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Examining the interplay between personality and teamwork on organizational commitment and employee performance

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ABSTRACT

Employee performance has an important role in achieving goals and maintaining the good name of educational institutions. This research aims to analyze the direct influence of personality and teamwork on organizational commitment and employee performance. This research also analyzes the direct impact of organizational commitment on employee performance. To analyze the influence of personality and teamwork on employee performance through organizational commitment. The population in this study were all employees with civil servant and non-civil servant status. The sampling method was census sampling, so the total sample was 72 people. The data collection technique is by distributing questionnaires which are answered by respondents in accordance with the sample selection criteria. The analysis technique used is Partial Least Squares Structural Equation Modeling. The research results show that teamwork has a positive and significant effect on organizational commitment and employee performance. Future research could investigate more deeply the mechanisms by which teamwork influences employee performance.



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Introduction

The performance of employees has an important role in achieving goals and maintaining the reputation of educational institutions. Universities, as institutions of higher education, have a very important role in generating and disseminating knowledge and advancing science. To achieve their mission and vision, universities need optimal performance from their employees. The performance of employees at the university involves various aspects, including teaching, research, community service, and administration. The phenomenon of employee performance in universities is an interesting topic in the field of human resource management because it has direct implications for the quality of education.

Many efforts to improve employee performance are carried out by various public and private universities in Indonesia, such as those carried out by Neger University Yogyakarta which developed the "Delman Jaga" employee performance appraisal management model. The novelty in the research on the development of the Delman Penjaga employee performance appraisal model is to complement the existing model, including the process of preparing employee performance targets (SKP) referring to the Performance Agreement between the

Rector and the Minister (Dirjen Dikti) and must be approved by the employee's direct supervisor, employee performance targets must contain elements of Strategic Goals, Strategic Programs, and Program Performance Indicators (IKP) of universities. In addition, employee performance reporting refers to program performance indicators in employee performance targets that have been measured units, targets, and achievements where employee performance outputs / outputs are the main reference in employee performance appraisal. Recommendations for weighting elements of employee performance appraisal consist of three components, namely the position or position component (30%), the attendance component (35%), and the performance achievement component (35%), additional performance of a maximum of 50% with a maximum number of additional performance activities of 8 activities. The employee performance appraisal management model can be accessed by civil servants and non-civil servants.

The performance of employees in universities has become the focus of research and attention in the field of Human Resource Management. Recent research has provided valuable insights into the factors that influence employee performance in the college context. A study by Sedarmayanti and Haryanto, emphasized the importance of research on the performance of education personnel at the faculty level (Sedarmayanti & Haryanto, 2017). Identifying factors that determine the performance of education personnel in higher education aims to improve the quality of education (Otache & Inekwe, 2022; Sudirman et al., 2020). Research in research on employee performance at universities continues to grow, with recent studies delving deeper into the factors that influence performance (Kundu et al., 2019; Salas et al., 2008).

Emerging phenomena faced at the faculty level include increasingly competitive competition, which is marked by the increasing number of private universities. The next problem is the availability of adequate resources, both human resources and qualified medical equipment. Referring to this phenomenon, some researchers have identified personality variables (Indarti et al., 2017; Penney et al., 2011; Yang et al., 2020) and teamwork (Brunetto et al., 2013; Ellis et al., 2022; Martono et al., 2020; Meslec et al., 2020; Tang, 2021) on employee performance (Hirschi & Spurk, 2021; Huang & Yuan, 2022; Mubarak et al., 2021). One of the things that affects employee performance is personality, in line with the Big Five theory which includes five main personality dimensions: emotional stability, confidence, extroversion, openness, and friendliness that have been shown to have direct implications for individual performance (Awais Bhatti et al., 2014; Brand, 1991; Penney et al., 2011). Similarly, the teamwork variable is supported by Tuckman's theory, that teamwork must ensure the progress of the team through the stages of Tuckman's group development model to obtain significantly improved performance (Guttenberg, 2020).

In the field of Human Resource Management, the study of the relationship between personality (Erdheim et al., 2006) and teamwork on employee performance at universities has become a topic of interest. Recent research has revealed a number of interesting findings relating to the state-of-the-art on this issue (Meslec et al., 2020; Otache, 2019). Studies of employee personality show a significant relationship between individual personality and employee performance. Personality factors such as emotional stability, confidence, openness, and self-leadership have an impact on employees' ability to complete tasks, adapt to change, and interact with coworkers (Matzler & Renzl, 2007). From the point of view of human resource management, a good understanding of personality is very important because it can help organizations in making decisions related to recruitment, selection, placement, and development of employees (Judge et al., 2002). There are several theories that can be used to understand an individual's personality. One well-known theory is the Big Five Theory, which includes five major personality dimensions: emotional stability, self-confidence, extroversion, openness, and agreeableness. Other theories include Myers-Briggs Personality Type Theory and Social Cognitive Personality Theory (Barrick & Mount, 1991).

Personality can play a role in understanding an individual's motivation in the workplace (Barrick et al., 2001). Individuals with different personalities may have different preferences and motivational needs. Understanding an individual's personality can assist managers in devising effective motivational strategies and directing employees toward achieving organizational goals (Ones et al., 2007). By considering personality in decision-making regarding employee recruitment, selection, placement, and development, organizations can improve individual fit for the job, increase job satisfaction and performance, reduce employee turnover rates, and achieve long-term sustainability (Judge et al., 2002). There is a relationship between individual personality and success in working as a team. Personalities who are adaptive, inclusive, and able to work together with others have a tendency to create a positive work environment, increase collaboration, and facilitate the achievement of team goals. Conversely, individualistic, authoritarian, or adaptable personalities can hinder the effectiveness of teamwork. In addition to personality variables, teamwork also affects employee performance, according to Tuckman's theory. The ability to work collaboratively, support each other, share information, and build good relationships with team members has a positive influence on employee performance. Research also highlights

the importance of effective team building, good conflict management, and open communication in improving team performance (Brunetto et al., 2013; Dhurup et al., 2016).

Within the framework of human resource management, a good understanding of the concepts and theories of teamwork is essential as it can assist organizations in building effective teams, increasing productivity, and achieving better results (Hackman, 2002). Teamwork development involves efforts to strengthen cooperation and collaboration among team members. Organizations can conduct team training, facilitate effective communication, build team trust, and encourage cooperation across departments or work units. Teamwork development can also include improving interpersonal skills and team problem-solving. Managers have a key role to play in encouraging teamwork (Mathieu et al., 2008). Human resource management at universities plays a crucial role in ensuring the right personality and building effective teamwork. The selection, placement, and development of employees based on personality that matches job demands and organizational commitments (Farrukh et al., 2017) are important factors in improving individual and team performance. Organizational commitment in the context of higher education can be interpreted as the level of attachment and loyalty of an employee to the educational institution where they work. This includes self-identification with the college, loyalty to the goals and values of the college, and the desire to make a maximum contribution to the achievement of the institution's mission.

There are several dimensions of organizational commitment that are relevant in the context of higher education. One is affective commitment, which reflects the level of emotional attachment and self-identification with the college. Employees with high affective commitment will feel proud and highly motivated to contribute to achieving the goals of the college (Altıntaş et al., 2017). In addition, normative commitments are also relevant, and they involve moral obligations and norms in working for universities. Employees with high normative commitment will feel an ethical responsibility to provide the best for the college (Kalmanovich-Cohen et al., 2018; J. Meyer & Allen, 1997). State-of-the-art on the phenomenon of personality and teamwork on employee performance continues to develop along with discoveries in the field of individual performance, so this study provides a more comprehensive insight into the factors that affect employee performance so that it can be implemented by universities to improve employee performance. This study aims to analyze the direct influence of personality and teamwork on organizational commitment and employee performance. This study also analyzes the direct impact of organizational commitment on employee performance. To analyze the impact of personality and teamwork on employee performance through organizational commitment.

The importance of this research was carried out because there are still gaps in the results of previous research and there are no studies that focus on assessing the performance of public and private employees at universities in Indonesia. It is important to know the performance of employees who work in universities in Indonesia, both public and private, because the quality of education produced cannot be separated from the performance provided by its employees. Cooperation and personality of the pegawai are important in producing maximum performance. A job will certainly maximize the completion process and produce better work results if done in a teamwork. Personality is fundamental for employees in producing maximum performance, with a good personality eating employee work ethic will always be improved. The importance of this research is carried out because good employee performance will be able to provide good service for students. With good performance, a good academic atmosphere will be created so as to provide comfort and satisfaction for users of higher education services in Indonesia.

Method

This research design uses a quantitative approach that emphasizes data analysis in the form of questionnaire results processed by statistical methods. Basically, this quantitative approach is carried out in the context of testing hypotheses and concluding the results on one probability of error of rejection of null hypotheses. With quantitative methods, answers will be obtained from the formulation of research problems. The type of data used is quantitative data that can be measured numerically in the form of (a) the results of questionnaire answers given a scale of 1 to 5 (Likert scale) and (b) respondent profiles. The questionnaire measurement scale developed in Likert scale is strongly agree (5), agree (4), hesitate (3), disagree (2), strongly disagree (1). The results of the questionnaire indicator test using validity test assessment and reliability test using measurement parameters $df = n - 2$ with a significance level of 5%, $r_{\text{statistic}} > r_{\text{table}}$. The type of data obtained from the tabulation of data from the distribution of research questionnaires. Data sources in this study are primary data sources through questionnaires, and secondary data sources through employee performance reports.

The population in this study is all employees who have the status of civil servants and non-civil servants. The sampling method is census sampling, so the number of samples is 72 people. The samples in this study are lecturers and education staff working in public and private universities in Indonesia. Census sampling is a data

collection method in which all elements in the target population are sampled. In census sampling, there is no random sampling or use of specific criteria to select respondents. Instead, the entire population was selected to be surveyed or observed. The operational definition of this research is explained as follows.

Table 1. Operational of variable

Variable	Definition	Dimensions	Scale	Validity and Reliability Value
Personality (Barrick & Mount, 1991)	It is a psychological aspect that includes relatively consistent patterns of behavior, thoughts, and emotions in individuals	Extraversion Neuroticism Conscientiousness Agreeableness Openness to experience	Likert 1-5	df = n – 2 sig. 0.05 $t_{\text{statistic}} > t_{\text{table}}$
Teamwork (Sundstrom et al., 1990)	Is collaboration, coordination, and interaction between team members to achieve common goals	Team Communication Collaboration Division of tasks Coordination Collaborative Decision Making	Likert 1-5	df = n – 2 sig. 0.05 $t_{\text{statistic}} > t_{\text{table}}$
Organizational commitment (Allen & Meyer, 1996; J. P. Meyer & Allen, 1991)	It is an individual's loyalty, attachment, and involvement toward the organization and the values it promotes	Affective commitment Continuous Commitment Normative Commitment	Likert 1-5	df = n – 2 sig. 0.05 $t_{\text{statistic}} > t_{\text{table}}$
Employee performance (Robbins & Judge, 2019)	A person can successfully achieve targets, meet expectations, and contribute effectively to organizational goals	Productivity Work Quality Initiative and Creativity Adaptability	Likert 1-5	df = n – 2 sig. 0.05 $t_{\text{statistic}} > t_{\text{table}}$

The initial step carried out in the analysis process is to collect the necessary data, measure and then analyze and interpret so that this data becomes more meaningful. The analytical techniques used in this study are descriptive analysis, and structural equation model (SEM) analysis.

Results and Discussions

Respondent characteristics show that male respondents are more dominant (64.7%) than women (35.3). The age of the majority of respondents who participated in this study was in the category of 31 – 40 years. Working between 6 – 10 years was the most respondents who participated in this study. Respondents were dominated by employees with civil servants (86.3%). Convergent validity measurement is carried out by comparing the outer loading value obtained by each measurement indicator against the variable it represents. Indicators that have an outer loading value below 0.6 indicate that the indicator has weak strength in describing the variables in the model that has been formed. The outer loading values obtained by each indicator in this study are shown in table 2 below.

Table 2. Outer Loading Values of Research Variables

Variable	Indicators	Outer Loadings	Decision
Personality (P)	P1	0.869	Valid
	P2	0.905	
	P3	0.917	
	P4	0.896	
	P5	0.806	
Teamwork (T)	T1	0.795	Valid

Variable	Indicators	Outer Loadings	Decision
Organizational commitment (OC)	T2	0.872	Valid
	T3	0.910	
	T4	0.897	
	T5	0.904	
	OC1	0.873	
	OC2	0.831	
	OC3	0.834	
Employee performance (EP)	EP1	0.860	Valid
	EP2	0.817	
	EP3	0.861	
	EP4	0.796	

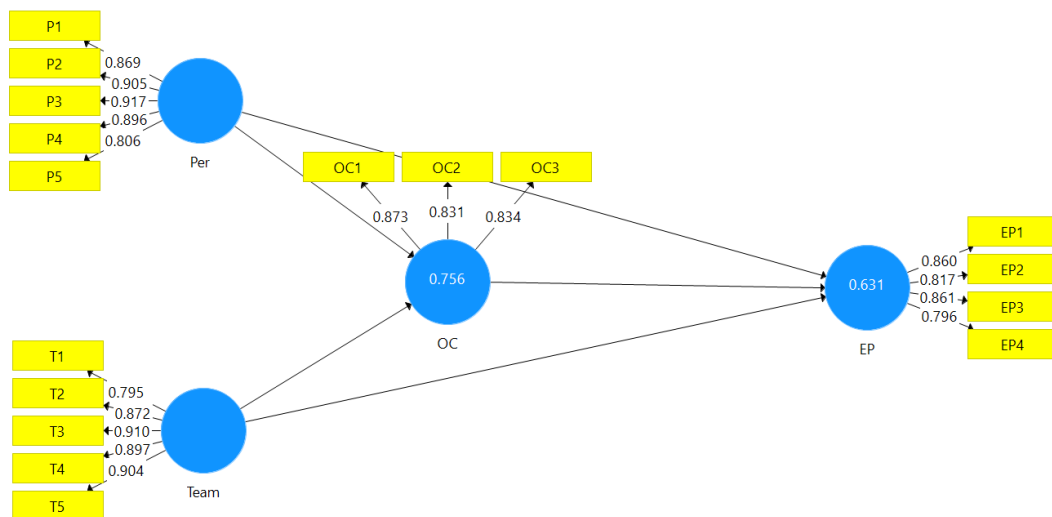


Figure 1. Outer Loading Values (PLS Algorithm)

Based on the outer loading value obtained by each measurement instrument for each variable in this research model in Table 2 and Figure 1, it can be stated that each instrument describes the variable it represents well. No instrument obtained an outer loading value below 0.7, thus indicating that each instrument can describe the latent variable it represents well. Based on the results of calculations carried out by the PLS Algorithm for the indicators in the following table, the AVE value and AVE squared value are obtained as in Table 3 below.

Table 3. AVE, Composite Reliability, and Cronbach's Alpha

Variable	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha
Personality	0.696	0.901	0.854
Teamwork	0.716	0.883	0.802
Organizational commitment	0.774	0.945	0.926
Employee performance	0.768	0.943	0.924

Based on Table 3, the AVE values for all variables meet the required values, namely, those above 0.5. The lowest AVE value is found in the personality variable with a value of 0.696. Paying attention to the loading factor values in Table 2 and the AVE values in Table 3, the data from this research can be stated to have met the requirements of the convergent validity test. After testing the validity of the construct, the next test is the construct reliability test which is measured by two criteria, namely Composite Reliability (CR) and Cronbach's Alpha (CA) from the indicator block that measures the CR construct which is used to display good reliability. A construct is declared reliable if the composite reliability and Cronbach's Alpha values are > 0.6 . The composite reliability test results show a value of > 0.7 and Cronbach alpha shows a value of > 0.6 , which means the value of all instruments is reliable.

The final analysis stage in inferential statistical analysis is hypothesis testing. This test is carried out by comparing the t-statistic values and t-table values obtained from the relationships between variables in the model

for which a hypothesis has previously been formed. In this research, the level of confidence in the data processed is 95%, thus the critical r or alpha value is only 5%.

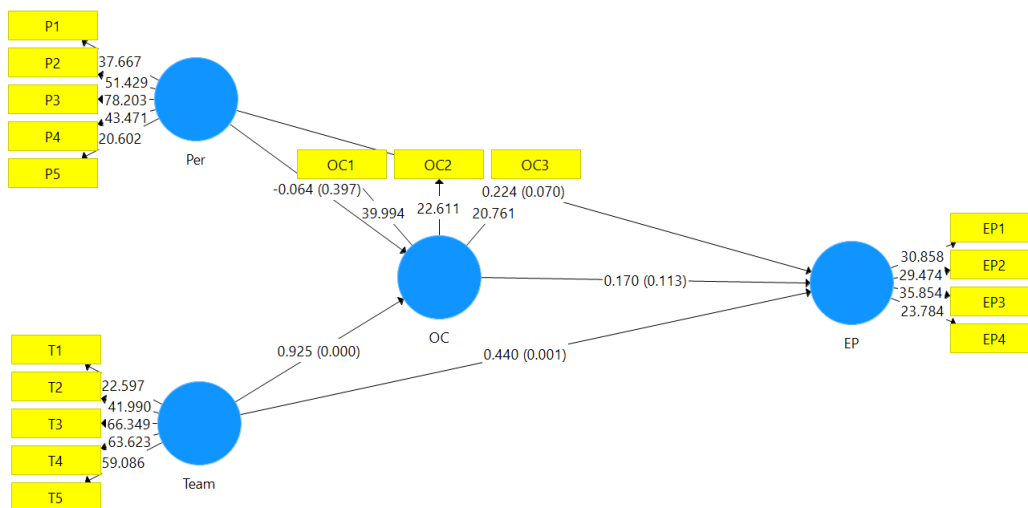


Figure 2. SEM analysis results

Table 4. PLS-SEM path coefficients

Path	Std. Coeff	t-value	P-value	Test-results
OC → EP	0.170	1.587	0.113	Not Supported
Per → EP	0.224	1.818	0.070	Not Supported
Per → OC	-0.064	0.848	0.397	Not Supported
Team → EP	0.440	3.314	0.001	Supported
Team → OC	0.925	13.563	0.000	Supported
Per → OC → EP	-0.011	0.640	0.522	Not Supported
Team → OC → EP	0.157	1.557	0.120	Not Supported

Table 4 shows that the measurement model for the KA and KT variables has shown a fit model or a suitability between the data and the model. This is evidenced by the eight existing fit criteria, all of which meet the criteria. Thus the above model shows a good level of acceptance, therefore it can be concluded that the CFA KA and KT models are acceptable. Based on the empirical model proposed in this study, testing of the proposed hypothesis has been carried out by testing the path coefficients in the structural equation model. The complete SEM analysis results are as figure 1.

The regression analysis results revealed that Organizational Commitment does not significantly affect Employee Performance ($p = 0.113$). Similarly, Personality does not considerably influence Employee Performance ($p = 0.070$). Moreover, Personality was found to have no significant and negative impact on Organizational Commitment, with an estimated coefficient of -0.064 and a p-value of 0.397. Conversely, teamwork was found to have a significant positive effect on Employee Performance ($p = 0.001$), indicating that higher levels of teamwork are associated with improved employee performance. Additionally, teamwork significantly influenced Organizational Commitment ($p = 0.000$), suggesting that a collaborative work environment fosters more substantial organizational commitment among employees.

The analysis also explored the mediating role of Organizational Commitment in the relationship between Personality and Employee Performance. However, it was found that Organizational Commitment does not significantly mediate the negative relationship between Personality and Employee Performance (estimate = -0.011, $p = 0.522$). Similarly, Organizational Commitment was investigated as a potential mediator in the relationship between Teamwork and Employee Performance. However, the results indicated that Organizational Commitment does not significantly mediate the relationship between Teamwork and Employee Performance ($p = 0.120$). While Organizational Commitment and Personality were found to have no direct significant effects on Employee Performance, Teamwork emerged as an important predictor of both Employee Performance and Organizational Commitment. Additionally, Organizational Commitment was not found to mediate the relationships between Personality or Teamwork and Employee Performance.

The results of our study indicate that Organizational Commitment does not have a significant impact on Employee Performance. This finding is surprising given the established theoretical link between organizational commitment and employee outcomes. However, it suggests that factors beyond organizational commitment may play a more influential role in determining employee performance within the context of our study sample. Similarly, our analysis revealed that Personality does not significantly influence Employee Performance. While previous research has often highlighted the importance of personality traits in predicting job performance, our findings suggest that other factors may overshadow the direct impact of personality on employee performance within our research setting.

Contrary to expectations, personality was found to have no significant and negative effect on organizational commitment. This result challenges the notion that certain personality traits may predispose individuals to lower levels of commitment to their organizations. It indicates that personality factors alone may not be sufficient predictors of organizational commitment and that additional contextual variables may need to be considered. In contrast to the non-significant findings for organizational commitment and personality, Teamwork emerged as a significant predictor of Employee Performance. This result underscores the importance of collaborative work environments in enhancing employee performance. It aligns with previous research emphasizing the positive effects of teamwork on various job-related outcomes and highlights the practical significance of fostering a team-oriented culture within organizations.

Consistent with its significant impact on employee performance, Teamwork was also found to significantly influence Organizational Commitment. This finding emphasizes the reciprocal relationship between teamwork and organizational commitment, suggesting that employees who perceive a strong sense of teamwork are more likely to feel committed to their organization. It underscores the potential of promoting teamwork as a strategy for enhancing overall organizational commitment levels. Despite the significant relationships between teamwork, organizational commitment, and employee performance, our mediation analyses did not yield substantial results. Organizational Commitment did not mediate the relationship between Personality and Employee Performance, nor did it mediate the relationship between Teamwork and Employee Performance. These findings suggest that while organizational commitment and teamwork independently influence employee performance, their effects do not operate through a mediating mechanism in our research context.

Our study provides valuable insights into the factors influencing employee performance within human resources management. The non-significant findings regarding organizational commitment and personality underscore the complexity of employee performance determinants and highlight the need for a multifaceted approach to talent management. The significant impact of teamwork on employee performance and organizational commitment suggests the importance of fostering collaborative work environments to enhance organizational effectiveness.

Conclusions

The present study investigated the relationships between organizational commitment, personality, teamwork, and employee performance within human resources management. Our analysis yielded several noteworthy findings contributing to our understanding of the factors influencing employee performance and organizational dynamics. Firstly, our results revealed that Organizational Commitment does not significantly influence Employee Performance. This finding challenges conventional wisdom and suggests that other factors may play a more prominent role in determining employee performance outcomes within our research context. Personality was found to have no significant impact on Employee Performance. Despite the extensive literature emphasizing the role of personality traits in predicting job performance, our findings suggest that within our study sample, personality factors may not be the primary drivers of employee performance. Furthermore, our analysis indicated that Personality does not significantly and negatively affect Organizational Commitment. This suggests that while certain personality traits may not directly influence organizational commitment, other contextual variables may significantly influence employees' commitment to their organization.

In contrast, teamwork emerged as a significant predictor of Employee Performance and Organizational Commitment. These findings underscore the importance of fostering collaborative work environments to enhance individual performance and organizational commitment levels. They also highlight the practical significance of promoting teamwork as a strategic initiative within organizations. However, our mediation analyses did not yield significant results. Organizational Commitment was found to have no significant mediating effect between personality and employee performance nor between teamwork and employee performance. While this suggests that organizational commitment may not operate as a mediator in these relationships within our research context, further investigation into the underlying mechanisms is warranted. Our study contributes valuable insights to the field of human resources management by highlighting the nuanced

relationships between Organizational Commitment, Personality, Teamwork, and Employee Performance. By recognizing the distinct influences of these factors, organizations can develop more tailored strategies for talent management and organizational development. Future research could delve deeper into the mechanisms through which teamwork influences employee outcomes and explore potential moderators of this relationship. Moreover, while our study did not find evidence of mediation, further investigation into the underlying processes linking organizational commitment, personality, teamwork, and employee performance could uncover valuable insights for HR practitioners aiming to optimize organizational performance and employee well-being.

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