

The Impact of Competence, Emotional Intelligence and Personality Through Independence on the Village Leaders' Performance in Mojokerto Regency, Indonesia

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Abstract

This study aims to analyze the impact of competence, emotional intelligence and *personality* on performance directly and also analyzes it through independence as an *intervening variable*. The research method used *explanatory* research, that explained the causal relationship between several research variables. The samples of study are 172 village leaders in Mojokerto, Indonesia. The study has 6 hypotheses to examine. Results showed improving the performance of the village head can occur through the competency variable. The improvement in the performance of the village head cannot occur through the emotional intelligence variable. Independence cannot mediate the influence of competence on the performance of the Village Head in Mojokerto Regency. Independence can mediate the influence of emotional intelligence on the performance of the Village Head in Mojokerto Regency. Emotional intelligence has a significant effect on performance through independence. This finding indicates that independence can fully mediate the influence of emotional intelligence on the performance of the Village Head in Mojokerto Regency. Independence can mediate the influence of personality on the performance of the Village Head in Mojokerto Regency.

Keywords: Competence, Emotional Intelligence, Independence, Personality, Village Head

Introduction

Research related to independence on performance has been carried out by many researchers such as Dityatama, 2015; Iryani, 2017; Supardi, 2018. The previous research showed that independence has no effect on performance. Several studies found a negative relationship between the consistency of the influence of competence on performance (Agustina and Anggita, 2017; Adianita *et al.*, 2017; Flavia *et al.*, 2017; Aqfir and Suriani, 2019) but several studies found a significant positive relationship between the consistency of the influence of competence on performance (Yaşar *et al.* 2013; Arinaetwe *et al.*, 2016; Skorkova, 2016; Murgianto *et al.* 2016; Khabir *et al.*, 2017; Mahmood *et al.*, 2018; Sang Long *et al.*, 2018).

Several studies found that emotional intelligence had a significant effect on performance (Shamsudin and Ramli, 2013; Joseph and Barasa, 2015) but several studies found that emotional intelligence had no significant effect on performance (Wisker and Athanasios,

2015; Oktarani *et al.*, 2016; Lukar *et al.*, 2020) or the relationship is weak (Malik and Sehris, 2016).

Previous research has also found that *Personality* has a significant effect on performance (Mkoji and Sikalieh, 2012; Yakasai and Jan, 2015; Bergold and Steinmary, 2018), but some studies report that Personality has no significant effect on performance (Omar *et al.*, 2017), Personality only has an effect of 6.4 % of performance. Only the dimensions of agreeableness and conscientiousness have a positive and significant effect on performance. Extraversion, neuroticism and openness to experience have no significant effect on performance.

Several previous research results found that there was a significant influence between independence on performance (Dityatama, 2015; Iryani, 2017; Supardi, 2018), but several studies also found that the Independent Variable was not affected. significant effect on performance.

This study analyzes the impact of competence, emotional intelligence and *personality* on performance directly and also analyzes it through independence as an *intervening variable*. The independence variable has been widely studied as an exogenous variable on performance, but researchers have not found any previous research that examines the independence variable as an intervening variable on performance. In this study, independence is placed as an intervening variable on the grounds that independence or independence is an impartial attitude, has no personal interest and is not easily influenced by interested parties so that in working based on high integrity and objectivity. Independence acts as an attitude that is normatively in line with the oath/promise of office and an integrity pact pronounced and signed by the Village Head at the time of the inauguration.

Based on the *Theory of Planned Behavior* (TPB) that independence as an *intention* is due to *actual behavior control* in the form of oaths/promises of office, integrity pacts, laws and regulations and the supervision of the performance of the Village Head from the relevant agencies. Competence is described as attitude, emotional intelligence as subjective norm and *personality* as perceived behavioral control. This means that the Village Head who has adequate competence, good emotional intelligence and good *personality* and is supported by high independence will produce good performance.

Based on the existing background and reality as well as some inconsistent research results, it shows that there is a research *gap*, therefore further research is necessary. Starting from the urgency, this research was conducted to confirm the existing *research gap* so as to allow *novelty to be found*. Thus the structural model in this study is the Impact of Competence, Emotional Intelligence and *Personality* on Performance through Independence with the research *setting* of the Village Head in Mojokerto Regency.

The research question posed is whether competence, emotional intelligence, *personality* affect performance by making it an independent variable as an intervening variable? This question raises several questions that explore the sharpness of the problem, namely Does competence affect performance? Does emotional intelligence affect performance? Does *personality* affect performance?, Does competence affect performance through independence? , Does emotional intelligence affect performance through independence?, and Does *personality* affect performance through independence?

Literature Review

Organizational survival is determined by the individual's ability to manage the organization. Individuals who are members of the organization must be able to show good and maximum performance in business and public organizations, because individual performance is the basic performance of the organization (Gibson, 2013:34). Employees who have good performance is an important tool for organizational success in the long term (Sobirin, 2014).

Performance is organizational behavior that is directly related to the *output* produced by the organization. Performance is a function of the ability of workers to accept work goals, the level of achievement of goals and the interaction between goals and abilities of workers. Armstrong (2009:498) states performance has the meaning of behavior and results. Behavior comes from execution and transforms performance from abstract to action.

Every organization strives to have a competitive advantage as a force in order to survive and develop in the long term. Competitive advantage is built by involving the capabilities of all internal resources, especially human resources such as competence, emotional intelligence, *personality* and independence of each individual. Competence plays an important role in achieving individual performance.

Competence is not only knowing what to do but doing what is known. Employee competence can be measured from skills, knowledge, basic attitudes and values that are reflected in the habits of thinking and acting which are developing, dynamic, *continuous* and can be achieved over time. Competence shows the abilities that exist in a person and apply these skills in real life. According to McClelland (1973) competence is a fundamental characteristic possessed by a person that directly influences or predicts excellent performance. This statement is corroborated by (Kreitner and Kinicki, 2008; Ivancevich *et al.*, 2008; McShane and Von Glinow, 2009) that competence can directly affect individual behavior and performance.

In developing an organization there are many studies that focus on the individual approach, this is very relevant because individuals have a central role as asset management resources in an organization. One of the important factors of concern is personal nature, namely emotional intelligence. According to (Mayer, 1990; Goleman, 2002) emotional intelligence is an individual's ability that plays a role in performance.

The personality factor is very important for the achievement of individual performance because to occupy the right position in an organization must be in accordance with his personality. A person's personality incompatibility with work will result in less productive, ineffective and efficient which in turn will interfere with the overall performance of the organization.

According to Allport quoted by Robbin and Timothy (2015: 154), *personality* is the way in which an individual interacts with other people or can be said as the individual's way of reacting, perceiving, thinking, perceiving, attitude or behavior as a person towards his environment. The dynamics or set of characteristics possessed by a person will affect cognition, motivation and behavior in various situations which will have an impact on the performance achieved.

According to (Spencer and Spencer, 1993; Gibson, 2013; Mangkunegara, 2013, Farrington, 2012) that personality is a factor that can affect performance. In addition,

independence makes an important contribution to the achievement of individual performance, independence is the ability to control and regulate one's own thoughts, feelings, and actions freely and try to overcome feelings of doubt. According to Sudirman (2015: 35) independence is the behavior of being able to take the initiative, being able to overcome obstacles or problems, having self-confidence in achieving maximum performance.

In addition to this description, this research is based on the *Theory of Planned Behavior* (TPB) as a basic theory because of the role associated with the relationship between research variables. *The Theory of Planned Behavior* recognizes that individuals are agents of change to organizations. Performance as behavior (behavior) is supported by the intention (intention) behavior. Intention is influenced by attitude (attitude *toward the behavior*), subjective norm (Subjective *norm*) perceived behavioral control (perceived *behavioral control*). Competence is described as an attitude concept, emotional intelligence is described as a subjective norm and personality is described as a perception of control behavior and independence is described as an intentional behavior that will shape performance.

Competencies in the form of knowledge, skills, attitudes, intelligence, interests and the ability to think, carry out tasks, solve problems and lead to achieve superior performance effectively and efficiently. Competence can be understood as a complex phenomenon composed of several combinations of knowledge, skills, attitudes, intelligence and views on interests that affect interest in producing effective performance. The ability to assess and solve the problems faced is very subjective and can be determined by the competence of the individual. Individuals who have a high level of competence will provide benefits for their behavior and have the confidence to behave in a mature manner and can predict the benefits and losses that will be obtained if they do or do not do the behavior. Confidence, ease, education, *control* and *expertise* and *capability* are individual capital to assess the world around them, understand themselves and their environment. Thus, competence can be identified as *an attitude toward the behavior*. Individuals who have good competence will lead to good independence which in turn is also good in behavior. This means that the better the competence of the individual, the better the performance.

Emotional intelligence (Goleman, 2002:39) is the ability to monitor and control one's own feelings and those of others and use these feelings to guide thoughts and actions, so that emotional intelligence is needed to succeed at work and produce outstanding performance in work. According to Goleman (2015: 55-57) Emotional intelligence is one of the areas that guides individuals to achieve success is recognizing the emotions of others (empathy) which means the ability to explore things that are needed by other people around them. Thus it can be described that emotional intelligence is a subjective norm that refers to individual beliefs about whether individuals or groups approve or reject certain behaviors and the extent to which individuals are motivated to conform to other individuals or groups (Bobek and Hatfield, 2003). On the other hand, subjective norms are related to one's perception of social pressure to do or not to do (Tan and Laswad, 2006). In line with the theory of the *Theory of Planned Behavior* that emotional intelligence is a form of the concept of subjective norms. The better the concept of subjective norms that the individual has, the better the individual behaves. This means that the better the emotional intelligence, the better the performance.

Personality is a characteristic that a person has in reacting, thinking, perceiving, and acting towards the environment that affects cognition, motivation and behavior in various situations. *Personality* can be described as an attitude that refers to the perception of personal desire for oneself. *Personality* is a characteristic possessed by individuals in reacting, thinking, perceiving, and acting towards their environment which affects cognition, motivation and

behavior in various situations. *Personality* is an attitude that refers to the perception of a personal desire to perform a behavior. Individual attitudes towards behavior reflect the extent to which the individual has positive and negative perceptions about the behavior (Tan and Laswad, 2006). An individual's attitude is determined by beliefs about the behavior and the consequences of doing that behavior. Individuals who have the belief that performing a behavior will produce behavior and will produce positive things will have an attitude of agreeing to perform the behavior. *Personality* is a reflection of *perceived behavioral control* that can affect the intention to behave in an effort to improve performance.

Independence or independence is an attitude in working in accordance with self-identity, confidence, having the ability to take the initiative, be creative and innovate, personal discipline, responsible, able to complete tasks, overcome obstacles and solve problems independently. Independence is described as an *intention* that can influence behavior because independence is related to predictions of actions that are directly or indirectly related to the rewards received by each individual.

In accordance with the actual control conditions in the field (*actual behavior control*), the *intention* will be realized if the opportunity arises. *Intention* is an indication of how hard an individual tries or how much effort is made to display a behavior. So the harder the individual's *intention* to engage in a behavior, the greater the tendency to actually perform the behavior. *Intention* to behave can become actual behavior if the behavior is under the control of the individual. How far the individual will display the behavior, depends on non-motivational factors. What is meant by non-motivational factors are the availability of opportunities and resources. Individuals have the choice to decide to display certain behaviors or not at all (Ajzen, 1991: 6) These factors reflect *actual behavior control* of behavior.

The theory of Planned of Behavior can be applied to the performance behavior of the Village Head. In accordance with Indonesian Law Number 6 of 2014 article 1 states that village arrangements are based on the principle of independence. At the time of being sworn in, the Village Head pronounces the Oath/Promise as regulated in Article 38 paragraphs (2) and (3) and Article 51 and signs an integrity pact as a statement or promise to himself regarding the commitment to carry out all duties, functions, responsibilities, authorities and role in accordance with the laws and regulations and the ability not to commit corruption, collusion and nepotism. The performance of the Village Head is supervised by the Village Consultative Body, the head district and the Regent. The Village Head is required to report his performance annually to the Regent through the local head district. Thus, the *actual behavior control* owned by the Village Head is in the form of Legislation, Oath/Promise of Office, Integrity Pact and performance monitoring by relevant agencies, including the Village Consultative Body, head district and Regent. This can strengthen the intention of the Village Head to behave in a neutral, objective and independent manner or behave independently. High independence is determined by the *actual behavior control* that exists. The more positive the attitude towards behavior, subjective norms and the greater the perceived control, the stronger a person's intention to elicit certain behaviors. This means that the more positive the competence, emotional intelligence and *personality* of the Village Head, the stronger his independence which can result in good performance behavior.

Based on the *Theory of Planned Behavior* and the description above, a conceptual framework for the research can be drawn up which is presented in Figure 1:

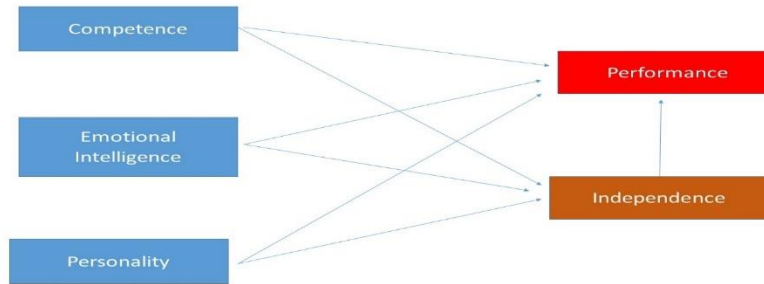


Figure 1 *Research Conceptual Model*

Hypothesis

Based on the literature review and previous studies, the researcher formulated 6 hypotheses, namely:

H1: Competence Affects Performance.

H2: Emotional Intelligence Affects Performance.

H3: *Personality* Affects Performance.

H4: Competence Affects Performance through Independence.

H5: Emotional intelligence affects performance through independence.

H6: *Personality* Affects Performance through Independence.

Method

The design in this study is *explanatory* research, namely research that explains the causal relationship between several research variables (Sugiyono, 2018:37). This study explains the impact of competence, emotional intelligence, *personality* on the performance of the village head through independence.

This study uses a quantitative approach, namely the analysis of the measurement of the phenomenon using statistical analysis that focuses on testing the hypothesis. Therefore, reliability or consistency is the key to quantitative research, besides that it must be *value free* or free from situational contexts (Neuman, 2014:14). Based on this, this study uses a survey method with questionnaire instruments including: Performance, Competence, Emotional Intelligence, *Personality*, and Independence

Population, Sample and Sampling Technique

According to Sugiyono (2018: 80) population is a *generalization area* consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. Meanwhile, according to Ferdinand (2014:171) The population in this study were village heads in all Mojokerto district, totaling 299 people with a distribution based on the Mojokerto district IDM.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2018:81). Considering the limitations of researchers in terms of time, energy and costs as well as the very wide geographical area of Mojokerto Regency, this study did not examine the population but used a sample with the Slovin formula (Ferdinand, 2014:174) The total sample of 172 was spread across 3 (three) statuses village, the allocation of the number of samples is based on the status of the village using the *multi-stage cluster method* Sampling is sampling in a balanced manner with the number of groups in each population. In this study,

samples were taken in a balanced manner based on the IDM category in Mojokerto district, namely developing, advanced and independent.

Results

1. Performance

Table 1 overall the respondent responses on performance variable is 3.1 point. In this category, it means achieved performance of the Village Head in Mojokerto Regency can be categorized as good performance.

Items	Respondent Responses										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Profession	0	0%	14	8.1%	94	54.7%	54	31.4%	10	5.8%	3.1
Work Quantity	1	0.6%	9	5.2%	91	52.9%	61	35.5%	10	5.8%	3.1
Work Knowledge	0	0%	14	8.1%	89	51.7%	59	34.3%	10	5.8%	3.0
Cooperation	0	0%	16	9.3%	88	51.2%	54	31.4%	14	8.1%	3.1

2. Competence

Table 2 Competence Variable average is 3.1 point; in this category it means competence possessed by Village Heads in Mojokerto Regency are included in the category of good performance.

Items	Respondent Responses										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Knowledge	0	0%	31	18%	98	57%	36	20.9%	7	4.1%	3.1
Understanding	1	0.6%	31	18%	95	55.2%	36	20.9%	9	5.2%	3.1
Ability	1	0.6%	35	20.4%	96	55.8%	40	23.3%	0	0%	3.0
Score	0	0%	34	19.8%	97	56.4%	38	22.1%	3	1.7%	3.1
Attitude	1	0.6%	28	16.3%	106	61.6%	34	24.7%	3	1.7%	3.1

3. Emotional Intelligence

Table 3 The Emotional Intelligence Variable average is 3.1. In this category, it means the emotional intelligence condition of Village Heads in Mojokerto Regency are fall into the good category level.

Items	Respondent Responses										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Self-Awareness	0	0%	24	14%	104	60.5%	38	22%	6	3.5%	3.1
Self-Control	0	0%	22	12.8%	105	61.1%	42	24%	3	1.7%	3.1
Self-Motivation	0	0%	33	19.2%	95	55.2%	41	24%	3	1.7%	3.1
Empathy	0	0%	33	19.2%	94	54.7%	40	23%	5	2.9%	3.1
Social skills	0	0%	30	17.4%	102	59.3%	37	22%	3	1.7%	3.1
Adaptive Ability	0	0%	22	12.8%	101	58.7%	46	27%	3	1.7%	3.1
Management Stress	0	0%	13	7.6%	116	67.4%	39	23%	4	2.3%	3.1

4. Personality

Table 4. *Personality Variable* has a good enough category, it means the *personality* of Village Heads in Mojokerto Regency are in the good category.

Items	Respondent Responses										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Extraversion	0	0%	24	14%	111	64.5%	36	20.9%	1	0.6%	3.1
friendliness	0	0%	26	15.1%	101	58.7%	44	25.6%	1	0.6%	3.1
Caution	0	0%	36	20.9%	104	60.5%	31	18%	1	0.6%	3.1
Emotional Stability	0	0%	30	17.4%	108	62.8%	33	19.2%	1	0.6%	3.1
Experience	0	0%	31	18%	114	66.3%	26	15.1%	1	0.6%	3.1
Openness	0	0%	31	18%	112	65.1%	27	15.7%	2	1.2%	3.1
Thinking	0	0%	31	18%	111	64.5%	28	16.3%	1	0.6%	3.1
Evaluate	1	1%	31	18%	111	64.5%	28	16.3%	1	0.6%	3.1
Locus of control	1	1%	38	22.1%	104	60.5%	29	16.7%	0	0%	3.1
Self-Efficacy	0	0%	37	21.5%	98	56.9%	37	21.5%	0	0%	3.1
Creativity	0	0%	34	19.8%	100	58.1%	36	20.9%	2	1.2%	3.1

5. Independence

Table 5 independence variable average value is 3.1 point with a good level category

Items	Respondent Responses										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Freedom	1	0.6%	30	17.4%	99	57.6%	34	19.8%	8	4.7%	3.1
Initiative	1	0.6%	33	19.2%	109	63.4%	27	15.7%	2	1.2%	3.1
Tenacious	0	0%	37	21.5%	87	50.6%	46	27%	2	1.2%	3.1
Self-Believe	0	0%	34	19.8%	85	49.4%	53	31%	0	0%	3.1
Self-Control	0	0%	26	15.1%	100	58.1%	41	24%	5	2.9%	3.1
Responsible	0	0%	24	14%	109	63.4%	36	21%	3	1.7%	3.1

6. Inferential Statistical Analysis

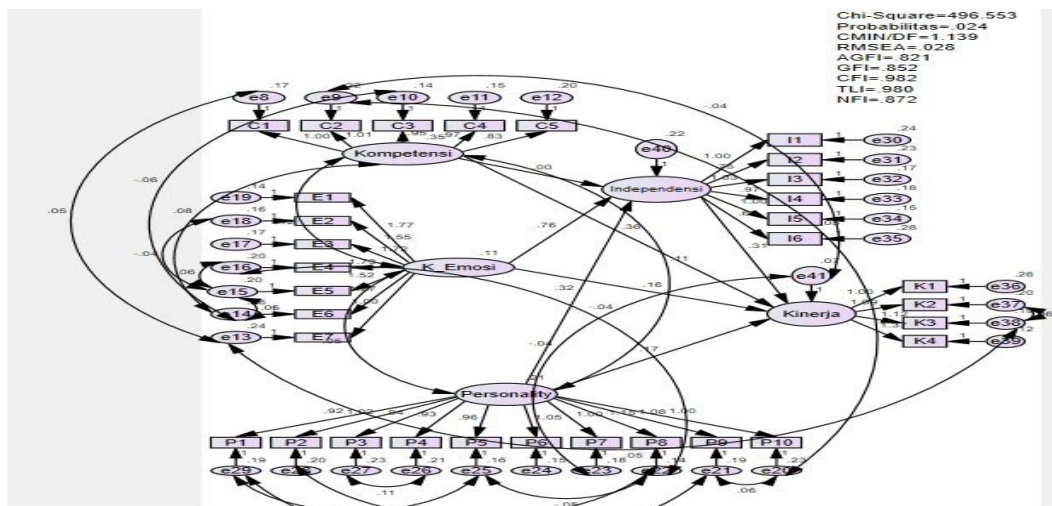


Figure 2 Diagrams SEM Model path for research

The first Equality structures formed in the structural model first consist of 3 coefficients track namely: variable competence (C) to independence (I), intelligence emotional (E) to independence (I) and *personality* (P) to independence (I) expressed in the form equation:

$$\text{Independence (I)} = 0.001 \text{ C} + 0.435 \text{ E} + 0.255 \text{ P}$$

Structural Coefficient value are all positive, so it shows that repair competence, intelligence emotional and *personality* could increase independence.

The second Equality structures model formed in the structural model second consist of 4 coefficients track namely: variable Competence (C) to performance (K), variable intelligence emotional (E) to performance (K) and *personality* (P) to performance (K) and independence (I) to performance (K) expressed in the form equation: **Performance = 0.440 C + 0.109 E + 0.159 P + 0.358 I**

Coefficient value structural all positive, so show that repair competence, emotional intelligence, *personality* and independence could increase performance.

7. Hypotheses Test Results

The hypotheses test results of coefficient presented in Table 6 and Table 7. From the corresponding model, it can be implemented each coefficient path. From data processing that has been done on each hypothesis, known that the 2nd (two) hypothesis and the 4th (fourth) hypothesis are proven no significant. In other words, based on Table 6 and Table 7 interpretation each coefficient track served like following:

Table 6 Hypothesis Test Results

			coefficient	SE	CR	Probability	Status
Independence	<-- -	Emotional Intelligence	0.435	0.198	3,844	0.000	Significant
Independence	<-- -	competence	0.001	0.098	0.007	0.994	Not Significant
Independence	<-- -	<i>Personality</i>	0.255	0.108	2,986	0.003	Significant
Performance	<-- -	competence	0.440	0.074	4.916	0.000	Significant
Performance	<-- -	Emotional Intelligence	0.109	0.124	1.313	0.189	Not Significant
Performance	<-- -	<i>Personality</i>	0.159	0.074	2,329	0.020	Significant
Performance	<-- -	Independence	0.358	0.066	4.612	0.000	Significant

Hypothesis 1: Competence has a significant effect on performance. The estimation results of the competency variable parameter on performance show significant results, which can be seen from the coefficient which has a positive value of 0.440 with a CR of 4.916 greater than 1.65 and a P- value of 0.000 is smaller than 0.05. Thus, hypothesis 1 which states that competence has a significant effect on performance can be accepted.

Table 7 Sobel Test Results

Exogenous	Endogenous	Mediation	Estimate (Direct)	SE (Direct)	T. Statistics (Direct)	Estimate (Indirect)	SE (Indirect)	Sobel Test
Emotional Intelligence	Independence		0.435	0.198	3,844			
Competence	Independence		0.001	0.098	0.007			
Personality	Independence		0.255	0.108	2,986			
Competence	Performance	Independence	0.440	0.074	4.916	0.232	0.035	0.010
Emotional Intelligence	Performance	Independence	0.109	0.124	1.313	0.156	0.076	2.036
Personality	Performance	Independence	0.159	0.074	2,329	0.091	0.042	2.165
Independence	Performance		0.358	0.066	4.612			

Hypothesis 2: Emotional intelligence has no significant effect on performance. The estimation results of the emotional intelligence variable parameter on performance show insignificant results, as seen from the coefficient which has a positive value of 0.109 with a CR of 1.313 less than 1.65 and a P-value of 0.189 is greater than 0.05. Thus, hypothesis 2 which states that emotional intelligence has a significant effect on performance cannot be accepted.

Hypothesis 3: *personality* has a significant effect on performance. The estimation results of the *personality variable parameter* on performance show significant results, which can be seen from the coefficient which has a positive value of 0.159 with a CR of 2.329 greater than 1.65 and a P- value of 0.020 is smaller than 0.05. Thus, hypothesis 3 which states that *personality* has a significant effect on performance can be accepted.

Hypothesis 4: Competence has no significant effect on performance through independence. The estimation results of the competency variable parameters on performance show significant results, as seen from the coefficient which has a positive value of 0.440 with a CR of 4.916 greater than 1.65 and a P- value of 0.000 is smaller than 0.05. The influence of competence on performance through independence has a Sobel *test value* of 0.010 < 1.96 with a significance level of 5%, it proves that independence is not able to mediate the relationship between the influence of competence on performance. Thus, hypothesis 4 which states that competence has a significant effect on performance through independence cannot be accepted.

Hypothesis 5: Emotional intelligence has a significant effect on performance through independence. The estimation results of the emotional intelligence variable parameter on performance show insignificant results, as seen from the coefficient which has a positive value of 0.109 with a CR of 1.313 which is smaller than 1.65 and a P-value of 0.189 is greater than 0.05. The influence of emotional intelligence on performance through independence has a Sobel test value of 2.036 > 1.96 with a significance level of 5%, it can be proven that independence is able to mediate the relationship between the influence of emotional intelligence on performance. Thus, hypothesis 5 which states that emotional intelligence has a significant effect on performance through independence can be accepted. Emotional intelligence has no significant effect on performance, but independence is able to mediate the

effect of emotional intelligence on performance, this shows that independence plays a *full mediation role*.

Hypothesis 6: *Personality* has a significant effect on performance through independence. The estimation results of the *personality variable parameter* on performance show significant results, which can be seen from the coefficient which has a positive value of 0.159 with a CR of 2.329 greater than 1.65 and a P- *value* of 0.020 is smaller than 0.05. The influence of *personality* on performance through independence has a Sobel *test value* of 2.164 > 1.96 with a significance level of 5%, proving that independence is able to mediate the relationship between *personality influences* on performance. Thus, hypothesis 6 which states that *personality* has a significant effect on performance through independence can be accepted. This shows that independence plays a role in *partial mediation*.

Discussion

1. *The Competence and Performance*

The competence possessed by the Village Head in Mojokerto Regency when viewed from the level of formal education can be categorized as good, because of the 172 respondents there are 88 respondents with higher education. The level of education possessed by village heads in Mojokerto Regency is 98.8% and has exceeded the educational requirements stipulated in Law Number 6 of 2014 concerning Villages. Article 33 letter (d) reads; least educated, graduated from junior high school or the equivalent.

The competence of the Village Head is also needed for the management of various fields of work such as: the field of administrative governance, setting village regulations, fostering land issues, fostering peace and order, carrying out community protection efforts, population administration, structuring and managing areas, implementing rural infrastructure development. development in the fields of education, health, administering village government, carrying out development, community development such as motivating the community, community participation, socio-cultural, religious, and employment. community empowerment, socialization and community motivation tasks in the fields of culture, economy, politics, environment, family empowerment, youth, sports and youth organizations and maintaining partnership relationships with community institutions (Permendagri No. 28 of 2015).

The results of research that prove the influence of competence on performance support the research conducted by: (Yaşar *et al.* 2013; Arinaetwe *et al.*, 2016; Murgianto *et al.* 2016; Khabir *et al.*, 2017; Mahmood *et al.*, 2018; Sang Long *et al.*, 2018). The results of this study also support the theory of Spencer and Spencer (1993) which states that competence is a basic characteristic of individuals who have a causal relationship in meeting the criteria needed to occupy positions. The results of this study also strengthen the theory of McClelland (1973) which states competence as a fundamental characteristic possessed by a person that directly influences or can predict excellent performance. The results of this study also support Gibson's (2008) theory which states that individual factors that affect performance are competence, skills, family background, work experience, social level and demographics. The results of this study also support the theory of Boyatzis (1982) which states that policy competence in the field of public administration requires a competent leader including skills, knowledge, motivation and independence that affect the effectiveness of performance. This study also supports the opinion (Krietner and Kinicki, 2008; Ivancevich *et al.*, 2008; McShane and Von Glinow, 2009) which states that individual competencies can affect performance. However, the

results of this study do not support the results of research conducted by: (Adianita *et al.*, 2017; Flavia *et al.*, 2017; Aqfir and Suriani, 2019; Rianasari and Savhira, 2019).

The results of this study indicate that the *Theory of Planned Behavior* proposed by Ajzen (1991) provides a framework that can explain the influence of competence on performance. Competence as *attitude behavior control* obtained through abilities, skills, attitudes and interests can lead to the *intention* to behave in a certain way, namely improving performance. In other words, the research results support the Theory of Planned Behavior.

2. *The Emotional Intelligence and Performance*

The results of this study indicate that emotional intelligence has no significant effect on the performance of the Village Head in Mojokerto Regency. This means that although there is an increase in emotional intelligence, it cannot have an effect on improving the performance of the Village Head in Mojokerto Regency. Emotional intelligence consisting of 5 indicators: self-awareness, self-control, self-motivation, empathy and social skills. unable to influence the performance of the Village Head.

Emotional intelligence has no significant effect on the performance of the Village Head, this is because of the 172 respondents 93% are male, where men have the nature of prioritizing logic over feelings while 7 indicators of emotional intelligence are more likely to be carried out by women.

The results of the research that emotional intelligence has no significant effect on performance support the results of previous research conducted by (Wisker and Athanasios, 2015; Malik and Sehris, 2016). The results of the study are not in line with research conducted by (Shamsudin and Ramli, 2013; Joseph and Barasa, 2015). On the other hand, this study does not support Goleman's (1995) theory which states that emotional intelligence can make success, performance predictor and leadership ability better than *intelligence quotient*. The results of this study also do not support the theory of Robbins and Judge (2017) which states that emotional intelligence plays a role in more than 85% of the best performance in top management. This study also does not support the opinion of Mayer (1990) which states that emotional intelligence is an equally important factor with a combination of technical and analytical abilities resulting in optimal performance. In addition, this study does not also support the opinion of Serrat (2009) which states that there is a close relationship between emotional intelligence and performance and opinion (Goldschmid, 2016) also states that emotional intelligence is the key to success for managers.

Based on the *Theory of Planned Behavior* (TPB) proposed by Ajzen (1991) that *subjective norms* can affect the intention to perform certain behaviors. In this study, emotional intelligence as a *subjective norm*, which is the ability to control one's own feelings and those of others, has not been proven to increase the intention to perform certain behaviors, that is, it cannot improve performance. So, it can be said that the results of this study do not support the *Theory of Planned Behavior*.

3. *The Personality and Performance*

The results of this study indicate that *personality* has a significant effect on the performance of the Village Head in Mojokerto Regency. The higher the level of *personality* possessed by the village head, the more his performance will increase. This finding is understandable because the Village Head as the head of the Village government and community leader must have an adequate level of *personality*. Society needs leaders who are able to manage stable feelings, emotions and thoughts in response to different situations and

conditions. The village head is expected to be a leader who has a complete blend of attitudes, traits, mindset, emotional stability and values to carry out the right activities that are acceptable to the environment.

The level of *personality* possessed by the Village Head in Mojokerto Regency is stated to be good because all of the 10 indicators have a good average score. The *personality* of the Village Head in Mojokerto Regency can be improved by increasing the 10 *personality indicators*, namely thinking, judging, locus of control, self-efficacy, creativity, extraversion, friendliness, prudence, emotional stability and openness to experience. Several things that must be considered in relation to the *personality abilities* of the Village Head include: in solving problems they tend to use reasoning and logic rather than prioritizing emotions, work based on schedules, always maintain the accuracy of work results, take full responsibility for the risks of decisions taken and have confidence own abilities, especially in facing challenges and completing work and having ideas, ideas and innovations to solve them to solve problems,

The results of this study support the research that has been carried out by (Mkoji and Sakalieh, 2012; Yakasai and Jan, 2015; Bergold and Steinmary, 2018). The results of this study do not support the research that has been done by (Yakasai and Muhammad, 2015; Omar *et al.*, 2017). The results of this study also support the theory of Spencer and Spencer (1993) which explains that motivation, nature and self-concept are personal internal factors of employees that are motivating factors for employees to show certain performance. The results of this study support Gibson's (2008) theory which states that psychological factors that affect performance are perceptions, roles, attitudes, personality, motivation and job satisfaction.

The results of this study also support the opinion of Mangkunegara (2013) which states that performance is influenced by psychological factors consisting of perception, *attitude*, *personality*. Research also supports the opinion of Farrington (2021) that *personality* as a valid predictor of managerial success for profit-oriented and non-profit organizations.

This study describes *personality* as *perceived behavioral control*, which is a characteristic that individuals have in reacting, thinking, perceiving and acting towards the environment, which has been shown to have an influence on individual intentions to behave in a certain way, namely improving performance. The results of this study indicate that the *Theory of Planned Behavior* proposed by Ajzen (1991) provides a framework that can explain the influence of *personality* on performance.

4. *The Competence, Performance, and Independence.*

Based on the results of the study, it was shown that the independence variable could not mediate the influence of competence on the performance of the Village Head in Mojokerto Regency. This finding provides evidence that the higher the level of independence possessed by the Village Head in Mojokerto Regency, the higher the influence of competence on performance. This is understandable because in order to achieve the vision and mission as well as the objectives to have diverse dynamics, including in managing village government, a village head who has high competence is needed. Village heads who have high competence even though they are not supported by a level of independence still have good performance. Village heads who have high competence can understand their duties and authorities as an effort to protect and protect the entire community in a fair and equal manner, not based on the interests of certain groups or groups. Village heads who have high competence have an independent attitude in acting, acting or behaving, not depending on other people or groups but being able to be objective based on the public interest.

Independence is not able to mediate competence on the performance of the Village Head in Mojokerto district, this is suspected to be due to other intervening variables that can mediate the influence of emotional intelligence on performance than the independence variable. Previous research that has been conducted by (Dityatama, 2015; Iryani, 2017; Supardi, 2018) independence as an exogenous variable has an influence on performance. On the other hand, research studies have been conducted with the results that independence as an exogenous variable does not have an effect on performance. Based on *the research gap*, this study provides another perspective by making independence as an intervening variable proven unable to strengthen the influence of competence on the performance of the Village Head in Mojokerto district. The results of this study also do not support the theory of Boyatzis (1982) which states that policy competence in the field of public administration requires a competent leader including skills, knowledge, motivation and independence that affect the performance effectiveness.

Based on the *Theory of Planned Behavior* proposed by Ajzen (1991) this study places independence as an *intention* through the *actual behavior control* of the Village Head which is sourced from the legislation and supervision of the Village Head's performance. The results of the study indicate that independence cannot influence the competence variable on performance. The results of this study do not support the *Theory of Planned Behavior* which explains that attitude behavior has an influence on an individual's intention to behave in a certain way and the intention to behave can be supported by *actual behavior control*.

5. Emotional Intelligence, Performance and Independence

Based on the results of the study, it shows that the independent variable is able to fully mediate the *relationship* between the influence of emotional intelligence on the performance of the Village Head in Mojokerto Regency. This finding provides evidence that the higher the level of independence possessed by the Village Head in Mojokerto Regency, the higher the influence of emotional intelligence on performance. Independence is able to mediate emotional intelligence on the performance of the Village Head, because the Village Head who has the attitude or behavior of self-confidence, has the ability to take the initiative, be creative and innovate, has high discipline, is responsible, is able to complete tasks, overcome obstacles and solve problems independently has good performance. good in terms of quality of work produced, quantity of work, work knowledge and ability to cooperate with other parties.

The influence of emotional intelligence on performance through independence is due to a significant difference between male respondents (93%) and female respondents (7%). The difference between male and female gender affects the perspective, way of assessing and responding to problems when viewed from the perspective of emotional intelligence. In general, there are differences between men and women in the way they think and manage their emotions. In terms of self-awareness, female village heads are superior to men because women are more aware of their own situation when interacting with other people, in contrast to men, they use more logic and do not involve feelings, emotions or outpouring of their hearts, so they rarely involve feelings in make decisions. In solving problems, men choose to be silent and don't talk much and don't take the problem seriously because they focus on the ultimate goal of a problem which is to be solved and tend to think better about the problem than show solidarity in compassion. This condition proves that although emotional intelligence has no effect on performance, the independence variable is able to mediate the influence of emotional intelligence on the performance of the Village Head in Mojokerto Regency.

Based on the results of the study, the majority of respondents (65.7%) occupying the first term of office, in general they still have a high level of independence and high idealism to

realize their vision and mission. and the need for support to serve in the next term. Although the Village Head has a level of emotional intelligence measured by indicators: self-awareness, self-control, self-motivation, empathy and social skills, adaptability and stress management do not affect their performance, but if supported by a high level of independence they can improve their performance. In other words, independence is measured by indicators: freedom, initiative, progressive, self-confidence, self-control and responsibility can mediate the influence of intelligence capable of mediating *full mediation* of emotional intelligence on performance.

Based on the results of the study, from 172 respondents there were 88 respondents who had higher education. The level of education is suspected to have an effect on independence. In general, highly educated people tend to have broad insight, do not prioritize emotions or feelings and have a level of independence. Thus independence has been able to mediate the influence of emotional intelligence on performance.

The research results conducted by Wisker and Athanasios (2015), Malik and Sehris (2016), Oktarani *et al.* (2016) and Lukar *et al.* (2020) prove that emotional intelligence has no effect on performance, but after being mediated by variables independence shows the opposite result.

The results of the study indicate that the *Theory of Planned Behavior* provides a framework to explain the variables of emotional intelligence that affect performance through independence. Independence as an *intention* through *actual behavior control* sourced from laws and regulations and monitoring the performance of the Village Head can influence emotional intelligence on performance. This is in accordance with the *Theory of Planned Behavior* proposed by Ajzen (1991) that subjective norms have an influence on individual intentions to behave in certain ways. Thus, it can be identified that independence as an intention can strengthen the influence of emotional intelligence as a *subjective norm* on performance as a particular behavior. The results of this study support the *Theory of Planned Behavior*

6. The Personality, Performance and Independence

Based on the results of the study, it showed that the independence variable was able to mediate the relationship between the influence of *personality* on the performance of the Village Head in Mojokerto Regency. This finding provides evidence that the higher the level of independence possessed by the village head in Mojokerto district, the higher the influence of *personality* on performance. The performance of the village head can be increased through the level of *personality* possessed and strengthened by the high independence of the village head. The level of *personality* possessed by the village head can be measured by indicators: extraversion, friendliness, prudence, emotional stability and openness to experience as measured by indicators: freedom, initiative, progressive, self-confidence, self-control and responsibility can improve the performance of the Village Head.

Based on the explanation that the results of this study are a proof as well as an answer to the *research gap* from previous studies that put the independence variable as an exogenous variable that affects performance by Dityatama (2015), Iryani (2017), and Supardi (2018) showed the opposite result. While research conducted by Mkoji and Damary (2012), Yakasai and Jan (201) Bergold and Steinmary, 2018) shows that *personality results* affect performance. Research by Mkoji and Damary (2012), Yakasai and Jan (2015) and Bergold and Steinmary (2018) showed different results. Thus, the results of this study which places independence as an intervening variable have proven that independence is able to mediate the influence of *personality* on the performance of Village Heads in Mojokerto Regency. The results of this study support research that conducted by Kibtiyah (2021).

Independence as an *intention* through *actual behavior control* sourced from laws and regulations and supervision of the Village Head can have a *personality influence* on performance. This is in accordance with the *Theory of Planned Behavior* that the perception of behavioral control has an influence on an individual's intention to behave in a certain way. Thus, it can be identified that independence as an *intention* can strengthen the influence of *personality* as a perception of behavioral control on performance as behavior certain.

Conclusion

Improving the performance of the Village Head can occur through the competency variable, this means that high competence can support the performance of the Village Head. Competence has a positive and significant effect on performance. These findings indicate that the increase in competence which includes indicators: ability, value, knowledge, understanding and attitude. knowledge can improve the performance of the Village Head in Mojokerto Regency.

Improving the performance of the Village Head cannot occur through the emotional intelligence variable this means an increase in emotional intelligence cannot improve the performance of the Village Head. Emotional intelligence which includes indicators: self-awareness, self-motivation, self-control, empathy, social skills, adaptability and stress management. no significant effect on the performance of the Village Head in Mojokerto Regency.

The personality variable, this means that a good *personality* can improve the performance of the Village Head. *Personality* has a positive and significant effect on performance. These findings indicate that an increase in *personality capacity* includes indicators: conscientiousness, extraversion, emotional stability, friendliness, creativity, judgment, thinking, openness to experience, self-efficacy and locus of control. can improve the performance of the Village Head in Mojokerto Regency.

Independence cannot mediate the influence of competence on the performance of the Village Head in Mojokerto Regency. Independence can mediate the influence of emotional intelligence on the performance of the Village Head in Mojokerto Regency. Emotional intelligence has a significant effect on performance through independence. This finding indicates that independence can fully mediate the *influence* of emotional intelligence on the performance of the Village Head in Mojokerto Regency. Independence can mediate the influence of *personality* on the performance of the Village Head in Mojokerto Regency.

Personality has a significant effect on performance through independence. This finding shows that the increase in *personality capacity* which is strengthened by the level of independence by *partial mediation* can improve the performance of the Village Head in Mojokerto Regency.

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