THE EFFECT OF BIG FIVE PERSONALITY ON JOB PERFORMANCE: JOB AUTONOMY AS THE MODERATOR

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DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the research project.

(4) The word count of this research report is _____.

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LIST OF ABBREVIATION

FFM	Five Factor Model
SPSS	Statistical Package for Social Science
UM	Universiti Malaya
UTAR	Universiti Tunku Abdul Rahman

PREFACE

The research study that conducted by our group is basically a part of the requirement by our degree course. It is a must for us to conduct this research study to complete our course Bachelor of Business Administration (Hons). Our research study topic is "The Effect of Big Five Personality on Job Performance: Job Autonomy as the Moderator". The research study that will be conducted could probably prove vital in the field of education industry.

The main reason we choose higher education industry as our area is because we are interested in this area and we would like to do some investigation on Malaysian Education nowadays. Another reason is that it is easy for us as a student to conduct the research in higher education industry. Students are easier to approach lecturers as their respondent compare with the staff from organization.

It is also important to know the personality of an applicant when they apply for job especially lecturer as the personality will affect the job performance of a lecturer itself. Big Five Personality is the independent variables of this research. The dependent variable is job performance and job autonomy is the moderating variable.

Through this research, we hope that the management of the public and private university can have a more understanding on the relationship between Big Five personality and job performance with the present of job autonomy act as the moderating effect. Hopefully this study can help academicians to gain better understanding on how Big Five personality can influence their job performance and job autonomy act as the moderating variable.

This study was designed to investigate the effect of big five personality on lecturer's job performance and job autonomy act as the moderator in higher education industry. The big five personality which are openness to experience, conscientiousness, extraversion, agreeableness and emotional stability as well as job autonomy that will affect the job performance which will be discussed later. Past study done by others researchers will help to develop the hypothesis in this research project.

The researchers had conducted the survey in few private and public universities from several states which are Perak, Kuala Lumpur and Penang to test the relationship between those personality traits and lecturer's job performance. A sample size of 383 respondents in a questionnaire method had been conducted. Researchers used the Statistical Package for the Social Science (SPSS) version 16.0 is u to run the reliability analysis, significance analysis, and correlation coefficient analysis to analyze and interpret the data.

As a result, the researchers found that openness to experience, conscientiousness, agreeableness and emotional stability as well as perceived autonomy on the job have significant positive relationship with lecturer's job performance. On the other hand, extraversion has the no positive significant relationship with job performance and also job autonomy. Next, researchers discussed the findings and suggested some recommendation for all the factors. Lastly, researchers come out the future study and conclusion to close up the entire study.

CHAPTER 1: INTRODUCTION

1.0   Introduction

Education plays an important role for an individual's success in life. Education provides people with skills that help to prepare them mentally, socially and physically for the world when they go out to work (Kumar & Jain, 2010). Education is essential in order for people to contribute to society which brings social prosperity, political stability and economic wealth. Normally, the Malaysian education system begins from pre-school to university and primary education is compulsory by law (Malaysian Education, 2009)**.** Besides, Malaysian citizen will receive 11 years of free primary and secondary educations provided by the government **(**Malaysian Education, 2009)**.** Upon completion of secondary education, students can opt for further studies based on individual's academic performance and also financial capability. According to the vision of the Government, they are aimed to make Malaysia a centre of educational excellence (Malaysian Education, 2009)**.** Therefore, the higher education sector has received much attention especially in term of the production of quality human capital nowadays. Meanwhile, the prior purpose of education is to educate society to qualify and prepare them for work in the challenging economy (Kumar & Jain, 2010).

In today's world, higher education has become large service industry (Carmela, 2010). Hence, university lecturer act as an educator not only playing the role to deliver the knowledge to the people who want to be educated but he or she is also carrying the responsibility of taking care of the students physical and mental health. This includes educating as well as training students as a group of knowledgeable citizen before step into the real working environment. Therefore, university lecturers must have certain personality to mentor, counselor, and guide the students and served as the role model to their students. In addition, certain personality in conducting a lecture is considered important and necessary as the

evaluation of lecturer performance is much more depend on students' perception in higher education (Huseyin, 2010).

This research is to examine on how personality affects the job performance in education industry and job autonomy act as the moderator. In theory, job performance of an individual is the function of skills, knowledge, motivation, and abilities directed to role prescribed behavior, for example formal job responsibilities (Rose, et. al, 2010). Big Five Personality will cause an effect on employee's job performance. Besides that, job autonomy is vital in order to understand relations between personality and performance (Gellatly & Irving, 2001). Job autonomy given to employees in term of freedom in doing their job and decision making will influence their performance.

As mentioned earlier, education is an important service sector and higher education sector has received much attention in recent year. Therefore, the researchers are interested to do a research on the topic of ─The effect of Big Five Model on job performance: job autonomy as a moderator in higher education industry in Malaysia. Thus, this research could provide meaningful information to the top management in recruitment process or training and development in order to improve the job performance among the academic and non-academic staffs in higher education industry.

1.1 Research Background

In the past decade, researchers have investigated the relationship of role of autonomy with the relationships between the ratings of job performance and Big Five Personality dimensions. The degree of autonomy a person has when conducting their job can be influential to their work outcome. According to Gellatly and Irving (2001), a person who has freedom, independence, or personal discretion to make decision, it makes sense to expect an emphasis on prescribed role related activities to the possible exclusion of non-role related activities. Hence, roles that provide managers with larger autonomy allow a wider range of extra-role and in-role behaviors.

Theoretically, job performance is a function of skills, knowledge, motivation and abilities directed at role prescribed behavior (Ang, et al., 2007). As individuals, we have personality traits that distinguish us from each other. These traits will make us more or less suited for working with customers. Therefore, it is crucial to understand how important different factors are in contributing to a person's job performance when managing customer relationships.

The Big Five Personality or also known as the Five Factor Model (FFM) is one of the most highly regarded trait theories of personality. In this model, personality traits include openness to experience, conscientiousness, extraversion, emotional stability, and agreeableness (Ono, et al., 2011). Big Five Personality theory suggests that there are five basic personality dimensions that can explain individual in differences behavior. Firstly, extraversion refers to the extent to which a person is sociable, talkative, lively, active, and excitable. The following term is openness to experience. It refers to the extent to which a person is imaginative, independent, and has a preference for variety. Thirdly, emotional stability refers to the extent to which a person is calm and secure. Agreeableness defines as the extent to which a person is good-natured, helpful, trusting, and cooperative. Lastly, conscientiousness refers to the extent to which a person is organized, careful, self-disciplined, and responsible (Zhang & Wei, 2011). The personality traits are important to an individual because it can help to increase in job performance for those who possess it.

Job autonomy defined as the degree of freedom one has to schedule and determine the method of how his or her work is to be accomplished (Fuller, et al., 2010). The result shows from previous study that the validity of conscientiousness and extraversion was high in autonomy compared with those in low job autonomy. The validity of agreeableness with high job autonomy was also greater than low autonomy, but the correlation was negative (Barrick & Mount, 1993).

1.2 Problem Statement

Previous researches in studying the relationship between the Big Five Personality and job performance have contained a threat to construct validity. The data included in these researches was not derived from actual Big Five Personality measures and the reviews did not address the relations between Big Five Personality and contextual performance. Therefore, the present study sought to provide a meta-analytic estimate of the criterion-related validity of explicit Big Five Personality measures for predicting job performance and contextual performance (Hurtz & Donovan, 2000).

Previously, there is a number of studies have been conducted on the relationship between personality and job performance. Although a number of studies have been conducted, it is still uncertain whether personality factor is the determinant of job performance (Rose, et al., 2010). Moreover, there is no other study had been conducted in Malaysia concerning relationship between personality and job performance (Rose, et al., 2010). Therefore, the objective of this study is to examine how personality affects the job performance in tertiary education industry.

Although the Big Five Personality model enjoys widespread support, critics have challenged the model on numerous grounds (Barrick, et al., 2001). In response to these concerns, a number of theoretical and empirical developments supporting the Five Factor Model have emerged in the past few years including demonstrations of the genetic influences on measures constituting the Five Factor Model, the stability of the Five Factor Model across life-span and the replicability of the five factor structure across different theoretical framework. But all above this, Big Five Personality model is still not under universal agreement.

Over the past 25 years, a number of researchers have investigated the validity of personality as a predictor of job performance. As a result, the overall conclusion from these studies is that the validity is quite low. However, at the time these studies were conducted, no well accepted taxonomy existed for classifying

personality traits (Barrick & Mount, 1991). Consequently, it was not possible to determine whether there were consistent, meaningful relationships between particular personality constructs and performance criteria in different occupations (Barrick & Mount, 1991).

1.3 Research Objectives

In this research, our main objective is to find out job autonomy as the moderator between Big Five Personality and job performance.

1.3.1 General Objective

The general objective for this research is to determine job autonomy as the moderator between Big Five Personality and job performance among academic staffs in tertiary education.

1.3.2 Specific Objective

1. To determine the effect of openness to experience on job performance in education industry.
2. To determine the effect of conscientiousness on job performance in education industry.
3. To determine the effect of extraversion on job performance in education industry.
4. To determine the effect of agreeableness on job performance in education industry.
5. To determine the effect of emotional stability on job performance in education industry.

6. To determine the moderating effect of autonomy on the job in the relationships between Big Five Personality and job performance in education industry.

1.4 Research Question

1. Does emotional stability of a staff affects the job performance?

2. Is there a significant effect between extraversion and job performance of the employee in tertiary education?

3. Does job performance get affected by the employee who has personality of openness to experience?

4. Does conscientiousness affect the employees' job performance in tertiary education?

5. Is there a relationship between agreeableness and employee job performance?

6. Does job autonomy affects the relationship between Big Five Personality and job performance in tertiary education?

1.5   Hypotheses of the Study

First Hypothesis

$H_{1A:}$ There is a significant positive relationship between emotional stability and job performance in an organization.

Second Hypothesis

$H_{1B:}$ There is a significant positive relationship between extraversion and job performance in an organization.

Third Hypothesis

$H_{1C:}$ There is a significant positive relationship between openness to experience and job performance in an organization.

Fourth Hypothesis

$H_{1D:}$ There is a significant positive relationship between conscientiousness and job performance in an organization.

Fifth Hypothesis

$H_{1E:}$ There is a significant positive relationship between agreeableness and job performance in an organization.

Sixth Hypothesis

H_{2A}: Perceived autonomy on the job significantly moderates the relationships between openness to experience and job performance.

Seventh Hypothesis

H_{2B}: Perceived autonomy on the job significantly moderates the relationships between conscientiousness and job performance.

Eighth Hypothesis

H_{2C}: Perceived autonomy on the job significantly moderates the relationships between extraversion and job performance.

Ninth Hypothesis

H_{2D}: Perceived autonomy on the job significantly moderates the relationships between agreeableness and job performance.

Tenth Hypothesis

H_{2E}: Perceived autonomy on the job significantly moderates the relationships between emotional stability and job performance.

1.6   Significance of Study

In the past, researchers had concerned on the relationship between personality which is within the framework of the Big Five Personality and job performance (Bergner, et al., 2010). However, they are also some moderators such as job autonomy that will affect the relationship between Big Five Personality and job performance (Barrick & Mount, 1993). Therefore, this research will be emphasized on the relationship between Big Five Personality, autonomy and job performance in tertiary education industry. Besides that, this research is aimed to provide to all level of academic staffs who work in the education industry with a clear picture on how Big Five Personality can affect the job performance among staffs with the moderator of autonomy. By knowing the personality of staff, their top management will be able to assign the responsibility that staff may afford to handle.

Besides, there are many people apply the job without considering whether their own personalities will suit with that particular job or not. They may feel emotionally depressed and less motivated by inappropriate job which may lead to poor job performance. This will lead to employee leaving the organization. Therefore, it is very important for the employees to know their personality before they enter the education industry as this will affect their way of teaching student. Therefore, this study may assist those staffs to understand their personality types and also the level of autonomy which can contribute to their job performance as individuals at their own specific interests of working area.

1.7   Chapter layout

This research is divided into five chapters. In chapter one, research background is presented followed by a problem statement and then ends with research question, hypotheses and significant of study.

In chapter two, the importance of dependent variable, independent variables and moderating variable will be defined clearly and at the same time the previous study and theories related to this topic will be presented as well. In order for us to examine whether the theory formulated is valid or not, conceptual framework will be presented based on the suitable statistical analyses.

Chapter three includes the methodology used in this research. This chapter specifies the research design, data collection method, sampling design. Furthermore, research instrument, constructs measurement which used scale and operational measurement, data processing and data analysis also will be presented. 383 sets of questionnaire will be distributed to the academic staffs in public and private universities. 33 sets of questionnaire will be distributed to UTAR academic staffs for the purpose of pilot study.

Chapter four includes the presentation on overall results and findings from the analysis of the questionnaire. Statistical Package for Social Science (SPSS) is used to illustrate the charts and tables. The interpretation is further elaborated in-depth of the result.

Chapter five includes summary on the research finding and the discussion on the major finding. Besides, the limitation on this study is also discussed and the recommendations for future research are provided as well. An overall conclusion of the entire research project will be provided in the end of chapter five.

1.8   Conclusion

In conclusion, personality can affect a person's way of doing thing. Therefore, it is important to understand the personality of academic staff in higher education industry because they are the group of people that deal with students every day. In order to examine job autonomy as the moderator between Big Five Personality and job performance of the academic staff, chapter one has laid down basis of research project which is the research background, problem statement, research objective and question, hypotheses of the study, significant of the study and chapter layout which prepares the readers to have an initial understanding before going through this study. Further information such as review of the literature and research methodology is presented in the following chapters.

CHAPTER2: LITERATURE REVIEW

2.0 Introduction

This chapter illustrates various literatures on the topic of the relationships between Big Five Personality traits and employee job performance associate with job autonomy in higher education industry. Together with this chapter, we included the definition of all the variables constitute Big Five Personality which are extraversion, agreeableness, conscientiousness, emotional stability and openness to experience, the measurement of job performance and job autonomy, the relationships of job autonomy among the Big Five Personality traits and employee job performance. In addition, the research framework will be presented to show the moderating effect of job autonomy towards relationship between the five dimensions of personality and employee job performance.

2.1 Review of the Literature

2.1.1 Dependent Variable

Job Performance

Job performance is referring to whether a person is doing his work well (Razak, et al., n.d.). It consists of the knowledge, skills and attitude that are required to enable an individual to perform the activities listed in the job description as per the competency profile that a human resource or similar professional may have developed through job analysis. Job performance is vital in ensuring that a company is functioning at its optimal level. A company's strength lies in how secure an employee feels about his or her job and that will lead to a better performance. Effective organizational

functioning depends on many differing behavior patterns, for example joining and staying in the organization as well as meeting or exceeding specific standards of performance and behaviors that go beyond specific role requirements such as cooperating with coworkers, suggesting ways to improve the organization, and speaking favorably about the organization to outsiders. These behavioral patterns are important for organizational survival. According to Cappelli (1995), personality variables are indicated as important in the job characteristics or job attitudes and rewards as determinants of job performance.

The question of whether personality measures are valid predictors of occupational performance has been answered by the previous researchers as well. It is importance because there is always room for better improvement (Hogan, 1998).

However, some researches indicated that personality measures are lack of validity, easily faked and are generally unsuitable for decisions about job performance. According to Rothmann and Coetzer (2003), personality questionnaires were not useful in the prediction of job performance, and they should not be used in selection decisions unless their validity has been specifically and competently determined for the specific situation. There is too little study available to be used as the references for the review of the criterion-related validity of personality assessment for job performance with the present of job autonomy as the moderator.

2.1.2 1ˢᵗ Independent Variable

Openness to experience

Openness to experience refers to the dimension of cognitive style that distinguishes imaginative, creative, and conventional people (Barrick & Mount, 1993). It is also a measure of depth, breadth and variability in a person's imaginations and urge for experiences (Saade, et al., 2006). People who are open to experience are always perceived as healthier or more matured, and may serve as an educator. On the other hand, open-minded people can be related to superior job performance in police work, sales, and some other occupation (Taylor, 2009). Some researches indicates that openness to experience may not be influential to job performance as the real construct of openness to experience consists of two dimensions that relate differentially to job performance, thus reducing correlations between overall measures of openness to experience and performance criteria (Griffin, et al., 2004).

According to Mark and John (2000), a step-wise hierarchical regression analysis revealed that openness to experience predicted unique variance in job performance above and beyond both cognitive aptitude, and the other four personality dimensions of the Big Five Personality. Nevertheless, there are evidences shown that openness to experience may predict training proficiency (Rothmann & Coetzer, 2003). Measures of openness to experience may help pinpoint individuals who are "training ready", which means people who are willing to learn. As openness to experience exhibits the strongest relationship with measures of intelligence, it may also predict the ability to learn. In short, the utility of openness to experience appears to lie in its prediction of training potential, rather than job performance (Rothmann & Coetzer, 2003). Therefore, more training will indirectly lead to a better performance.

2.1.3 2nd Independent Variable

Conscientiousness

People who have high conscientiousness are reliable and responsible people (Barrick & Mount, 1993). They have good self-control, act dutifully and always aim for achievement. They like to follow a plan rather than acting spontaneously. This makes them good at formulating long-term goals, organizing and planning routes towards achievement and work persistently to achieve goals. A research shown that, high level of conscientiousness may not always be good as conscientiousness could be detrimental to well-being when failure is experienced (Boyce, et al., 2010).

Conscientiousness has emerged as the most robust of the five factors to predict job performance. It is said that researchers take great liberty in operational performance, frequently failing in distinguish between types of potential performance data or between the quality of different sources used in the measurement and capturing of performance (Hurtz & Donovan, 2000). For example, a primary distinction has been made between task performance, which is performance of the basic functions and duties as required in the job description, and contextual performance, which consists of extra role and pro-social behaviors that go above the basic job requirement (Hurtz & Donovan, 2000). Thus, according to Hurtz and Donovan (2000), steps are took to address how the Big Five Personality may differently predict various dimension of performance, including both task and contextual, and results showed that conscientiousness predicts different dimensions of performance equally.

If conscientiousness is to be the strongest variable to predict performance, as it is shown by various researches, researchers must understand more thoroughly about this relationship including the various items that make up by the scales measuring of the factor to show how the scale predicts performance psychometrically by bring in more evidences.

2.1.4 3rd Independent Variable

Extraversion

Extraversion is correlated to enjoy being with people, energetic and often experience positive emotions (Barrick & Mount, 1993). Extravert people tend to be enthusiastic and action-oriented to opportunities for excitement and they like to be the center of attention in groups. Extraversion can predict effective functioning and well-being across a wide variety of domains (Ozer & Benet-Martinez, 2006). The other side of extravert is introvert. Introvert people tend to be low-key, quiet, deliberate, and less dependent on the social world. Lacking of social involvement should not be classified as shy or depressed, just that they needs less stimulation than an extravert and prefer to have more time to be alone to re-charge their batteries. The independence and also being reserve of the introvert is sometimes mistaken for arrogance or unfriendliness.

According to Barrick, Mount and Judge (2001), extraversion was related to succession in specific jobs such as sales or management, but was less related to skilled workers' performance.

2.1.5 4th Independent Variable

Agreeableness

A person with high level of agreeableness is usually warm, friendly, tactful, and is negatively associated with interpersonal arguments, aggression and anger (Jensen-Campbell & Graziano, 2001; Meier & Robinson, 2004). They have a positive view of human nature and believe that people are decent, honest, and trustworthy. They get along well with others because for them, social harmony is important. However, agreeableness is not that useful when comes to situations that require absolute or tough objective decisions. Disagreeable people can be excellent soldiers, critics or critics.

A research shows that agreeableness does not have a significant effect on team performance for a problem solving tasks; however it did significantly affect how an individual performed on the problem solving task (Frederick, 2005). According to Hurtz and Donovan (2000), validity for agreeableness in the prediction of interpersonal facilitation, is a dimension of contextual performance as defined by the authors. It seems that agreeableness may be predictive of pro-social and extra role behavior, or other forms of contextual performance, which has been shown to have incremental utility in personnel selection. There is also a study proposed that agreeableness may moderate the relationship between conscientiousness and performance, such as conscientious individuals who are high on agreeableness will likely perform at higher level than those who are low on agreeableness (Barrick & Mount, 1993).

Therefore, although the general belief holds that agreeableness has very limited utility in personnel selection, evidence indicate that it may yet emerge as a useful predictor for certain outcome (Hurtz & Donovan, 2000).

2.1.6 5th Independent Variable

Emotional Stability

Emotional stability is defined as self-confident, self-possessed, resilient, tolerant of stress and well-adjusted. People with high level of emotional stability or low level of neuroticism are the person that able to control owns self to remain stable (Barrick & Mount, 1993). They tend to be emotionally stable and calm. People with low level of emotional stability or high level of neuroticism have poor stress coping, irrational thinking, poor impulse control and worry (Ono, et al., 2011). From previous research, a stable emotion and conscientious actions were more effective in task situations than interpersonal situations (Kell, et al., 2010). According to Barrick, et al. (2001), this factor is related to job performance and can be considered as universal predictor because it is relevant in all or nearly all job. Emotional Stability was important predictor of interpersonal performance. When individual who score high in emotional stability may result in high quality of working relationship (Mount et al. 1998).

According to Tett, et al. (1991), provide a meta-analysis and yielded a true validity coefficient of 0.22, whereas Salgado's research yielded a coefficient of 0.19, both quite larger than preceding and subsequent studies. Both reviews' results even place emotional stability as a stronger predictor of performance than extraversion (Jeff & Therese, 2006).

2.1.7 Moderating variable

Job autonomy

Job autonomy is the degree to which a job provided an employee with the power and independence to plan their work and decide how it is to be done by the employee (Barrick & Mount, 1993). The increased job autonomy will let the employees to have greater flexibility in setting their own role because they have more power in determining on how to perform the work (Morgeson, et al., 2005). Besides, when there is autonomy in the workplace, employees are more likely to integrate more tasks into their role in an organization.

Previous research shows that conscientiousness and extraversion would be valid predictors for performance of the manager when the degree of autonomy in the job was high (Morgeson, et al., 2005). The validity of agreeableness is also high with the present of high job autonomy, however the correlation was negative (Barrick & Mount, 1993). This means that employees that are low in agreeableness perform better than those who are high in agreeableness.

Barrick and Mount's research provides a meta-analysis result that conscientiousness, extraversion and agreeableness was significantly related to job performance with the present of job autonomy as the moderating variable. Generally when the degree of autonomy on the job increased, the amount of variability in job performance also increased.

2.2 Review of Relevant Theoretical Models

Figure 2.1: Model of autonomy, creativity and openness to experience
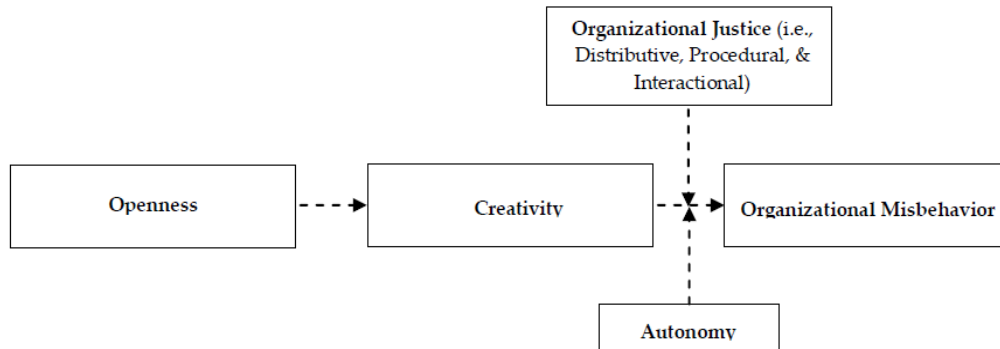
Figure 1. Creativity, openness, organizational misbehavior, and potential moderators.

Source:Dana Kay Shelton(2010)

According to the research conducted by Dana Kay Shelton, 2010, the researcher examined relationships between creativity, openness, autonomy, organizational justice, admitted organizational misbehavior, and possible organizational misbehavior. This analytical model was obtained from reviewing of literature on creativity, openness of a Five-Factor Model (FFM) personality dimension, organizational misbehavior and potential moderator. Two independent variables were creativity and openness while the dependent variable was organizational misbehavior. Furthermore, two organizational factors act as moderating variables were workplace autonomy and organizational justice influence the creativity-misbehavior relationship. From the result, positive relationships were found by the researchers among openness, creativity, organizational justice and autonomy. Therefore, this model provides us the understanding of the influence of the workplace autonomy and organizational justice upon the openness, creativity and organizational misbehavior as well as make it becomes the reference for our theoretical framework.

Figure 2.2: Model of job autonomy as a moderator personality such as
extraversion, agreeableness and conscientiousness
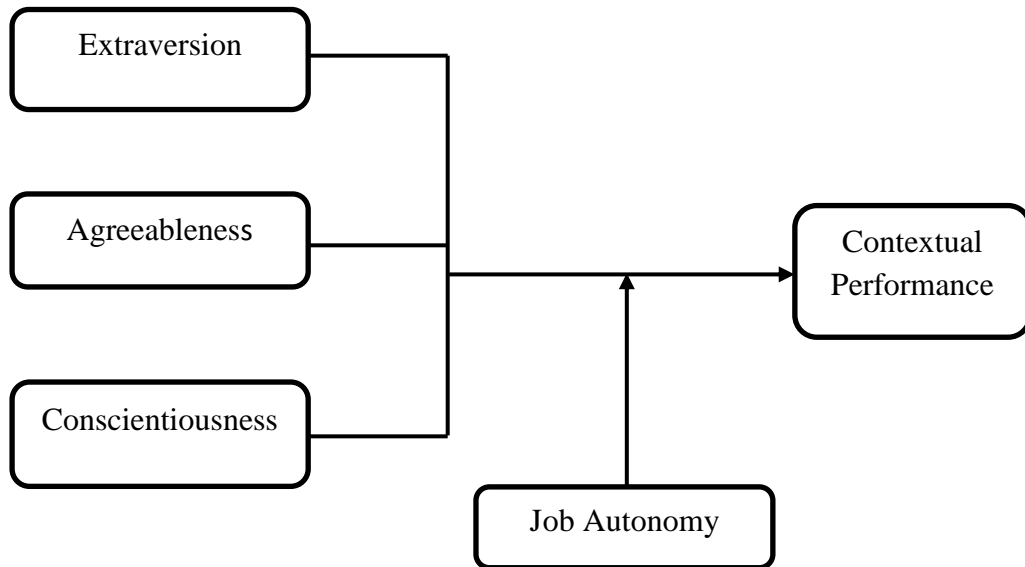
Source: Ian R. Gellatly and P. Gregory Irving (2001)

According to the research conducted by Ian R. Gellatly and P. Gregory Irving (2001) researchers tested the relationship among personality, autonomy, and contextual performance of managers. Based on the model above, it shows that three components of the Big Five Personality which are extraversion, agreeableness and conscientiousness were chosen by both researchers to examine whether how it will affect the contextual performance of managers. Moreover, job autonomy is also vital to understand relations between personality and performance. It served as a moderator in this study. From the result, researchers found out that extraversion and agreeableness have significant positive relationship with the contextual performance. Besides, the findings of the research have strong evidence for managers who perceive greater job autonomy which is judged by their superiors to be above average of their contextual performance. On the other hand, conscientiousness is correlated negatively rather than positively with contextual-performance ratings in this study. Therefore, this model provides us understanding of job autonomy affects between personality and contextual performance.

Figure 2.3:Model of proactive personality and job performance

Independent Variable (IV)   Dependent Variable (DV)

Moderating Variable
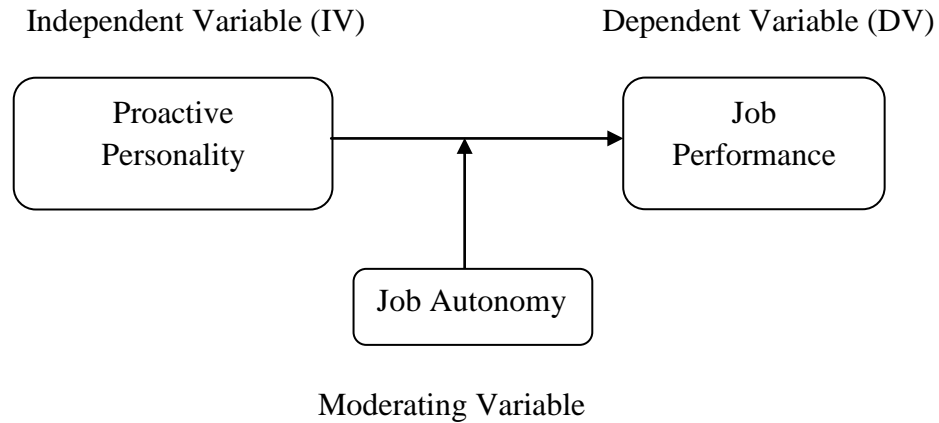
Source: Jerry Bryan Fuller, Jr., Kim Hester and Susie S. Cox (2010)

According to the research conducted by Jerry Bryan Fuller, Jr., Kim Hester and Susie S. Cox (2010), the model above was produced. The model links the independent variables to the moderating and the dependent variable where proactive personality as the independent variable, job autonomy as the moderating variable, job performance as the dependent variable and control variables consist of trust in an organization, position in a firm hierarchy, education, age and job tenure.

For the data collection, this research was done in a small utility company in South United State and there are 120 employees involved. Besides, this research was supported by top management of that company and employees are allowed to complete the survey during regular working hours. The survey collected data on proactive personality, perceived job autonomy and control variables and later, the company conducted performance appraisals for all employees.

There is a 95.8% response rate which is 115 sets of matching subordinate-supervisor data were obtained. Majority of the respondents had been with the company less than 10 years, reported some college education and majority of them were in the age of 40 or younger.

Based on the result of the research above, there is an evidence indicates that proactive personality is positively related to the employee's job performance. The results of subordinate-rated job autonomy show that the relationship between proactive personality and employee's job performance is moderated by job autonomy. Therefore, this study provides us an understanding of the relationship between proactive personality with job performance and job autonomy as the moderator between them. Researchers make this model as the reference for our theoretical framework.

2.3 Proposed Theoretical/ Conceptual Framework

Figure 2.4: Proposed Theoretical/ Conceptual Framework
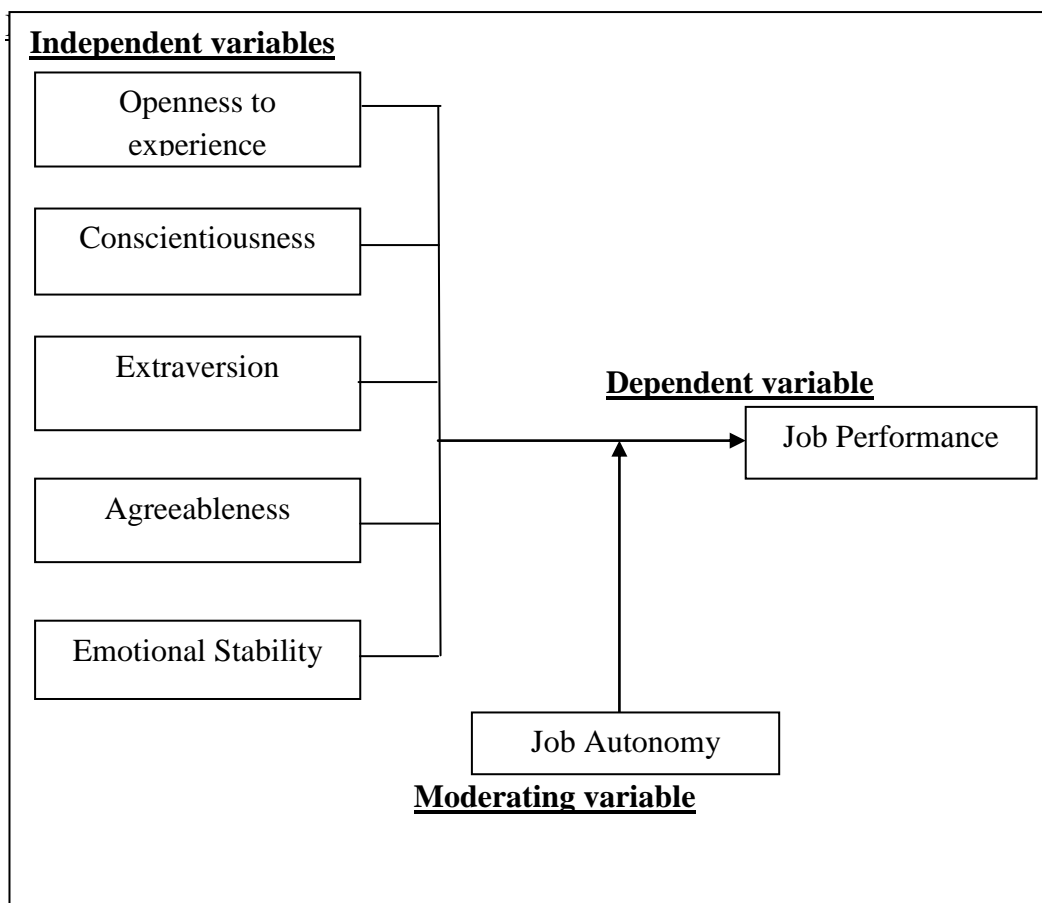
Source: Developed for the research

The above proposed theoretical framework for this study is developed after reviewing several research framework conducted by Ian R. Gellatly and P. Gregory Irving (2001), Jerry Bryan Fuller, Jr. Kim Hester and Susie S. Cox (2010) to accommodate to our research objectives. Proposed theoretical or conceptual framework is a diagram that shows the relationship between independent variables and dependent variable associate with moderating variable. There are 5 independent variables which are openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability while the dependent variable is job performance. Besides, job autonomy act as a moderating variable also has a significant relationship between Big Five Personality and job performance. The variables researchers adapted from the models of Ian R. Gellatly and P. Gregory Irving (2001) are consisted of extraversion, agreeableness, and conscientiousness. Other than that, another two personalities which are openness to experience and emotional stability are added in this proposed model in order to test for more accurate result under Big Five Personality trait.

Meanwhile, moderating variable which is job autonomy is taken from both Ian R. Gellatly and P. Gregory Irving (2001) and Jerry Bryan Fuller, Jr. Kim Hester and Susie S. Cox (2010) theoretical framework. As job autonomy will correlate positively with contextual performance (Gellatly& Irving, 2001). For instance managers who have greater job autonomy are judged by their superiors to be above average in terms of their personality–contextual performance and contextual performance relations are later moderated by the job characteristic of autonomy (Gellatly & Irving, 2001).

Researchers also found that job autonomy influences the relationship between proactive personality and job performance (Fuller, et al., 2010). The report shows a positive relationship between proactive personality and job performance (Fuller, et al., 2010). Therefore, researchers choose to use job autonomy as a moderator between the personality and job performance. In this study, the relationship between five independent variables and job performance associate with job autonomy in Malaysia higher education industry has been examined.

2.4 Hypotheses Development

2.4.1 Big Five Personality and job performance

The relationship between personality and job performance has been a frequently studied topic in industrial psychology in the past century (Barrick, et al., 2001). The five personality dimensions seem to be relevant to different cultures. Research also shows that the Big Five Personality factors have a genetic basis and they are probably inherited (Rothmann & Coetzer, 2003). The five dimensions of the Five Factor Model are openness to experience, conscientiousness, extraversion, agreeableness and emotional stability.

Big Five Personality	→	Job Performance
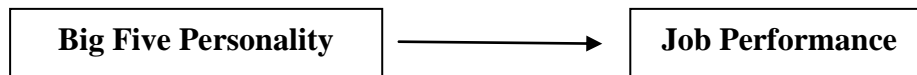
H_1: There is significant positive relationship between Big Five Personality and job performance.

2.4.2 Openness to experience and job performance

Some research indicates that, openness to experience is not a good predictor for job performance as the real structure of openness to experience consists of two unrelated dimensions to job performance, hence reducing correlations between openness to experience and performance criteria (Griffin, et al., 2004). The utility of openness to experience appears to lie in its prediction of training potential, rather than job performance (Hurtz & Donovan, 2000). According to Tett, et al. (1991), openness to experience may not be a good indicator of job performance. However, in this study, the researchers collected data from the target respondents which are lecturers who were teaching in public and private universities.

Researchers found that openness to experience is a good predictor to job performance because the result shows that majority of lecturers are likely to come out with more new ideas, having creative thinking, high curiosity level and so on. Lecturers who possess these traits will be able to increase their job performance by utilizing their trait, such as doing some attractive Microsoft Power Point slides which can draw the attention of students during lecture.

H_{1A}: There is significant positive relationship between openness to experience and job performance.

2.4.3 Conscientiousness and job performance

Conscientiousness is the most predictive of job performance. It is positively correlated with job performance (Hurtz & Donovan., 2000). Conscientiousness represents an individual's extent of persistence, organization's hard work, and ambition in pursuing their target. This construct is viewed as an indicator for the ability to work hard or also called as volition (Hurtz & Donovan, 2000). Some researchers consider conscientiousness as a wide personality dimension which includes two basic grounds: achievement motivation and dependability. Various researchers reported significant relationship between conscientiousness and job performance. The relationship can be the attribute to conceptual relationship between conscientiousness and integrity, according to Sackett and Wannek (1996). Moreover, autonomy and goal setting also influence the relationship between conscientiousness and job performance (Rothmann & Coetzer, 2003).

| Conscientiousness | ⟶ | Job Performance |
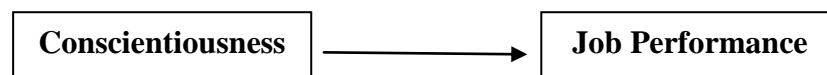
H_{1B}: There is significant positive relationship between conscientiousness and job performance.

2.4.4 Extraversion and job performance

Individuals with extraversion show higher frequency and intensity of personal interactions, positive emotions, and a higher need for stimulation. Furthermore, extraversion has a tendency to be optimistic and to reappraise problems positively. Extraverts' generally optimistic temperament may bring them to focus on the good and positive side of their experiences. In addition, extraversion also tends to related with problem-solving coping, rationality, positive reappraisal and social-support seeking (Thoresen, et al., 2004). Extraversion is a valid predictor of performance in jobs that characterized in social interaction, such as sales agent and manager (Bing & Lounsbury, 2000). There is a positive relationship between extraversion and job performance of police personnel and this relationship can be explained in terms of the high level of communication in the police service (Rothmann & Coetzer, 2003).
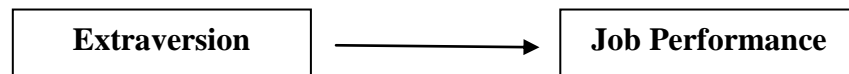
| Extraversion | $\longrightarrow$ | Job Performance |

H_{1C}: There is significant positive relationship between extraversion and job performance.

2.4.5 Agreeableness and job performance

Agreeableness assesses one's interpersonal orientation. Individuals which has high agreeableness level can be characterized as altruistic, trusting, forgiving, and caring as opposed to indifference to others, hostility, noncompliance and self-centeredness. That is, the high end of agreeableness represents an individual who has cooperative values and a preference for positive interpersonal relationships. Generally, agreeableness may bring one to be seen as trustworthy and may help one generate positive, cooperative working relationships. High levels of agreeableness may prohibit one's willingness to drive hard bargains, pursuit one's own self-interest, and influence or manipulate others for one's own benefit. According to Tett et al. (1991), agreeableness is a significant predictor of job performance. According to Rothmann and Coetzer (2003), agreeableness is related to training success. The co-operative nature of agreeable individuals may lead to success in occupations where teamwork and customer service are relevant (Rothmann & Coetzer, 2003).
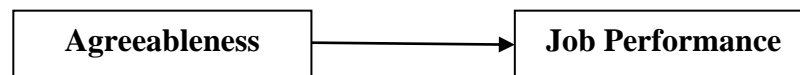
H_{1D}: There is significant positive relationship between agreeableness and job performance.

2.4.6 Emotional stability and job performance

Emotional stability is defined as self-confident, calm, resilient, tolerant of stress, well-adjusted. Emotional stability has also been found to relate to overall performance across many if not all jobs. Thus, this trait can be considered universal or generalizable predictor because it is relevant in all or nearly all jobs (Barrick, et al., 2001). Emotional stability was important predictor of interpersonal performance. Individuals who score high on emotional stability are even-tempered, well adjusted, and tolerant of stress. Again, it seems reasonable that this trait would result in higher-quality working relationships (Mount et al., 1998). According to Gangestad & Snyder (1985; 2000), emotional stability will be positively correlated with supervisory ratings of interpersonal performance.
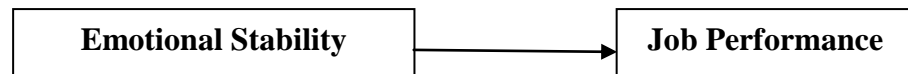
| Emotional Stability | → | Job Performance |

H_{1E}: There is significant positive relationship between emotional stability and job performance.

2.4.7 Big Five Personality and job performance associate with job autonomy

Autonomy shows positive moderating effects between the relationships of Big Five Personality and job performance. That is whereby the extent to which personality characteristics predict behavior is hypothesized in order to differ depending on degree to which external environment inhibits a person's freedom to behave in idiosyncratic ways. The researcher comes to a consensus on the personality literature. The researcher concludes that personality traits may sometimes be more useful in predicting behavior when autonomy is high then when it is low and there is very little research

has directly investigated this in work situations. Previous researchers found that the level of autonomy an individual has in his job moderated the relationships between a behavior and job performance. The degree of job autonomy moderates the validity at least three dimensions of the Big Five Personality; conscientiousness, extraversion, and agreeableness (Barrick & Mount, 1993).
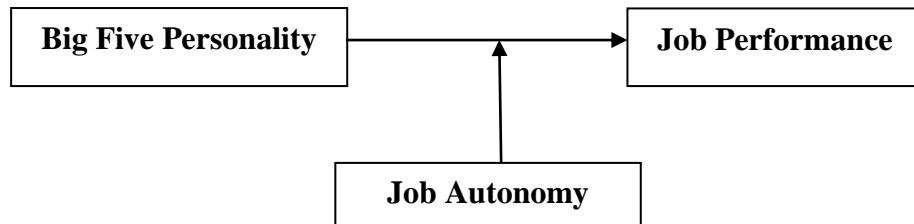
```
┌─────────────────────────┐          ┌─────────────────────┐
│   Big Five Personality  │────────▶ │   Job Performance   │
└─────────────────────────┘    ▲     └─────────────────────┘
                               │
                      ┌────────────────┐
                      │  Job Autonomy  │
                      └────────────────┘
```

H_2: Perceived autonomy on the job significantly moderates the relationship between Big Five Personality and job performance.

H_{2A}: Perceived autonomy on the job significantly moderates the relationship between openness to experience and job performance.

H_{2B}: Perceived autonomy on the job significantly moderates the relationship between conscientiousness and job performance.

H_{2C}: Perceived autonomy on the job significantly moderates the relationship between extraversion and job performance.

H_{2D}: Perceived autonomy on the job significantly moderates the relationship between agreeableness and job performance.

H_{2E}: Perceived autonomy on the job significantly moderates the relationship between emotional stability and job performance.

The moderating effects of perceived autonomy on the job in the relationship between emotional stability and job performance, and between openness to experience and job performance were not mentioned in the literature review. However, these moderating effects were also tested in this research.

2.5 Conclusion

The discussion and evaluation of the article and research studies that related to the relationship between the job performance and the Big Five Personality have presented in this chapter. These literature reviews serve as the foundation for the hypotheses to be tested in the following chapter by using appropriate data analysis techniques.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In this research, the definition of selected technique and procedures used in collecting data will be described, the information of how to form research design and related data resources are briefly presented. The main focus for this chapter is about research methodology such as research design, data collection method, sampling design, research instrument, measurement scale, data processing and data analysis.

3.1 Research Design

In this research, the quantitative method is suitable to use for the questionnaire was formulated based on the theoretical framework and objectives of the study. Therefore, quantitative method is used instead of qualitative method. Besides, the research design for this study was longitudinal research. Longitudinal research is a research method used to determine the relationships between variables that are not related to various background variables. The observational research method involves studying the same group of individuals over an extended period of time.

3.2 Data Collection Methods

This research is going to test personality traits, job autonomy and its relationship towards employee's job performance. As a result, a survey method such as questionnaire is used to collect the primary data. In this particular research, primary data will be collected by distributing questionnaires to respondents that are produced by tertiary education institutions in Malaysia. Next, the researcher

processes on data given by respondents after the distribution and collection of the questionnaire were done by the researchers. Then, the data of the respondents will be analyzed by using statistical software (SPSS) and the main personality that could affect the employee's job performance based on personality traits will be identified.

3.3 Sampling Design

3.3.1 Target Population

There are a total number of 20 public universities and 53 private universities in Malaysia (The Malaysian Higher Education System-An Overview, n.d.). Since there is a limited resource such as cost and time constraint so it is difficult for the researcher to conduct a survey on the whole Malaysia population. Because of above reason, the researcher will select 383 respondents out of the total population of lecturers in private and public universities to draw a conclusion about the entire population. The total population of lecturers in private and public universities that estimated by the researcher is 146,539 people. Therefore, based on the sample size table, researcher should select 383 number of respondent as the sample size to conduct this research. Respondents are the lecturers who work in private and public university.

3.3.2 Sampling Frame and Sampling Location

The sampling frame of this study is the lecturers from public and private university in Malaysia. Sampling location is the place where the study will be conducted. Thus, the researchers had chosen few of the tertiary education institutions across nation such as Perak, Penang, and Kuala Lumpur to conduct the survey.

3.3.3 Sampling Elements

The respondents of this study will be referred to the individual academic staff from public and private university in Malaysia.

3.3.4 Sampling Technique

For this study, the sampling technique that had been chosen was probability sampling technique whereby respondents being selected in the form of random selection. The probability sampling technique used is cluster sampling. Cluster sampling is used because the researchers distributed the questionnaire based on geographic regions. Due to the reason that public and private universities in Malaysia are located at many different states, therefore it will be easier for researchers to conduct this research by grouping the respondent in the same state such as Perak, Penang and Kuala Lumpur. Besides, cluster sampling is suitable whereby it deals with large population in which the population exceeds 100,000 people.

3.3.5 Sampling Size

A total number of 383 questionnaires were prepared and distributed based on self-administrated to the respondents who work as lecturer at different tertiary education institutions in Malaysia which have been assisted in completing our questionnaires. In order to get the sampling size, the researchers has estimated a total population of 146,539 lecturers in private and public universities. In order to get the estimation number of lecturers in private and public universities, researchers try to calculate how many lecturers in University Tunku Abdul Rahman (UTAR) which represent the sample of private university and how many lecturers in University Malaya

(UM) which represent the sample of lecturers in public university and after that the researchers try to times with the number of private and public university in Malaysia. The last step is to add up the number of lecturers in private and public universities in Malaysia to get the total population. From the sample size table as shown in Appendix 3.1, it shows that when the population exceeds 100,000, the sample size will be 383.

3.4 Research Instrument

The research approach used in this study is a self-administered questionnaire of delivery and collection questionnaire which will be completed by the respondents. The reason in using the delivery and collection questionnaire is because of its geographical flexibility, cheaper distribution and processing costs. Therefore, questionnaires will be sent to employees at public or private university in Malaysia to obtain their opinions. Basically, the questionnaire designed divided into Section A, Section B, Section C.

Section A consists of demographic information where respondents were required to fill in their personal information and this section provides a brief description about the respondents. This part consists of nine questions which design to collect the basic information of employees regarding their gender, age, race, level of qualification, years of working job position, monthly income level, job location, and current marital status.

Section B consists of five parts whereby each part contains questions that are relevant to each factor that affect employee job performance. Each question was tested using five-point Likert Scale. These five parts include openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability. Respondents were asked to choose the one most closest to their viewpoint in the question.

For Section C, Likert scale is used as well whereby dependent variable which is job performance among employees in the organization will be tested. Same with the previous section B and C, job autonomy acts as moderating variable in section D and uses the Likert scale as well.

3.4.1 Pilot Test

Pilot test refers to a research pre-testing where the questionnaire is tested on a minor group of respondents in order to identify any unforeseen problems such as the flow and wording of questions. It is being conducted to test the reliability, validity and sensitivity of the questionnaire. There were 33 sets of questionnaire that have been distributed to the respondent who works in UTAR which is located in Kampar. They were picked randomly to answer the draft questions to find out whether they have any difficulty in answering the questions. Feedback from the respondents will be recorded in order to make improvement on the questionnaire. Upon collection of the questionnaire, Statistical Package Social Science (SPSS) were used in order to test the reliability and validity of the questionnaires. The result of the pilot test was shown in the following table:

Table3.1: Pilot Test Result

	Variables	**No. of items**	**Cronbach's Alpha**
Independent variables	1.Openness to experience	6	0.842
	2.Conscientiousness	6	0.713
	3.Extraversion	6	0.716
	4.Agreeableness	6	0.633
	5.Emotional stability	6	0.845
Dependent variable	Job Performance	6	0.702
Moderating variable	Job Autonomy	6	0.709

Source: Developed for the research

The rules of thumb indicates that the alpha value greater than 0.7 which is considered good and acceptable (Cronbach, 1951). As all the Cronbach's alpha for dependent and independent variables shown in table 1.2 are greater than 0.6 in which the reliability is moderate but it is still acceptable, and the overall Cronbach's alpha for dependent and independent variables is 0.884, therefore researchers can conclude that the questionnaire design is reliable.

3.5 Constructs Measurement

In order to ensure the validity of questionnaire, the questionnaire is adopted from several journals. Researchers adopted the questions from Teh, et al. (2011) which discussed about the issues of Big Five personality with other factors. Besides, job autonomy is adopted from Barrick and Mount (1993). In this research, the nominal scale is manipulated in the demographics profile such as gender, age, race and etc. This category has no intrinsic value as it serves as a label which helps to categorize, while ordinal scale is a scale that arranges objects or alternatives according to their magnitudes, it does not tell the value of the interval between rankings. The use of an ordinal scale implies a statement according to the ranking from highest to lowest based on the design of questionnaire such as level of qualification, job position and etc.

The ratio scale represents the highest form of measurement and is the most informative scale. It is an interval scale with the additional meaningful measurement point that its zero position represents an absence of some concept. Therefore, it has a unique zero origin and the ratio scale used in this research is job location such as Perak, Kuala Lumpur, and Penang.

The Likert scale, developed by Rensis Likert, is the most frequently used variation of the summated rating scale. The object or interest statements that express either a favorable or an unfavorable attitude towards the object of interest can be found in summated rating skill (Cooper & Schindle, 2006). The five-point Likert scale

allows respondents to choose from five alternatives according to their degree of agreement with the statement asked in questionnaire. The format for five-point Likert scale was listed, namely SD=strongly disagree, D=disagree, N=neutral, A=agree and SA=strongly agree.

3.6 Data Processing

3.6.1 Questionnaires Checking

According to Malhotra (2007, p.415), questionnaires checking involve a check of all the questionnaires to ensure the data completeness and the interview quality. The check is often made while fieldwork is still in progress. This will be a continuous process and will be started when the first set of questionnaires is returned, while research proposal is still under progress. Therefore, any error and problem can be deleted earlier and corrective action can be taken before many surveys have been completed.

3.6.2 Data editing

Based on Malhotra (2007, p.415), editing is viewing of the questionnaires with the objective of increasing accuracy and precision. Unsatisfactory responses can be handled in two ways: returning to the field to get better date or simply discarding the unsatisfactory responses. According to Malhotra (2002), the unsatisfactory responses are discarded if the pre-set sample size was large as the unsatisfactory responses were of a small population which is less than 10%.

3.6.3 Coding

"Coding means assigning a code usually a number, to each possible response to each question" (Malhotra, 2007, p.417). The Statistical Package for Social Science (SPSS) software is the most widely used for analysis and SPSS enables the researchers to score and analyze quantitative data very quickly. In the current research, the Statistical Package for Social Science version 16 (SPSS software version 16) will be used for data coding.

3.6.4 Transcribing

After the data is being coded, it will be transcribed into the computer. Transcribing data involves transferring the coded data from the questionnaires or coding sheets into disks or directly into computer (Malhotra, 2007, p.421).

3.6.5 Data cleaning

While the data has been checked and edited during the initial stage of the data preparation process, data cleaning is the final and most through procedure that the data has to go through before it is finally considered "prepared" for analysis. The checks in this phase are very extensive since they are done with the help of computer.

3.7 Data Analysis

In order to analyze the research, the qualitatively data was used to answer the research problem. So, Statistical Package for the Social Sciences (SPSS) software was being used in this research. This software provides basic statistical analysis. The data analysis would be more accurate by using the SPSS. Thus, an adequate conclusion and recommendation could be made. After tabulating the data, the graphical displays such as tables and bar charts are used to present it. It would be easier to understand the result of the analysis and the statistical figures since it is organized, presented and summarized.

3.7.1 Descriptive Analysis

Descriptive analysis is a method of organizing, summarizing, and resenting data into quantitative terms so that the data will become more informative. Some of the common descriptive analyses include measure of central tendency, measure of dispersion, histogram, scatter plot and etc. For this research, the researcher may have a lot of measures but descriptive statistics help us to simply numerous data in a rational way so that it reduces redundancy.

3.7.2 Reliability test

Reliability test is the degree to which measurement is free from errors and therefore yields consistent results. Reliability analysis allows researchers to study properties of measurement scale and the items. The reliability analysis procedure calculates a number of commonly used measures of scale reliability and also provides the information about the relationship between individual items in the scale. In other words, it is a measurement established by testing both consistently and reliability. If there is

imperfection occurs during the measuring process, test-retest may be used. Test-retest reliability is the reliability coefficient obtained with the repetition of the same measure on a second occasion. The higher the test result, the higher the reliability, and consequently, the stability of the measure across time (Sekaran, 2003).

Cronbach's alpha is reliability coefficient that indicates how well the items of the average inter-correlations among the items in measuring the concept. The nearer Cronbach's alpha is to 1(one), the higher the internal consistency reliability (Sekaran, 2003, pg.307).

Table 3.2: Rules of thumb about Cronbach's Alpha coefficient size

Alpha Coefficient Range	Strength of association
Less than 0.6	Poor
0.6<0.7	Moderate
0.7<0.8	Good
0.8<0.9	Very good
0.9 and above	Excellent

Source:George, D. & Malley, P. (2003). *SPSS for windows: A step and refrence 11.0 updated* (4th Ed). Boston: Allyn & Bacon

3.7.3 Inferential Analysis

According to Arsham (1996) stated that inferential analysis concerned with making inferences from samples about the populations which they have been drawn. If there is any inferred conclusion from a sample data to the population in which the sample is drawn must be showed in a probabilistic term. Next, inferential statistics can be used to explain a phenomenon or checking the validity of a claim. Based on this study, researcher will be focusing on two techniques which are Pearson correlation coefficient analysis and multiple regressions analysis.

3.7.3.1 Pearson Correlation Analysis

According to Sorana-Daniela & Lorentz (2006), Pearson correlation coefficient refers to the measure of strength and direction of the linear relationship between the two variables and also describes the direction and degree that the variable is related to others. The Pearson correlation coefficient is values from -1 to +1. The value with +0.1 indicates that the variables are perfectly linear related by an increasing relationship, however a value with -1 which indicates that the variables are perfectly linear related by a decreasing relationship, a zero value indicates that the variables are not linear related by each other. If the correlation coefficient is more than 0.8 then there is a strong correlation, however there is a weak correlation if the correlation coefficient is less than 0.5.

R^2 which means coefficient of determination that provides the information about the proportion of variation in the dependent variable with the variation in the independent variable. In this research study, Pearson correlation analysis is used to find out the correlation between the dependent variable and independent variables. Researchers use this correlation to test five relationships: i) relationship between emotional stability and job performance, ii) relationship between extraversion and job performance, iii) relationship between openness to experience and job performance, iv) relationship between conscientiousness and job performance, v) relationship between agreeableness and job performance.

Table 3.3: Pearson Correlation Coefficient

Coefficient range	Strength
+0.91 to +1.0	Very strong
+0.71 to +0.90	High
+0.41 to +0.70	Moderate
+0.21 to +0.40	Small but definite relationship
0 to +0.20	Slight, almost negligible

Source: Hair, J. F. Jr., Money, A. H., Samuel, P., & Page, M. (2007). *Research methods for business*. Chichester. West Susseex: John Wiley & Sons, Inc.

3.7.3.2 Multiple Regressions Analysis

Multiple regression analysis is a statistical technique that is used to analyze the relationship between the dependent variable and multiple independent variables, in which more than one independent variable is assumed to affect the dependent variable. In this multiple regression analysis, multiple independent variables of the study will be entered into the same types of regressions equation. A separate regression of each variable will calculated to define the relationship with the dependent variable. The relationship that occurs between each dependent variable and independent variable is linear. All the variables of the questionnaire are measured by five-point Likert scales. Multiple regressions will be calculated using the proposed formula to study the relationship between the independent variables and dependent variables.

Thus, multiple regressions had been calculated by using the proposing formula:

$$Y = a + b1X1 + b2X2 + b3X3 + ... + bnXn$$

*Y represents the dependent variable, coefficient (a) represents the intercept or constant, and b was the partial regression coefficient. The partial regressions coefficient represents the change in the dependent variable is changed by one unit while other dependent variables are held constants.

3.8 Conclusion

In this chapter, the researchers have clarified which sampling method was used and who are their target participants. In addition, researchers have clarified how they are conducting the questionnaire at different types of tertiary education centre in Malaysia. Lastly, researchers have also explained on data analysis method which is Pearson Correlation Analysis, Multiple Regression Analysis, pilot test and the research validity and reliability analysis.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

This chapter is divided into descriptive analysis, scale measurement and inferential analysis. A descriptive analysis consists of respondents' demographic profile, general information and central tendencies measurement of constructs. Besides, scale measurement is used to discuss the internal reliability test. Lastly, Pearson correlations analysis and multiple regression analysis were discussed in inferential analysis.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

4.1.1.1 Gender

Table 4.1: Statistics of respondents' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	178	46.5	46.5	46.5
	Female	205	53.5	53.5	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.1: Gender of respondents
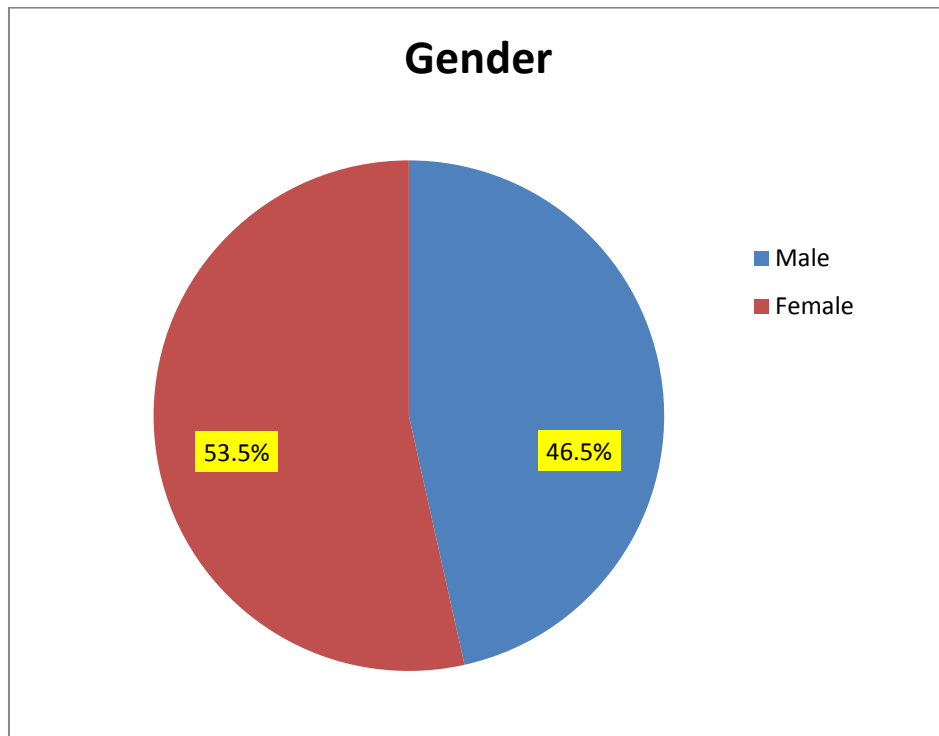
Source: Developed for the research

Table 4.1 and Figure 4.1 show that the number of male respondents is 178 which are 46.5% while female respondents are 205 with 53.5%. The numbers of female respondents is more than the number of male respondents.

4.1.1.2 Age

Table 4.2: Statistics of respondents' age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	200	52.2	52.2	52.2
	31-40	123	32.1	32.1	84.3
	41-50	46	12.0	12.0	96.3
	Above 50	14	3.7	3.7	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.2: Age of respondents
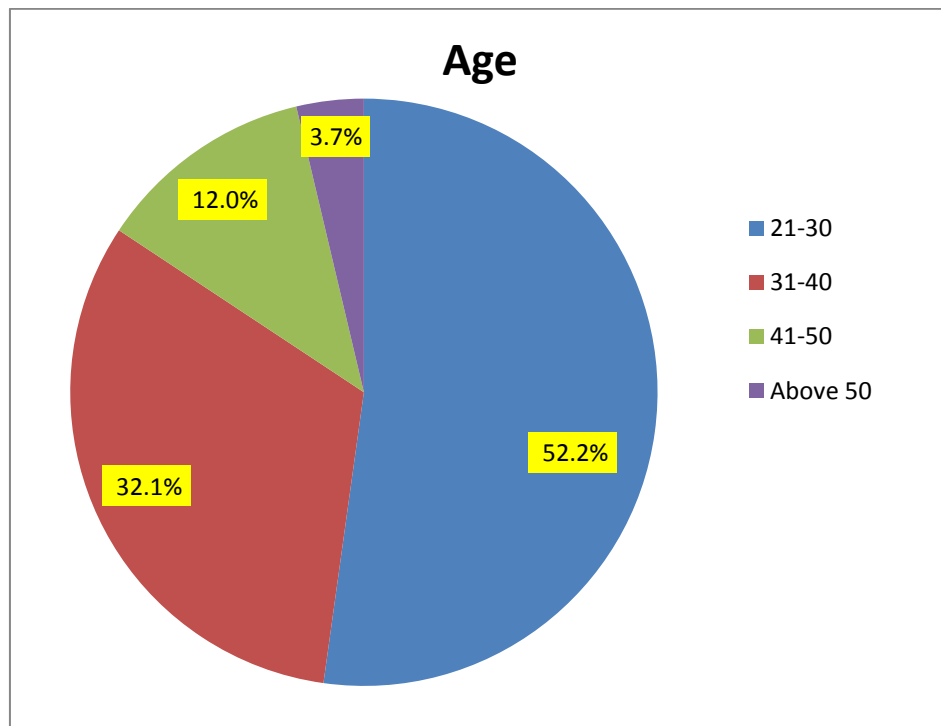
Source: Developed for the research

Table 4.2 and Figure 4.2 illustrate most of the respondents were categorized in the range of 21 to 30 years old as they constituted 52.2% of the total respondents. 32.1% of respondents were from 31 to 40 years old range while 12.0% respondents were from 41 to 50 years old. 3.7% respondents were from the above 50 age group which constituted the smallest proportion of the total respondents.

4.1.1.3 Race

Table 4.3: Statistics of respondents' race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	161	42.0	42.0	42.0
	Chinese	192	50.1	50.1	92.2
	Indian	30	7.8	7.8	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.3: Race of respondents
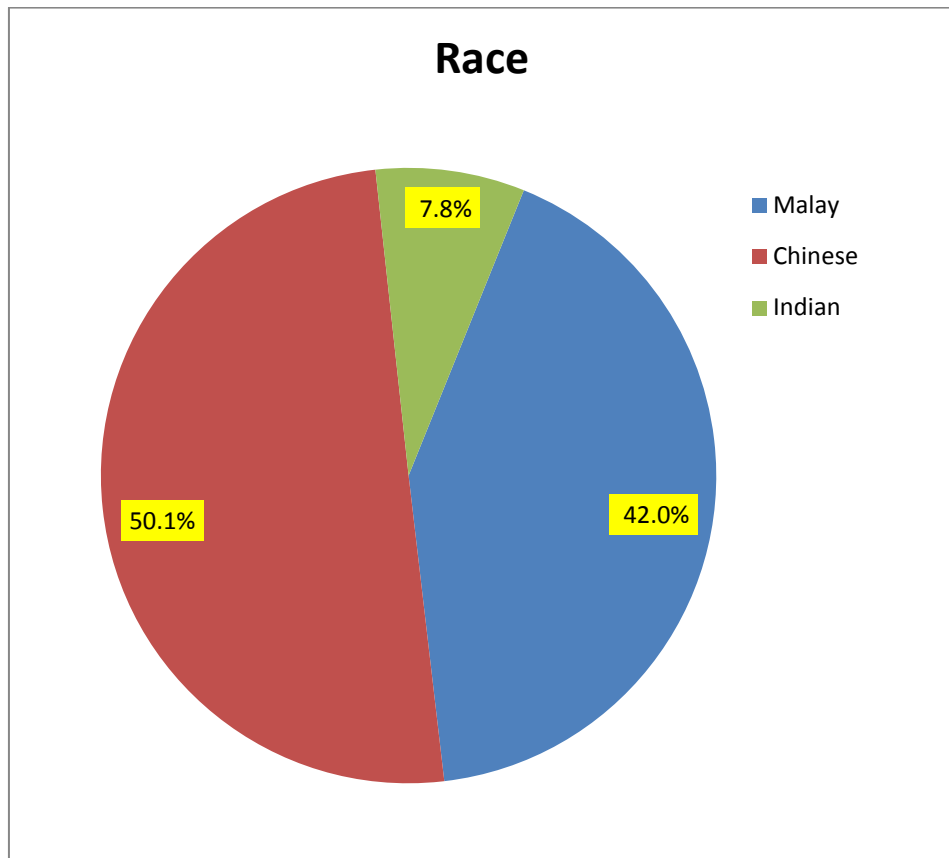
Source: Developed for the research

Refer to Table 4.3 and Figure 4.3 above show the different race of the respondents. The respondents are majority Chinese and Malay which consists of 50.1% and 42% respectively. This represents 192 Chinese and 161 Malay. Lastly, the remaining 7.8% belongs to Indian respondents.

4.1.1.4 Level of qualification

Table 4.4: Statistics of respondents' level of qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STPM / UEC / A-Level / Pre U	2	.5	.5	.5
	LCCI / Diploma/ Certificate	79	20.6	20.6	21.1
	Degree / Professional qualification (ICSA, ACCA,etc)	114	29.8	29.8	50.9
	Master / PhD / Doctorate	188	49.1	49.1	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.4: Level of qualification of respondents
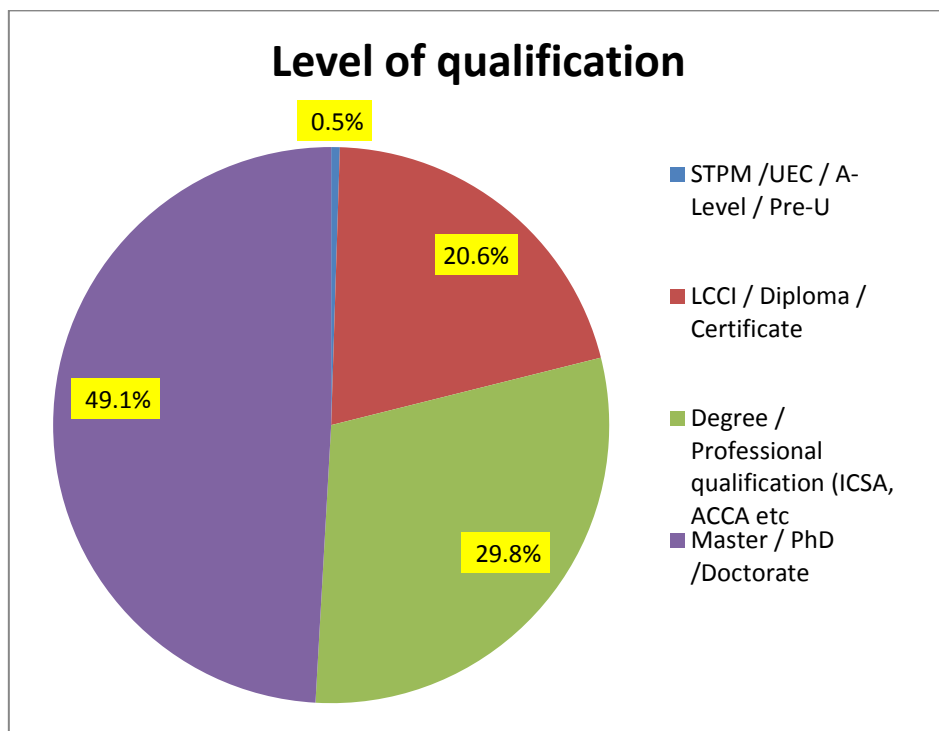
Level of qualification

- STPM /UEC / A-Level / Pre-U — 0.5%
- LCCI / Diploma / Certificate — 20.6%
- Degree / Professional qualification (ICSA, ACCA etc — 29.8%
- Master / PhD /Doctorate — 49.1%

Source: Developed for the research

The highest education level profile shows that 49.1% of respondents achieved Master/PhD/Doctorate level which constituted the largest proportion of the total respondents. The second highest frequency is Degree/Professional qualification (ICSA, ACCA, etc) with 29.8%. Followed by 20.6% and 5% who had achieved LCCI / Diploma/ Certificate and STPM / UEC / A-Level / Pre-U respectively.

4.1.1.5 Duration of service

Table 4.5: Statistics of respondents' duration of service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	33	8.6	8.6	8.6
	1 to 3 years	100	26.1	26.1	34.7
	3 to 5 years	198	51.7	51.7	86.4
	5 to 10 years	46	12.0	12.0	98.4
	Above 10 years	6	1.6	1.6	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.5: Duration of service of respondents
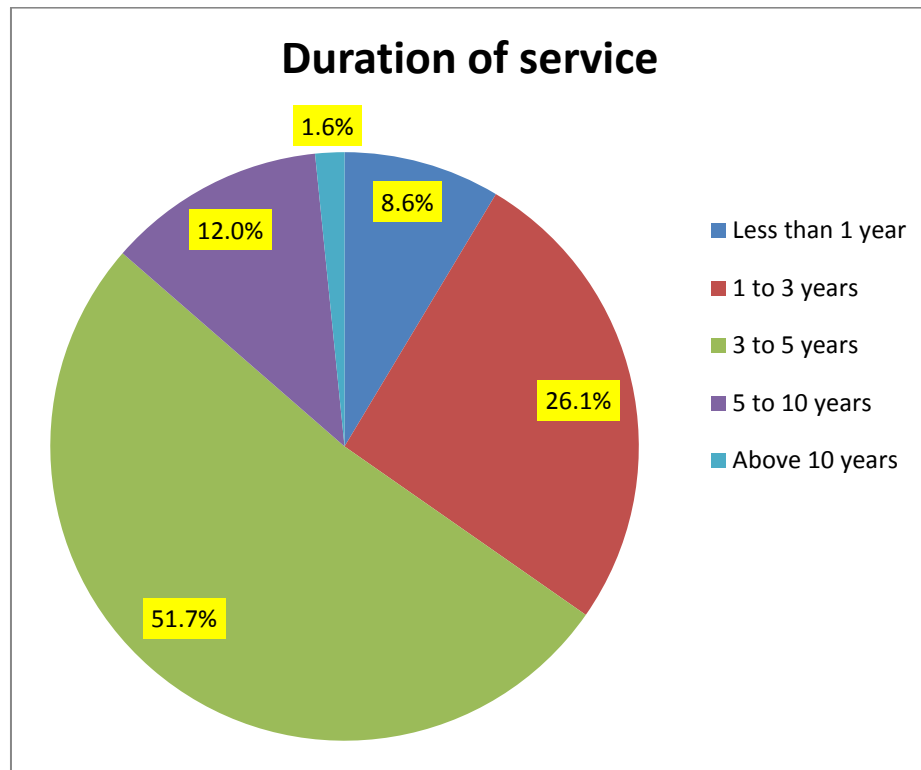
Source: Developed for the research

From the Table 4.5 and Figure 4.5 above, the researchers concluded that 51.7% of respondents are working between 3 to 5 years in education industry. 1 to 3 years consists of 26.1% and 12.0% respondents were in the service from 5 to 10 years. The remaining 8.6% of respondents were working for less than 1 year. There are 1.6% of respondents who are working above 10 years in education industry.

4.1.1.6 Monthly income

Table 4.6: Statistics of respondents' monthly income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than RM3000	80	20.9	20.9	20.9
	RM3001-RM5000	229	59.8	59.8	80.7
	RM5001-RM10000	61	15.9	15.9	96.6
	RM10001 and above	13	3.4	3.4	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.6: Monthly income of respondents
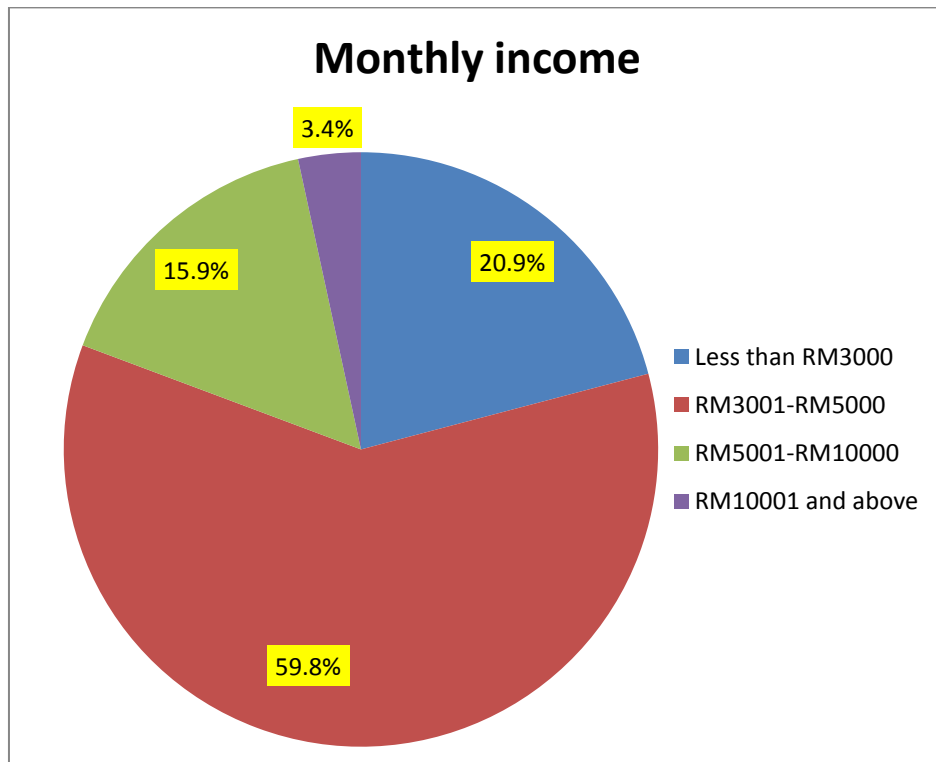
Source: Developed for the research

According to the Table 4.6 and Figure 4.6, majority of the respondents' income received are from RM3001 to RM 5000 (59.8%). However, there are 20.9% respondents earned incomes less than RM3000. 15.9% of respondents felled under income level of RM5001 to RM10000. Lastly, there are only 3.4% of total respondents earned RM10001 and above.

4.1.1.7 Job position

Table 4.7: Statistics of respondents' job position

Job position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tutor/ Assisstant Lecturer	132	34.5	34.5	34.5
	Lecturer	207	54.0	54.0	88.5
	Senior Lecturer	36	9.4	9.4	97.9
	Assistant Professor	5	1.3	1.3	99.2
	Associate Professor	3	.8	.8	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.7: Job position of respondents
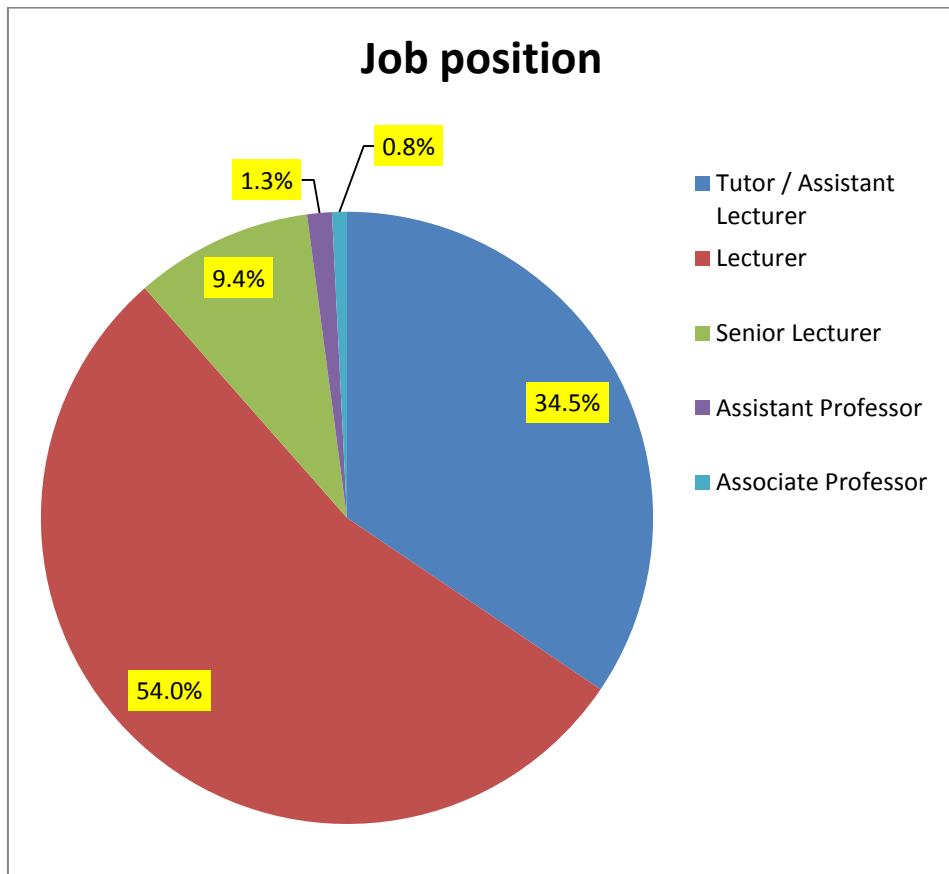
Source: Developed for the research

Refer to Table 4.7 and Figure 4.7 above, the respondents involved in five types of job position which are tutor or assistant lecturer, lecturer, senior lecturer, assistant professor, and associate professor. Job position that scored the highest percentage is lecturer which is 54.0%. Tutor or assistant lecturer consists 34.5% of total respondents. It followed by 9.4% and 1.3% of respondents who are senior lecturer and assistant professor. The lowest percentage of job position is associate professor which is 0.8%.

4.1.1.8 Job location

Table 4.8: Statistics of respondents' job location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Perak	208	54.3	54.3	54.3
	Kuala Lumpur	136	35.5	35.5	89.8
	Penang	39	10.2	10.2	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.8: Job location of respondents
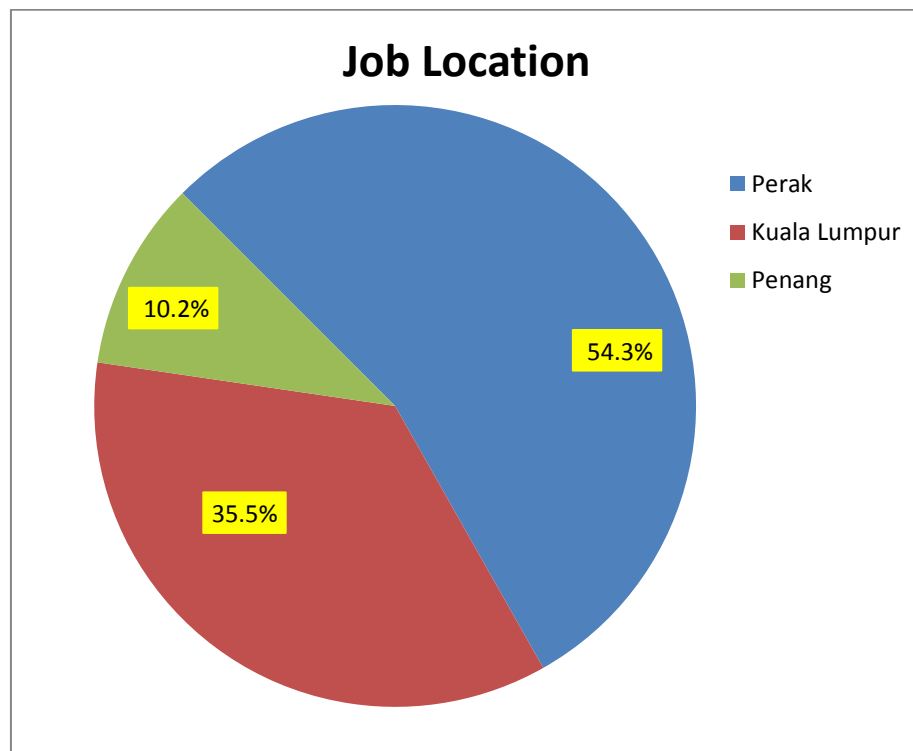
Source: Developed for the research

Table and chart above indicate that 3 different locations where respondents' working places. Location that scored highest percentage is Perak which have 54.3% of respondents. 35.5% of respondents were come from Kuala Lumpur and the lowest percentage 10.2% of respondents which is from Penang.

4.1.1.9 Marital status

Table 4.9: Statistics of respondents' marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	202	52.7	52.7	52.7
	Married	181	47.3	47.3	100.0
	Total	383	100.0	100.0	

Source: Developed for the research

Figure 4.9: Marital status of respondents
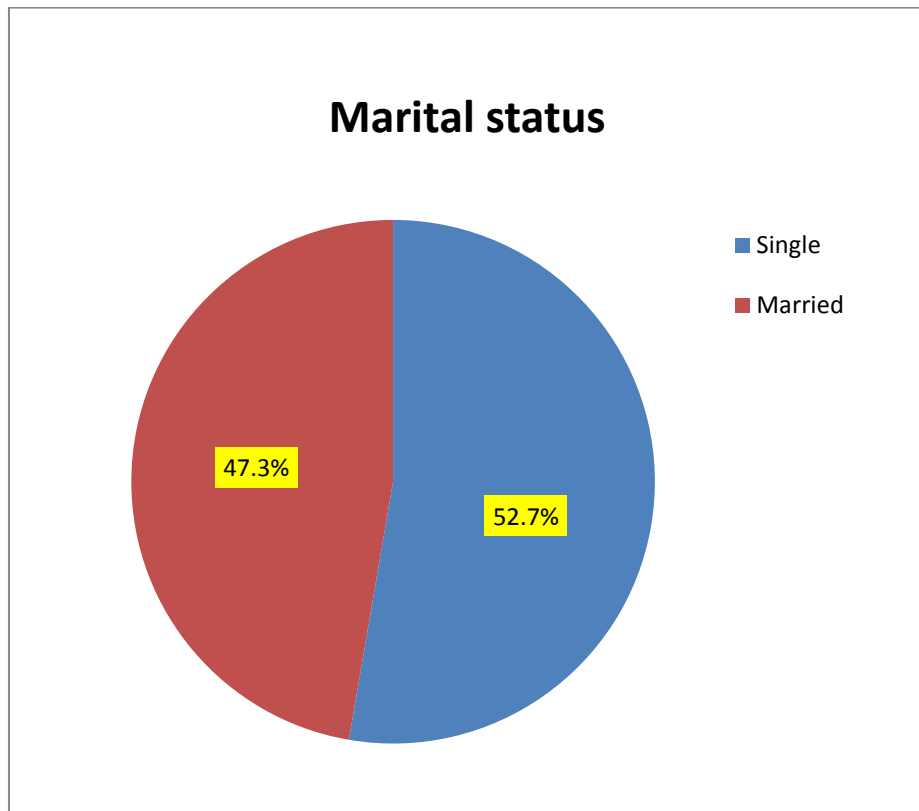
Source: Developed for the research

Under marital status, it is divided into two categories which are single and married. Table and chart below show that the percentage under the single category is 52.7% of respondents which is greater than another married category that only consists of 47.3%.

4.1.2 Central Tendencies Measurement of Constructs

In this section, the measures of Central Tendencies are to discover the mean scores for the five interval scaled constructs. There are a total of 42 items with its mean value which were gained through the SPSS output. All the constructs were tapped on a 5-point Likert scale with 1 indicating 'Strongly Disagree', 2 indicating 'Disagree', 3 indicating 'Neutral', 4 indicating 'Agree', and 5 indicating 'Strongly Agree'.

4.1.2.1 Extraversion

Table 4.10 Central Tendencies Measurement of Constructs: Extraversion

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
I see myself as someone who is full of energy.	3.1%	4.4%	21.7%	54.0%	16.7%	3.77	0.890	2
I see myself as someone who generates a lot of enthusiasm.	1.6%	4.7%	23.0%	55.4%	15.4%	3.78	0.817	1
I see myself as someone who has an assertive/confident/aggressive personality.	2.1%	7.6%	20.6%	55.1%	14.6%	3.73	0.878	3
I see myself as someone who is outgoing and sociable.	2.6%	11.7%	23.0%	48.6%	14.1%	3.60	0.957	4
I see myself as someone who is sometimes shy and inhibited/depress.	0.3%	25.1%	26.9%	32.1%	15.7%	3.38	1.034	6
I see myself as someone who tends to be quiet.	1.3%	22.2%	27.7%	32.6%	16.2%	3.40	1.044	5

Source: Developed for the research

Table 4.10 indicates the means and percentage of responses for each item of the extraversion. From the table, the highest ranking in mean is 'I see myself as someone who generates a lot of enthusiasm', which scored 3.78. This statement also has the lowest standard deviation, which is 0.817. There are as much as 55.4% agree that enthusiasm can be used to determine whether a person is having the personality of extraversion, while there are 1.6% strongly disagree on this statement.

'I see myself as someone who is sometimes shy and inhibited/depress' is the lowest ranking in mean, which are 3.38. There are 32.1% respondents indicate that they are agreeing to this statement and there is 0.3% of respondents strongly disagrees on this statement. The highest standard deviation is 1.044, which is fall on the statement of 'I see myself as someone who tends to be quiet'.

While for the other rank and mean, the mean for 'I see myself as someone who is full of energy' is 3.77 and is ranked as 2; the mean for 'I see myself as someone who has an assertive/confident/aggressive personality' is 3.73 and is ranked as 3; the mean for 'I see myself as someone who is outgoing and sociable' is 3.60 and ranked as 4; and the mean for 'I see myself as someone who tends to be quiet' is 3.40 and is ranked as 5.

4.1.2.2 Agreeableness

Table 4.11 Central Tendencies Measurement of Constructs: Agreeableness

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
I see myself as someone who tends to find fault with others.	2.9%	15.7%	18.5%	38.4%	24.5%	3.66	1.097	6
I see myself as someone who is helpful and unselfish with others.	0.8%	1.8%	13.6%	69.2%	14.6%	3.95	0.651	2

I see myself as someone who is generally trusting another person.	0.3%	5.2%	26.4%	58.5%	9.7%	3.72	0.718	4
I see myself as someone who is considerate and kind to almost everyone.	0.3%	2.1%	18.8%	66.1%	12.8%	3.89	0.642	3
I see myself as someone who likes to cooperate with others.	0.0%	4.7%	9.1%	71.5%	14.6%	3.96	0.652	1
I see myself as someone who can forgive the mistakes of others.	0.8%	5.2%	27.9%	54.3%	11.7%	3.71	0.771	5

Source: Developed for the research

Table 4.11 indicates the mean and percentage of responses for each item of the agreeableness. Among the 6 items, 'I see myself as someone who likes to cooperate with others' achieved the highest rank in the mean which is 3.96. Responses of "agree" reached as much as 71.5% among other percentages in the item and there is no people strongly disagree on this statement.

The lowest ranking is 'I see myself as someone who tends to find fault with others', which its mean is 3.66. This statement has the highest standard deviation as well, which is 1.097. There are 38.4% responses indicates that they are disagree on this statement and the lowest percentage scored as 2.9% in strongly agree. Meanwhile, the lowest standard deviation fall on the statement of 'I see myself as someone who is considerate and kind to almost everyone', which is 0.642.

While for the other rank and mean, the mean for 'I see myself as someone who is helpful and unselfish with others' is 3.95 and is ranked as 2; the mean for 'I see myself as someone who is considerate and kind to almost

everyone' is 3.89 and is ranked as 3; the mean for 'I see myself as someone who is generally trusting another person' is 3.72 and ranked as 4; and the mean for 'I see myself as someone who can forgive the mistakes of others' is 3.71 and is ranked as 5.

4.1.2.3 Emotional Stability

Table 4.12 Central Tendencies Measurement of Constructs: Emotional Stability

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
I see myself as someone who is relaxed and handle stress well.	1.3%	11.5%	19.8%	57.7%	9.7%	3.63	0.858	2
I see myself as someone who is emotionally stable and not easily upset.	0.8%	6.3%	23.5%	57.7%	11.7%	3.73	0.777	1
I see myself as someone who remains calm in tense situations.	0.0%	10.7%	31.9%	46.2%	11.2%	3.58	0.827	3
I see myself as someone who gets nervous easily.	0.8%	20.1%	23.8%	39.2%	16.2%	3.50	1.013	5
I see myself as someone who worries a lot.	2.1%	23.2%	26.9%	28.7%	19.1%	3.39	1.101	6
I see myself as someone who can be moody.	2.9%	16.2%	24.5%	39.7%	16.7%	3.51	0.771	4

Source: Developed for the research

Table 4.12 indicated the mean and percentage of responses for each item of the emotional stability. Among the 6 items, 'I see myself as someone who is emotionally stable and not easily upset' achieved the highest rank in the mean which is 3.73. Responses of "agree" reached as much as 57.7%

among other percentages in the item, while for the lowest percentage is 0.8% which rated as strongly disagree.

The lowest ranking in mean is 2.49, which is 'I see myself as someone who worries a lot'. This statement also has the highest standard deviation among others, which is 1.101. There are 28.7% responses indicates that they are agree to this statement and the lowest percentage scored 2.1% which is strongly disagree. The lowest standard deviation is fall on the statement of 'I see myself as someone who can be moody', which is 0.771.

While for the other rank and mean, the mean for 'I see myself as someone who is relaxed and handle stress well' is 3.63 and is ranked as 2; the mean for 'I see myself as someone who remains calm in tense situations' is 3.58 and is ranked as 3; the mean for 'I see myself as someone who can be moody' is 3.51 and is ranked as 4; and the mean for 'I see myself as someone who gets nervous easily' is 3.50 and is ranked as 5.

4.1.2.4 Openness to experience

Table 4.13 Central Tendencies Measurement of Constructs:
Openness to experience

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
I see myself as someone who is original and comes up with new ideas.	2.1%	10.7%	27.7%	51.7%	7.8%	3.52	0.865	3
I see myself as someone who is curious about many different things.	1.6%	10.7%	12.8%	61.1%	13.8%	3.75	0.880	1
I see myself as someone who is ingenious and a deep thinker.	1.6%	12.8%	22.2%	49.6%	13.8%	3.61	0.931	2

I see myself as someone who has an active imagination.	2.3%	15.1%	21.7%	51.4%	9.4%	3.50	0.940	4
I see myself as someone who is creative and inventive.	0.5%	17.5%	30.0%	44.1%	7.8%	3.41	0.884	5
I see myself as someone who likes art, music, or literature.	5.2%	20.9%	16.7%	43.3%	13.8%	3.40	1.118	6

Source:Developed for the research

Table 4.13 indicates the mean and percentage of responses for each item of the openness to experience. The highest ranking in the mean was acquired by 'I see myself as someone who is curious about many different things', 3.75. The response of "agree" reached the highest percentage compare to others, which is 61.1%, while for the lowest percentage is "strongly disagree", which is 1.6%.

The lowest ranking in mean is 3.40, which is 'I see myself as someone who like art, music, or literature'. This statement also has the highest standard deviation, which is 1.118. There are 43.3% responses indicates that they are agree on this statement and the lowest percentage scored as 5.2% in strongly disagree. The lowest standard deviation falls on the statement of 'I see myself as someone who is original and comes up with new ideas', which is 0.865.

While for the other rank and mean, the mean for 'I see myself as someone who is ingenious and a deep thinker' is 3.61 and ranked as 2; the mean for 'I see myself as someone who is original and comes up with new ideas' is 3.52 and is ranked as 3; the mean for 'I see myself as someone who has an active imagination' is 3.50 and is ranked as 4; and the mean for 'I see myself as someone who is creative and inventive' is 3.41 and is ranked as 5.

4.1.2.5 Conscientiousness

Table 4.14 Central Tendencies Measurement of Constructs:

Conscientiousness

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
I see myself as someone who does a thorough job.	0.0%	1.8%	17.0%	70.0%	11.2%	3.91	0.589	2
I see myself as someone who is a reliable worker.	0.0%	1.8%	10.7%	65.5%	21.9%	4.08	0.628	1
I see myself as someone who tends to be disorganized.	0.8%	13.8%	22.7%	40.2%	22.5%	3.70	0.993	6
I see myself as someone who tends to be lazy.	1.3%	9.1%	23.0%	39.9%	26.6%	3.81	0.973	4
I see myself as someone who does things efficiently.	0.3%	4.4%	19.3%	59.5%	16.4%	3.87	0.738	3
I see myself as someone who makes plans and follows through with them.	0.0%	10.4%	23.8%	47.0%	18.8%	3.74	0.882	5

Source: Developed for the research

Table 4.14 indicates the mean and percentage of responses for each item of the conscientiousness. From the table, the highest ranking in mean is 'I see myself as someone who is a reliable worker', which scored 4.08. Responses of "agree" reached as much 65.5% among other percentages in the item, while there is no respondent strongly disagree with this statement.

The lowest ranking in mean is 3.70, which is 'I see myself as someone who tends to be disorganized', ranked 6 among other items. There are 40.2%

responses indicates that they are agree with this statement and the lowest percentage scored as 0.8% which is strongly disagree.

The highest standard deviation falls on the statement of 'I see myself as someone who tends to be disorganized', which is 0.993 and the lowest standard deviation falls on the statement of 'I see myself as someone who does a thorough job', which is 0.589.

While for the other rank and mean, the mean for 'I see myself as someone who does a thorough job' is 3.91 and is ranked as 2; the mean for 'I see myself as someone who does things efficiently' is 3.87 and is ranked as 3; the mean for 'I see myself as someone who tends to be lazy' is 3.81 and is ranked 4; and the mean for 'I see myself as someone who makes plans and follows through with them' is 3.74 and s ranked as 5.

4.1.2.6 Job Performance

Table 4.15 Central Tendencies Measurement of Constructs: Job Performance

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
I seldom get things done on time.	1.0%	13.1%	25.8%	42.3%	31.9%	3.92	1.008	3
My supervisor is never been disappointed with the quality of my work.	2.9%	8.9%	14.6%	52.7%	20.9%	3.80	0.965	4
I seldom exhibit willingness to go beyond.	3.1%	23.8%	32.1%	34.7%	6.3%	3.17	0.966	6
I always strive to exhibit exemplary work habits (arriving to work on time, never absent without application, etc)	0.0%	7.0%	25.1%	50.7%	17.2%	3.78	0.812	5
On the job, I always exhibit an underlying	0.0%	3.4%	17.2%	59.3%	20.1%	3.96	0.713	2

concern for doing things or tasks better, for improving situations.							
On the job, I exhibit zeal/passion about the job and a consequent willingness to work hard and energetically.	0.0%	2.1%	17.5%	59.0%	21.4%	4.00	0.688	1

Source: Developed for the research

Table 4.15 illustrated the mean and percentage of respondents for each statement under variable of job performance. The highest rank is fall to the statement of "On the job, I exhibit zeal/passion about the job and a consequent willingness to work hard and energetically" which has mean score of 4.00. This statement also has the lowest standard deviation compare with other, which is 0.688. Responses of "agree" reached as much 59.0% among other percentages in the item, while there is no respondent strongly disagree with this statement. The lowest ranking in mean is 3.17, which is 'I seldom exhibit willingness to go beyond', ranked 6 among other items. There are 34.7% responses indicates that they are agree with this statement and the lowest percentage scored as 3.1% which is strongly disagree.

While for the other rank and mean, the mean for 'On the job, I always exhibit an underlying concern for doing things or tasks better, for improving situations' is 3.96 and is ranked as 2; the mean for 'I seldom get things done on time' is 3.92 and is ranked as 3; the mean for 'My supervisor is never been disappointed with the quality of my work' is 3.80 and is ranked 4; and the mean for 'I always strive to exhibit exemplary work habits (arriving to work on time, never take underserved breaks, never absent without application, etc)' is 3.78 and s ranked as 5.

4.1.2.7 Job Autonomy

Table 4.16 Central Tendencies Measurement of Constructs: Job Autonomy

Item	SD	D	N	A	SA	Mean	Standard Deviation	Rank
There is a lot of autonomy in doing the job.	1.6%	7.3%	24.8%	49.9%	16.4%	3.72	0.878	2
The job is quite simple and repetitive.	2.9%	17.8%	25.8%	38.9%	14.6%	3.45	1.034	6
If someone else did the job, they could do the tasks in a very different manner than I do.	3.4%	10.2%	27.2%	41.8%	17.5%	3.60	1.000	4
The way the job is performed is influenced a great deal by others (supervisors, peers, customers, etc.) expectation.	0.0%	11.2%	23.2%	49.3%	16.2%	3.70	0.871	3
The way the job is performed is influenced a great deal by company rules, policies and procedures.	0.0%	7.6%	21.7%	50.7%	20.1%	3.83	0.833	1
The work itself provides a lot of clues about what I should do to get the job done.	1.3%	12.8%	29.5%	40.7%	15.7%	3.57	0.946	5

Source: Developed for the research

Table 4.16 illustrated the mean and percentage of respondents for each statement under variable of job autonomy. The highest rank is fall to the statement of "The way the job is performed is influenced a great deal by company rules, policies and procedures" which has mean score of 3.83. The standard deviation of the statement shows the lowest compare with other statement, which is 0.833. Responses of "agree" reached as much

50.7% among other percentages in the item, while there is no respondent strongly disagree with this statement.

The lowest ranking in mean is 3.45, which is 'The job is quite simple and repetitive', ranked 6 among other items. This statement also has the highest standard deviation among others, which is 1.034. There are 38.9% responses indicates that they are agree with this statement and the lowest percentage scored as 2.9% which is strongly disagree.

While for the other rank and mean, the mean for 'There is a lot of autonomy in doing the job' is 3.72 and is ranked as 2; the mean for 'The way the job is performed is influenced a great deal by others (supervisors, peers, customers, etc.) expectation' is 3.70 and is ranked as 3; the mean for 'If someone else did the job, they could do the tasks in a very different manner than I do' is 3.60 and is ranked 4; and the mean for 'The work itself provides a lot of clues about what I should do to get the job done' is 3.57 and s ranked as 5.

4.2 Scale Measurement

4.2.1 Internal Reliability Test

Cronbach's alpha is used to examine the internal reliability. The respective items of the independent and dependent variables are tested using the reliability test. The results of Cronbach's Alpha Analysis of the reliability among those items are tabulated in Table 4.17.

Table 4.17: Internal Reliability Test

	Variable	No. of items	Cronbach's Alpha
Independent variables	1.Openness to experience	6	0.748
	2.Conscientiousness	6	0.735
	3.Extraversion	6	0.774
	4.Agreeableness	6	0.635
	5.Emotional stability	6	0.881
Dependent variable	Job Performance	6	0.612
Moderating variable	Job Autonomy	6	0.714

Source: Developed for the research

The alpha obtained from this reliability test shows the reliability of the items in the questionnaire. As shown in table, all the variables mentioned have alpha value which is higher than 0.6.An alpha score of 0.6 is generally acceptable, although this criterion is not as stringent as the more widely recognized 0.7 thresholds (Sturmey, et al., 2005). This indicates that there is a high level of internal consistency for the scales of each item in the questionnaire.

Among all the variables, emotional stability has the highest alpha value of 0.881, while agreeableness is 0.635 which is least close to 0.7. It followed by 0.735, 0.748 and 0.774 which are conscientiousness, openness to experience, and extraversion. On the other hand, Cronbach's alpha value for the job performance is 0.612 and the job autonomy also gets a reliable result which is 0.714.

4.3 Inferential Analyses

4.3.1 Pearson Correlation

Pearson Correlation analysis will shows the direction, strength, and significant of the bivariate relationship among all the variables that were measured on interval or ratio level. The number representing the Pearson correlation is referred to as a correlation coefficient. The highest the correlations which are nearly to +1 mean that there is a perfect relationship between the two variables.

Table 4.18: Pearson Correlation Coefficient

Coefficient range	Strength
+0.91 to +1.0	Very strong
+0.71 to +0.90	High
+0.41 to +0.70	Moderate
+0.21 to +0.40	Small but definite relationship
0 to +0.20	Slight, almost negligible

Source:Hair, et al. (2007). *Pearson Correlation Coefficient*

Table 4.19: Pearson's Correlation Analysis of the Study Variables

	Openness to Experience	Conscientiousness	Extraversion	Agreeableness	Emotional Stability	Job Performance	Job Autonomy
Openness to Experience	1.00**						
Conscientiousness	0.371**	1.00**					
Extraversion	0.286**	0.205**	1.00**				
Agreeableness	0.162**	0.295**	0.115**	1.00**			
Emotional Stability	0.245**	0.418**	0.355**	0.271**	1.00**		
Job Performance	0.319**	0.464**	0.237**	0.324**	0.474**	1.00**	
Job Autonomy	0.142**	0.463**	0.149**	0.384**	0.184**	0.364**	1.00**

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

Pearson's correlation analysis was carried out to examine the bivariate relationship between the variables. Table 4.19 displays the results of the correlation analysis of the study variables. The details of the correlation analysis are depicted in Appendix 4.2.According to Table 4.19, openness to experience has significant correlation with each of the variables ($p < 0.01$). Openness to experience has positive correlation with conscientiousness ($r = 0.371$, $p < 0.01$). Conscientiousness has positive correlation with job performance ($r = 0.464$, $p < 0.01$). Extraversion has positive correlation with emotional stability ($r = 0.355$, $p < 0.01$) and conscientiousness ($r = 0.418$, $p < 0.01$). Agreeableness has positive correlation with job autonomy ($r = 0.384$, $p < 0.01$) and conscientiousness ($r = 0463$, $p < 0.01$). Emotional stability has positive correlation with job performance ($r = 0.474$, $p < 0.01$) and conscientiousness ($r = 0.464$, $p < 0.01$). Job Performance has positive correlation with job autonomy ($r = 0.364$, $p < 0.01$).

4.3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method which uses more than one independent variable to explain variance in a dependent variable.

4.3.2.1 Hypothesis 1

H_1: There is significant positive relationship between Big Five Personality (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability) and job performance.

Table 4.20: Multiple Linear Regression (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability)

Factor	Beta	t	Sig
Openness to experience	0.100	2.676	0.008
Conscientiousness	0.301	5.031	0.000
Extraversion	0.022	0.700	0.484
Agreeableness	0.114	3.390	0.001
Emotional stability	0.195	5.915	0.000

R square = 0.589
Sig = 0.000
F = 39.960

Source: Developed for the research

According to Table 4.20, model 1 shows 0.589 gain of the R square value, which mean gain of 58.9 percent. In which indicates 58.9% of dependent variable of job performance can be explained by its five independent variables. The independent variables refer to conscientiousness, extraversion, agreeableness, openness to experience and emotional stability in this research. However, it is still left out 41.1% (100% - 58.9%)

unexplained in this study. In other words, there are other additional variables that are important in explaining job performance that have not been considered in this study.

Based on the result shown by table 4.20, the researchers is able to conclude the following equation:

Job performance = 1.146 + 0.100(Openness to experience) + 0.301(Conscientiousness) + 0.022(Extraversion) + 0.114(Agreeableness) + 0.195(Emotional stability)

Furthermore, the table ascertains satisfactory result as the significance level of the model is not more than 0.05. Thus, model that used in this research is considered good. However, extraversion independent variable showed that the relationship towards job performance is not significant whereby the significant level for extraversion, 0.484 is more than 0.05.

According to table 4.20, openness to experience variable has a constant relationship with job performance. For every 1 unit increase in openness to experience, there will be raise of 0.100 units in job performance. For the independent variable of conscientiousness, every unit increase in conscientiousness will increase the job performance by0.301 units.

Furthermore, extraversion has a constant relationship with job performance. It can be understood that every unit increase in extraversion (X1) will cause the raise of 0.022 units of job performance (Y). Besides, every unit increase in agreeableness will cause the raise of 0.114 units in dependent variable, job performance. On the others hand, every unit increase in emotional stability will cause 0.195 units increase in job performance.

Besides, Table 4.20 shows that the F-value of 39.960 is significant at the 0.01 level means this model is a good descriptor of the relation between the job performance and predictor variables (openness to experience,

conscientiousness, extraversion, agreeableness, and emotional stability). In other words, the independent variables (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability) are significantly explaining the variance in job performance.

The highest beta of independent variable indicates it is the most significant variable toward its dependent variable. From the table 4.20, conscientiousness has the highest positive beta of 0.301, which mean that the independent variable of conscientiousness has contribute the most and has stronger effect toward the job performance if compare to others independent variable.

4.3.2.2 Hypothesis 2

H_2: Perceived autonomy on the job significantly moderates the relationships between Big Five Personality and job performance.

Table 4.21: Multiple Linear Regression (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability and job autonomy)

Factor	Beta	t	Sig
Openness to experience	0.108	2.930	0.004
Conscientiousness	0.216	3.377	0.001
Extraversion	0.013	0.426	0.670
Agreeableness	0.079	2.259	0.024
Emotional stability	0.204	6.251	0.000
Job autonomy	0.140	3.377	0.001
R square = 0.605 Sig = 0.000 F = 36.120			

Source: Developed for the research

According to table 4.21, model 2 shows 0.605 gain of R square value, which means gain of 60.5 percent. In which indicates that 60.5% of dependent variable of job performance can be explained by its six independent variables. The independent variables refer to conscientiousness, extraversion, agreeableness, openness to experience, emotional stability and job autonomy in this research. However, it is still leaves 39.5% (100% - 60.5%) unexplained in this study. In other words, there are other additional variables that are important in explaining job performance that have not been considered in this study.

Based on the result shown by table 4.20, the researchers is able to conclude the following equation:

Job performance = 1.027 + 0.108(Openness to experience) + 0.216(Conscientiousness) + 0.013(Extraversion) + 0.079(Agreeableness) + 0.204(Emotional stability) + 0.140(Job autonomy)

Furthermore, the table ascertains satisfactory result as the significance level of the model is not more than 0.05. Thus, model that used in this research is considered good. However, extraversion independent variable showed that the relationship towards job performance is not significant whereby the significant level for extraversion, 0.670 is more than 0.05.

According to table 4.21, openness to experience variable has a constant relationship with job performance. For every 1 unit increase in openness to experience, there will be raise of 0.108 units in job performance. For the independent variable of conscientiousness, every unit increase in conscientiousness will increase the job performance by 0.216 units. Furthermore, it can be understood that every unit increase in extraversion (X1) will cause the raise of 0.013 units in job performance (Y). Besides, every unit increase in agreeableness will cause the raise of 0.079 units in dependent variable, job performance. On the others hand, every unit

increase in emotional stability will cause 0.204 units increase in job performance. Other than that, every 1 unit of increase in job autonomy also can cause the job performance to be increased by 0.140.

Besides, table above also shows that the F-value of 36.120 is significant at the 0.01 level means this model is a good descriptor of the relation between the job performance and predictor variables (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability). In other words, the independent variables (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability) are significantly explaining the variance in job performance.

The highest beta of independent variable indicates it is the most significant variable toward its dependent variable. From the table 4.21,conscientiousness has the highest positive beta of 0.216, which mean that the independent variable of conscientiousness has contribute the most and has stronger effect toward the job performance if compare to other independent variable.

4.3.2.3 Summary of result

Hypothesis 1

H_1: There is significant positive relationship between Big Five Personality and job performance.

Hypotheses	Result
H_{1A}: There is significant positive relationship between openness to experience and job performance.	$p = 0.008$ $p < 0.05$ **Accepted**
H_{1B}: There is significant positive relationship between conscientiousness and job performance.	$p = 0.000$ $p < 0.05$ **Accepted**
H_{1C}: There is significant positive relationship between extraversion and job performance.	$p = 0.484$ $p > 0.05$ **Rejected**
H_{1D}: There is significant positive relationship between agreeableness and job performance	$p = 0.001$ $p < 0.05$ **Accepted**
H_{1E}: There is significant positive relationship between emotional stability and job performance.	$p = 0.000$ $p < 0.05$ **Accepted**

As a conclusion, Hypothesis 1 is partially supported that there is a positive relationship between Big Five Personality and job performance. This is because there is one independent variable which is extraversion which rejected the hypothesis that there is significant positive relationship between extraversion and job performance.

Hypothesis 2

H_2: Perceived autonomy on the job significantly moderates the relationship between Big Five Personality and job performance.

Hypotheses	Result
H_{2A}: Perceived autonomy on the job significantly moderates the relationships between openness to experience and job performance.	p = 0.004 p < 0.05 **Accepted**
H_{2B}: Perceived autonomy on the job significantly moderates the relationships between conscientiousness and job performance.	p = 0.001 p < 0.05 **Accepted**
H_{2C}: Perceived autonomy on the job significantly moderates the relationships between extraversion and job performance.	p = 0.670 p > 0.05 **Rejected**
H_{2D}: Perceived autonomy on the job significantly moderates the relationships between agreeableness and job performance.	p = 0.024 p > 0.05 **Accepted**
H_{2E}: Perceived autonomy on the job significantly moderates the relationships between emotional stability and job performance.	p = 0.000 p < 0.05 **Accepted**
H_2: Perceived autonomy on the job significantly moderates the relationships between Big Five Personality and job performance.	p = 0.001 p < 0.05 **Accepted**

As a conclusion, Hypothesis 2 is partially supported. From the result above, there is 5 hypotheses are being accepted and there is 1 hypothesis being rejected. The hypothesis being rejected is perceived autonomy on the job significantly moderates the relationships between extraversion and job performance.

4.4 Conclusion

In this chapter, frequency analysis used to analyze the general information and demographic characteristics of the respondents. Besides that, 42 items of constructs measure used interval scale on the central tendencies by 5 point Likert scale which range from strongly disagree to strongly agree. Internal reliability test is used to measure reliability of the items of the seven variables. On the other hand, Pearson correlation is used to measure of strength and direction of the linear relationship between the two variables and also describes the direction and degree that the variable is related to others. In addition, multiple regressions also used to analyze the relationship between the dependent variable and multiple independent variables. Finally, next chapter will be discussing the research discussion, conclusion and implication.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter consists of the summary of statistical analyses which include descriptive and inferential analysis which have been presented in the previous chapter. Furthermore, reasons or evidences will be given to support hypothesis. The following part is the implication and limitations of research study and recommendations for future research will be mentioned. In the last section of this chapter, will be the overall conclusion of the entire research project.

5.1 Summary of Statistical Analyses

In this section, the researcher will provide a summary description of the entire descriptive and inferential analyses that discussed in the previous chapter which includes a summary of respondents' demographic profile, central tendencies measurement of the 7 constructs such as openness to experience, conscientiousness, extraversion, agreeableness, emotional Stability, job autonomy and job performance will be presented in this section.

5.1.1 Descriptive Analyses

5.1.1.1 Respondent Demographic Profile

From the total of 383 respondents, most of them are female (53.5%) and male only consists of 46.5%. Besides, majority of the respondents are belonging to the age group of 21 to 30 years old with the percentage of 52.2. Furthermore, majority of the respondents are Chinese which

comprise of 50.1% of total respondents. From the research, it shows there are 49.1% of the total respondents stated that their highest level of qualification is Master or PhD or doctorate level. Besides, 51.7% of total population of respondents has been with the university for 3 to 5 years and there is 59.8% of respondents stated that their monthly income is between RM 3001 to RM 5000. For job position, most of them are working as lecturer which comprise of 54.0% of total respondent and there is 54.3% of respondent's job location is in Perak. Lastly, majority of the respondents is single, which consists of 52.7%.of respondents.

5.1.1.2 Central Tendencies Measurement of Construct

In the aspect of openness to experience, the statement of 'I see myself as someone who is curious about many different things' is the highest mean which is 3.75 whereas the statement 'I see myself as someone who like art, music, or literature' is the lowest mean which is 3.40 and it also has the highest standard deviation which is 1.118. The statement 'I see myself as someone who is original and comes up with new ideas' has the lowest standard deviation which is 0.865.

For the conscientiousness, the statement of 'I see myself as someone who is a reliable worker' is the statement with the highest mean which is 4.08 whereas 'I see myself as someone who tends to be disorganized' is the statement with the lowest mean which is 3.70 and it also has the highest standard deviation which is 0.993. The statement of 'I see myself as someone who tends to be lazy' is the statement with the lowest standard deviation which is 0.589.

In the aspect of extraversion, the statement of 'I see myself as someone who generates a lot of enthusiasm' is the highest mean which is 3.78 and it also has the lowest standard deviation which is 0.817. The statement 'I see myself as someone who is shy and inhibited/depress' has the lowest mean

which is 3.38. The highest standard deviation fall on the statement of 'I see myself as someone who tends to be quiet', which is 1.044.

For the construct of agreeableness, the statement of 'I see myself as someone who likes to cooperate with others' is the highest mean which is 3.96 whereas the statement 'I see myself as someone who tends to find fault with others' is the lowest mean which is 3.66 and it also has the highest standard deviation which is 1.097. The statement 'I see myself as someone who is considerate and kind to almost everyone' has the lowest standard deviation which is 0.642.

In the construct of emotional stability, 'I see myself as someone who is emotionally stable and not easily upset' is the statement with the highest mean which is 3.73 and it also has the lowest standard deviation compare with other question. The statement 'I see myself as someone who worries a lot' is the item with the lowest mean which is 3.39 and it has the highest standard deviation which is 1.101.

For the construct of job performance, the statement of 'On the job, I exhibit zeal/passion about the job and a consequent willingness to work hard and energetically' is the statement with the highest mean and lowest standard deviation which are 4.00 and 0.688. The item 'I seldom exhibit willingness to go beyond' has the highest standard deviation and lowest mean which are 1.008 and 2.08.

In the aspect of Job autonomy, the statement of "The way the job is performed is influenced a great deal by company rules, policies and procedures" is the statement with the highest mean and lowest standard deviation which are 3.83 and 0.871. The item "The job is quite simple and repetitive" has the highest standard deviation and lowest mean which is 1.034 and 3.45.

5.1.1.3 Scale Measurement

Reliability test and Cronbach's alpha were applied to observe the 42 items which used to measure the internal consistencies of seven constructs in the questionnaire. The alpha coefficient of openness to experience (6 items) is 0.748, conscientiousness (6 items) is 0.735, extraversion (6 items) is 0.774, agreeableness (6 items) is 0.635, emotional Stability (6 items) is 0.881, job performance (6 items) is 0.612, job autonomy (6 items) is 0.714. According to Sekaran (2003), all the constructs employed are found to have the internal consistency reliability if the result passed the minimum accepted level of 0.6.

5.1.2 Inferential Analyses

5.1.2.1 Pearson's Correlation Analysis

Openness to experience

Based on the Pearson test, it shows that there is significantly positive relationship between independent variable openness to experience and dependent variable job performance. The value of 0.319 indicates openness to experience is positively correlated to job performance.

Conscientiousness

Based on the Pearson test, it shows that there is significantly positive relationship between independent variable conscientiousness and dependent variable job performance. The value of 0.464 indicates conscientiousness is positively correlated to job performance.

Extraversion

Based on the Pearson test, it shows that there is significantly positive relationship between independent variable extraversion and dependent variable job performance. The value of 0.237 indicates extraversion is positively correlated to job performance.

Agreeableness

Based on the Pearson test, it shows that there is significantly positive relationship between independent variable agreeableness and dependent variable job performance. The value of 0.324 indicates agreeableness is positively correlated to job performance.

Emotional stability

Based on the Pearson test, it shows that there is significantly positive relationship between independent variable emotional stability and dependent variable job performance. The value of 0.474 indicates emotional stability is positively correlated to job performance.

5.1.2.2 Multiple Linear Regressions

Multiple regressions are used to examine the nature of relationship between the independent variables and dependent variable, the strength of relationships, and the significance of the relationships of several independent variables on dependent variable.

Hypothesis 1

H_1: There is significant positive relationship between Big Five Personality (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability) and job performance.

Based on the results of multiple regression analysis show on table 4.0, 4.1 and 4.2, R square = 0.340 means that 34 percent of the variation in job performance is explained by openness to experience, conscientiousness, extraversion, agreeableness, , emotional stability. Besides, the F-value of 38.928 is significant at the 0.01 level means that this model is a good descriptor of the relation between the job performance and predictor variables (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability). In other words, the independent variables (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability) are significantly explaining the variance in job performance. Furthermore, the independent variable of emotional stability has the highest positive beta of 0.274, this mean that the independent variable of emotional stability has contribute the most and has stronger effect toward the job performance if compare to others independent variable.

The multiple regression equation is formed as following:

Job performance = 1.027 + 0.098(Openness to experience) + 0.209(Conscientiousness) + 0.054(Extraversion) + 0.053(Agreeableness) + 0.198(Emotional stability) + 0.151(Job autonomy)

Hypothesis 2

H_2: Perceived autonomy on the job significantly moderates the relationships between Big Five Personality and job performance.

Besides, the results of multiple regression analysis show on table 4.3, 4.4 and 4.5, R square = 0.62 means that 36.2 percent of the variation in job performance is explained by openness to experience, conscientiousness, extraversion, agreeableness, emotional stability and job autonomy. Besides, the F-value of 35.498 is significant at the 0.01 level means that this model is a good descriptor of the relation between the job performance and predictor variables (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability and job autonomy). In other words, the independent variables (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability and job autonomy) are significantly explaining the variance in job performance. Furthermore, the independent variable of emotional stability has the highest positive beta of 0.292, this mean that the independent variable of emotional stability has contribute the most and has stronger effect toward the job performance if compare to others independent variable.

The multiple regression equation is formed as following:

Job performance = 1.027 + 0.098(openness to experience) + 0.209(conscientiousness) + 0.054(extraversion) + 0.053(agreeableness) + 0.198(emotional stability) + 0.151(job autonomy)

5.2 Discussions of Major Findings

The overall objective of this research is to investigate whether is there a significant relationship between the five independent variables (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability) and dependent variable (employees' job performance), job autonomy act as the moderating.

5.2.1 Pearson Correlations

5.2.1.1Openness to experience

H_{1A}: There is significant positive relationship between openness to experience and job performance.

Based on the result computing in chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of +0.319, this indicates that there is a positive relationship between openness to experience and job performance because of the positive value for correlation coefficient. Thus, when a person is having the personality of openness to experience, he or she will perform better in his or her job.

This analysis was inconsistent with the findings of other researches, such as Griffin, et al. (2004), Hurtz & Donovan (2000) and Tett, et al. (1991). This might be due to the reason that the research question for variable of openness to experience is not strong enough to examine whether the openness to experience will really affect the job performance of lecturers in higher education level. Therefore, this variable need to be further discussed and explored it. Besides, it might also due to the reason that lecturer in private and public university nowadays had been influenced by

the culture that stored in the university. Most of the respondents are in the age of 21-30 which is near to Generation Y, therefore they are more open-minded, willing to try new thing and imaginative. Having high level of openness to experience is important to the job that requires creative thinking and flexible attitude. Lecturers nowadays need to creative on how to prepare slides for student. They need to creative enough on the slide preparation to attract student attention on it. With this, students will be able to absorb the information given by lecturers easily.

Besides, most of the universities nowadays such as University Tunku Abdul Rahman and Multimedia University have become research school in which they more emphasized on research. All the lecturers in UTAR are involved in doing their own research. While doing their research, they will develop their curiosity towards their research project. This will indirectly affect their job performance as their curiosity is getting higher, they will have more interest in conducting their research.

5.2.1.2 Conscientiousness

H_{1B}: There is significant positive relationship between conscientiousness and job performance.

Based on the result computing in chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of +0.464, this indicates that there is a positive relationship between conscientiousness and job performance because of the positive value of correlation coefficient. Thus, when a person is conscientious, he or she will perform better in his or her job.

According to Hurtz and Donovan (2000), conscientiousness is positively correlated with job performance. The reason is that a person that high in conscientiousness will usually have a high level of self-discipline. They are the individuals that prefer to follow plan that already decide early

instead of acting spontaneously. This will cause them to have a good job performance. In addition, conscientiousness also represents an individual's degree of persistence, organization's hard work, and ambition in the pursuit of goal achievement (Hurtz & Donovan, 2000).

Individuals with a high level of conscientiousness on a career test are expert in formulating long-range goals and working consistently to achieve them. They are the type of people that are responsible and reliable. When a person that is responsible and reliable, they will have a need for achievement and their job performance will be high as well. Besides, according to Sackett and Wannek (1996), the relationship between conscientiousness and job performance could be attributed to the conceptual relationship between conscientiousness and integrity. The reason is that they are dependable and organized, which means they will accomplish their professional goals. As an overall, when a person scores high in conscientiousness, that person will be better suited to perform a job.

5.2.1.3 Extraversion

H_{1C}: There is significant positive relationship between extraversion and job performance.

Based on the result computing in Chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of +0.354, this indicates that there is a positive relationship between extraversion and job performance because of the positive value. Thus, when extraversion is high, job performance will be high as well.

According to the result developed, the positive relationship between extraversion and job performance is consistent with the past researchers. This can be seen from Bing and Lounsbury (2000) stated that extraversion

is found to be a valid predictor of job performance which their job need a lot of social interaction such as sales personnel.

Extraversion is defined as person that is sociability, talkativeness, assertiveness and excitability. People who are high in extraversion tend to engage with others. This people also often described as being energetic. When the environment of an office is full of energetic, the job performance of employee will increase also. The reason is that there are less anxiety will be faced by them due to their relaxed and confident attitude. They are the type of people that like to work with other people.

5.2.1.4 Agreeableness

H_{1D}: There is significant positive relationship between agreeableness and job performance.

From the result, it shows that agreeableness has a positive correlation with the job performance because this hypothesis was obtained a positive value which is 0.354.According to Tett, et al. (1991), agreeableness is a significant predictor of job performance. Individuals who are high on agreeableness can be characterized as altruistic, trusting, forgiving, and caring as opposed to hostility, indifference to others, self-centeredness, and noncompliance.

Besides, when there is high level of agreeableness represents an individual who has cooperative values and a preference for positive interpersonal relationships. Generally, agreeableness may bring one to be seen as trustworthy and may help one generate positive, cooperative working relationships. It also may prohibit one's willingness to drive hard bargains, pursuit one's own self-interest, and influence or manipulate others for one's own benefit.

In this study, researchers found out that lecturers possess few of the traits such as kind to people, helpful and also cooperative. It can help to assist in increasing job performance because they are willing to work and get along with other colleagues. In addition, they are also willing to compromise their interest with others to avoid the confrontation. This can maintain the harmony work place and improve the level of job performance.

5.2.1.5 Emotional Stability

H_{1E}: There is significant positive relationship between emotional stability and job performance.

The findings from the result show that there is a significant positive relationship between emotional stability and job performance with a positive correlation value which is 0.474. Hence, when the emotional stability is high, it will lead to a high job performance.

In the previous studies, emotional stability has also been found to relate to overall performance across many if not all jobs. Thus, this trait can be considered universal or generalizable predictor because it is relevant in all or nearly all jobs (Barrick, et al., 2001).

The individuals usually are self-confident, calm, resilient, tolerant of stress, and well-adjusted. Anyone who possesses these skills will be successful at work compared to those high in neuroticism. Employees, who are the best in their field, are not just done a great job in their jobs but they are also friendly with their co-workers too. Individuals always maintain their emotion in a stable mode and have the ability to restrain negative feelings such as anger and self-doubt, instead of focus on positive ones such as confidence and optimism.

Emotional stability is positively correlated with happiness at work, life success, and career salaries. This shows a strong relation between this trait and workplace success. Data those researchers collected in this study which shows that most of the lecturers said that they can handle their stress well and also maintain calm when in tense situation. Therefore, when the lecturers maintain in calm situation, they may think out the answer which is more rational and perform excellence in their job.

5.2.2 Multiple Linear Regressions

5.2.2.1 Openness to experience

H_{2A}: Perceived autonomy on the job significantly moderates the relationship between openness to experience and job performance.

The result computed in Chapter 4 using multiple linear regressions test, shows a significant relationship between openness to experience as moderated by job autonomy.

According to Tett, et al. (1991), openness to experience is not a valid predictor to job performance. However, the result generated by Tett was for all employees in different industry instead of specific industry. Therefore, the researchers discovered that openness to experience is having a significant relationship with job autonomy and job performance in higher education industry.

As mentioned in chapter 2, openness to experience may help pinpoint individuals who are "training ready", which means people who are willing learn. According to the research that conducted by the researchers, majority of the respondents are holding a Master or PhD or doctorate and

their job scope is teaching and doing research. For teaching, lecturers need to increase the attention of student by making a creative power point slide when lecturing a class. Perhaps lecturers need to have creative personality trait in order to increase their job performance.

Generally, Master or PhD programs tend to emphasize training to conduct empirical research. Thus, the researchers believe the lecturer must be someone who likes to read literature and be willing to explore more on the research that conducted by them. Most lecturers pursue their own areas of research and develop these in order to contribute to the wider research activities of their department or institution, some job autonomy is required for them to access to information, support and resources. This research proved that lecturer who has openness to experience personality trait can improve the job performance when job autonomy is given.

5.2.2.2 Conscientiousness

H_{2B}: Perceived autonomy on the job significantly moderates the relationships between conscientiousness and job performance.

The result computed in Chapter 4 using multiple linear regressions test, shows a significant relationship between conscientiousness and job performance as moderated by job autonomy.

From the literature review in Chapter 2, this research result is also proven by Hurtz and Donovan (2000) who discovered that conscientiousness is the most predictive of job performance and it is positively correlated with job performance. A person with high level of conscientiousness usually has a high level of self-discipline and he or she would prefer to follow a plan, rather than act spontaneously. The researchers believe that all the employees who have such personality would have positive relationship to job performance and same goes to all lecturers in public or private

university. If a person is not responsible about their job, it is likely not preferable personality traits that every organization wants to have. Furthermore, autonomy and goal setting influence the relationship between conscientiousness and job performance (Rothmann & Coetzer, 2003).

When the goal set by the organization, conscientious individuals are likely to become more committed to the goal. Because they know they are part of the organization and they are responsible to achieve the goal. Academic staff tends to have better performance when autonomy is given to achieve the organizational goal in a workplace. Other than that, conscientious individuals are able to manage stress, thus they are less affected by stress at work. Employees from different occupation include lecturers will face stress in varying circumstances every day, it is necessary for lecturer in handling stress by themselves. Therefore, this research also proved that the lecturers who have conscientiousness personality trait can improve the job performance when job autonomy is given.

5.2.2.3 Extraversion

H_{2C}: Perceived autonomy on the job significantly moderates the relationship between extraversion and job performance.

The result computed in Chapter 4 using multiple linear regressions test, shows no significant relationship between extraversion and job performance as moderated by job autonomy.

From the literature review in Chapter 2, extraversion is found to be a valid predictor of performance in jobs characterized by social interaction, such as sales personnel and managers (Bing & Lounsbury, 2000). As discussed by Neubert (2004), he proved that salespeople who show high levels of extraversion will have better job performance as a salesperson requires a lot of social interaction, Depending on the type of job, a job such as a

writer may not necessarily require high levels of extraversion. Since the respondent of this research is mainly targeted on all the lecturers in public and private universities. Therefore, the researchers perceive that lecturers do not require a lot of social interaction to have better job performance. When referring to the job scope of lecturer which is teaching and doing research, it can say that the lecturers tend to perform most of their tasks such as setting an examination question paper, preparing teaching material, marking of exam particularly for conducting a research by themselves.

Perhaps they are only have little social interaction in their workplace instead of enjoy being with people. Lecturers can possibly an introvert person since they have little social interaction in a workplace. An introvert will be less effective in job where a huge amount of social interaction is required. Academic staffs with less social interaction can fully concentrate to the task given by their manager and this will improve the job performance. Thus, this research proved that lecturer who has extraversion personality trait will not improve the job performance even when job autonomy is given. As it is not going to help as much because extraversion was only related to succession in specific jobs such as sales or management (Barrick, et al., 2001) which mean only sales or management needs more job autonomy to increase the job performance effectively and efficiently.

5.2.2.4 Agreeableness

H$_{2D}$: Perceived autonomy on the job significantly moderates the relationship between agreeableness and job performance.

The result computed in Chapter 4 using multiple linear regressions test, shows a significant relationship between agreeableness and job performance as moderated by job autonomy.

Agreeableness is someone who is helpful, friendly, cooperative, considerate and generous. Even lecturers have little social interaction with their colleague in the workplace but it does not represent that they are not helpful and cooperative. As some tasks such as setting and marking the examination paper would need the opinions from other lecturers. There is also a study proposed that agreeableness may moderate the relationship between conscientiousness and performance, such as conscientious individuals who are high on agreeableness will likely perform at higher level than those who are low on agreeableness (Barrick & Mount, 2002).

Since the researcher discovered conscientiousness and agreeableness also have a significant relationship with the job performance, which means the researchers recognize individual with conscientiousness and high agreeableness are linked with high level of job performance. Lecturer who has both personality traits is preferable for all the management of every organization. If the lecturer does not possess both personality traits, instead showing negative personality traits in a workplace such as laziness, irresponsible and uncooperative may affect individual, team and organization effectiveness.

When helpful and cooperative are needed to perform the job collectively by the lecturers, it would also require the trust and support from the management. Management needs give certain degree of autonomy when the task performed by the lecturers is on team base and such teamwork increases the autonomy of employees in making decisions about their work. Therefore, the organization should emphasis on individual with conscientiousness and high agreeableness, at the same time give autonomy in order to enhance the job performance.

5.2.2.5 Emotional Stability

H_{2E}: Perceived autonomy on the job significantly moderates the relationship between emotional stability and job performance.

The result computed in Chapter 4 using multiple linear regressions test, shows a significant relationship between emotional stability and job performance as moderated by job autonomy.

From the literature review in Chapter 2, it mentioned that people who are high on emotional stability can be characterized as self-confident, calm, even tempered, and relaxed. In general, individuals low on emotional stability tends to lead themselves into situations that foster negative effect. It is important for all the lecturers stay calm and remove nervousness when they are lecturing a class. Therefore, emotional stability is important for a lecturer because sometimes lecturing a class can reflect the emotion of a lecturer. It is considered nonprofessional when a lecturer is unable to control his or her emotion then brings it to the lecture class and it will directly affect the job performance as well.

Furthermore, when a job is not given any autonomy to perform can affect the emotion of an individual as well which means individual perceives he or she is not being trusted and no freedom given by the manager to perform their job effectively and efficiently. When they are unable to perform the job well, they tend to be stressful, moody and worry a lot. Both reviews' results even place emotional stability as a stronger predictor of performance than extraversion (Jeff & Therese, 2006).

It is inevitable for all the academic staffs to have stress in their workplace. The stress of a lecturer might come from increased workloads, frequent changes to timetables or courses being given responsibility without the authority to take decisions, feeling of being undervalued and lacking

administrative support. Nevertheless, lecturers must able to handle the stress well and not being affected to their job. Because the management or employer is generally preferred their employee can manage and reduce their stress and ensure it does not affect the overall job performance. Therefore, the organization is encouraged to give certain degree of autonomy to their employee, they should also emphasis "Be Professional, Avoid Being Emotional" to their employees.

5.2.2.6 Job autonomy

H_2: Perceived autonomy on the job significantly moderates the relationship between Big Five Personality and job performance.

Based on the result computed in Chapter 4 using multiple linear regressions test, perceived autonomy on the job significantly moderated the relationships between Big Five Personality and job performance.

From the literature review in chapter 2, big five personality traits have contributed to job performance with present of job autonomy as the moderating variable and particularly for conscientiousness, extraversion and agreeableness. Generally when the degree of autonomy on the job increased, the amount of variability in job performance also increased (Barrick & Mount, 2002). Based on the result conducted by the researchers, big five personality traits have positive relationship towards job performance and job autonomy act as a moderator.

Previous research shows that conscientiousness and extraversion would be valid predictors of managerial performance when the degree of autonomy in the job itself was high (Morgeson, et al., 2005). Nevertheless, there is no significant relationship between extraversion, job performance and job autonomy. One possible explanation is that previous researchers were conducted the research in general population data instead of specific target population, as it is not going to help as much because extraversion was

only related to succession in specific jobs such as sales or management (Barrick, et al., 2001) which mean only sales or management needs more job autonomy to increase the job performance effectively and efficiently.

Job autonomy is crucial be particularly to professional workers such as doctors, nurses, teachers and social workers. Therefore, certain degree of autonomy is likely to be important in any job. The character of professional work is required a high degree of autonomy as it is essential to the quality of the work. Therefore, conscientiousness lecturer with high agreeableness, emotional stability and openness to experience has claimed to increase the job performance when autonomy is given to them.

5.3 Implications of the Study

5.3.1 Managerial Implications

This research has provided useful information to the management of public and private university for better understanding on how the individual's personality can affect employee's job performance. This research is also useful to provide meaningful information to the top management in recruitment process. Many universities are generally concerned on which personality they expect the academic staffs possess particularly for conscientiousness, extraversion and agreeableness (Barrick & Mount, 2002). Therefore, employers or management is encouraged to use this research to screen potential applicants especially for higher education industry. Besides, the applicants also must know how to identify the job that best suits them. As discussed by Neubert (2004), high level of extraversion person requires a lot of social interaction and full of energy to their job, thus salesperson is necessary to have this type of personality. Lecturers do not require much social interaction, therefore lecturers with

extraversion personality trait will not have better job performance even when job autonomy is given.

The management of public and private can take into consideration to hire the applicants that consist with conscientiousness, high agreeableness, emotional stability and openness to experience. Conscientiousness individual with high agreeableness tend to exhibit responsibility, reliable, cooperative and helpful personality and therefore academic staffs are necessary to have such personality in their workplace. In addition, certain personality in conducting a lecture is considered important and necessary as the evaluation of lecturer performance is much more depend on students' perception in higher education (Huseyin, 2010). Hence, the bad emotion show by the lecturer during a lecture class can influence student perception of lecture quality. Therefore, lecturers need to have stable emotion and ensure that the stress that they face need not to explore in front of their mature student.

Individuals who are emotional stable tend to remain calm in tense situations, thus they are less affected by stress at work. Besides, the management of public and private universities is generally emphasized on those applicants who have openness to experience personality. Because one of the job scopes of a lecturer is research so the applicants must show their curiosity about the research they conduct in order to earn a PhD.

As this research is conducted among all the lecturers in private and public universities, the lecturers can have better understanding on how big five personality traits could affect job performance and how the lecturers perceive the importance of job autonomy in the workplace. Hence, the lecturers need to have certain degree of autonomy to perform their task such as preparing creative power-point slide to increase student's interest and student's perception of their own learning. They also need autonomy while conducting research independently.

This study assumes that if a university understands academic staff's personality in all these aspects and gives freedom to them in decision making, there will be higher possibility that the better performance would appear in a workplace. Furthermore, management from private and public universities should pay attention during recruitment process and make sure they selected the right candidate that best suit to the job by understanding their personality. While, employees should consider in choosing the jobs and careers that match with their personality otherwise they may become confused and unhappy.

5.4 Limitation of the Study

While researchers conducting the research project, researchers have discovered that there are some limitations of study that impede the progress for the research. Therefore, the limitations of the research will be explained in order to meet the quality of research.

Size of sample

One of the major limitations in the research project is the sample size of the study. In the research, there is only limited sample size. The population of academic staff is much higher than the sample size of our research but due to limited time and cost, the researchers may not do the research on the entire population of the academic staffs.

Geographical coverage

The research is done only in 2 states while the target population of the sample is the entire academic staffs in Malaysia. Therefore the research will be lacked of geographical coverage. The research is particularly only carried out in Perak and Kuala Lumpur therefore the data is obtained from only these two states. Hence, these geographical locations might not accurately represent all academic staffs in Malaysia.

Short time frame

The time is also insufficient and limited due to big sample size and the research has to be conducted in a few states. Due to limited time, it limits the number of respondent to be participated in the research. In order to cut down time, our research only consists of 383 copies of questionnaire as our final reliable data to represent the whole population of academic staffs in tertiary education which is 146,539 in total. If more time is available, we would like to do out research by using bigger sample size so that out result of study would be more accurate.

Cross-sectional study

The method of research we carried out is a cross-sectional method. The study involves data collection at a defined time. The results of the research are only for short-term purpose whereby it will vary as time goes on. Therefore, the results of the research are only accurate at that particular point of time. As such, the research we carried out will not have causal effect. The changes in one event will not produce a response in another event.

5.5 Recommendations for Future Research

In this research there are only 383 copies of questionnaire were collected. However, the sample size of the research needs to cover the entire Malaysia. Thus, the sample size should be increased to cover all states in Malaysia for future research in order to be more representable. This is also because different demographic has different types of respondent from varieties of backgrounds and thinking. The data collected will not be bias which they will vary even more.

Besides that, the data are only collected from Perak and Kuala Lumpur. Hence, in the future research, it should consist of more varieties of locations in order to reduce bias of result and also enhance the reliability and accuracy of the data. Therefore, it is highly recommended for researchers to also conduct the survey in other states.

In order to increase the number of respondents, researchers may send the questionnaire through internet. The internet is today's busiest network therefore it is commonly used by the Malaysians. Moreover, the process is easier and way more time efficient. Researchers do not have to travel to the spot to distribute it room by room. The respondents can easily fill up the questionnaire and submit back online. In addition, by distributing the questionnaire online, the researchers do not have to spend on printings and travelling which can lower down the cost of the research. The facilities to distribute the questionnaire online are also widely available.

Other than the mentioned above, it is also recommended for the researcher to conduct longitudinal research methods which made up of three components which are trend, cohort and panel study in the future research. By using the longitudinal method, the researcher can ease on analyzing data at different point of time. Therefore, the researcher can look at the changes of the research from time to time and make comparison out of them.

5.6 Conclusion

After conducting this research, a better understanding about how big five personality traits can affect the job performance when job autonomy given in higher education industry is known. Based on the finding, the big five personality traits (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability) and job autonomy play an important role in influencing lecturer's job performance in higher education industry. In addition, conscientious lecturer with high agreeableness and emotional stable will lead to a better job performance. Whereas, openness to experience is essential to determine the student perception of lecture quality as well as conduct a research to earn a PhD.

This research proven that not only certain personality traits that a lecturer should possess, the management should also give certain degree of autonomy to them which can lead to a boosting of job performance. These research findings are useful for higher education industry and also crucial for every organization. The findings could provide a clear picture for the management of private and public universities to concern on personality and autonomy issues. Based on it, the management can know which type of personality that they expected from academic staff possess.

Other than that, certain degree of autonomy give to the lecturer should also be concerned by the management as it is a factor that can lead to high level of performance by the academic staff. When the lecturers are given trust and freedom in setting and marking the examination paper as well as conducting a research in their interest area, they are more likely to perform better as they do not like to break someone's trust in them.

Furthermore, the managements of public and private universities need to ensure that they have selected the right candidate that best suit to the job. In fact, selecting the wrong candidates will not only influence the overall organizational performance but also evaluation of lecturer performance.

Therefore, this research is providing a very useful insight for future studies on factor affect the lecturers' job performance in higher education industry.

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APPENDICES

Appendix 3.1:Table for determining random sample size from a given population

SAMPLE SIZES						
	95% Confidence			99% Confidence		
Population Size (N)	Plus or Minus 3%	Plus or Minus 5%	Plus or Minus 10%	Plus or Minus 3%	Plus or Minus 5%	Plus or Minus 10%
500	250a	218	81	250a	250a	125
1,000	500a	278	88	500a	399	143
1,500	624	306	91	750a	460	150
2,000	696	323	92	959	498	154
4,000	788	341	94	1142	544	158
5,000	880	357	95	1347	586	161
10,000	965	370	96	1555	622	164
20,000	1,014	377	96	1687	642	165
50,000	1,045	382	96	1777	655	166
100,000	1,058	383	96	1809	659	168

Source: Rea, Louis., and Richard A. Parker. Designing and Conducting Survey Research: A Comprehensive Guide. 2nd ed. San Francisco, CA: Jossey-Bass, 1997, page 121

Appendix 3.2: Pilot test SPSS result

Job Performance Reliability Test

RELIABILITY
 /VARIABLES=performance_1a performance_2 performance_3a performance_4 performance_5 performance_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.702	6

Extraversion Reliability Test

RELIABILITY
 /VARIABLES=extra_1 extra_2 extra_3 extra_4 extra_5a extra_6a
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.716	6

Agreeableness Reliability Test

RELIABILITY
 /VARIABLES=agree_1a agree_2 agree_3 agree_4 agree_5 agree_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE
 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.633	6

Conscientiousness Reliability Test

RELIABILITY
 /VARIABLES=conscientious_1 conscientious_2 conscientious_5 conscientious_6 conscientious_3a conscie
ntious_4a
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.713	6

Emotional Stability Reliability Test

RELIABILITY
 /VARIABLES=emo_1 emo_2 emo_3 emo_4a emo_5a emo_6a
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.845	6

Openness to experience Reliability Test

RELIABILITY
 /VARIABLES=open_1 open_2 open_3 open_4 open_5 open_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.842	6

Job Autonomy Reliability

RELIABILITY
  /VARIABLES=autonomy_1 autonomy_2 autonomy_3 autonomy_4 autonomy_5 autonomy_6
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	33	97.1
	Excluded[a]	1	2.9
	Total	34	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.709	6

Appendix 3.3: Questionnaire

UNIVERSITY TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE (FBF)

FINAL YEAR PROJECT

TITLE OF TOPIC: The effect of Big Five Personality on job performance: Job autonomy as the moderator

Survey Questionnaire

Dear respondent,

We are final year undergraduate student of Bachelor of Business Administration, from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is to identify the relationship between Big Five Personality Traits and job performance associate with job autonomy in higher education industry"

Thank you for your participation

Instructions:

1) There are **FOUR** (4) sections in this questionnaire. Please answer ALL questions in ALL sections.

2) Completion of this form will take you approximately 10 to 15 minutes.

3) Please feel free to share your comment in the space provided. The contents of this questionnaire will be kept **strictly confidential**.

SECTION A: PERSONAL INFORMATION

Please tick (√) in the appropriate box.

1. Please specify your gender.
   ☐ Male   ☐ Female

2. Please specify you age group.
   ☐ Less than 21 years old
   ☐ 21-30 years old
   ☐ 31-40 years old
   ☐ 41-50 years old
   ☐ Above 50 years old

3. Please specify your race.
   ☐ Malay
   ☐ Chinese
   ☐ Indian
   ☐ Others (Please specify) : _____

4. Please specify your highest level of qualification.
   ☐ SPM / O-Level
   ☐ STPM / UEC / A-Level / Pre-U
   ☐ LCCI / Diploma/ Certificate
   ☐ Degree / Professional qualification (ICSA, ACCA,etc)
   ☐ Master / PhD / Doctorate

5. Please indicate your duration of service with your organization.
   ☐ Less than 1 year
   ☐ 1 to 2 years
   ☐ 3 to 5 years
   ☐ 6 to 10 years
   ☐ Above 10 years

6. Please indicate your individual monthly income.
   ☐ Less than RM3,000

   ☐ RM3,001 – RM5,000

   ☐ RM5,001 – RM10,000

   ☐ Above RM10,001

7. Please justify your job position.

☐ Tutor / Assistant Lecturer / Research Assistant
☐ Lecturer
☐ Senior Lecturer
☐ Assistant Professor
☐ Associate Professor
☐ Professor

8. Please state your job location (eg: Perak, Kuala Lumpur, Penang and etc)

_____ (state)

9. Please state your current marital status

☐ Single
☐ Married
☐ Divorced
☐ Separated
☐ Widowed

SECTION B: INDEPENDENTVARIABLES

Please select the indicator which BEST suit for you.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

i) Openness to experience

		SD	D	N	A	SA
1	I see myself as someone who is original and comes up with new ideas.	1	2	3	4	5
2	I see myself as someone who is curious about many different things.	1	2	3	4	5
3	I see myself as someone who is ingenious and a deep thinker.	1	2	3	4	5
4	I see myself as someone who has an active imagination.	1	2	3	4	5
5	I see myself as someone who is creative and inventive.	1	2	3	4	5
6	I see myself as someone who like art, music, or literature.	1	2	3	4	5

ii) Conscientiousness

		SD	D	N	A	SA
1	I see myself as someone who does a thorough job.	1	2	3	4	5
2	I see myself as someone who is a reliable worker.	1	2	3	4	5
3	I see myself as someone who tends to be disorganized.	1	2	3	4	5
4	I see myself as someone who tends to be lazy.	1	2	3	4	5
5	I see myself as someone who does things efficiently.	1	2	3	4	5
6	I see myself as someone who makes plans and follows through with them.	1	2	3	4	5

iii) Extraversion

		SD	D	N	A	SA
1	I see myself as someone who is full of energy.	1	2	3	4	5
2	I see myself as someone who generates a lot of enthusiasm.	1	2	3	4	5
3	I see myself as someone who has an assertive/confident/aggressive personality.	1	2	3	4	5
4	I see myself as someone who is outgoing and sociable.	1	2	3	4	5
5	I see myself as someone who is shy and inhibited/depress.	1	2	3	4	5
6	I see myself as someone who tends to be quiet.	1	2	3	4	5

iv) Agreeableness

		SD	D	N	A	SA
1	I see myself as someone who tends to find fault with others.	1	2	3	4	5
2	I see myself as someone who is helpful and unselfish with others.	1	2	3	4	5
3	I see myself as someone who is generally trusting another person	1	2	3	4	5
4	I see myself as someone who is considerate and kind to almost everyone.	1	2	3	4	5
5	I see myself as someone who likes to cooperate with others.	1	2	3	4	5
6	I see myself as someone who can forgive the mistakes of others.	1	2	3	4	5

v) Emotional Stability

		SD	D	N	A	SA
1	I see myself as someone who is relaxed and handle stress well.	1	2	3	4	5
2	I see myself as someone who is emotionally stable and not easily upset.	1	2	3	4	5
3	I see myself as someone who remains calm in tense situations.	1	2	3	4	5
4	I see myself as someone who gets nervous easily.	1	2	3	4	5
5	I see myself as someone who worries a lot.	1	2	3	4	5
6	I see myself as someone who can be moody.	1	2	3	4	5

SECTION C: DEPENDENT VARIABLE

Please select the indicator which BEST suit for you

Strongly Disagree (SD)	Disagree (D)	Neutral(N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Job Performance

		SD	D	N	A	SA
1	I seldom get things done on time.	1	2	3	4	5
2	My supervisor is never been disappointed with the quality of my work.	1	2	3	4	5
3	I seldom exhibit willingness to go beyond	1	2	3	4	5
4	I always strive to exhibit exemplary work habits (arriving to work on time, never take undeserved breaks, never absent without application, etc)	1	2	3	4	5
5	On the job, I always exhibit an underlying concern for doing things or tasks better, for improving situations.	1	2	3	4	5
6	On the job, I exhibit zeal/passion about the job and a consequent willingness to work hard and energetically.	1	2	3	4	5

SECTION D: MODERATING VARIABLE

Job autonomy

		SD	D	N	A	SA
1	There is a lot of autonomy in doing the job	1	2	3	4	5
2	The job is quite simple and repetitive	1	2	3	4	5
3	If someone else did the job, they could do the tasks in a very different manner than I do	1	2	3	4	5
4	The way the job is performed is influenced a great deal by what others(supervisors,peers, customers, etc.) expect me	1	2	3	4	5
5	The way the job is performed is influenced a great deal by company rules, policies and procedures.	1	2	3	4	5
6	The work itself provides a lot of clues about what I should do to get the job done.	1	2	3	4	5

Thank you very much for your participation.
Your time and opinions are greatly appreciated!

<u>Appendix 4.1: SPSS Result for Central Tendency Frequencies</u>

Openness to experience Frequencies

FREQUENCIES VARIABLES=open_1 open_2 open_3 open_4 open_5 open_6
 /STATISTICS=STDDEV MEAN

 /ORDER=ANALYSIS.

Statistics

		original	curious	deep thinker	active imagination	creative	like art
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.52	3.75	3.61	3.50	3.41	3.40
Std. Deviation		.865	.880	.931	.940	.884	1.118

original

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.1	2.1	2.1
	Disagree	41	10.7	10.7	12.8
	Neutral	106	27.7	27.7	40.5
	Agree	198	51.7	51.7	92.2
	Strongly Agree	30	7.8	7.8	100.0
	Total	383	100.0	100.0	

curious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	41	10.7	10.7	12.3
	Neutral	49	12.8	12.8	25.1
	Agree	234	61.1	61.1	86.2
	Strongly Agree	53	13.8	13.8	100.0
	Total	383	100.0	100.0	

deep thinker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	49	12.8	12.8	14.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	Neutral	85	22.2	22.2	36.6
	Agree	190	49.6	49.6	86.2
	Strongly Agree	53	13.8	13.8	100.0
	Total	383	100.0	100.0	

active imagination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	2.3	2.3	2.3
	Disagree	58	15.1	15.1	17.5
	Neutral	83	21.7	21.7	39.2
	Agree	197	51.4	51.4	90.6
	Strongly Agree	36	9.4	9.4	100.0
	Total	383	100.0	100.0	

creative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	67	17.5	17.5	18.0
	Neutral	115	30.0	30.0	48.0
	Agree	169	44.1	44.1	92.2
	Strongly Agree	30	7.8	7.8	100.0
	Total	383	100.0	100.0	

like art

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	5.2	5.2	5.2
	Disagree	80	20.9	20.9	26.1
	Neutral	64	16.7	16.7	42.8
	Agree	166	43.3	43.3	86.2
	Strongly Agree	53	13.8	13.8	100.0
	Total	383	100.0	100.0	

Conscientiousness Frequencies

FREQUENCIES VARIABLES=conscientious_1 conscientious_2 conscientious_3a conscientious_4a conscientious_5 conscientious_6
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Statistics

		thorough job	reliable	not_disorganised	not_lazy	efficiently	make plan
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.91	4.08	3.70	3.81	3.87	3.74
Std. Deviation		.589	.628	.993	.973	.738	.882

thorough job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	1.8	1.8	1.8
	Neutral	65	17.0	17.0	18.8
	Agree	268	70.0	70.0	88.8
	Strongly Agree	43	11.2	11.2	100.0
	Total	383	100.0	100.0	

reliable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	1.8	1.8	1.8
	Neutral	41	10.7	10.7	12.5
	Agree	251	65.5	65.5	78.1
	Strongly Agree	84	21.9	21.9	100.0
	Total	383	100.0	100.0	

not_disorganised

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	53	13.8	13.8	14.6
	Neutral	87	22.7	22.7	37.3
	Agree	154	40.2	40.2	77.5
	Strongly Agree	86	22.5	22.5	100.0
	Total	383	100.0	100.0	

not_lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	35	9.1	9.1	10.4
	Neutral	88	23.0	23.0	33.4
	Agree	153	39.9	39.9	73.4
	Strongly Agree	102	26.6	26.6	100.0
	Total	383	100.0	100.0	

efficiently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	17	4.4	4.4	4.7
	Neutral	74	19.3	19.3	24.0
	Agree	228	59.5	59.5	83.6
	Strongly Agree	63	16.4	16.4	100.0
	Total	383	100.0	100.0	

make plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	40	10.4	10.4	10.4
	Neutral	91	23.8	23.8	34.2
	Agree	180	47.0	47.0	81.2
	Strongly Agree	72	18.8	18.8	100.0
	Total	383	100.0	100.0	

Extraversion Frequencies

FREQUENCIES VARIABLES=extra_1 extra_2 extra_3 extra_4 extra_5a extra_6a
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Statistics

		Energy	enthusiasm	aggressive	sociable	not_shy	not_quiet
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.77	3.78	3.73	3.60	3.38	3.40
Std. Deviation		.890	.817	.878	.957	1.034	1.044

Energy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.1	3.1	3.1
	Disagree	17	4.4	4.4	7.6
	Neutral	83	21.7	21.7	29.2
	Agree	207	54.0	54.0	83.3
	Strongly Agree	64	16.7	16.7	100.0
	Total	383	100.0	100.0	

enthusiasm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	18	4.7	4.7	6.3
	Neutral	88	23.0	23.0	29.2
	Agree	212	55.4	55.4	84.6
	Strongly Agree	59	15.4	15.4	100.0
	Total	383	100.0	100.0	

aggressive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.1	2.1	2.1
	Disagree	29	7.6	7.6	9.7
	Neutral	79	20.6	20.6	30.3

Agree	211	55.1	55.1	85.4
Strongly Agree	56	14.6	14.6	100.0
Total	383	100.0	100.0	

sociable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.6	2.6	2.6
	Disagree	45	11.7	11.7	14.4
	Neutral	88	23.0	23.0	37.3
	Agree	186	48.6	48.6	85.9
	Strongly Agree	54	14.1	14.1	100.0
	Total	383	100.0	100.0	

not_shy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	96	25.1	25.1	25.3
	Neutral	103	26.9	26.9	52.2
	Agree	123	32.1	32.1	84.3
	Strongly Agree	60	15.7	15.7	100.0
	Total	383	100.0	100.0	

not_quiet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	85	22.2	22.2	23.5
	Neutral	106	27.7	27.7	51.2
	Agree	125	32.6	32.6	83.8
	Strongly Agree	62	16.2	16.2	100.0
	Total	383	100.0	100.0	

Agreeableness Frequencies

FREQUENCIES VARIABLES=agree_1a agree_2 agree_3 agree_4 agree_5 agree_6
/STATISTICS=STDDEV MEAN
/ORDER=ANALYSIS.

Statistics

		not_find_fault	helpful	trusting others	considerate	cooprerative	forgive others
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.66	3.95	3.72	3.89	3.96	3.71
Std. Deviation		1.097	.651	.718	.642	.652	.771

not_find_fault

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	2.9	2.9	2.9
	Disagree	60	15.7	15.7	18.5
	Neutral	71	18.5	18.5	37.1
	Agree	147	38.4	38.4	75.5
	Strongly Agree	94	24.5	24.5	100.0
	Total	383	100.0	100.0	

helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	7	1.8	1.8	2.6
	Neutral	52	13.6	13.6	16.2
	Agree	265	69.2	69.2	85.4
	Strongly Agree	56	14.6	14.6	100.0
	Total	383	100.0	100.0	

trusting others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	20	5.2	5.2	5.5
	Neutral	101	26.4	26.4	31.9
	Agree	224	58.5	58.5	90.3
	Strongly Agree	37	9.7	9.7	100.0
	Total	383	100.0	100.0	

considerate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	8	2.1	2.1	2.3
	Neutral	72	18.8	18.8	21.1
	Agree	253	66.1	66.1	87.2
	Strongly Agree	49	12.8	12.8	100.0
	Total	383	100.0	100.0	

cooprerative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	4.7	4.7	4.7
	Neutral	35	9.1	9.1	13.8
	Agree	274	71.5	71.5	85.4
	Strongly Agree	56	14.6	14.6	100.0
	Total	383	100.0	100.0	

forgive others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	20	5.2	5.2	6.0
	Neutral	107	27.9	27.9	33.9
	Agree	208	54.3	54.3	88.3
	Strongly Agree	45	11.7	11.7	100.0
	Total	383	100.0	100.0	

Emotional Stability Frequencies

FREQUENCIES VARIABLES=emo_1 emo_2 emo_3 emo_4a emo_5a emo_6a
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Statistics

		relaxed	emotionally stable	calm	not_nervous	not_worry	not_moody
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.63	3.73	3.58	3.50	3.39	3.51
Std. Deviation		.858	.777	.827	1.013	1.101	1.041

relaxed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	44	11.5	11.5	12.8
	Neutral	76	19.8	19.8	32.6
	Agree	221	57.7	57.7	90.3
	Strongly Agree	37	9.7	9.7	100.0
	Total	383	100.0	100.0	

emotionally stable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	24	6.3	6.3	7.0
	Neutral	90	23.5	23.5	30.5
	Agree	221	57.7	57.7	88.3
	Strongly Agree	45	11.7	11.7	100.0
	Total	383	100.0	100.0	

calm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	41	10.7	10.7	10.7
	Neutral	122	31.9	31.9	42.6
	Agree	177	46.2	46.2	88.8
	Strongly Agree	43	11.2	11.2	100.0
	Total	383	100.0	100.0	

not_nervous

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	77	20.1	20.1	20.9
	Neutral	91	23.8	23.8	44.6
	Agree	150	39.2	39.2	83.8
	Strongly Agree	62	16.2	16.2	100.0
	Total	383	100.0	100.0	

not_worry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.1	2.1	2.1
	Disagree	89	23.2	23.2	25.3
	Neutral	103	26.9	26.9	52.2
	Agree	110	28.7	28.7	80.9
	Strongly Agree	73	19.1	19.1	100.0
	Total	383	100.0	100.0	

not_moody

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	2.9	2.9	2.9
	Disagree	62	16.2	16.2	19.1
	Neutral	94	24.5	24.5	43.6
	Agree	152	39.7	39.7	83.3
	Strongly Agree	64	16.7	16.7	100.0
	Total	383	100.0	100.0	

Job Performance Frequencies

FREQUENCIES VARIABLES=performance_1a performance_2 performance_3a performance_4 performanc
e_5 performance_6
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Statistics

		things done on time	never disappointed with quality of work	exhibit willingness to go beyond	strive to exhibit exemplary work habit	exhibit concern for doing better	exhibit passion/work hard
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.92	3.80	3.17	3.78	3.96	4.00
Std. Deviation		1.008	.965	.966	.812	.713	.688

things done on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.0	1.0	1.0
	Disagree	46	12.0	12.0	13.1
	Neutral	49	12.8	12.8	25.8
	Agree	162	42.3	42.3	68.1
	Strongly Agree	122	31.9	31.9	100.0
	Total	383	100.0	100.0	

never disappointed with quality of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	2.9	2.9	2.9
	Disagree	34	8.9	8.9	11.7
	Neutral	56	14.6	14.6	26.4
	Agree	202	52.7	52.7	79.1
	Strongly Agree	80	20.9	20.9	100.0
	Total	383	100.0	100.0	

exhibit willingness to go beyond

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.1	3.1	3.1
	Disagree	91	23.8	23.8	26.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	Neutral	123	32.1	32.1	59.0
	Agree	133	34.7	34.7	93.7
	Strongly Agree	24	6.3	6.3	100.0
	Total	383	100.0	100.0	

strive to exhibit exemplary work habit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	27	7.0	7.0	7.0
	Neutral	96	25.1	25.1	32.1
	Agree	194	50.7	50.7	82.8
	Strongly Agree	66	17.2	17.2	100.0
	Total	383	100.0	100.0	

exhibit concern for doing better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	3.4	3.4	3.4
	Neutral	66	17.2	17.2	20.6
	Agree	227	59.3	59.3	79.9
	Strongly Agree	77	20.1	20.1	100.0
	Total	383	100.0	100.0	

exhibit passion/work hard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	2.1	2.1	2.1
	Neutral	67	17.5	17.5	19.6
	Agree	226	59.0	59.0	78.6
	Strongly Agree	82	21.4	21.4	100.0
	Total	383	100.0	100.0	

Job Autonomy Frequencies

FREQUENCIES VARIABLES=autonomy_1 autonomy_2 autonomy_3 autonomy_4 autonomy_5 autonomy_
6
 /STATISTICS=STDDEV MEAN

 /ORDER=ANALYSIS.

Statistics

		autonomy	simple and repetitive	different manner with me	performance influenced by expectation	performance influenced by policies	work itself provides clues to get done
N	Valid	383	383	383	383	383	383
	Missing	0	0	0	0	0	0
Mean		3.72	3.45	3.60	3.70	3.83	3.57
Std. Deviation		.878	1.034	1.000	.871	.833	.946

autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	28	7.3	7.3	8.9
	Neutralb	95	24.8	24.8	33.7
	Agree	191	49.9	49.9	83.6
	Strongly Agree	63	16.4	16.4	100.0
	Total	383	100.0	100.0	

simple and repeatitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	2.9	2.9	2.9
	Disagree	68	17.8	17.8	20.6
	Neutral	99	25.8	25.8	46.5
	Agree	149	38.9	38.9	85.4
	Strongly Agree	56	14.6	14.6	100.0
	Total	383	100.0	100.0	

different manner with me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.4	3.4	3.4
	Disagree	39	10.2	10.2	13.6

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	104	27.2	27.2	40.7
Agree	160	41.8	41.8	82.5
Strongly Agree	67	17.5	17.5	100.0
Total	383	100.0	100.0	

performance influenced by expectation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	43	11.2	11.2	11.2
	Neutral	89	23.2	23.2	34.5
	Agree	189	49.3	49.3	83.8
	Strongly Agree	62	16.2	16.2	100.0
	Total	383	100.0	100.0	

performance influenced by policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	29	7.6	7.6	7.6
	Neutral	83	21.7	21.7	29.2
	Agree	194	50.7	50.7	79.9
	Strongly Agree	77	20.1	20.1	100.0
	Total	383	100.0	100.0	

work itself provides clues to get done

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	49	12.8	12.8	14.1
	Neutral	113	29.5	29.5	43.6
	Agree	156	40.7	40.7	84.3
	Strongly Agree	60	15.7	15.7	100.0
	Total	383	100.0	100.0	

Appendix 4.2: SPSS Result for Internal Reliability Test

Openness to experience Reliability Test

RELIABILITY
 /VARIABLES=open_1 open_2 open_3 open_4 open_5 open_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.748	6

Conscientiousness Reliability Test

RELIABILITY
 /VARIABLES=conscientious_1 conscientious_2 conscientious_3a conscientious_4a conscientious_5 conscientious_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.735	6

Extraversion Reliability Test

RELIABILITY
 /VARIABLES=extra_1 extra_2 extra_3 extra_4 extra_5a extra_6a
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.774	6

Agreeableness Reliability Test

RELIABILITY
 /VARIABLES=agree_1a agree_2 agree_3 agree_4 agree_5 agree_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.635	6

Emotional stability Reliability Test

RELIABILITY
 /VARIABLES=emo_1 emo_2 emo_3 emo_4a emo_5a emo_6a
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.881	6

Job performance Reliability Test

RELIABILITY
 /VARIABLES=performance_1a performance_2 performance_3a performance_4 performance_5 performance_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.612	6

Job autonomy Reliability Test

RELIABILITY
 /VARIABLES=autonomy_1 autonomy_2 autonomy_3 autonomy_4 autonomy_5 autonomy_6
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE.

Case Processing Summary

		N	%
Cases	Valid	383	100.0
	Excluded[a]	0	.0
	Total	383	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.714	6

Appendix 4.3: SPSS Result for Pearson Correlations

Correlations

		Openness to experience	Conscientiousness
Openness to experience	Pearson Correlation	1	.371[**]
	Sig. (2-tailed)		.000
	N	383	383
Conscientiousness	Pearson Correlation	.371[**]	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Extraversion
Openness to experience	Pearson Correlation	1	.286[**]
	Sig. (2-tailed)		.000
	N	383	383
Extraversion	Pearson Correlation	.286[**]	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Agreeableness
Openness to experience	Pearson Correlation	1	.162[**]
	Sig. (2-tailed)		.001
	N	383	383
Agreeableness	Pearson Correlation	.162[**]	1
	Sig. (2-tailed)	.001	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Emotional stability
Openness to experience	Pearson Correlation	1	.245[**]
	Sig. (2-tailed)		.000
	N	383	383
Emotional stability	Pearson Correlation	.245[**]	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Job performance
Openness to experience	Pearson Correlation	1	.319**
	Sig. (2-tailed)		.000
	N	383	383
Job performance	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Job autonomy
Openness to experience	Pearson Correlation	1	.142**
	Sig. (2-tailed)		.005
	N	383	383
Job autonomy	Pearson Correlation	.142**	1
	Sig. (2-tailed)	.005	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Conscientiousness	Extraversion
Conscientiousness	Pearson Correlation	1	.205**
	Sig. (2-tailed)		.000
	N	383	383
Extraversion	Pearson Correlation	.205**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Conscientiousness	Agreeableness
Conscientiousness	Pearson Correlation	1	.295**
	Sig. (2-tailed)		.000
	N	383	383
Agreeableness	Pearson Correlation	.295**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Conscientiousness	Emotional stability
Conscientiousness	Pearson Correlation	1	.418**
	Sig. (2-tailed)		.000
	N	383	383
Emotional stability	Pearson Correlation	.418**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Conscientiousness	Job performance
Conscientiousness	Pearson Correlation	1	.464**
	Sig. (2-tailed)		.000
	N	383	383
Job performance	Pearson Correlation	.464**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Conscientiousness	Job autonomy
Conscientiousness	Pearson Correlation	1	.463**
	Sig. (2-tailed)		.000
	N	383	383
Job autonomy	Pearson Correlation	.463**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Extraversion	Agreeableness
Extraversion	Pearson Correlation	1	.115*
	Sig. (2-tailed)		.024
	N	383	383
Agreeableness	Pearson Correlation	.115*	1
	Sig. (2-tailed)	.024	
	N	383	383

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Openness to experience	Conscientiousness
Openness to experience	Pearson Correlation	1	.371[**]
	Sig. (2-tailed)		.000
	N	383	383
Conscientiousness	Pearson Correlation	.371[**]	1
	Sig. (2-tailed)	.000	
	N	383	383

Correlations

		Extraversion	Emotional stability
Extraversion	Pearson Correlation	1	.355[**]
	Sig. (2-tailed)		.000
	N	383	383
Emotional stability	Pearson Correlation	.355[**]	1
	Sig. (2-tailed)	.000	
	N	383	383

[**]. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Extraversion	Job performance
Extraversion	Pearson Correlation	1	.237[**]
	Sig. (2-tailed)		.000
	N	383	383
Job performance	Pearson Correlation	.237[**]	1
	Sig. (2-tailed)	.000	
	N	383	383

[**]. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Extraversion	Job autonomy
Extraversion	Pearson Correlation	1	.149[**]
	Sig. (2-tailed)		.003
	N	383	383
Job autonomy	Pearson Correlation	.149[**]	1
	Sig. (2-tailed)	.003	
	N	383	383

[**]. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Conscientiousness
Openness to experience	Pearson Correlation	1	.371**
	Sig. (2-tailed)		.000
	N	383	383
Conscientiousness	Pearson Correlation	.371**	1
	Sig. (2-tailed)	.000	
	N	383	383

Correlations

		Agreeableness	Emotional stability
Agreeableness	Pearson Correlation	1	.271**
	Sig. (2-tailed)		.000
	N	383	383
Emotional stability	Pearson Correlation	.271**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Agreeableness	Job performance
Agreeableness	Pearson Correlation	1	.324**
	Sig. (2-tailed)		.000
	N	383	383
Job performance	Pearson Correlation	.324**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Agreeableness	Job autonomy
Agreeableness	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	383	383
Job autonomy	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Openness to experience	Conscientiousness
Openness to experience	Pearson Correlation	1	.371**
	Sig. (2-tailed)		.000
	N	383	383
Conscientiousness	Pearson Correlation	.371**	1
	Sig. (2-tailed)	.000	
	N	383	383

Correlations

		Emotional stability	Job performance
Emotional stability	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	383	383
Job performance	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Emotional stability	Job autonomy
Emotional stability	Pearson Correlation	1	.184**
	Sig. (2-tailed)		.000
	N	383	383
Job autonomy	Pearson Correlation	.184**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Job performance	Job autonomy
Job performance	Pearson Correlation	1	.364**
	Sig. (2-tailed)		.000
	N	383	383
Job autonomy	Pearson Correlation	.364**	1
	Sig. (2-tailed)	.000	
	N	383	383

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 4.4: SPSS Result for Multiple Linear Regressions

Regression (Hypothesis 1)

REGRESSION
 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT Job_performance

 /METHOD=ENTER Extraversion Agreeableness Emotional_stability Openess_to_experience Conscientious

ness.

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Conscientiousness, Extraversion, Agreeableness, Openess_to_experience, Emotional_stability[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: Job_performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589[a]	.346	.338	.412

a. Predictors: (Constant), Conscientiousness, Extraversion, Agreeableness, Openness to experience, Emotional stability

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.902	5	6.780	39.960	.000[a]
	Residual	63.969	377	.170		
	Total	97.871	382			

a. Predictors: (Constant), Conscientiousness, Extraversion, Agreeableness, Openessto_experience, Emotional_stability

b. Dependent Variable: Job_performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.146	.209		5.496	.000
Extraversion	.022	.031	.032	.700	.484
Agreeableness	.114	.034	.150	3.390	.001
Emotional_stability	.195	.033	.288	5.915	.000
Openness_to_experience	.100	.037	.124	2.676	.008
Conscientiousness	.301	.060	.246	5.031	.000

a. Dependent Variable: Job_performance

Regression (Hypothesis 2)

REGRESSION
 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT Job_performance
 /METHOD=ENTER Extraversion Agreeableness Emotional_stability Openess_to_experience Conscientious
ness

 /METHOD=ENTER Job_autonomy.

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Conscientiousness, Extraversion, Agreeableness, Openess_to_experience, Emotional_stability^a		. Enter
2	Job_autonomy^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Job_performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589^a	.346	.338	.412
2	.605^b	.366	.356	.406

a. Predictors: (Constant), Conscientiousness, Extraversion, Agreeableness, Openess_to_experience, Emotional_stability

b. Predictors: (Constant), Conscientiousness, Extraversion, Agreeableness, Openess_to_experience, Emotional_stability, Job_autonomy

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.902	5	6.780	39.960	.000[a]
	Residual	63.969	377	.170		
	Total	97.871	382			
2	Regression	35.785	6	5.964	36.120	.000[b]
	Residual	62.086	376	.165		
	Total	97.871	382			

a. Predictors: (Constant), Conscientiousness, Extraversion, Agreeableness,

Openess_to_experience, Emotional_stability

b. Predictors: (Constant), Conscientiousness, Extraversion, Agreeableness,

Openess_to_experience, Emotional_stability, Job_autonomy

c. Dependent Variable: Job_performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.146	.209		5.496	.000
	Extraversion	.022	.031	.032	.700	.484
	Agreeableness	.114	.034	.150	3.390	.001
	Emotional_stability	.195	.033	.288	5.915	.000
	Openess_to_experi	.100	.037	.124	2.676	.008
	ence	.301	.060	.246	5.031	.000
2	(Constant)	1.040	.208		4.997	.000
	Extraversion	.013	.031	.019	.426	.670
	Agreeableness	.079	.035	.103	2.259	.024
	Emotional_stability	.204	.033	.302	6.251	.000
	Openess_to_experi	.108	.037	.134	2.930	.004
	ence	.216	.064	.177	3.377	.001
	Conscientiousness	.140	.041	.165	3.377	.001

a. Dependent Variable: Job_performance