick *et al.* (2005) stated that there is positive impact from Motivation Mediation that indeed, has relationship with lecturer's personality and work performance (Icelliglu & O'den, 2012; Mruma, 2013; Hamdani *et al.*, 2018; Mahlamaki *et al.*, 2018).

Base on the above-mentioned thoughts, there is indeed impact from motivation on lecturer's performance. Therefore, the researcher presented the fourth hypothesis:

H4: There is a positive and significant influence between Lecturer's Personality and Work Performance through Mediation of Motivation in both Public and Private Institute of Higher Education in Dili.

### 3. Research Methods

This research was done in Private and Public Institutes of Higher Education in Dili. The respondents of this study are 100 lecturers. The data correlation used is questionnaire based on the previous researches.

SMART-PLS 3.0. was used in data analysis to respond to the hypothesis. Hence, start from the model design based on the empirical theory. After developing the model, further step was to test the validity with reliability model (outer model measurement). The outer model was used to test and reliability and validity. The reliability test was used Parameter Cronbach Alpha whole value greater than

0.7 with Composite Reliability whose value greater than 0.7 (Hair *et al.*, 2014).

Validity test used two models such as Convergent Validity and Discriminant Validity. Convergent Validity use parameter Outer Loading whose value greater than 0.7 and Average Variance Extracted (AVE) whose value greater than 0.5 (Hair *et al.*, 2017).

Test of Discriminant Validity used parameter Fornell-lacker Criterion (Hair *et al.*, 2014), with Heterotrait-Monotrait (HTMT) (Heseler *et al.*, 2015).

Test of hypothesis in order to see the relationship between one variable to the others (Inner Model Measurement). In testing the hypothesis, we used Path Coefficient. We used T and P value. The relationship between positive and significant variable when the value T is greater than 1.96 and the value P is smaller than 0.05 (Hair *et al.*, 2017).

### 4. Results

#### 4.1. Reliability and Validity

In order to know whether or not one variable is valid aiming used to continua test and the research we need to measure it by using Outer Loading (OL) that we used two parameters including Testing the reliability and validity (Hair *et al.*, 2014). In order to test the reliability, we measured the value of Cronbach Alpha with Composite Reliability that considered to be valid when it is greater than 0.70, as well as the value of Average Variance Extracted (AVE) that greater 0.5 which we considered valid (Hair *et al.*, 2017)

**Table 4.1.** Reliability and Validity

Item	Cronbach's Alpha (CA)	Composite Reliability (CR)	Average Variance Extracted (AVE)
M1	0,805	0,865	0,564
M2	0,885	0,912	0,635
X1	0,677	0,861	0,756
X2	0,638	0,806	0,581
X3	0,773	0,854	0,593
X4	0,763	0,849	0,585
X5	0,675	0,817	0,598
Y	0,714	0,824	0,541

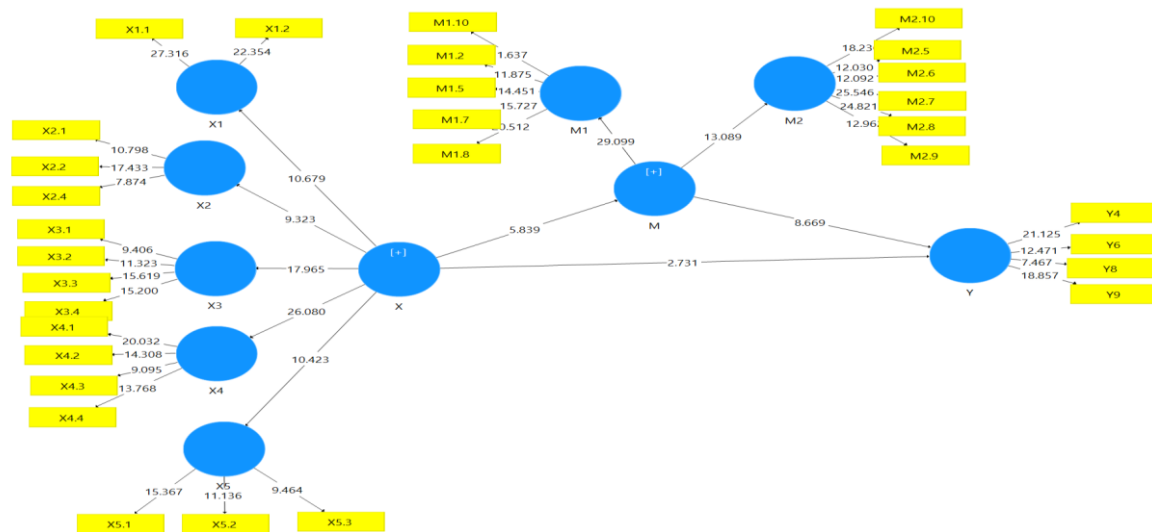


Figure 4.1. Result of Test of Part Coefficient

## 4.2. Result of Testing the Hypothesis

### a) Direct Effect

The result of hypothesis of Direct Effect showed that lecturer's personality did have influence on the work performance, following the influence of personality to motivation and influence

of motivation to the work performance showed that all these values had positive and significant influence. We see the result of hypothesis test of direct effect on the following table.

Table 4.2. The Result of test Hypothesis Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Note
M -> Y	0,632	0,652	0,073	8,669	0,000	Significant
X -> M	0,576	0,649	0,099	5,839	0,000	Significant
X -> Y	0,225	0,213	0,082	2,731	0,007	Significant

### b) Indirect Effect

The result of hypothesis test showed the effect of mediation motivation that did have positive and significant influence of relationship between

lecturer's personality to work performance. Following table shows the result of hypothesis of indirect effect.

Table 4.3. The Result of test indirect Effet

Item	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Note
X -> M -> Y	0,364	0,421	0,068	5,373	0,000	Significant

## 4.3. Discussion

### 4.3.1. Influence of Personality to Work Performance

Based on the testing of hypothesis, firstly shows that variable of lecturer's personality did give influence to work performance in Higher Education. Result of this research showed that indeed the lecturer's personality has both positive and significant influence which means that

teaching quality lecturer did give impact on student quality in teaching and learning process.

Theory (Big Five Personality) valorize the personality with five fundamental dimensions showed that Consciousness dimension was the one that has bigger number with median value 4.33 and this dimension explained about responsibility, confidence, and consistency. Dimension of Extraversion with its median value 3.86 and personality model that explains about skills

to socialize with others and self-confidence. Dimension of openness to experience with its median value 3.74 that explains more on creativity, willingness to know arts and sensitivity. Following is the Agreeableness with its median value 3.69 and dimension of personality that explained about good person, cooperative and trusts each other. On the last part, the dimension that has smaller value is the dimension of Emotional Stability with its median value 3.19 that explained about people who are very calm, self-confident, but on the other hand, this category is conventional and feel very calm in whatever situation. The above mentioned dimensions show that in fact it gave influence to increase the lecturer's work performance in each of the Higher Education Institute consistently in line with the results obtained by previous researchers that related to big five Personalities that have both positive and significant influence between personality and work performance (Bott *et al.*, 2003; Migliore, 2011; Robbins & Judge, 2015).

The result showed that those lecturers' who have personality from the referred theory can control themselves well in whatever condition and situation, it is easy for them to know other people, always have many discussions, although in many meetings the decision was taken by someone else that gave influence to work performance so that staff can be diligent to come to work, and work together with other staff to make lesson plan for students, and there is always feedback from one to each other to improve themselves and always participate in any important meetings. This means that the result of the research consistent with an author (Rodrigues *et al.*, 2013; Mayer 2015, Riffing *et al.*, 2015; Rezaei *et al.*, 2019) that said, indeed, there was positive and significant influence between lecturer's personality and work performance. Hence, through this research it will help 8 Higher Education Institutions to enhance the quality of learning.

#### 4.3.2. Influence of Personality to Lecturer's Motivation

The result of testing the second hypothesis concluded that the Variable of Lecturer's personality had influence of the Lecturer's Motivation in Higher Education. The result of the research shows that lecturer's personality had both positive and significant influence on lecturer's motivation. According to Robbins & Judge, (2015) in theory of Big Five Personality can explain that staff whose personality is good in terms of trusting other people, trust each other among the staff, help each other, and possessed good will to enhance the quality of learning. When the attitude of a lecturer's personality gives a good signal that it has influence related to both intrinsic and extrinsic motivation of any staff to shows his/her good attitude to satisfy or proved best service in terms of teaching that at the end they will get any appreciation from the students and community and to enable the successful development, and working together to improve the relationship (Sabatini, 2014; Gil, 2015, Riffing *et al.*, 2015).

Theory of Two Factors of motivation are intrinsic and extrinsic motivations to show that median value among both intrinsic and extrinsic motivations, the intrinsic with its median value 4.25 and median of the intrinsic

motivation is 3.50. With this, it shows that when someone is doing a work based on his/her wellness, he/she will try his/her self to find the suit and good method in order to improve the quality of learning. While figuring out from the extrinsic motivation, just to accomplish the work diligently to support the Higher Education Institute due to the appreciation of good work that we do.

The result of the research showed that the result was consistent with the results of previous researchers (Groothmann, Reusswig, 2006; Organe *et al.*, 2013; Robbins & Judge, 2015; Mahlamaki *et al.*, 2018,) that stated that any relationship between lecturer's personalities gave a positive and significant influence to work motivation of a lecturer.

#### 4.3.3. Influence of Lecturer's Motivation on Lecturer's Work Performance

The result of this research showed that a good work performance existed because there is a responsibility for work, possessing a clear objective to teach that considered as a vocation to provide teaching for students, loving the profession as teacher, creating a good communication among teachers and students, and working together to improve the resource of lecturers, making lesson plan, creating extra activities for students who have many creativities, skills and talents indicated that a good work performance due to work motivation to create a good and calm condition and possessed a responsibility and profession as a teacher (Kaijzers, 2010; David Hakala, 2018; Duyar & Normore, 2012; Tarvid, 2013; Mruma 2013).

Theory of Two Factors of Motivation such and Intrinsic and Extrinsic Motivation. Intrinsic Motivation comes from the word "Intern" implied from self-motivation or a motivation of an individual and a creativity from one-self which is positive to influence his/her attitude, performance and wellbeing (Peters *et al.*, 2010; Christie *et al.*, 2011; Herzberg, 2011; Organ *et al.*, 2013).

Extrinsic Motivation is the motivation that does not come from inner part of someone but, caused by external factors and not a self-initiative to do any work. This type of motivation only happens when there is a present, gift, or surprise to do a work. Extrinsic Motivation is like an incentive of monetary that we can physically see. Example, the increase of salary, obtaining any gift, properties, traveling, going to cinema, and do some other evaluative and prestigious activities. Take for example, one staff (servant) who worked hard in order to get his job done on time might show an effective result. We can say that his/her attitude of working shows a positive result to his/her organization (Peters *et al.*, 2010; Christie *et al.*, 2011; Herzberg, 2011; Organ *et al.*, 2013).

In addition, it shows the consistency of the results with the results of previous researches as it showed both positive and significant relationship between lecturer's motivation and lecturer's work performance through the role and responsibility of staff in their work (Kaijzers, 2010; Dinah, 2012; Mruma, 2013; Sudarjat *et al.*, 2015; Trskova, 2016; O'riordan, 2017; Suleiman & abdulrahman, 2018).

#### 4.3.4. Effective Mediation Motivation toward a Relationship between Lecturer's Personality and Lecturer's Work Performance.

Intrinsic Motivation was implied by self-motivation from inner-part or individual as part of his/her own creativity which is positive to give him/her an influence of attitude, performance and wellbeing. While Extrinsic Motivation is all driven by external factors, not from our own initiative, it has to be followed by any gifts, surprise or presents from someone when we do any works (Peters *et al.*, 2010; Christie *et al.*, 2011; Herzberg, 2011; Organ *et al.*, 2013).

Achievement/performance is the result of work that has quality and also quantity that gained by one staff when he/she carries out his/her role as staff based on role and responsibility given. Performance is also a role driven by motivation, skill to implement a work professionally based on terms of reference issued for them. Performance is also considered as a result from the staff's functions and skills to do some works based on their willingness/good will to achieve the objective of institution (Keijzers, 2010; David Hakala, 2008; Duyar & Normore 2012; Tarvid, 2013; Mruma 2013).

From this, it shows that when the lecturers possess good motivation will result in good achievement through their work performance. Mediation Motivation give both positive and significant relationship between personality and lecturer's performance because when it has a good work motivation, it can improve the lecturer's work performance and obtain a great success through mediation motivation (Barrick *et al.*, 2015; Icelliolu & Ozden, 2012; Mruam, 2013; Hamdani *et al.*, 2018; Mahlamaki *et al.*, 2018).

## 5. Conclusion and Implication

Based on the result and discussion we conclude the some conclusion such as: (1). Lecturer's Personality gives both positive and significant influence to the work performance. (2). Lecturer's Personality gives both positive significant influence to motivation. (3). Motivation gave both positive and significant influence to work performance. (4). Motivation becomes mediation to give both positive and significant influence between lecturers' personality and work performance.

This research showed that external and internal factors have impact on the work motivation through mediation of lecturer's personality on the work performance as well as lecturer's personality on the motivation and the motivation of work performance.

## 6. Limitation and Recommendation

This research is aimed to fulfill the scientific requirement in implementation although the author recognized the limitations such as: (1). The factors that gave influence to the work performance in this research was the lecturer's personality and motivation. However, there are still other factors that can have big influence on

work performance in Higher Education. (2). Sometime the respondents' answer did not reflect the reality as the research used questionnaire.

We recommended that the researcher preferred to use Mix Method so that it would have much better to elaborate the quantitative method. Need to make research on Industry in Timor-Leste for the purpose of a better regeneration as this research was done only in Higher Education. It is recommended for further researchers to pay more attention on the existed resource and references to that it can improve the quality of teaching and learning in increase and quality and credibility of research.

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