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### **The Effect of Personality Traits on Lecturer Competences in the Public Sector Universities of Pakistan**

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#### **Abstract**

This study's goal was to investigate the effect of personality traits on lecturer competences of the public universities lecturers in Pakistan. The population of this study consisted of lecturers from 16 large public universities in Pakistan, and 500 people were chosen as a sample using a systematic random sampling technique. The study used a quantitative, cross-sectional research design. Data was gathered using standardized questionnaire by online Google form method. To assess the data in accordance with the suggested hypothesis, Smart PLS-SEM was used. Findings of the current study are that extraversion has a negative effect with lecturer competence but on the other hand neuroticism, openness, agreeableness and conscientiousness have positive effect with lecturer competence. By implementing a variety of innovative techniques and strategies, the study will help higher education institutions develop through the adoption of skilled human resources

#### **Keywords**

Personality Traits; Lecturer Competences; Public Universities; Pakistan

#### **Introduction**

Education is a way of stimulating social, economic, political, and cultural development among all nations (Хакимов, 2020). There is no doubt that the

socioeconomic development of any nation is greatly dependent on the quality of education (Bhutta & Hussain, 2018). Universities play an important role in any country's socio-economic development (Riaz et al., 2017). Higher education institutions today operate in a highly competitive environment which needs well competent workforce in order to compete the world challenges (Danish et al., 2019). In this regard, university education and evaluation is increasing in various aspects such as research, and examination process that can be able to keep protect and develop the competence and effectiveness (Mashinchi, Hashemi, & Khani, 2017). Universities in developing countries face several prolonged problems like finance, equity, quality, personality, knowledge sharing and competence (Daramola & Amos, 2016; Kanwal, Nunes, & Arif, 2019; Raza & Shah, 2017; Siddiqui, 2019). The quality of education in developing countries is much poor as compare to the developed nation. Similarly, absence of quality lecturers is one of the major issue to achieve quality education (Bloom, Altbach, & Rosovsky, 2016; Sharma & Pandher, 2019), due to incompetent lecturers (Bloom et al., 2016; Sharma & Pandher, 2019). Lecturer competence is not only judged from the professional degree in university (Siddiqui, 2019) but also checked through some other important factors which are personal abilities, qualifications, training, and standard occupies in society that's why government universities ups and downs have been linked with lecturers competencies (Amini Faskhodi & Siyyari, 2018; Parvez & Shakir, 2013; Shoaib, Mujtaba, & Awan, 2019). University credibility is directly related to the lecturer's competence. Therefore, when lecturers are competent then the university becomes more competent and get fame in world academic (Mashinchi et al., 2017). Hence, the lecturer is considered as an important resource in the higher education operation and its target achievements (Zakerian et al., 2017). The issues of competence and its expansions are creating a new site of the 21<sup>st</sup> century particularly in education system (Ludwikowska, 2019), considering very important for the lecturers in the universities. Lecturer competence is the capability of a lecturer to perform his or her duties with responsibility (Anggraeni, 2014). Competent lecturer in university is necessary to have research, innovation, and pedagogic competencies to teach students and transform knowledge through education to serve the community (Indrasari et al., 2015).

According to different economic and competitive surveys by World Economic Forum's Global Human Capital Report, Global Competitiveness Report, Quacquarelli Symonds (QS), and British ranking agency report revealed that the quality of Pakistani universities are overall weak ranking among other regional countries. It is proving that Pakistan has the lowest competitiveness (Butt, 2016; Forum, 2019; Habib et al., 2021; Nizami, 2018; Samans, Zahidi, & Leopold, 2017; WEF, 2018). However, lower scores in various economic and competitive surveys have highlighted that the problems, in terms of competence, quality, and performance, exist in the higher education sector of Pakistan (Lane, 2012; Qureshi & Kalsoom, 2022). The important factor that effect lecturer competences is personality traits.

Personality presents the very crucial role in lecturer competence and professional development (Čepić et al., 2015; Vorkapić, 2012). Lecturer personality is an essential element of the teaching process and it also increases the quality of education process (Abubakari, 2021; Aydın, Bavlı, & Alcı, 2013). According to Čepić et al. (2015) personality has a significant relationship with competence. Very few empirical studies have been examined towards the direction of personality effect within the educational process .

Personality is Less empirically explored on the educational process (Aydın et al., 2013; Čepić et al., 2015; Kalafat, 2012; Vorkapić, 2012), mostly studied with performance (Abdullah, Omar, & Rashid, 2013), academic dishonesty (Aslam & Mian, 2011), engagement of work (Zaidi et al., 2013) but less studies with competence (Aydın et al., 2013; De Haan, Prinzie, & Deković, 2009; Dewberry, Juanchich, & Narendran, 2013; Ramirez R, 2016). The studies of (Anggraeni, 2014; Gee, 2018; Matzler et al., 2011; Pei-Lee et al., 2017; Raza & Shah, 2017) supported the view that very less attention has been paid on lecture competence and should be investigated in future for Pakistan perspective (Faize, Akhtar, & Hussain, 2018). Different reports and surveys show the worse educational conditions of Pakistan's universities. For example, Global Human Capital Report, education and skills development criteria wise Pakistan lies ranked 125<sup>th</sup> out of the 130 countries (Bassegy, 2020; Samans et al., 2017). Similarly, in a Global Competitiveness report of 138 countries, Pakistan got place 122<sup>nd</sup> on innovation/sophistication factors and the same in efficiency enhancers in higher education and training (WEF, 2018). According to the current QS world university ranking, only seven Pakistani universities got a place in the top 1000 universities in the world (Duke & Osim, 2020; Ranking, 2021).

Personality traits are the basis of competencies and considering a significant element for lecturer competence or performance (Zakharevych, 2019). Recent study of Ramesh and Krishnan (2020) stated that the study on personality traits and lecturer competence is very limited. In Pakistan, less attention has been paid towards personality development in the area of the university level. Lateef, Dahar, and Yousuf (2019) suggested that personality problems should have further explored and rectified in universities of Pakistan. In Pakistan, the competence of lecturers has been the subject of hot discussion from the beginning (Saeed & Mahmood, 2018). There is a huge gap in assessments of lecturers by university management (Thornton, 2016).

The objective of the research is to investigate the direct effect among personality traits and lecturer competences. This research will contribute to the standing body of knowledge in two ways. Firstly, the current study examines the personality traits and lecturer competence among university lecturers in Pakistan. Secondly, the novelty of this study is that personality traits all dimensions are using with lecturer competence in the context of the higher education sector of Pakistan.

## **Literature Review**

### **Lecturer Competence**

“Lecturer competence is defined as the skills, knowledge, and values of a professional lecturer is expected to demonstrate for effective job performance” (Lucky & Yusoff, 2015). It is also said that competence is an essential feature of an individual linked to the cause and effect of successful and superior work performance in a job.

### **Competence**

Competence characterized as a collection of skills that highlight excellent performance. It is an opportunity to use skills and knowledge to do work effectively (Blašková, Blaško, & Kucharčíková, 2014; Koenen, Dochy, & Berghmans, 2015). Lecturer competencies would include the multifaceted roles of lecturer in different levels, i.e. individual, university, professional networks, research, leadership, and the local community, etc. (Hagger & McIntyre, 2006). According to the latest studies researchers said that these five dimensions of lecturer competence are very important e.g. pedagogic, leadership, innovation, research, and evaluation competence (Sharma & Pandher, 2018, 2019). So, researcher has used these five dimensions in the current research which are given below.

### **Pedagogical competence**

Pedagogical competence mention to educators' profound knowledge of key concepts and facts relation among concepts and knowledge generation procedures (Ball, 1990). Pedagogical competence contracts with profound knowledge processes. This competence demonstrates an overall understanding of classroom management, lesson plan, student learning, and assessment. It's profoundly rooted in culture, principles, and objectives (Geldenhuis & Oosthuizen, 2015). Pedagogical competence is the skill to understand learners, to plan and execute learning, to assess learning outcomes, and to improve learners to recognize various potentials (Astuty, 2015). Pedagogical competence includes analytical skills to generate new knowledge (Geldenhuis & Oosthuizen, 2015).

Rich knowledge of lecturers raises conceptual understanding between students. Content knowledge is very important in pedagogic competence. A lecturer cannot have interest, confidence, or enjoyment in practice without knowledge of content (Kriek & Grayson, 2009). Pedagogical competence allows the lecturers to follow the new pedagogy required for that job (Manley & Zinser, 2012). It also helps to recognize certain educational technologies that help lecturers evaluate and generalize their experiences of education (Maltseva et al., 2015). Clark, Threeton, and Ewing (2010) said that developing educational practices is of the greatest importance for the professional growth of a lecturer.

### **Leadership competence**

Leaders promote and increase people's confidence in accomplishing or matching high-performance expectations, finding solutions, being optimistic, embracing and sharing team goals, and participating in team-building (Sharma & Pandher, 2018). Sammons et al. (2016) said that intrinsic motivation has been noted as essential to leadership competence. Intrinsically motivated lecturers develop the cognitive abilities of students by developing a stimulating atmosphere suitable for learners. They highly motivate the students and lecturers toward learning. Competent leaders keep the whole environment exciting and friendly learning for students (Rubio, 2009). Inspiring and transformative lecturer's competence in leadership is most effective and necessary for education (Meade, Morgan, & Heath, 1999). This leadership promotes personal dedication among lecturers to organizational goals and influences others to achieve their intended goals (Liu, 2016).

### **Innovation competence**

Each organization must have one core competence which has been established for a long time, For instance, innovation (Drucker, 2002). Organization's value created by innovative competence, there are two components of innovative competence: new thinking and creating value. New thinking breaks the situation's stagnation. It helps to create awareness by enhancing the quality of insight and organizational activities and creating value that needs professional skills and guidance (Waychal, Mohanty, & Verma, 2011). Innovation has an effect on creativity-relevant skills (Amabile, 1988). Innovation competence results in new generation knowledge and professionals (Sharma & Pandher, 2018).

Three innovation competence indicators are knowledgeable skills, behavioral characters, and managerial skills. Knowledgeable skills comprise creativity, great knowledge, problem resolving skills, desire to study new information, and knowledge variety. The behavioral characters of innovation competence include no fear of failing to experiment with anything new, loving experimentation with critical thought, transparency, self-confidence, and contact with individuals from various fields (Waychal et al., 2011). New experiences and learning improve the capacity to survive, critical thinking, and imagination (Serdyukov, 2017). Managerial skills include collaborating with dynamic employees and understanding various viewpoints (Waychal et al., 2011). Innovators do not only operate on their main subject but also in other fields (Sharma & Pandher, 2018).

### **Research competence**

Research is a key factor of education but its implementation without lecturer research is very poor (Lovat, Davies, & Plotnikoff, 1995). Educators' research competence applies to the creation of new knowledge, or the exploration of new phenomena through the hypothesis, logical assessment, and reliable solutions to

emerging problems. Lecturers would have worldviews in different fields of expertise for performing studies (Willison & Buisman-Pijlman, 2016). Competent lecturers should be familiar with the different methods and techniques of research (Gormally et al., 2009). Blašková et al. (2014) stated that research competence is very important to advancing society. Competent lecturer's research skills contribute to the development and distribution of knowledge genuinely, usefully, and inspiringly. Lecturers of this ability are the future indicators of higher education as well as the driving force behind the development of society.

Research-competent lecturers develop a comprehensive understanding of their subject area and the ability to solve problems and challenges. The lecturer addresses the issues and finds solutions for solving those problems. As a result, lecturers have strengthened their understanding of training and practice and have gained abilities and competencies to resolve current issues and challenges (Healey, 2005). Lecturers prepare research activities, which comprise of a thesis, analysis, case studies, and literature review of the research (Lovat et al., 1995). Small-projects always help to develop and improve the competence of research (Blašková et al., 2014). Durable research and problem-solving skills are combined with program thinking, predictive and strategic skills that improve the intellectual and successful domain of students (Cebrián & Junyent, 2015).

### **Teaching and learning evaluation competence**

Teaching and learning evaluation competence is a skill to assess student results, learning procedures, self and colleague performance, and strategic examination of the entire education system (Sharma & Pandher, 2018). Assessment of students must be accurate, transparent, and compatible with the course objectives (Crosby, 2000; Winterton et al., 2009). Evaluation determining that student has achieved the appropriate level of performance. The lecturers evaluate the understandings of their teaching and students. They are helping their students and removing barriers to learning. While improving student engagement and learning, the formative evaluation also assists lecturers in their professional growth (Kintz et al., 2015).

Formative evaluation requires positive feedback through questioning techniques (Sharma & Pandher, 2018). Clear and timely feedback is a very worthy, effective lecturer to make a friendly zone for feedback on misunderstandings (Sammons et al., 2016). Effective questioning strategies such as high-order thinking questions allow students to discuss, interpret, synthesize, or check their information (Pang & Leng, 2011). The self-assessment process not only helps students to develop themselves but also to learn from others (Schoenberger-Orgad & Spiller, 2014). They encourage student 'learning to learn' skills and also give insight into students, therefore lecturer need to adopt appropriate teaching strategies (Sharma & Pandher, 2018). Lecturer evaluative competence fosters students sense of obligation for safe and successful learning in the institutes (Schoenberger-Orgad & Spiller, 2014).

## **Personality**

The word personality derived from "persona." Originally, people are used to referring to 'masks' used by theater actors (Aydin et al., 2013). Today, however, personality refers to the entire moral and spiritual qualities which are special to an individual (Ezzi, 2019). The Model of the Big Five Personality trait was given by Costa and McCrae (1992) and considered a strong foundation for understanding the connection between different personalities and academic behaviors (Poropat, 2009). Personality is a major factor in individual workplace behavior (Anwar, 2017). There are five dimensions of personality: extraversion, neuroticism, openness, agreeableness and conscientiousness, the distinct personality characteristics observed both within the organization and across organizational groups (Digman, 1990). So, researcher has used these five dimensions in the current research which are given below.

### **Extraversion**

High extraversion lecturers (employees) are assertive, conversational, sociable, and energetic (Barrick & Mount, 1991). Extraversion comprises characteristics like as talkativeness, energy, and assertiveness, which are characterized by the individual's engagement with the outside world and readiness to interact. Extraverts are very sociable, enjoy people, and are typically perceived as having a lot of energy. Handling unexpected multicultural situations and introducing yourself to new contexts will be easier for extroverts than for introverts, as well as they build relationships and social partnerships with coworkers or the general public (Caligiuri, 2000).

### **Agreeableness**

Agreeability defines the propensity of the personality to be social and friendly (Besser & Shackelford, 2007). Agreeable people are very friendly, forgiving, kind, supportive, compassionate, happy, and cooperative (Barrick & Mount, 1991). Even if coordination and cooperation between employees are necessary, the agreement has been revealed to have an influence on job performance (Witt et al., 2002). Employees in this category are more likely to be cooperative, compliant, and charitable (Costa & McCrae, 1992; Organ, 1994).

### **Conscientiousness**

One of the most beneficial personality predictors for employees was conscientiousness (Barrick & Mount, 1991; Hurtz & Donovan, 2000). Persons with high conscientiousness have greater responsibility, efficiency, transparency, discipline, and hard work (Barrick & Mount, 1991). These personality traits continue to strive for success and competence while displaying self-discipline (Greenberg & Baron, 2007). Conscientious persons are hardworking, perseverant, and goal-

oriented, among other attributes (Ciavarella et al., 2004; Peabody & Goldberg, 1989). Therefore, most conscientious workers appear to be more loyal and support their company's reform initiatives.

### **Openness**

Openness to experience is a personality trait that distinguishes innovative, creative people from ordinary, traditional ones. People with high openness are intellectually curious, appreciate art, are open to emotion, and are eager to explore new things. People with low levels of openness, on the other hand, appreciate things that are simple, straightforward, and obvious (Costa Jr & McCrae, 1992). Anwar (2017) said that many people who are open to experience are knowledgeable and always able to share their expertise with the colleagues of the company. These people believe in the growing awareness and knowledge that comes from sharing knowledge to fulfill their hunger for knowledge.

### **Neuroticism**

Neuroticism, close to extraversion traits, is one of the essential aspects of personality psychology (Costa & McCrae, 1988). Such characteristics tend to experience negative emotions like low trust, anxiety, excessive concern, negativity, depression in nature (Bozionelos, 2004). Neurotics also stand in as weak group performers, appear to be aggressive, and perceive the need for reform adverse (Mowen, Park, & Zablah, 2007; Vakola, Tsaousis, & Nikolaou, 2004). Such personality traits can make people anxious to work hard in a new setting and sensitive to stressful events that occurred in their current jobs (Erdheim, Wang, & Zickar, 2006). Raja, Johns, and Ntalianis (2004) proven that neurotics dislike tough conditions requiring enduring commitment, confidence, social skills, and creative skills. It assumed that highly neurotic workers typically considered less committed employees and always worry about engaging in initiatives for improvement.

Moreover, the most recent study of Ramesh and Krishnan (2020) stated that the study on personality traits and lecturer competence is very limited. In Pakistan, less attention has been paid towards personality development in the area of the university level. Lateef et al. (2019) suggested that personality problems should have further explored and rectified in universities of Pakistan.

### **Personality Traits and Lecturer Competences.**

Numerous studies have demonstrated the influence of personality traits on competence (Aydın et al., 2013; De Haan et al., 2009; Dewberry et al., 2013; Ramirez R, 2016). Aydın et al. (2013) examined the impact of pre-service teachers' personality traits on their perceived teacher skills Extraversion, agreeableness, and conscientiousness have been demonstrated in research to be crucial and



conscientiousness has a positive effect on teaching competence. Extraversion, in particular, has the most substantial effect on teaching competence; conversely, neuroticism has a considerable negative effect.

Similarly, Kalafat (2012) investigated the influence of teachers' personalities on their perceived teaching competence. He discovered that openness and conscientiousness improve teaching competencies whereas neuroticism degrades them. Also, said that openness has a stronger relation with teaching competencies. He examined the effects of personality traits of teachers working in high schools on teacher competencies. Ludwikowska (2019) defines competence in cognitive, affective, motivational, and organizational skills that correlate with instructor personality traits. Personality influences decision making competence and also significant relationship (Dewberry et al., 2013).

Furthermore, many researchers have taken an approach to the concept of competencies in terms of personal characteristics. Spencer and Spencer (1993) also argued that competence is part of the personality of an individual affecting behavior and performance. As a result, the success of a professor reflected a variety of different competencies dependent on the standard of personality (Anggraeni, 2014). Tigelaar et al. (2004) define teaching skills as an integrated collection of personal attributes, knowledge, abilities, attitudes for successful performance.

In lecturer competence, professional development of personality has a major role. Less empirical studies have explored the personality impact on the educational process (Čepić et al., 2015; Vorkapić, 2012). Ramirez R (2016) said that personality Major Five factors which were strongly linked to competence. There is no agreement in the literature about what personality features of a lecturer and lecturer competence can be successful in the teaching and learning phase, which highlights the justification and importance of current research. Still, results are not conclusive as to which competencies are most important (Ludwikowska, 2019). The relationship between personality traits and lecturer competence among lecturers, the following hypothesized:

H1: There is a significant relationship between extraversion and lecturer competence.

H2: There is a significant relationship between agreeableness and lecturer competence.

H3: There is a significant relationship between conscientiousness and lecturer competence.

H4: There is a significant relationship between openness and lecturer competence.

H5: There is a significant relationship between neuroticism and lecturer competence.

### RESEARCH FRAMEWORK

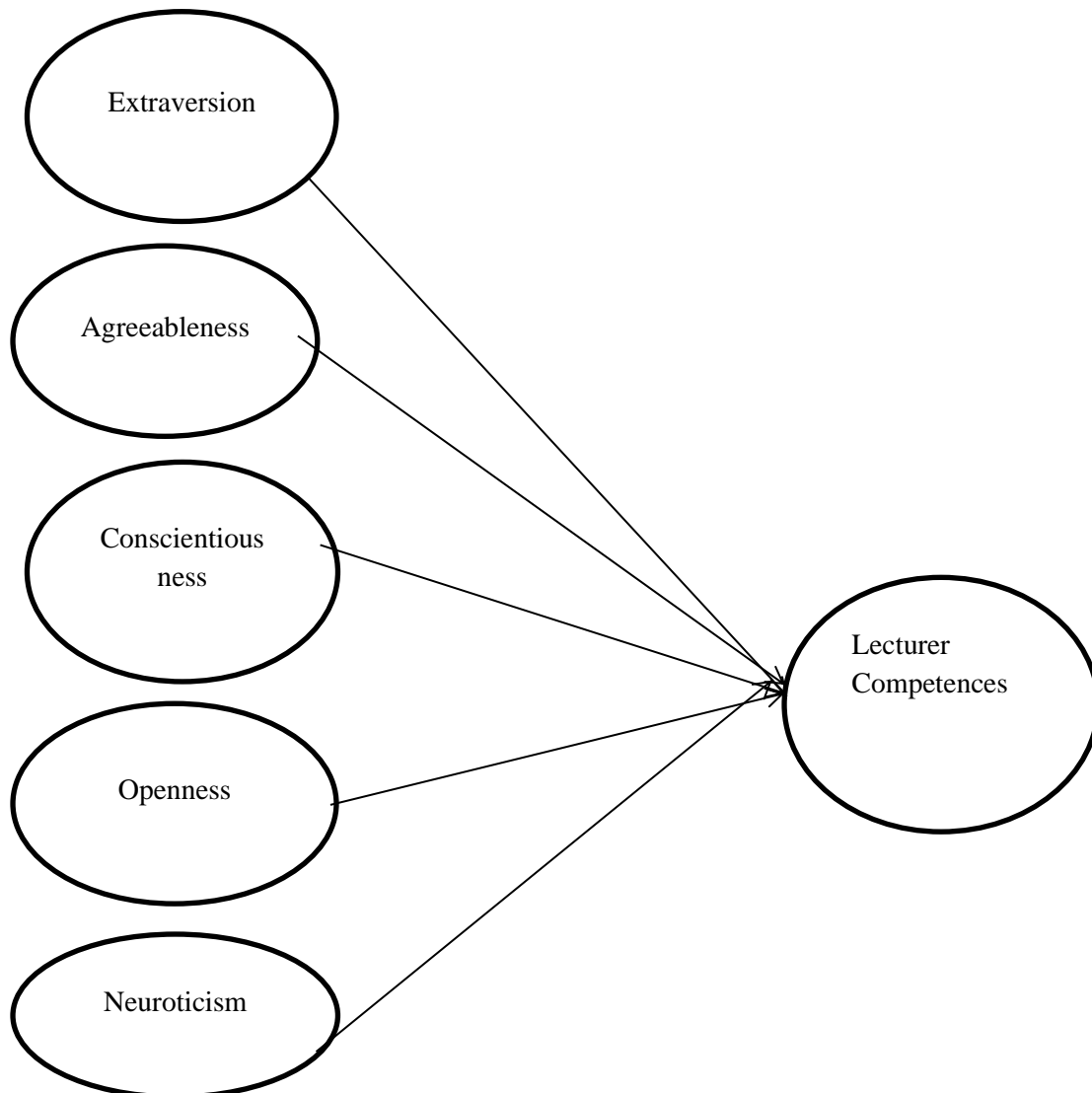


Diagram 1: The framework of relationship between personality traits and lecturer competences.

Diagram 1 demonstrates that framework of this research is carried out broadly after a wide literature review of the topic of lecturers' competences (DV) from the study of Sharma and Pandher (2019) and personality traits; extraversion, agreeableness, openness, neuroticism, conscientiousness (IVs) which taken from the study of (Agyemang, Dzandu, & Boateng, 2016).

### METHODOLOGY

This study adopts a quantitative research approach to examine the lecturer competences of Pakistan's public sector universities. For this study, Systemic random sampling was used in this research. Targeted population is known therefore researcher used systematic random sampling in the current study. The Google form survey questionnaire was distributed among the 500 faculty members (Professors, Associate Professors, Assistant Professors and lecturers) of the public sector

universities located in the Pakistan. Out of 106 public universities researcher targeted only 16 public universities, those have more than 500 permanent faculty members. According to location of these targeted public universities can be found in every province of Pakistan, 9 public universities are located in Punjab, 1 in Khyber Pakhtunkhwa, 1 in Balochistan, 3 in Sindh and 2 universities are from the Islamabad (capital of Pakistan). Data was gathered using a self-administered questionnaire; response rate was 75%. In which 24 Professors, 75 Associate Professors, 140 Assistant Professors and 136 lecturers was involved. Each question was answered through the Resins Likert scale (Hair Jr et al., 2010). The measurement scale consists of a set of the five-point scale descriptors, five-point Likert scale as it is proven to advance understanding of the respondents (Sekaran & Bougie, 2010). Questions have been evaluated using a Likert scale of one to five points (Strongly Disagree to Strongly Agree). The questionnaire is divided into two sections: one is about the respondents' demographic data, and the other is about the constructs, namely lecturer competences and personality traits. Personality traits items adapted from the (Agyemang et al., 2016) in which personality traits is measured with thirty (30) items further divided into five dimensions (Extraversion, Openness, Conscientiousness, Agreeableness, and Neuroticism). Lecturer competence is measured with twenty-five (25) items adapted from (Sharma & Pandher, 2019). This research used data analysis software Smart-PLS SEM and SPSS. The PLS-SEM is regarded as an appropriate technique for analysis for several reasons, the most important of which is that it allows data to be assessed without first having to satisfy normalcy assumptions; and, above all, it deals with both simple and complex path modeling (Hair, Hult, & Christian, 2017).

### **Analysis and Results**

Via Google form Questionnaire, researcher received 375 questionnaires out of 500. This is 75% response rate. They all are fully useable because in Google form if respondent skip any question then at the end Google form did not allow to submit his/her response till he/she respond all the given questions. Therefore all received questionnaire are useable. Respondent demographic information, respondents are classified according to their gender, age group, higher education, present rank, work experience, and marital status. Distribution of gender among respondents are male 208 (55%) and female 167 (45%). In the age group, majority of the respondents are less than 30 years old 122 (33%), followed by 30-39 years 111 (30%), 40-49 years 73 (19%), 50-59 years 45 (12%), 60 and above years 24 (6%). In terms of higher education, mostly of the respondents are PhD holders are 243 (65%), MS / M.Phil. 120 (32%) and Master's Degree 12 (3%). For present rank, 24 (6%) are professors, associate professors are 75 (20%), assistant professors are 140 (37%) and lecturers are 136 (36%). In the context of working experience, less than 5 years are 71 (19%), 6-10 years are 245 (65%), 11-15 years are 37 (10%), 16-20 years are 14 (4%) and 21 years and above are 8 (2%).

Table 1

Categories	Frequency	Percent (%)
Gender		
Male	208	55%
Female	167	45%
Age		
Less than 30 years	122	33%
30-39	111	30%
40-49	73	19%
50-59	45	12%
60 and above	24	6%
Qualification		
Doctorate (PhD)	243	65%
MS / M.phil.	120	32%
Master's Degree	12	3%
Present Rank		
Professor	24	6%
Associate Professor	75	20%
Assistant professor	140	37%
Lecturer	136	36%
Working Experience		
Less than 5 years	71	19%
6-10 years	245	65%
11-15 years	37	10%
16-20 years	14	4%
21 years and above	8	2%
Marital Status		
Single	127	34%
Married	238	63%
Widow/Widower	5	1%
Divorced/Separated	5	1%

### Measurement model

Further analysis for the measurement model, such as validity and construct reliability, was done using structural equation modelling (SEM) and partial least squares (PLS) using Smart PLS 3.0. Nawaz and Mohamed (2020) Smart PLS is second-generation analysis software that can be used to evaluate complicated models with latent variables, as previously stated. Anderson and Gerbing (1988) was used to evaluate the measurement model. In this two-step procedure, the first step is adapted to test the measurement model, and the second step is adapted to test the hypothesis. The CFA approach was utilized in the measurement model to assess the construct items, and the items with lower factor loadings were excluded. Same as done in the present research due to low factor loading following items were deleted PA6, PE6, PC6, LC2, LC6, LC7, LC8 and LC9. The construct reliability and validity were examined using the Sujati and Akhyar (2020) criteria, which

states that construct validity is assumed when the composite reliability is 0.70 or above. When the Average Variance Extracted (AVE) score is 0.50 or above, the constructs are judged to have adequate construct validity. In the current research, both construct validity reliability and composite reliability were demonstrated, and all constructs met the Fornell and Larcker (1981). The structural model was conducted using PLS-SEM. To evaluate the measurement model, the literature advises taking into account loading on two variables, namely average variance extracted (AVE) and composite reliability (CR). The loadings of the indicators should be more than 0.6, according to Chin, Gopal, and Salisbury (1997) and Abdullah, Ling, and Ping (2016). AVE should be greater than 0.5, and CR should be greater than 0.7. The completion of these requirements ensures the measurement model's fitness. As seen in Table 3 below, all of the values were above the permissible range, ensuring that all values were acceptable.

**Table 2: Measurement model**

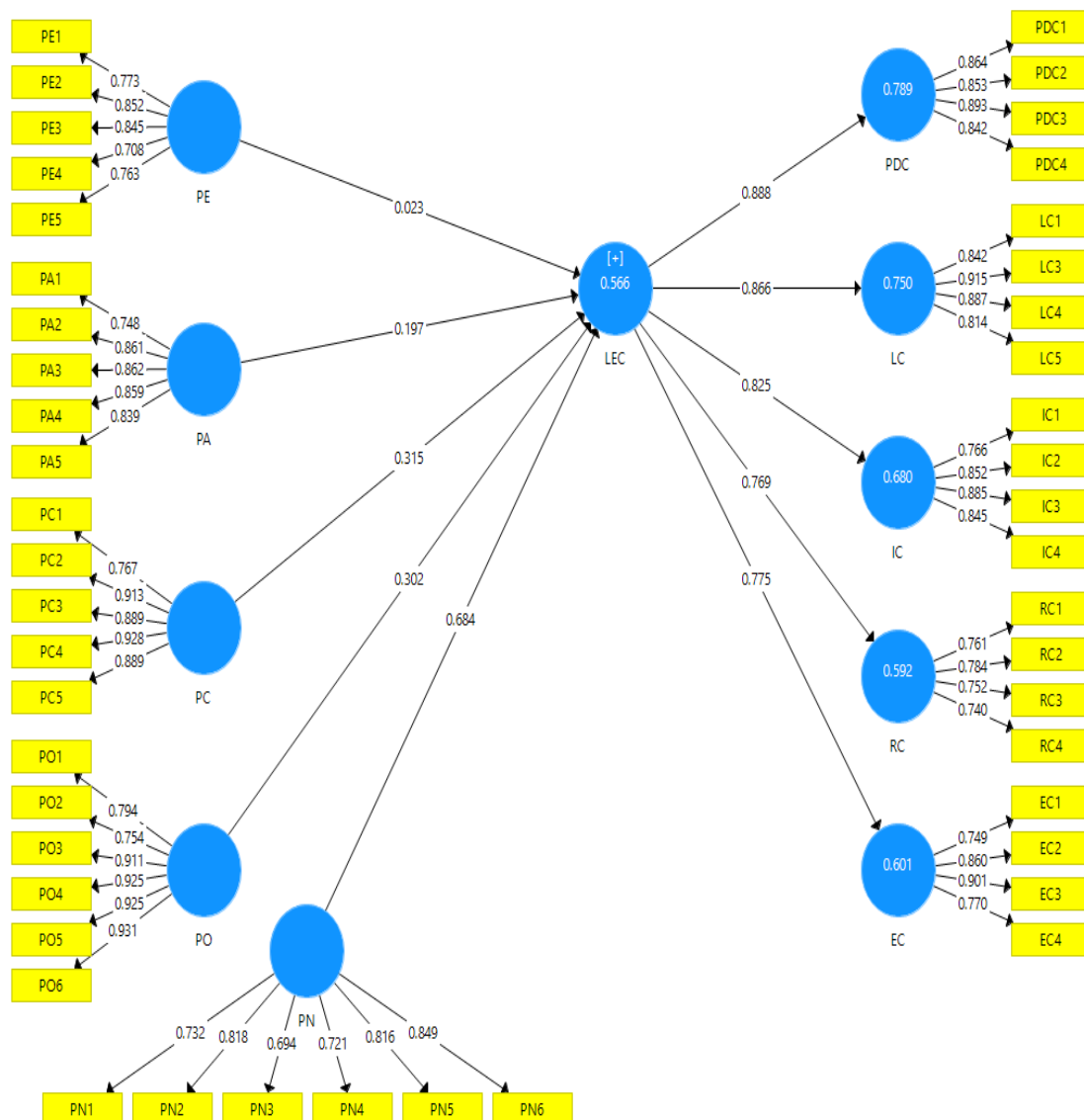


Table 3: Convergent Validity

Constructs	Items		Loadings	@	CR	AVE
Extraversion	PE1		0.786	0.854	0.892	0.676
	PE2		0.856			
	PE3		0.843			
	PE4		0.682			
Agreeableness	PA1		0.740		0.919	0.696
	PA2		0.861	0.892		
	PA3		0.865			
	PA4		0.860			
Conscientiousness	PA5		0.839		0.945 0.949	0.774 0.759
	PC1		0.740			
	PC2		0.782	0.926		
	PC3		0.903			
	PC4		0.892			
Openness	PC5		0.921		0.899	0.599
	PO1		0.893			
	PO2		0.804	0.943		
	PO3		0.678			
	PO4		0.917			
	PO5		0.932			
Neuroticism	PO6		0.929		0.921	0.745
	PN1		0.936			
	PN2		0.730	0.865		
	PN3		0.820			
	PN4		0.699			
Pedagogical competence	PN5		0.718		0.922	0.749
	PN6		0.815			
	PDC1		0.851			
	PDC2		0.864	0.886		
Leadership competence	PDC3		0.853		0.904	0.703
	PDC4		0.893			
	LC1		0.842			
	LC3		0.842	0.887		
	LC4		0.915			
Innovative competence	LC5		0.887		0.845	0.577
	IC1		0.814			
	IC2		0.766	0.858		
	IC3		0.853			
Research competence	IC4		0.885		0.892	0.676
	RC1		0.842			
	RC2		0.752	0.758		
	RC3		0.785			
Evaluation competence	RC4		0.750		0.838	0.676
	EC1		0.752			
	EC2		0.752	0.838		
	EC3		0.859			
	EC4		0.901			
			0.768			

Table 4: HTMT

	EC	IC	LC	PA	PC	PDC	PE	PN	PO	RC
EC										
IC	0.577									
LC	0.615	0.727								
PA	0.091	0.366	0.293	0.265						
PC	0.090	0.155	0.200	0.174	0.182					
PDC	0.687	0.746	0.837	0.967	0.172	0.182				
PE	0.100	0.150	0.237	0.204	0.588	0.287	0.195			
PN	0.819	0.587	0.567	0.755	0.126	0.103	0.642	0.116		
PO	0.077	0.032	0.036	0.063	0.092	0.875	0.069	0.144	0.113	
RC	0.767	0.853	0.693	0.897	0.149	0.105	0.756	0.142	0.773	0.104

Note: PE – Extraversion; PN – Neuroticism; PO – Openness; PA – Agreeableness; PC – Conscientiousness; PDC – Pedagogical Competence; LC – Leadership Competence; RC – Research Competence; IC – Innovative Competence; EC – Evaluation Competence;

### Structural Model (SEM-PLS)

After determining the measurement model's fitness, we continued to assess the inner model, which includes all of the hypotheses (paths) generated for the research. The bootstrapping system was used to test the hypothesized relationships. According to Hair, Ringle, and Sarstedt (2013) the normal range of p value is less than from 0.05. But in table 5, H3 value is greater from 0.05 that's why this hypothesis is not supported. Rest of others H1, H2, H4 and H5 value is less than from 0.05 therefore these hypothesis are accepted or supported in this study.

Table 5: Stuructural Model Hypothesis testing

Hypothesis	Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-value	P values	Decision
H1	PA -> LEC	0.197	0.196	0.051	3.850	0.000	Supported
H2	PC -> LEC	0.315	0.232	0.103	3.066	0.002	Supported
H3	PE -> LEC	0.023	0.042	0.047	0.488	0.626	Not Supported
H4	PN -> LEC	0.684	0.680	0.030	23.156	0.000	Supported
H5	PO -> LEC	0.302	0.212	0.100	3.012	0.003	Supported

### Discussion Findings and Implications

The study's goal is to look at the impact of personality traits on lecturer competence in public universities. Five constructs were used to represent personality traits: extraversion, neuroticism, openness, agreeableness, and conscientiousness (Agyemang et al., 2016). These are the study's independent

variables, whereas the dependable variable is lecturer competence (Sharma & Pandher, 2019). The study's findings demonstrated that four of the five independent variables had substantial positive associations with lecturer competence; hence, H1, H2, H4, and H5 were supported. The positive significant association between the majorities of personality traits constructs and lecturer competence indicates that lecturer competence among public university lecturers can be boosted as well as improved through effective presence and reflection of these four personality trait attributes i.e. neuroticism, openness, agreeableness and conscientiousness. This finding is consistent with previous similar studies that attempted to establish some link between personality traits and lecturer competence; however, this finding is distinct in that it specifically discovered a positive relationship between some of the constructs of personality traits and lecturer competence among lecturers at public universities in Pakistan. These four personality traits components are important predictors of lecturer competence among lecturers. As a result, this conclusion is consistent with past research (Aydın et al., 2013; Ciorbea & Pasarica, 2013; De Haan et al., 2009; Dewberry et al., 2013; Ramirez R, 2016). As a result, it is argued that neuroticism, openness, agreeableness, and conscientiousness are personality traits that might impact the degree of competence among public university lecturers. In contrast, it was discovered that one of the five components of personality traits (extraversion) was not significant, and so they were not supported. It implies that they have no impact on lecturer competence. Previous research has also shown that extraversion has a negative relationship with competence (Ciorbea & Pasarica, 2013; De Feyter et al., 2012; Heisel, La France, & Beatty, 2003; Judge & Erez, 2007; Khodabandeh, 2022; Witt, 2002).

This paper makes some theoretical contributions. First, it has revalidated personality trait components adapted from (Agyemang et al., 2016) as well as the dimensions of lecturer competence proposed by (Sharma & Pandher, 2019). In other words, this study theoretically demonstrates that personality traits are better predicted in light of the five dimensions, and lecturer competence is more anticipated in light of the five dimensions (i.e. pedagogical competence, innovation competence, research competence, leadership competence and evaluation competence). Second, practically all prior research linked personality trait constructs with other factors, but this study is one of the first to link it with lecturer competence in a university environment, finding a strong positive association between personality traits and lecturer competence. As a result, there is a scarcity of studies linking personality traits with lecturer competence. This study addresses that hole by conducting an empirical examination of the link between personality traits and lecturer competence at Pakistani public universities. As so, this study adds to the increasing body of knowledge on personality traits and lecturer competence.

Practically, this study provides some implications for some stakeholders - university managers, academics, and researchers alike - to value academic



personality traits in relation to lecturer competence in light of their effect on individual lecturer competence or performance and the performance of universities as a whole. As a result, this study realistically proposes that lecturers' exercise of personality traits has overwhelming impacts on lecturer competence, which may result in better competence or performance at both the individual and organizational levels.

### **Conclusion**

This study offers empirical information on the effect of personality traits on lecturer competence, allowing for a better understanding of how personality traits are conceptualized and their link with lecturer basic competence. It is also assumed that this study has made some significant contributions to the academic profession in terms of personality traits in public universities and lecturer competence; thus, the ultimate goal is to improve information dissemination, which will result in improved performance at both the organizational and individual levels. In this research extraversion has a negative link with lecturer competence. Extraversion can be explained by two concepts. Extraversion, for example, can be a predictor of great academic achievement since extraverts are more engaged and ask more questions, which can help them more effectively. Second, extraverts frequently have a busy social life, which might interfere with study activities since the time spent learning or documenting is limited. As a result, extraverts have a greater rate of absenteeism in universities (Ciorbea & Pasarica, 2013). That's why extroverts have a negative relation with the lecturer competence. Rests of other personality traits have positive relations with the lecturer competence. According to different studies there are mixed results on the traits of personality (Aydin et al., 2013; Ciorbea & Pasarica, 2013; De Haan et al., 2009; Dewberry et al., 2013; Ramirez R, 2016). Therefore this study clears that which trait has a positive or negative relation with competence.

This study has certain limitations that may create opportunity for future research attempts to investigate the idea of personality traits in relation to lecturer competence in a more efficient and thorough manner. First and foremost, this study was conducted in a very short period of time, i.e. it was cross-sectional in design, and its validity and utility may be limited in the near term. To address this issue, additional research should be undertaken in a longitudinal manner to uncover how other difficulties or aspects might be included in to impact lecturer competence. Furthermore, exogenous constructs (predictors) may have distinct dimensions of effect in the short term versus long term; hence, further study in this area is required to examine such dependencies. Second, the unit of analysis is confined to a list of Pakistani public universities. Future research must be conducted in private universities of Pakistan and other developing countries too. Same as personality traits must be checking with the employee's competence in different organization.

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