

The Improvement of Lecturer's Performance with Big Five Personality Traits Through Organizational Culture

Ayu Niken Faizati^{1*}, Idzani Muttaqin²,
Galuh Nashrulloh Kartika Mayangsari Rofam³, Khuzaini⁴

¹ Magister Management Student, Postgraduate Faculty, Islamic University Of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, Banjarmasin, Indonesia

² Department Of Industrial Engineering, Engineering Faculty, Islamic University Of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, Banjarmasin, Indonesia

^{3,4} Departement Of Magister Management, Postgraduate Faculty, Islamic University Of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, Banjarmasin, Indonesia

Email: ayunikenfaizati05@gmail.com

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Abstract.

The world of education continues to struggle with global competition to remain competitive and grow in the long term by emphasizing the importance of higher education institutions managing and maintaining the quality of lecturer performance. A theory concerning personality is the Big Five Personality model, which organizes numerous traits into five major categories that are commonly known as personality dimensions. Research-based on Big Five Personality on the performance of lecturers is still very rarely conducted. This can be due to the level of difficulty in terms of collecting and opening data on lecturer performance in private universities. This research design uses explanatory research, to test the impact of the big five personality on lecturer performance. The method used in this study was the PLS-SEM modeling method. The research was conducted involving 155 lecturers who were selected based on predetermined sample criteria. The results of the study show that the big five personalities have a significant effect on lecturer performance and organizational culture, while organizational culture has no effect on lecturer performance.

Keywords: Big Five Personality, Lecturer Performance

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1. Introduction

In the current era of globalization, must be able to compete nationally and internationally. In addition, the world of education continues to struggle with global competition to remain

competitive and grow in the long term by emphasizing the importance of higher education institutions managing and maintaining the quality of lecturer performance (Prasetyo et al., 2022).

Performance is a measure of what is done and what is not done by employees in an organization which consists of various responsibilities, performance is defined as what someone has to do not what is produced (Awan et al., 2020). Meanwhile, lecturer performance is the competency to carry out the work that lecturers have in completing a job (Wahyudi, 2022). Based on the statement regarding the definition of performance and lecturer performance as mentioned above, it can be concluded that what is meant by lecturer performance is performance or work achievement performed by lecturers in carrying out their duties. In this study, lecturer performance can be measured by the Higher Education Tri Dharma indicator.

Personality is subjective, no one has the same personality even though they are twins (Kandler et al., 2022). When individuals already know their personality, it will be easy for them to understand how to place themselves according to their personality. The Big Five Personality theory, proposed by Lewis Goldberg, is frequently employed by researchers as a performance predictor due to its widespread use among various personality theories (Liu et al., 2022).

The Big Five is a classification system that consolidates numerous traits into five primary groups, recognized as personality dimensions. These dimensions include (1) Extraversion: Represented by qualities like enthusiasm and energy; (2) Agreeableness: Demonstrating sincerity in sharing, sensitivity to others' feelings, and a focus on positive aspects; (3) Conscientiousness: Characterized by a serious and responsible approach to tasks reliability, and a preference for order and discipline; (4) Neuroticism: Associated with the presence of negative emotions, such as worry, tension, and fear; and (5) Openness to Experience: Linked with open-mindedness and originality of ideas, embracing new insights. (Cobb-Clark & Schurer, 2012).

Personality is an ever-changing arrangement and psychological structure within an individual that shapes their distinct adaptation to the surrounding environment (Robbins, 2011). Personality also manifests as the framework and inclination in an individual to elucidate their distinctive patterns of thinking, emotions, and behavior (Colquitt & Rodell, 2011).

Many research and theories put forward by experts, one of which is the Theory of Personality Traits that is most often used in the world of work, known as the "Big Five Personality Traits Model" or "*Big Five Personality Traits Model*" proposed by a famous psychologist, Lewis Goldberg. *The Big Five Personality Traits Model* consists of five key dimensions Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (John et al., 2008). This theory has five personality factors, each of which has six facets. Thus, Big Five Personality has 30 personality elements that underlie each person's personality and is an ever-consistent approach method to assessing personality in individuals through trait factor analysis.

The Big Five Personality approach to personality, is mostly based on research rather than theory, in other words is an inductive approach to personality which means that theories are generated from data (Oshio et al., 2018).

Organizational culture pertains to how employees perceive the attributes of an organization's culture, regardless of whether they have a favorable opinion of it. In essence, culture is described rather than evaluated. Moreover, organizational culture constitutes a collective perception that is shared by all members of the organization. (Isensee et al., 2020).

Organizational culture encompasses the established norms and values that guide the conduct of individuals within the organization (Ferda Beytekdin et al., 2010; Gorzelany et al., 2021). Every member will align their behavior with the dominant culture to gain acceptance within their surroundings (Chatman et al., 2014). Organizational culture represents the primary approach for resolving external and internal issues, which is consistently practiced by a group and then transmitted to new members as the appropriate way to comprehend, approach, and emotionally handle problems pertaining to the organization (Di Stefano et al., 2019).

There are several studies that show that research or research on the Big Five Personality as a predictor of performance shows conclusions that are inconsistent with one another, including (Poniarsih, 2019) research that found no significant effect between the Big Five on the performance of BPBD DIY employees. Whereas, (Deniz & Satici, 2017; Harzer et al., 2021) in their research found a positive or significant effect of the five big five dimensions on performance, both partially and simultaneously. In addition to the personality aspect, the first aspect that can affect the performance of employees is the culture of an organization. Organizational culture is formed to support the organization in achieving goals. Organizational culture is a set of value systems that are recognized and created by all its members that differentiate one company from another (Spicer, 2020).

There are several studies that show that research or research on Organizational Culture as a predictor of performance shows conclusions that are inconsistent with one another. Research by (Girsang, 2019) did not find a significant effect between Organizational Culture on performance at Putri Hijau Hospital. Meanwhile, (Jamaluddin et al., 2017) state that organizational culture influences employee performance at the South Sulawesi Provincial Education Office.

Previous studies have been carried out but have had inconsistent results. Consequently, the researchers conducted an additional study focusing on lecturer performance using the Big Five personality model. Moreover, the authors unveiled the mediating function of organizational culture in the connection between these two variables.

2. Research Method

This research was conducted using a quantitative approach through causative research to examine the effect of a variable on other variables. With this method, researchers can use the data collected to further test the truth of the hypotheses that have been formulated previously. This study uses primary data and secondary data, namely through questionnaires and data from Higher Education and institutions. This research was obtained through the documentation method by collecting, recording, and reviewing the annual reports on the performance of lecturers who have obtained permission to be accessed by institutions. Members of the population in this study were all lecturers at a private university in Banjarmasin totaling 155 people were active as lecturers. This research used the model described in Figure 1.

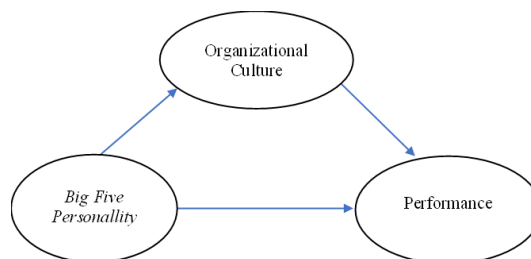


Figure 1. Research Model

The Structural Equation Modeling (SEM) technique was employed on this research, specifically Partial Least Square (PLS) analysis (SEM-PLS), to analyze the complex relationships among the variables through 2 (two) tests such as evaluation of the variables of the Inner Model and evaluation the variables of Inner Model.

This analysis was well-suited for the small sample size and non-normal distribution of data. The steps involved in SEM-PLS (Siagian, 2022): (1) Develop a theoretical framework that outlines the relationships between the social, environmental, law, and governance dimensions of economic development in Indonesia. This framework will guide the development of the research questions and hypotheses; (2) Define the research question and hypotheses based on the theoretical framework that will be tested in this study. These questions and hypotheses should be clear, concise, and testable; (3) Data collection where secondary data should be relevant to the research question and hypotheses; (4) Data preparation includes cleaning the data, checking for missing values, and transforming the data as necessary; (5) Model specification will be used to test the research hypotheses. This model will be based on the theoretical framework developed in step 1; (6) Assessment of measurement models for each construct in the model. This involves checking for the reliability and validity of the measurement scales used; (7) Assessment of the structural model that involves examining the strength and significance of the relationships between the constructs in the model; and (8) Interpretation of results: interpret the results of the analysis and draw conclusions based on the findings.

These research hypotheses were :

H₁: Big Five personalities have a significant effect on organizational culture

H₂: Big Five personalities have a significant effect on performance

H₃: Organizational culture has a significant effect on performance

H₄: Organizational Culture mediates the relationship of the big five personalities to performance.

3. Results

Evaluation of the variable of the outer model consists of 2 (two) tests : (1) Convergent Validity Test and (2) Composite Reliability Test and the results from these two tests are described in Tables 1,2 and 3. The result of the convergent validity test is described in Table 1.

Table 1. Convergent Validity Test

No	Variables/Indicators	Items	Factor Loading	Conclusion
1	Big Five Personalities (x1)			
	Agreeableness	agr	0.725	Valid
	Conscientiousness	con	0.719	Valid
	Extraversion	ext	0.915	Valid
	Openness to experience	otx	0.897	Valid

No	Variables/Indicators	Items	Factor Loading	Conclusion
2	Organizational Culture (Z):			
	Involved in decisions	Problem28	0.994	Valid
	Harmonious co-worker relations	Question29	0.982	Valid
	Good communication between teams	Problem30	0.995	Valid
	Team togetherness	Problem31	0.983	Valid
	Team responsibility	Problem32	0.983	Valid
3	Performance (y)			
	Education & Teaching	Pdp	0.920	Valid
	Study	png	0.914	Valid
	Devotion	pnt	0.863	Valid

Source: Prepare by Author, 2023

Based on Table 1, it is known that each research variable indicator shows an outer loading or loading factor value of > 0.7 , which ranges from 0.719–0.995, thus all indicators are valid and can proceed to the next stage. The big five personality construct is measured by four indicators, namely sound Agreeableness, Conscientiousness, Extraversion, and openness to experience. Based on the results of the cross-loading test, Extraversion or openness has the greatest influence with a value of 0.915, meaning that the personality of lecturers in terms of openness or extroversion is very good.

The construct of Organizational Culture is measured by six indicators, namely: always being involved in decision-making, having harmonious relationships with colleagues, having good communication between teams, having good responsibilities between teams, and lecturers having a good understanding of the vision and mission of the institution. Based on the results of the cross-loading test, a good understanding of the vision and mission of the institution has the greatest influence with a value of 0.984, meaning that institutions provide good knowledge of the vision and mission to lecturers.

Lecturer performance constructs are measured by three indicators, namely education and teaching, service, and research. Based on the results of the cross-loading test, education, and teaching have the greatest influence with a value of 0.920, meaning that the education and teaching given by the lecturer's institution have gone well.

The Convergent validity tes variable final stage in the form of the figure shown in Figure 2 below.

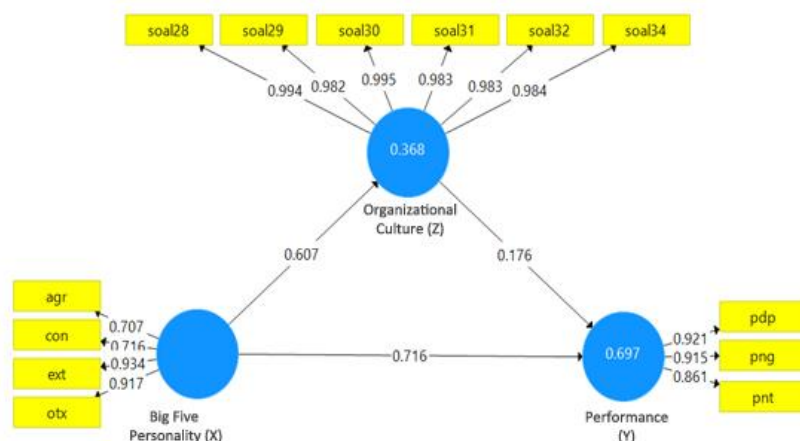


Figure 1. Convergent Validity Variable Final Stage
 Source: PLS Output, 2023

The value of cross-loading of Big Five Personalities, Organizational culture, and Performance are shown in Table 2.

Table 2. Cross Loading

	Big Five Personalities (X)	Organizational Culture (z)	Performance (Y)
Agr	0.707	0.203	0.443
Con	0.716	0.274	0.514
Ext	0.934	0.524	0.808
Otx	0.917	0.772	0.819
question 28	0.591	0.994	0.595
question 29	0.604	0.982	0.609
question30	0.597	0.995	0.602
question 31	0.594	0.983	0.609
question 32	0.614	0.983	0.616
question 34	0.591	0.984	0.582
Pdp	0.666	0.446	0.921
Png	0.643	0.415	0.915
Pnt	0.857	0.716	0.861
Pdp	0.666	0.446	0.921

Source: PLS Output, Prepare by Author, 2023

Based on Table 2, the organizational culture variable has a cross-loading value between (0.982-0.994) greater than other variable indicators which have a cross-loading value between (0.203-0.772). The lecturer performance variable has a cross-loading value between (0.861-0.921) greater than other variable indicators which have a cross-loading value between (0.443-0.819). Likewise, the Big Five Personality variable has a cross-loading value between (0.707-0.934) greater than other variable indicators which have a cross-loading value between (0.591-0.857). Thus, it can be concluded that based on these results all the indicators used in this study have good discriminant validity in constructing each of the variables.

The reliability of a construct using reflexive items can be assessed in two manners: Cronbach's Alpha and Composite Reliability. Composite Reliability (CR) is more effective in evaluating internal consistency compared to Cronbach's Alpha, as it does not assume equal weighting for each indicator. Cronbach's Alpha tends to yield lower estimates than Composite Reliability (Siagian, 2022).

Composite reliability interpretation is the same as Cronbach alpha. Boundary value ≥ 0.7 is acceptable and value ≥ 0.8 is very satisfactory. Another measure of convergent validity is the average variance extracted (AVE) value. The AVE value describes the amount of variance or diversity of manifest variables that can be owned by latent constructs. The result of the Composite reliability test is shown in Table 3.

Table 3. Composite Reliability Test Result

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Big Five Personalities (X)	0.852	0.894	0.681
Organizational Culture (z)	0.995	0.996	0.974
Lecturer Performance (Y)	0.884	0.927	0.809

Source: PLS Output, Prepare by Author, 2023

Based on Table 3, the reliability level of the Big Five personality variable is indicated by Cronbach's alpha of 0.852, the reliability level of organizational culture with Cronbach's alpha is 0.995, and the reliability of lecturer performance is indicated by Cronbach's alpha value of 0.884 with each having a value above 0.70 so that all these variables are reliable. While the composite reliability of the Big Five personality variables is 0.894, the composite organizational culture variable has a value of 0.996, and the performance variable has a composite reliability value of 0.927. Thus, the composite reliability value each has a value above 0.70, so that each variable is reliable.

At the level of convergent validity, the big five personality variables are indicated by the AVE value of 0.681, the organizational culture variable has a level of convergent validity with an AVE value of 0.974, and the convergent validity of lecturer performance variables has a value of 0.809. That is, all variables have an AVE > 0.50 to meet the qualify for good convergent validity.

The specification of the relationship between latent variables is known as an inner model or inner relation, which describes the relationship between latent variables based on the theory of research substance. Evaluation of the variable of the inner model used the R-Square (R²) Test.

The assessment of the structural model involves examining the significant relationships between variables. The variations in the R-square (R²) value can help elucidate the impact of specific independent latent variables on the dependent latent variable. The R² criterion is categorized into three levels: substantial, moderate, and weak, represented by R² values of 0.67, 0.33, and 0.19, respectively (Siagian, 2022) and the research R-square test shown in Table 4.

Table 4. R-Square (R²)

	R Square
Lecturer Performance (Y)	0.684

Source: PLS Output, Prepare by Author, 2023

Based on Table 4, the R-Square value of lecturer performance is 0.684, meaning that the big five personalities have an influence of 68.4% on lecturer performance, and the remaining 31.6% is influenced by other factors not present in this study.

To evaluate the significance of the effect between variables, a bootstrapping procedure is employed. This process involves resampling from all the original samples, and utilizing 200-1000 bootstrap samples is adequate for rectifying the PLS (Partial Least Squares) standard error estimate. During bootstrap resampling, the critical t-values of 1.65 (at a significance level of 10%), 1.96 (at a significance level of 5%), and 2.58 (at a significance level of 1%) are employed for the two-tailed significance values. (Siagian, 2022). The hypothesis testing result is shown in Table 5.

Table 5. Table of Hypothesis Testing Results

	Original Sample (O)	Standard Deviation (STDEV)	P Values	Conclusion
Big Five Personality (X) -> Organizational Culture (z)	0.607	0.102	0.000	Significant
Big Five Personality (X) -> Performance (Y)	0.716	0.087	0.000	Significant
Organizational Culture (z) -> Performance (Y)	0.176	0.101	0.081	Not Significant

Big Five Personality (X) -> Organizational Culture (z) -> Performance (Y)	0.107	0.073	0.142	Not Significant
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Source: PLS Output, Prepare by Author, 2023

Based on the results of hypothesis testing in Table 5. it can be explained that the influence of the Big Five personalities on organizational culture has an original sample value of 0.607 and, a standard deviation of 0.02. The hypothesis that the big five personalities have an effect on organizational culture was accepted, because of the p-value ($0.000 < 0.05$ ($\alpha = 5\%$)).

The influence of the Big Five personality on performance has an original sample value of 0.716 and a standard deviation of 0.087. The hypothesis which states the big five personalities on lecturer performance was accepted, because the p-value ($0.000 < 0.05$ ($\alpha = 5\%$)).

The effect of organizational culture on performance has an original sample value of 0.176, and a standard deviation of 0.101. The hypothesis that the work environment has an effect on performance was rejected, because the p-value ($0.081 > 0.05$ ($\alpha = 5\%$)).

The effect of the Big Five personality on performance mediated by organizational culture has an original sample value of 0.107, with a standard deviation of 0.073. The hypothesis which states that the big five personality influences performance through organizational culture was rejected because the p-value of $0.142 > 0.05$ ($\alpha = 5\%$).

The Effect of Big Five Personality on Organizational Culture (H₁)

The effect of Big Five personality (X) on organizational culture (Z), is shown by the direct effect value of 0.607 with a significance level of $0.002 < 0.05$, it is concluded that the influence of Big Five personality (x) on organizational culture (z) results show a significant influence. This study is in line with research by (Yusuf, 2021) that found the big five personality (Openness to experience, Consistency, and Agreeableness) has an impact on Organizational Culture, meaning that the better the big five personalities or personality of a person, the better the existing organizational culture will be.

Big Five personality traits play a significant role in shaping an individual's behavior, attitudes, and reactions in various contexts, including the workplace. When it comes to organizational culture, the Big Five Personality Traits can have several effects on organizational culture such as on recruitment and selection, leadership styles, team dynamics, communication and collaboration, organizational commitment, conflict handling, adaptability and change, job satisfaction and well-being (Mammadov, 2022).

While personality traits can influence organizational culture, they are not the sole determining factors. Other elements, such as leadership practices, organizational structure, and values, also contribute to shaping the culture of an organization. Additionally, individual behavior is a complex interplay of personality, situational factors, and personal experiences. Nonetheless, considering the Big Five Personality Traits in the context of organizational culture can provide valuable insights for understanding employee behavior and interactions within the workplace (Wolff & Kim, 2012).

The Effect of Big Five Personality on Performance (H₂)

The Effect of Big Five Personality (X) on Performance (Y), it is shown that the direct effect value is 0.716 with a significance level of $0.000 < 0.05$, it is concluded that the results show that the influence of Big Five Personality (x) on Lecturer Performance (y) results are significant. This study supports previous research by (Deniz & Satici, 2017; Harzer et al., 2021). Big Five Personality (indicators of openness, friendliness, individual personality) have an effect on performance where the better personality will have the better performance.

It is essential to recognize that personality traits do not solely determine an individual's performance. The interplay of other factors, such as skills, knowledge, motivation, and the specific demands of the job, also plays a crucial role. Additionally, different jobs and organizational contexts may value certain personality traits differently. For instance, a job that

requires frequent teamwork may benefit more from individuals high in agreeableness, while a highly creative role might require individuals high in openness to experience (Mulyani et al., 2019).

Moreover, individual performance can be influenced by situational factors and external motivation. For instance, a person's sense of purpose, intrinsic motivation, and the support provided by the organization and colleagues can all impact their performance, regardless of their personality traits (Ferda Beytekdn et al., 2010).

Overall, while the Big Five Personality Traits can provide valuable insights into an individual's tendencies and behaviors, a comprehensive understanding of performance requires considering a range of factors that influence behavior and outcomes in the workplace.

The Effect of Organizational Culture on Performance (H₃)

In the influence of Organizational culture (Z) on the lecturer performance variable (Y) it shows a direct effect value of 0.176 with a significance level of $0.081 > 0.05$. This means that Organizational Culture does not affect performance, a good organizational culture cannot help improve lecturer performance. This study is in line with the previous research (Girsang, 2019) in his research it is found that organizational culture does not significantly influence a person's performance. So it can be concluded that there is no significant influence between organizational culture (Z) on performance (Y).

Organizational culture plays a significant role in shaping employee behavior, attitudes, and overall work environment, which, in turn, can have a substantial impact on performance. Organizational culture influences performance in many ways such as employee engagement, workplace morale, collaboration and teamwork, innovation and creativity, adaptability to change, employee productivity, employee retention and talent attraction, customer satisfaction, decision-making process, and also ethical behavior (Isensee et al., 2020).

The organizational culture establishes the atmosphere in which employees perceive their work environment, interact with colleagues, and approach their responsibilities. A positive and robust culture can promote employee satisfaction, engagement, and collaboration, resulting in enhanced individual and organizational performance. Conversely, a negative or toxic culture can have adverse consequences on morale, productivity, and the overall success of the organization (Paais & Pattiruhu, 2020).

The Effect of Big Five Personality on Performance Mediated by Organizational Culture (H₄)

The effect of big five personality (X) on performance (Y) is mediated by organizational culture (Z), it shows an indirect effect value of 0.107 with a significance level of $0.142 > 0.05$, it is concluded that the results show that the effect of big five personality (X) on lecturer performance (Y) mediated by organizational culture (Z), the results are not significant. In other words, organizational culture does not have a mediating role in the relationship between the big five personalities and lecturer performance.

Organizational culture acts as a mediating factor in these relationships by shaping the context in which personality traits are expressed and valued. A positive and supportive culture can enhance the positive effects of certain personality traits on performance, while a negative or unsupportive culture may diminish or even reverse these effects (Ferda Beytekdn et al., 2010).

A culture that values and promotes creativity can encourage employees high openness to experience to share their innovative ideas and actively contribute to problem-solving. Similarly, a culture that fosters teamwork and collaboration can create an environment where agreeable individuals can excel in their roles and positively impact team performance (Colquitt & Rodell, 2011).

On the other hand, a toxic or unsupportive culture can create barriers for employees to fully utilize their personality strengths. For instance, an organization that overly emphasizes conformity and resists change may inhibit the creativity and adaptability of individuals high

in openness to experience, hindering their potential to enhance performance. The Big Five Personality Traits can impact performance, but the extent to which they do so is influenced by the organizational culture that either enhances or constrains the expression and effectiveness of these personality traits in the workplace (Harzer et al., 2021).

4. Conclusion

Big Five personalities have a significant effect on organizational culture. This is indicated by the direct effect value of 0.607 with a significance level of $0.000 < 0.05$, which means that the influence of Big Five personality (x) on organizational culture (z) results show a significant influence, the better the Big Five personality of a lecturer, the better the organizational culture.

Big Five Personality has a significant effect on performance. This is indicated by the direct effect value of 0.716 with a significance level of $0.000 < 0.05$, it is concluded that the results show that the influence of big five personality (x) on lecturer performance (y) results is significant, the better the big five personality or personality of the lecturer, the more the lecturer's performance is also good.

Organizational culture has no significant effect on performance. The effect of the organizational culture variable (Z) on the lecturer performance variable (Y) is shown by the direct effect value of 0.176 with a significance level of $0.081 > 0.05$. The results are not significant, meaning that the organizational culture has no effect on performance.

Organizational Culture has no significant effect in mediating between the influence of the Big Five Personality on performance. The influence of Big Five Personality (X) on lecturer performance (Y) is mediated by organizational culture (Z), it shows an indirect effect value of 0.107 with a significance level of $0.142 > 0.05$, it is concluded that the results show that the influence of Big Five Personality (X) on performance (Y) mediated by organizational culture (Z) the results are not significant. So, there is no influence between the big five personality, and organizational culture on performance.

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