

## SELF-LEADERSHIP AND CAREER SUCCESS: MOTIVATION OF COLLEGE LECTURERS

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### ABSTRACT

The aim of this study was to obtain empirical evidence and clarity about the influence of the phenomenon of personality, motivation to career success, either partially or simultaneously based on self-leadership theory. In addition, to determine whether there is differences in personality, motivation to career success between men and women. The unit of analysis is a lecturer in the area of Cirebon region. The totals of samples are 120 people. The method used is descriptive and verification method. To test of model and hypotheses used the regression analysis. The results showed that personality and motivation affects the career success. The Influential of personality and motivation of success is together toward career success. There was no difference in personality, and motivation to career success among male and female in the college.

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## 1. Introduction

Self-leadership is a timely and important topic, especially to prepare people for leading positions or how to develop and strengthen self-leadership skills (Tat and Zeitel-Bank, 2013). Self-leadership is a process through which individuals control their own behavior, influencing and leading themselves through the use of specific sets of behavioral and cognitive strategies (Neck and Houghton, 2006). Other side, being successful in college and attaining employees dreams begin with motivation. It provides the energy or drive to find employees direction and to reach employees goals. Without motivation, it is difficult to accomplish anything. Career success has been an important and popular focus of investigation in the management literature. Career success reflects the accumulated interaction between a variety of individual, organizational and societal norms, behaviors and work practices. Thus, it is an important element in our understanding of the long-term effects of worker mobility both within and across organizations (Boudreau et al., 1999).

Research on person-organization fit indicates that organizational values are a good predictor of job choices and that individuals preferred jobs or careers in organizations which displayed values similar to their own (Ballout, 2007). There is little research on their interrelationship over time. Whereas it is easily conceivable that objective success has an influence on how an individual subjectively experiences his/her career success, it is also conceivable that the subjective experience of success has a direct influence on how this individual's objective success will develop (Abele and Spurk, 2009).

Big five model incorporate extraversion, agreeableness, openness to experience, conscientiousness, and emotionally stable (Costa and Mccrae, 1985 in Faqeer-ul-ummi et al., 2014). How personality influences career success is an important question because although one cannot quickly or easily change one's personality, one may be able to change behaviors, related to personality, that influence career success (Turban et al., 2017). Interestingly enough, though, the relationship between objective and subjective career success and factors determining specific patterns of this relationship have not been a main focus of career success research. Little is known about the link between individuals' subjective evaluation of career success and their objective career success as well as about the factors responsible for the respective configurations of objective and subjective career success (Reichel *et al.*, 2006).

Personality is probably a significant determinant of how people will do in their careers. At the same time, luck and institutional factors—such as privilege or inheritance—may influence career success in a way that would attenuate the relationship with personality significantly. The most commonly investigated influences were demographic (age, sex, marital status, number of children) and human capital (training, work experience, education) (Judge et al., 2007). Models of career success show that at the individual level, several demographic, human capital, and motivational variables are associated with career success. Organizational variables such as firm size, industry sector, and

geographic location also cover with career success (Seibert, Crant and Kraimer, 2014).

A number of new constructs have been introduced to account for these changes, such as the concepts of *boundary-less career* (see Arthur, Khapova, & Wilderom, 2005; Arthur & Rousseau, 1996 in Abele & Spurk, 2009) or *protean career* (Hall, 2002 in (Abele and Spurk, 2009)). Owing to the economic challenges that organizations current face in light of career success of employees, it has become a real challenge for both employees and organizations alike to because employees are convinced that resources have been lacking and as such, investment initiatives have to be provided to ensure career success. They have also noticed the dwindling of career support in their pursuit of career success as this is deemed to conflict with the organizational values. Therefore, the consequence is in the form of loss of employee commitment and trust - this is attributed to the view of the organization that the employees' career values clash with the organizational values instead of complementing them (Alzyoud, 2017).

The other psychological factor that is estimated giving a dominant influence is working motivation. Motivation is referred to the willingness of individual for trying as optimally as possible, in the achievement of organization that is affected by the ability of effort for satisfying some of individual needs, motivation is a form of reaction toward a human's necessary which raises a tension in the human self that is the willingness for something that is fulfilling and satisfying his or her willingness besides that the purpose of organization is able to be achieved (Luthans, 2006).

The difference characteristic of individual that is often to be a polemic is a gender (man and woman). Gender is different with sex, according to March & Smyth. (1999) that sex describes the biological differences between men and women, which are universal and determined at birth. Gender considers to the difference role that is appointed by social construction in the family and the culture that are developing in the society.

Gender implies that the category of man and woman is a social construction, which is forming a difference between man and woman in their contribution toward the organization, according to March & Smyth. (1999) the result of gender Analysis is the collection and analysis of sex-disaggregated information. Men and women both perform different roles, this leads to women and men having different experience, knowledge, talents and needs.

The difference that is believed giving an effect is psychological factor of man and woman. Psychological Research of the expert that is doubted by Robbins (2006) shows: "Woman is more cooperative to the authority of employer and man is more aggressive as well as more possible to expect a success career rather than woman". The finding of research empirically shows if woman has a bigger obstacle rather than man in running a career. Robbins (2006) finds a phenomenon of "female employee, who has a child in preschool aged, is a preference of work schedule".

That condition shows although there is no a consistent difference between man and woman regarding to problem solving, analysis, and learning ability. However, the different role in their social life (*dualism culture*), makes woman has bigger obstacle

compared with man in running a career. Therefore those obstacles that are experienced by woman affecting the performance that is showed by woman in running her function (March & Smyth, 1999; Robbins, 2006; Wood, 2004). The questions research of this article are (1) how is the personality Influence on a success career of man and woman? And (2) how is the motivation influence on a success career of man and women? So the purposes of this study are (1) to determine the influence of personality on a success career of man and woman. And (2) to analyze the influence of motivation on a success career of man and woman.

## 2. Literature Review

### Self-Leadership

The notion of self-leadership first arose in the 1980s as a development of self-management theory (Houghton & Neck, 2002; Manz & Sims, 2001). Self-leadership focuses on the process of self-influencing through which individuals control their own behavior, influencing and leading themselves to achieve the self-direction and self-motivation necessary to perform (Tat and Zeitel-Bank, 2013). Self-leadership is defined as a normative concept, which includes certain cognitive and behavioral rules of self-regulation theory, social cognitive theory, intrinsic motivation theory and self-control theory (Sesen et al., 2017).

Self-leadership can be understood as a self-evaluation and self-influence process through which individuals identify and replace ineffective behaviors enhancing personal accountability and improving professional performance (Kyguoliene and Ganusauskaite, 2017). Self-leadership covers 3 categories of strategies: behavior focused

strategies, natural reward strategies, constructive thought strategies (Neck, Houghton, 2006).

Self-leadership is having a developed sense of who you are, what you can do, where you are going coupled with the ability the influence employees communication, emotions and behaviors on the way to getting there (Browning, 2018). This is significant as it not only influences team performance, but positively impacts business management and organisations as a whole (Trusler, 2018).

### Personality and Career Success

According to Luthans (2006) and Robbins (2006) basically there is no striking difference of intelligence quality between man and woman, where each of them has a very big potential toward the organization.

Career success has been a motivation for a long time. Scholars used work satisfaction to represent career success at first. Concept of success career according to Chen (2016) a successful career is a positive psychological result from an accumulation of work experience that is experienced by an employee in the organization. Feeling of success in running their career, encourages an individual to give an optimal work. Career success is the result of personal experience and could be seen as personal experience and the accumulation of real or perceived accomplishments (Dai and Song, 2016).

Regarding to the performance of individual career Gibson & Donnelly (1996) states that Individual factor that will influence the individual behavior to show the optimal performance that can be divided into two, first is physiology which is physical ability and mental. While for the second: psychology, it id such as; attitude,

perception, motivation, personality. Where according to the aspect of the personality psychology and motivation, second psychology are considered as the most dominant factor psychology which becomes an individual asset in giving work superior achievement.

The personality of an individual is a dynamic organization from a psychology system, which is contained in it. Eventually the personality effects overall, how they interact and react toward the situations that are faced in organization. Furthermore, Holland in Gibson & Donnelly (1996); Ivancevich & Matteson (2002) "The Human will tend to choose a career (type of worker) that is appropriate with their personality". It shows if every individual will tend to choose a career that is appropriate with their personality. The suitability between career that is done with the desired career, will give a satisfaction and convenience of individual in running their career. Finally that condition is assumed toward ability in increasing performance and effort of their career.

Compatible with Gibson & Donnelly (1996) and Ivancevich & Matteson (2002) argue that, "the organization must be able to create harmony between purpose of organization, with member personal purpose of their organization". Comparing to that opinion, the creator of harmony between organization purpose and individual purpose, is as step to motivate an individual for giving a bigger contribution toward organization.

### **Motivation and Personality**

The power of personality theories and dispositional variables lies in their ability to predict what behavior will be displayed in various situations, not in their prediction

that the same behavior will be displayed across these situations. A second set of issues concerns the nature of the central construct(s) in formulations dealing with personality and motivation (Dweck and Leggett, 1988).

A factor that can be considered important in researching motivation and intention is the effect of personality. Previous research has proven that personality has an effect on psychological processes, and as motivation and intention are mental states, there is a probability that personality has an effect on motivation and intention. A widely accepted model in current literature is the 'big five' personality traits model. The traits are five broad personality dimensions used to describe human personality and consist of the following: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Cents, 2013).

More difficult problems are raised by an examination of the nature of self-actualization. Of people who are at this level of motivational development, it may be said that their actions and creations are in a very high degree spontaneous, guileless, open, self-disclosing, and unedited and therefore expressive (the "Easy State" we might call it, after Asrani). Furthermore, their motivations change in quality so much, and are so different from the ordinary needs for safety or love or respect, that they ought not to even to be called by the same name (I have suggested the word *meta-needs* to describe the motivations of self-actualizing people) (Maslow, 1955).

It is fair to say that this theory has been quite successful in a clinical, social and person-logical way, but not in a laboratory and experimental way. It has fitted very

well with the personal experience of most people, and has often given them a structured theory that has helped them to make better sense of their inner lives. It seems for most people to have a direct, personal, subjective plausibility. And yet it still lacks experimental verification and support. Authors have not yet been able to think of a good way to put it to the test in the laboratory. Among such phenomena authors include not only higher and more positive states of consciousness and of personality, i.e., transcending materialism, the skin-bounded ego, atomistic-splitting-divisive-adversary attitudes, etc., but also a conception of values (eternal verities) as part of a much enlarged self (Maslow, 1970).

Personality is defined as enduring dispositions that cause characteristic patterns of interaction with one's environment, it is related to physiological processes, there is "robust evidence that genetic factors substantially influence personality traits," and heritability's averaging around (Parks and Guay, 2009). Mitchell (1997 in Parks and Guay, 2009) describes motivation as psychological processes involving "arousal, direction, intensity, and persistence of voluntary actions that are goal directed."

Big five-factor is Neuroticism, often labeled by the positive pole of the trait Emotional Stability, is the tendency to show poor emotional adjustment in the form of stress, anxiety, and depression. Extraversion represents the tendency to be sociable, dominant, and positive. Individuals who score high on Openness to Experience are creative, flexible, curious, and unconventional. Agreeableness consists of tendencies to be kind, gentle, trusting and trustworthy, and warm. Finally,

conscientious individuals are achievement-oriented and dependable, as well as orderly and deliberate (Judge and Ilies, 2002).

The relationship of the other three Big Five traits to performance motivation is less clear. Barrick et al. (1993) found that Extraversion was not correlated with goal commitment, but it was correlated with goal level ( $r=.19$ ,  $p<.05$ ). (This result was not discussed.) Although discussion of the possible link between Extraversion and motivation is lacking in the literature, positive affect—one of the indicators of Extraversion (Watson & Clark, 1997)—is related to distal and proximal measures of motivation (George & Brief, 1996). The relationships between motivation and the remaining Big Five traits—Agreeableness and Openness to Experience—are virtually unstudied (Judge and Ilies, 2002).

The big five-factor model of personality, also known as the "Big Five" (John, Donahue, & Kentle, 1991 in Chen, 2016) was used to predict human behaviors. Five-factor is a set of five personality traits' dimensions that includes extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (McCrae & John, 1992 in Chen, 2016).

In the 19<sup>th</sup> and 20<sup>th</sup> centuries, Jung approached human types in his typology from two aspects. According to Jung (1995) in spite of a large number of motivation factors there are two basic psychological attitudes, namely extroversion and introversion. The role of the conscious mind is to manage the adaptation of people to the outside world and their orientation in it. There are four psychological functions that help maintain this orientation in the world. By combining the two, Jung (1995) defined the following eight types: extraverted

thinking, extraverted feeling, extraverted sensing, extraverted intuitive, introverted thinking, introverted feeling, introverted sensing and introverted intuitive (Benesik et al., 2012).

Benesik et al. (2012) describe the differences between personalities from a very interesting aspect. In his argumentation, he seamlessly combines the effect of motivation factors and the characteristics of personality traits which prevail at their presence. According to him people can be put into four groups from the aspect of motivation.

Pappas and Flaherty (2006 in Ballout, 2007) examined whether the congruence of salespeople's characteristics such as career development and risk attitudes matched their reactions to compensation practices (differences in rewards) when predicting motivation. They found that characteristics of the individual salespeople influenced the relationship between compensation and components of motivation (valence for reward, expectancy perceptions, and instrumentality perceptions).

The literature review above reveal at least 2 hypotheses, namely that H 1: Personality Influence on success career of man and woman, and H 2: career of man and women.

### 3. Research Method and Data

This work is causality research where Tacq (2011) explains that two things have to precede a thesis on causality in qualitative and quantitative research: (1) an explanation of the concept of causality, and (2) a discussion of the area of tension between qualitative and quantitative research. This study have a purpose to analyze whether or not it is related between personality variable

which consist of 17 indicators and motivation which consist of 5 indicators towards success in career which consist of 5 indicators. Lawrence (2010) states that necessarily not all relationships of variables is causal. But, when the values of one variable *produce* the values of the other variable, the relationship is a *causal relationship*. The population covers the lecturer at colleges in Cirebon area. For analysis purpose, the analyzed unit is the individual in lecturers at colleges in Cirebon. The respondents in this research are male and female lecturers. The causality type is important with reasons as explained by Colburn (2008) the second reason why causal modeling is important is that it can be used to more exactly state theory, to more precisely test theory, and then to more intelligently modify theory.

The causality type which is meant by the authors is more emphasized on quantitative research. Daniel (2004) explains that if we take a pragmatic approach to research methods, first of all we need to find out what kinds of questions are best answered using quantitative as opposed to qualitative methods. The questions must be: want a quantitative answer, numerical change, to know state of something, and especially suited is the testing of hypotheses. It is dealing with numbers and anything that is measurable in a systematic way of investigation of relationship (Perumal, 2014).

Paterson et al., (2016) states that there are two main requirements for probability sampling: first, an adequate sample frame, comprising a comprehensive list of all members of the population of interest, and second, an ability to randomly select based on features present in the sample frame.

Sampling technique in this research is using *random sampling system*. The method of dispersing the questioner is directly visiting each college. The number of samples used in this research is 120 which is based on male and female sex. This means it is already meet the minimal terms of survey research which is in the amount of 100 respondents (Sugiono, 2006).

Abawi (2013) says that accurate and systematic data collection is critical to conducting scientific research. Data collection instruments depending on research type, methods of data collection include: questioning or a combination of different methods. Data collection method used in this research is survey method. Field survey conducted to gain primer data is with spreading questioner towards some customers in each college at Cirebon area. Scale composition technique used. For motivation statement 7 seven point Likert Scale. Whereas for variable career success statement using 7 seven Likert scale (Cents, 2013). The collected data will be analyzed in two ways, namely descriptive analysis and statistical analysis with the help of SPSS 20 (Paterson et al., 2016).

#### 4. Result and Discussion

Schneider (2005) explains that with statistical data analysis programs you easily can do several steps in one operation: make very sure that data are correct, make very sure that missing values are clearly identified as missing data, produce descriptive statistics, e.g. means, standard-deviations, minima, maxima for each variable, make graphics or tables that show relationships, structure examples: regression coefficient, tables of means in analysis of variance, regression analysis, and to

interpret the relation. To analysis the authors have to reach the results of data, implying the data, its important, relation, findings confirm and relevance (Oberhuber and Maurer, 2015).

Based on data processing is obtained results that the sex of male respondents was 60 (50%) and female was 40 (41.9). The respondent's age is around 20-25 years, amounting to 7 people (5.8%), then the respondent aged 26-31 years is 10 people (8.3%), then the respondents who are more than 32-37 years old are 23 people (19.1%), Furthermore, respondents who are 38-43 years old are 50 people (41.6%), and respondents who are over 44 years old and above are 40 people (33.3%). The employment status of married respondents is 90 (75%) and 30 unmarried lecturer respondents (25%). Social status of 120 respondents; Upper socioeconomic status amounted to 35 (29.1%) and lower socioeconomic status amounted to 85 (70.8%) (Qodriah and Hartati, 2014).

The educational backgrounds of the respondents were bachelor degrees (51), master degrees (55 or 45.8%), and doctoral degrees (14 or 11.6%). The categorization based on the academic functions included 47 expert assistants (39.1%), 45 lecturers (37.5%), 18 head lecturers (15%) and 10 professors (8.3%). Lecturers with tenure of 1-5 years were 58 (48.3%), 5-10 years were 39 (32.5 %), 10-15 years were 12 (10%) and 15-20 were 11 (9.1%). Lecturers with 1-5 hours of working (teaching) duration in a week were 11 (9.1%), 5-10 hours were 18 (15%), 10-15 hours were 47 (39.1%) and 15-20 hours were 34 (28.3%) (Qodriah and Hartati, 2014).

Table 1  
Description of Subject

N	Descriptions	%
47	expert assistants	39.1
45	lecturers	37.5
18	head lecturers	15
10	professors	8.3
58	Lecturers with tenure of 1-5 years	48.3
39	5-10 years	32.5
12	10-15 years	10
11	and 15-20 years	9.1
11	Lecturers with 1-5 hours of working per week	9.1
18	5-10 hours	15
47	10-15 hours	39.1
34	15-20 hours	28.3

Source: Atuhors' creation

The validity testing of the three main variables in this study included personality, motivation and career success was conducted using the SPSS 22 program. Three main variables: personality, motivation and career success were formulated in 29 questions. Based on the validity test, the 29 instruments were declared valid because the factor loadings were  $\geq 0.5$  (MacLean & Gray, 1998). All personality, motivation and career success items were significant because  $r\text{-count} \geq r$  table. Thus, all items in the questionnaires can be regarded to be valid to be used for subsequent data analysis.

### *Hypothesis Testing*

Popper (1959) and Hempel (1965) in Tacq (2011) also contributed to this general attitude by means of their deductive-homological approach, which is well-known as the covering law theory (i.e., every concrete causal statement is covered by general laws that operate in the background and serve as general theories and hypotheses).

Data was processed by using linear regression to look for the relationship between independent and dependent variables, personality (X1) and work motivation (X2) on career success (Y). The

result of the Regression test can be seen in the table below:

Table 2  
Regression Analysis Results

Variable	Unstandardized Coefficients (B)	Std Error Coefficients (B)	Standardized Coefficients (B)	T	Sig.	Info
Constants	2,669	1.359		1,694	0,000	Sig
Personality (X1)	0,287	0,025	0,786	11,346	0,000	Sig
Motivation X2	0,117	0,068	0,119	1,175	0,000	No

Source: (Qodriah and Hartati, 2014)

Unstandardized Beta Coefficient value is useful for comparing regression coefficients from other equations with different units. Regression equation with a larger beta value showed a greater influence on the dependent variable for the increase of the independent variable. The personality variables of both male and female lecturers influenced their career success, which was 0.786, with a probability value of 0.000, This indicated that the lecturer personality had a significant positive effect on their career success. That is, the better the lecturer personality perception, the greater their expectation to be successful in the career. This picture explains that if the personality is good, then the career tends to be successful. As Cents (2013) analysis that the personality trait conscientiousness displays a mean ( $\mu=3,02$ ) in comparison to the Likert-scale of somewhat agree, and the mean of the personality trait neuroticism ( $\mu=4,53$ ) can be found between the scales neutral and somewhat disagree. Thus, it can be stated that hypothesis<sub>1</sub> is accepted (Qodriah and Hartati, 2014).

The motivation variable for both male and female lecturers which had no effect on career success was 0.119, with a probability value of  $0.089 > 0.05$ , this indicated that the lecturers' motivation between male and female had no effect on the career success. It means that the low

motivation also lowered their career success expectations. This picture explains that if motivation goes down, the expectations for career success tend to be low. In Cents (2013)'s data, not co-creation, but empowerment was found to be considered the most important motivation to create UGC ( $\mu=3,65$ ), followed by the motivational factors community ( $\mu=3,74$ ), co-creation ( $\mu=3,87$ ), and self-concept ( $\mu=3,93$ ). Thus it can be stated that the hypothesis<sub>2</sub> can be rejected (Qodriah and Hartati, 2014).

Based on the table above, it can be identified that the Anova test generated the F table of 2.78 (from the number of variables which was reduced by 1) 3 variables - 1 = 2 and from 120 samples, we got F table of 2.78, so F-count > F-table, thus Ho was rejected while Ha was accepted, meaning that there was a linear relationship between personality and motivation variables for the success of the career. This data is similar to the results of Ariani (2013)'s research that agreeableness was positively related to intrinsic motivation - challenge ( $\beta = 0.378, p = 0.01 < 0.05$ ) and to intrinsic motivation - curiosity ( $\beta = 0.371, p = 0.01 < 0.05$ ), but agreeableness was no relationship with intrinsic motivation - independent mastery ( $\beta = 0.018, p > 0.05$ ).

Table 3

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1		0,880 <sup>2</sup>	0,776	0,770
				1,30937

a. Predictors: (Constants), X1, X2

b. Dependent Variable: Y1

Source: (Qodriah and Hartati, 2014)

The R-value showed the correlation coefficient=0.880. This means that the influence of the personality to the motivation was very strong. While the R

Square value showed 0.776. R Square was also referred to as the determination coefficient. This means that the influence of the lecturers' personality and motivation on their career success was 77.6%, while the rest (100% - 77.6% = 24.6%) was influenced by other factors (Qodriah and Hartati, 2014). Even Parks & Guay (2009) data tell us that there is strong evidence that personality - especially Conscientiousness and Emotional Stability- has an impact on motivational constructs, which in turn relate to performance.

To find out the difference between the lecturer personality and motivation towards their career success, the chosen method was the sub-effects test. Hurtz & Donovan (2000 in Parks & Guay, 2009) found that conscientiousness and Neuroticism are also the two personality traits that are most consistently predictive of job performance. Based on the data analysis results, the F test of the relationship between personalities and career success was 18,940 (significant at 0.05) and motivation for career success was 9,835 (significant at 0.005), meaning, there were differences in personality and motivation between men and women towards the career success (Qodriah and Hartati, 2014). As Locke's (1997 in Parks & Guay, 2009) integrated model of work motivation in which goal content is related to effort and persistence, which are related to performance. Which according to Judge and Ilies (2002) perhaps the most meaningful statistic was the strong and significant multiple correlation between the big five-factor model and performance motivation (average R .49).

Table 4  
Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Square	df	Mean Square	F	Sig.
Corrected Model	KP	18720,442 <sup>a</sup>	21	891,450	18,940	,000
	MT	2177,992 <sup>b</sup>	21	103,714	9,835	,000
Intercept	KP	522603,650	1	522603,650	11103,437	,000
	MT	46307,313	1	46307,313	4391,125	,000
KR	KP	18720,442	21	891,450	18,940	,000

Source: (Qodriah and Hartati, 2014)

## DISCUSSION

The researcher has provided information about the antecedents of career success and the in-depth understanding of the mechanisms of career success for practitioners and academics. Reichel et al. (2006)'s opinion that the differentiating power of classical influencing factors of career success for different configurations of career success. While, Ballout (2007) believes that career success was assumed to be a function of human, motivational and organization-specific variables that assessed the success an individual wishes to attain in his or her career. Leaders should be able to identify lecturers who had no work dedication, had poor interpersonal relationships and bad work quality so a supportive academic climate can be created, for example having clear work rules, always creating a work ethic with an enthusiasm for hard and smart work, and always taking the initiative to solve problems. Alzyoud (2017) says that the career success is predicted by several variables namely, career commitment, career value, perceived organizational support, and consequently, this could bring about career success of the workforce. So that, Turban et al. (2017) argue that the employees should pursue social resources (i.e., career and psychosocial assistance and organizational knowledge) to obtain greater career success.

Specifically, employees should be encouraged to seek mentoring relationships and to establish developmental networks. Alzyoud (2017) adds that career commitment, career value, perceived organizational support (POS) positively correlated with career success.

It should be emphasized that the career success discussed in this study was that a person's career can be ascertained when we knew things that affected individual career planning and development, including managerial ability, functional ability, security, creativity, autonomy and freedom, service/dedication, pure challenges, and lifestyle (Jiang et al., 2001; Wong et al., 2004; Schein, in Desster, 2007; Coetzee et al., 2007). Reichel et al. (2006) says that the individuals from the sample were positioned on both interrelatedness, i.e. the interrelatedness of congruence as well as the interrelatedness of discrepancy. In our sample with rather 'extreme' cases of high and low objective and subjective success, noticeable 42.7% fall in the groups of striving unfulfilled and satisficing contented, i.e. the axis of discrepancy. While, Bencsik et al. (2012) finds that it can be claimed that there are factors which employers need to consider and deal with constantly if they aim to increase employee satisfaction.

The personal factors also have a considerable influence on employee satisfaction. As the result, if the career that someone has achieved is in accordance with the perception/planning that he wants, then, according to Mathis & Jackson (2005), he will work happily and feel more satisfied. This research emphasized that personality should be managed, developed, and even maintained by every college. This proves

that the personality is statistically and theoretically an important dimension in Higher Education. Parks & Guay (2009) argue that both personality and values relate to motivation is important because it can lead to more comprehensive theories of human behavior through (or with) others. In proposing this model, that these are dynamic structures that are continuously influencing one another while simultaneously being influenced by the environment in which one is acting. The success of career was measured by six indicators, namely career development knowledge, a satisfaction with the current position, individual career development, career path, career goals and the role of feedback on performance. Faqeer-ul-ummi et al. (2014) say that the knowledge and perception level about personality, career and success. In these sectors, people declared their career success in terms of high earning as compared to their colleagues. Perceptions about career success in these sectors have linkage to the materialistic approach. Personality constructs from different traits and these traits mold according to personal goals and objectives. Personality stimulates intention to succeed the career. In this research, it was found that planning skills made by lecturer succeeded them holistically in higher education.

Seibert et al. (2014) conclude that the proactive personality contributes to career success. Proactive personality had a significant effect on career satisfaction, salary attainment, and the number of promotions over one's career. In terms of the relationship between lecturers' personality and the success of their career in higher education, it provides benefits not

only for achieving the set goals but also for receiving awards such as salaries and promotions. Lecturer personality is the integration of personal behavior so as to be able to grow to achieve organizational career success. Judge & Kammeyer-Mueller (2007) review evidence on various mediators of the relationship between personality and career success (personality leads individuals to possess certain jobs, personality also influences individual performance on the job, personality influences the ways in which individuals engage in social interactions at work).

Mintzberg (1981) states that the organization is an arena for implementing high motivation in universities, this statement is in line with our discussion. The human capital and motivational variables associated predictably with career success, but seldom mediated the relationship between personality and career success (Boudreau, Boswell and Judge, 1999). The central aspect of our model: its depiction of the manner in which underlying personality variables can translate into dynamic motivational processes to produce major patterns of cognition, affect, and behavior (Dweck and Leggett, 1988). The conscientiousness, extraversion, openness to experience, emotional stability, and core self-evaluation seem to be robust predictors of intrinsic motivation (Dorothea, 2013). There is a lot of evidence that the good motivation will be positively related to a high-performance evaluation so that he can get a salary increase and promotion. Conversely, lecturers or individuals perceived the low motivation as a source of frustration will dedicate them to having low satisfaction/performance (Gupta & Jenkins, 1996 in Robbins, 2006). As a set, the Big Five

traits had an average multiple correlation of .49 with the motivational criteria, suggesting that the Big Five traits are an important source of performance motivation (Judge and Ilies, 2002).

Intention, motives co-creation and self-concept, and the personality trait conscientiousness appear to have a significant effect on the intention to create yield-generated content (Cents, 2013). The fit of person and environment is a dominant force in employee selection and in explaining individuals' job satisfaction, performance, and career success (Ballout, 2007). Subjective success is desirable for individuals and it seems to be desirable for organizations, too. Subjectively successful professionals become objectively more successful, and this is advantageous for both the individual and the organization (Abele and Spurk, 2009). In this research, it was found that motivation had no effect on career success. This research provides relevant antecedents of theory related to career success, namely personality and motivation. Specifically, researchers obtained information about the positive influence of motivation variables on career success (Qodriah and Hartati, 2014). That individuals' sharing of misinformation through social media is mainly based on their personality traits or specific motivations (Chen, 2016). The employees proactively attempt to learn the norms, values, and goals of the organization. Thus, employees (and future employees) should be given information and advice that helps them take responsibility for their own learning and development at work (Turban, Moake and Wu, 2017). Qodriah and Hartati (2014) found that lecturers in Cirebon felt difficult to work in a group, tended to be

assertive and were unable to socialize. In fact, they were quiet, shy and calm. This might occur due to the highly competitive climate in education in Cirebon. It should be noted that Cirebon is famous as transit city which will lead it to be the city of education indicated by the public interest in Cirebon to send their children to school in their own territory. As the result, there was competition between universities both in terms of quality and quantity. This study contributed by explaining that personality is an antecedent of career success. All of these results are consistent with previous research findings and some literature on organizational behavior.

The moderate correlations between objective career success and subjective career success that we found in our research are comparable to meta-analytical findings. The mediation analysis also showed that subjective career success cannot be influenced by objective career success and vice versa. Hence, it is a correlation and not a directed relationship (Abele and Spurk, 2007). That women's lower objective career success will evoke lower adaptations of career-related goals and perhaps also lower adaptations of occupational self-efficacy, which will then lead to lower further career-success, and so on. This means that-other things being equal-the gap in objective success between men and women should increase over time. Subjective success did not differ between men and women (Abele and Spurk, 2007).

## 5. Conclusion and Suggestion

Based on the findings which mentioned that personality and motivation affect career success in universities in Cirebon, it could be withdrawn some conclusions as follows:

(1) descriptively, there was basically no difference between personality, motivation, and career success belong to male and female lecturers, and (2) personality can improve career success, and there are no personality differences belonging to men towards the career success. Furthermore, (3) motivation can drive career success. Although it is different on men and women, motivation has no relationship with gender in influencing career success. Finally, (4) personality and motivation have a very strong relationship in influencing lecturer career success.

Lecturers should understand the relationship between personality and career success. This is important for leaders not only in understanding employees (lecturers) but also in controlling the motivation to improve the career success. For further research, it is necessary to consider the respondents that can describe performance related to personality and motivation. It is also recommended for further researchers to develop the study by considering the factors that influence career success, for example, lecturer commitment variables. Furthermore, another researcher should look more at the lecturer career success than at the personality and motivation occurring in each college where respondents work.

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