

Identifying Factors that Influence the Promotion Acceleration of Academic Staff at the Engineering Faculty

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Abstract---Promotion acceleration is an award from government to employees as a reward for their good work performance. Employees, especially lecturer and staff in Engineering Faculty of Universitas Negeri Semarang get promotion acceleration on time. The demographic factors that influence of promotion acceleration are age, gender and education. The purpose of the study was develop an understanding of the personal factors to promote the adoption of acceleration. The methodologist is used quantitative by coding and tabulating quisionare which interpreted in graphics and tables. The results of this research that there are still lecturers in range of age 39-54 is class III/a while the minimum lecturer promotion with magister education in class III/b. Staff with a age of 31-50 as many as 10 people are in group II/a. The influence of gender on promotion is that more lecturers with male gender are in the high class, namely IV/d and IV/e. The results of interviews with respondents the promotion process are hampered because of the lack of credit figures that must be achieved by employees.

Keywords: *demographic characteristics, promotion, employees*

I. INTRODUCTION

This study identified the effect of demographic characteristics of employees including age, gender and education on promotion of lecturers and staffs in the Engineering Faculty, Universitas Negeri Semarang. Promotion is an important thing to be passed by employees in this case lecturers and staff education. According to Allen and Mayer, employees who have a high rank are predicted to be good and influential in work [6]. Promotion is described as having an effect on employee and organizational behavior patterns[7]. Promotion is influenced by the demographic characteristics of employee [2].

Demographic characteristics include age, gender and education. Age is one form of human capital. Age provides factors that influence both performance and promotion of employees. According to Meyer and Allen, promotion in some of their studies states that productive age affects promotion. Because at the age of no longer productive, motivation for promotion increases. In Yi Ching research, age was categorized into three categories, namely, young, middle, old. These three categories have the same pattern in achieving promotion because of the demands of the organization where the employees work[7].

Research on the influence of gender on promotion acceleration of employees was also carried out by Pentareddy and Suganthi who explained that both employees with male and female gender had equal opportunities to accelerate promotion. However, employees with more female genders accelerated their promotions because they sought security for their position. Whereas men have no fear of being moved or dismissed if they do not carry out the promotion process[5].

Stanley et al, defines education as a factor that influences employee promotion. The higher the knowledge and intellectuality of employees so that promotion will be easily obtained[8]. Moreover, the rules of the government where the final education of employees is one of the important conditions for being promoted. Rebbeca define promotion as a condition that occurs when an employee is transferred from one position to another higher position in terms of rewards, responsibilities, and levels in the organization [10]. Ijeoma et al, argues that promotion is a shift from one position to another that has higher status and responsibility. Usually higher transfer of positions is accompanied by an

increase in salary or other wages, although not always so. This means that compensation (receipt of wages / salaries and so on) is generally higher when compared to the old position [3].

In this study the problem limitation was only for employees in the Faculty of Engineering who were lecturers and staff of education staff who had become Civil Servants. The promotion of Civil Servants stipulated in Law Number 43 article 17 whose contents concerning appointment in office must be based on the principle of professionalism in accordance with competence and work performance. The increase in position must be in accordance with applicable rules. Class of employees in the engineering faculty include class II/a, class III/a (Penata Muda), class III/b (Penata Muda Tingkat 1), class III/c (Penata), class III/d (Penata Tingkat 1), class IV/a (Pembina), class IV/b (Pembina Utama Muda), class IV/c (Pembina Utama Tingkat 1), class IV/d (Pembina Utama Madya), class IV/e (Pembina Utama).

Promotion is a challenge for institutions not only because they have to choose or place people according to their competencies but facilitation process and encouragement for leaders to subordinates to be able to develop themselves and achieve at the end of promotion of institutional stability will be more secure[2]. Promotion is usually used by leaders in institution to motivate employees to show improved performance. Employees in this case lecturers and staff of education staff who want promotions are automatically trying to increase the acquisition of credit numbers to fulfill the terms of the promotion. On the one hand lecturers and education staff expect a promotion in the work because it is seen as a result of success in carrying out the work and the results have shown good work performance during the previous work. Another reason why institution need to carry out promotions is[10]:

- a. Enhancing work spirit when promotion is realized to employees who produce high work performance, this will stimulate these employees to improve their morale.
- b. Guaranteeing employee stability one of the things that influences employee stability is the realization

of promotions for employees in a timely and objective manner.

c. Improving the work performance of employees who have adequate abilities and achievements must be developed, one of them is by assigning them to receive greater power and responsibility through promotion.

II. METHODS

Research variable

This study used demographic characteristics which consisted of three independent variables including age, gender and education.

Sample

The sample in this study were employees in the Engineering Faculty of Universitas Negeri Semarang consisting of 171 lecturers and 61 staffs.

Data processing

The data used are in the form of interviews with respondents and documents in the form of employee demographic data.

Research design

This study categorize the type of research based on four classifications, which are based on research objectives, based on the benefits of research, based on time dimensions, and based on data collection techniques. Based on the objectives of the study, this study was categorized into descriptive research [1]. This is because this study seeks to describe phenomena or phenomena which in this case the phenomenon of the inhibiting factors of the choice of functional staff analysts. In addition, this research was carried out without the intervention of researchers towards the object of research. Based on the benefits of the study, this research is categorized as pure research. In this study researchers will use in-depth interviews, observation and study of documents as instruments for data collection. In this study, researchers wanted to find out what were the influencing factors of the choice of staffing analysts who were at the Engineering Faculty[4]. The above description is illustrated in the research design as shown in figure 1.

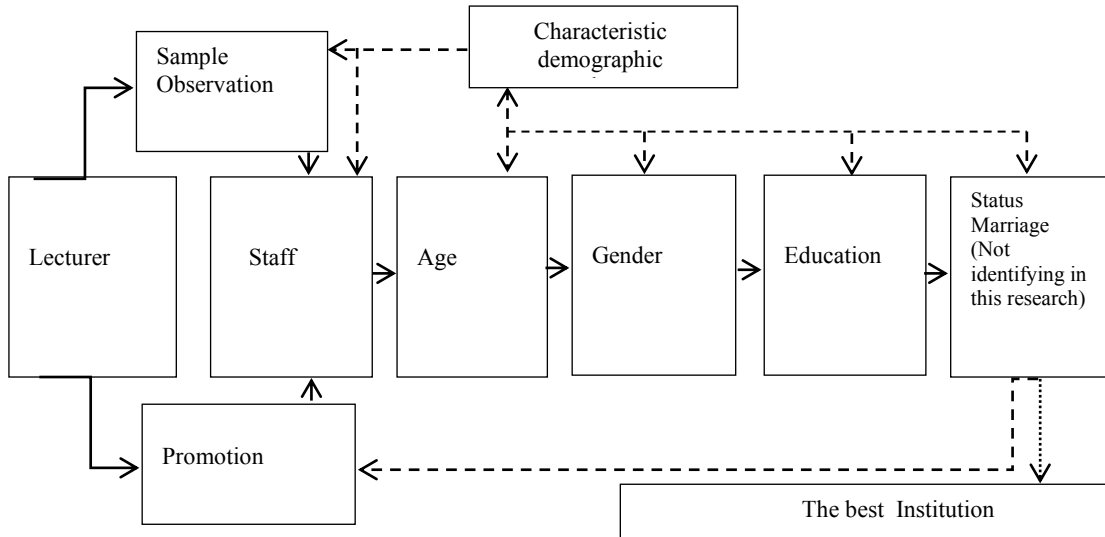


Figure 1. Research Design

III. RESULTS AND DISCUSSION

Demographic Characteristics

At the individual level, the characteristics of each individual (personal) include: personal or biographical characteristics such as age, gender, marital status, personality traits, values and attitudes and basic abilities will affect their behavior in the workplace [3]. Yi Ching research identified several factors such as age, tenure, education and involvement in work significantly influencing commitment to promotion [7]. In addition, demographic characteristics (such as age, gender, race and level of education) are also factors that influence employee promotion. From this statement it can be said that characteristics such as age, gender and education are significantly related to the dependent variable of this study. However, in his research these demographic factors were generally used as control variables in previous studies. Therefore, in this study the one that was appointed by the author in assessing the factors that inhibited lecturers and education staff was seen from demographic characteristics consisting of age, gender and education.

Data on the demographic characteristics of respondents is the respondent's data, namely lecturers and education staff who were collected to find out the profile of the research respondents. Based on the results of the study, it is known that the description of respondents' characteristics which includes three aspects, namely age, gender, education of respondents, and at the same time these three aspects will be independent variables (demographic characteristics) in the study. Age is a

form of human capital [7]. Where, age is one of the factors that have a good influence on performance and also the organizational commitment of an employee to advance in the organization. In Meyer and Allen's research on organizational commitment previously it was said that workers were more committed because they felt more experienced satisfaction at an older age. Age demographics for lecturers and staffs at the Engineering Faculty can be seen in Figure 2 and 3

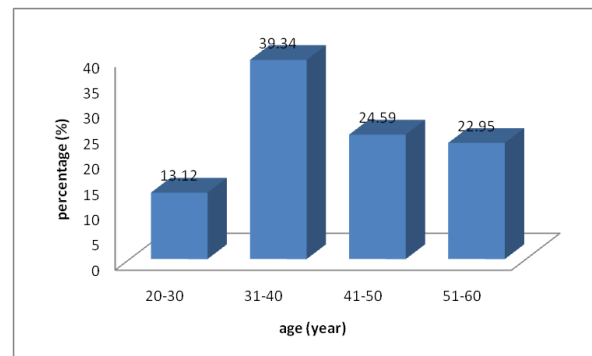


Figure 2. Lecturer's Age Demographic

Based on figure 2, it can be informed that most of the lecturers' research respondents were 20-30 years old, 13 people (7.6%) of the total lecturer respondents 171 people, while the number of lecturer respondents were aged between 31-40 years as many as 35 people (20.47%), lecturers aged 41-50 years as many as 45 people (26.32%), lecturers aged 51 - 60 years as many as 52 people (30.41%) and lecturers aged ≥ 61 years as many as 26 people (15, 2%). Most of the lecturer respondents were in the age range of 51-60 years which was as much as

30.41%, this explained that with ages 51-60 lecturers were in a comfortable condition and felt economically safe, even some were in a position to retire so they felt does not require a promotion again. This is what inhibits the number of promotions at the engineering faculty. Some studies explain that motivation for promotion is usually experienced by lecturers of productive age between 31-50 years. Compared to research conducted by Hasan et al [1] in his study entitled "Academic promotion at Africa University" that the average time for promotion of a staff or lecturer based on age categories ranges between 3.00 and 7.29 years. Lecturers and staff aged 25 to <35 years have an average time for promotion of 5.42 years, lecturers and staff who are in the age category of 35- <45 and 55- <65 have significant shorter time for promotion is an average of 1.83 and 4.23 years.

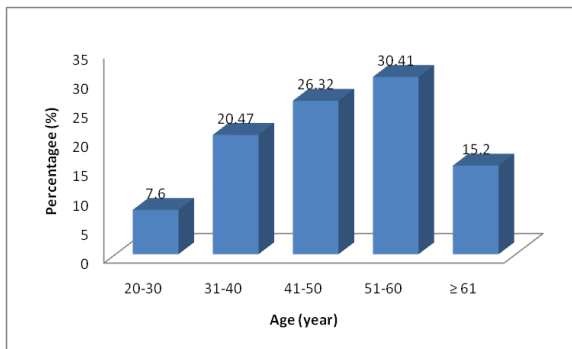


Figure 3. Staff's Age Demographic

Figure 3 shows that the education staff aged 20-30 years are 8 people (13.12%) out of a total of 61 staffs in the Engineering faculty aged 31-40 years were 24 people (39.34%), age 41-50 years were 15 people (24.59%) and ages 51-60 years were 14 people (22.95%). Most staffs are in productive age while some studies state that productive age should be motivated for higher promotion which will affect the increase in promotion in the Engineering Faculty. Gender demographic characters for lecturers can be seen in figure 4.

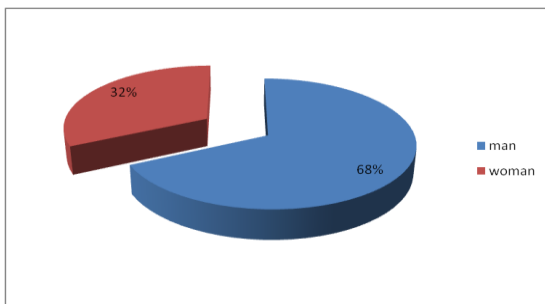


Figure 4. Lecturer's Gender Demographic

In the gender demographics of lecturers for the number of lecturers with male gender as many as 116 people (68%) and female lecturers as many as 55 people (32%). In general, with a greater number of men, there are fewer numbers of promotions in the Engineering Faculty. This is consistent with research conducted by Stanley et al found that women are more committed to promotion when compared to men [8]. Gender demographics for staff can be seen in Figure 5.

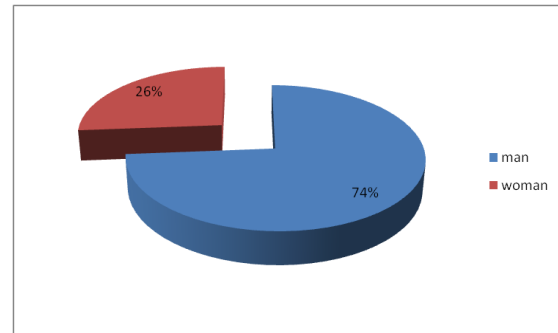


Figure 5. Staff's Gender Demographic

Gender demographics in education staff are also the same as lecturers, for staffs in the Engineering as many as 45 people (74%) and female gender as many as 16 people (26%). Based on the results of research by Ling and Yuen (2014) male workers prefer challenges and greater levels of courage, this can be an obstacle for staffs to process promotions because they have no fear of having to be moved in another workplace. It is different from women who feel more secure in one place because female workers tend to be reluctant to move elsewhere. So that education staff with female gender will be more motivated to increase their position to feel more secure in their current position. Critics of promotion are often focused on things that are not appropriate and are more beneficial for lecturers and male employees, this is because men are considered to have higher quality weights than women [2]

Education is also one of the things that influences the promotion process [7]. With the better knowledge and experience of the intellect that is found by an employee or human being will make the task can be easily done and able to produce the best output. Demographic level of lecturer education can be seen in figure 6.

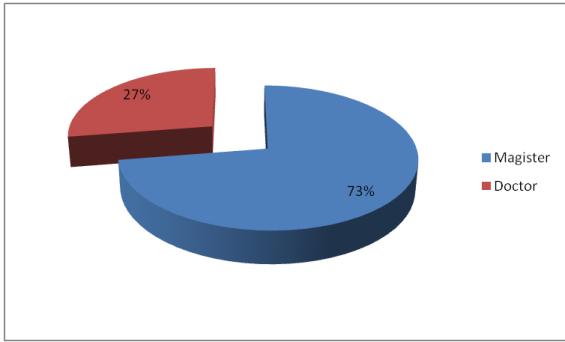


Figure 6. Lecturer's Education

In the demographics of the final education from lecturers it can be seen that the lecturers with magister graduates are 124 people (73%) and doctoral graduates are 47 people (27%). Government regulations that require lecturers to have at least a magister affect the final education of lecturers at the Engineering Faculty. While for the demographics of the last education of education staff can be seen in figure 7.

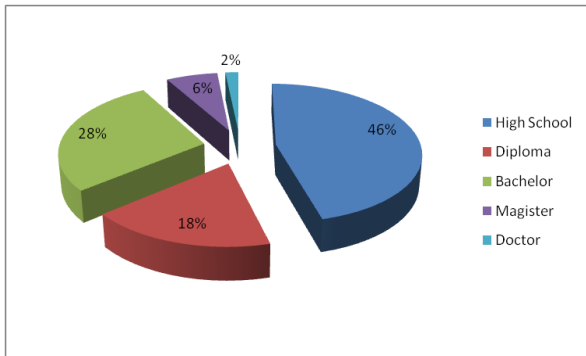


Figure 7. Staff's Education

Staffs at the Engineering Faculty are more varied, for high school graduates as many as 28 people (46%), diploma graduates as many as 11 people (18%), bachelor graduates as many as 17 people (28%), magister graduates as many as 4 people (6%) and graduates Doctor as many as 1 person (2%). This is consistent with Jonathan Wey's

research which found data that 70% of respondents mentioned that education is a factor that accelerates promotion. The higher education from lecturers and staff, the opportunity for promotion is also greater [11].

Effect of Age of Lecturers and Education Personnel on Promotion

The promotion of employees is an appreciation of work performance and service to the state after going through certain requirements. Promotion is also intended as a driver so that employees can improve work performance and careers of the employees themselves. Promotion will have an impact on increasing basic salary, which of course has an impact on employee welfare.

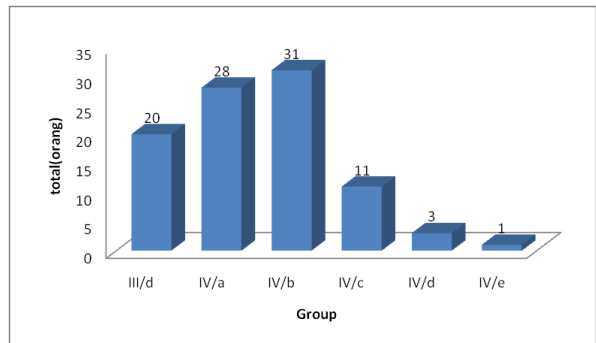


Figure 8. Lecturer's Group

On graph 8 can be seen there are still lecturers with an age range of 39-54 years still in class III/a as many as 5 people, in the age range of 29-44 years lecturers are in class III/b with a total of 27 people, lecturers with an age range of 35 -61 years there are 26 lecturers with class III/c. In the age range of 38-64 years there were 28 people with class III/d, class IV/a as many as 31 lecturers in the age range of 45-64 years. Class IV/b as many as 11 lecturers in the age range of 50-65, as many as 3 lecturers in the age range of 56-70 in class IV/d and 1 lecturer with a age of 63 years is in class IV/e.

Table 1. Distribution of Lecturer's Class by Age

Age	Class									
	III/a	III/b	III/c	III/d	IV/a	IV/b	IV/c	IV/d	IV/e	
20-30	0	5	0	0	0	0	0	0	0	0
31-40	1	18	7	2	1	0	0	0	0	0
41-50	4	4	14	12	7	4	1	0	0	0
51-60	0	0	4	5	16	18	8	3	0	0
61-70	0	0	1	1	4	9	2	0	0	1

Lecturers with a minimum Magister degree should be in the minimum class III/b, but as many as 5 lecturers in the age range of 31-50 still have class III/a. The results of the interview with the staffing department, the factor that inhibits the lecturer from being promoted because of the motivation of the lecturer himself and the filing process that he feels requires more time outside the hours of teaching, research and dedication. Class III/b are lecturers who were initially appointed from Bachelor degree. Unlike the current lecturers who have to be appointed with a minimum S2 education, they will be directly in class III / b and this is owned by

lecturers with an age range of 31-40 years. In the same range, namely the age of 31-40 years the lecturer can be in class III/c, III/d, IV/a. So that from the data that lecturers with group III /b in the age range of 31-40 years should be able to be in position III/c. From the results of the interview also obtained information that the factors that hinder the process of increasing the group due to unmet credit numbers or the desire to be able to accelerate promotion by using the rules "jump positions" to the higher group. The influence of the age of the education staff with class can be seen in table 2.

Table 2. Distribution of Staff's Class by Age

Age	Class									
	II/a	II/b	II/c	II/d	III/a	III/b	III/c	III/d	IV/a	
21-30	1	0	0	0	0	0	0	0	0	0
31-40	7	2	1	3	3	2	0	2	0	
41-50	3	0	2	1	2	2	2	2	2	1
51-60	0	0	0	0	1	3	4	3	3	2

In table 2 it is shown that there are still many staff who are in group II/a positions. The results of the interview with the Head of Personnel were the large number of education personnel who were still in group II /a because they were still in high school education and lack of credit numbers for promotion. Staff are employees who periodically increase their class. Every 4 years the staff will increase in class, but of course they must go through

filing according to the terms and conditions that apply

Effects of Gender Lecturers and Education Personnel on Promotion

In this study we obtained data on the relationship of gender data to lecturers with their ranks. The data is presented in table 3.

Table 3. Distribution Lecturer's Class by Gender

Gender	Class									
	III/a	III/b	III/c	III/d	IV/a	IV/b	IV/c	IV/d	IV/e	
Man	4	18	17	14	16	24	6	3	1	
Woman	1	9	9	6	12	7	5	0	0	

In table 3. it is seen that the lecturers with male gender are more in the higher classes, namely IV/d and IV/e. However, it can also be seen that there are still many lecturers with male gender in class III/b to

IV/c. In this study also analyzed gender relations with the class of education personnel which can be seen in table 4.

Table 4. Distribution Staff's Class by Gender

Gender	Class									
	II/a	II/b	II/c	II/d	III/a	III/b	III/c	III/d	IV/a	
Man	7	2	2	3	4	5	5	6	3	
Woman	4	0	1	1	2	2	1	1	0	

Nonetheless, previous studies conducted by Pentareddy and Suganthi proved that gender does

not have a significant effect on the process of promotion class of employees. However, the results

of interviews with respondents stated that gender is very influential on promotion [5]. This is consistent with research conducted by Spaul and Van in their research on The 'Martha effect': the compounding female advantage in South African higher education. Spaul explained that fewer women rose to office because judging from their academic abilities, men were more capable and had fewer graduates. Because at the University of Africa there are more female lecturers but in terms of promotion there are fewer who achieve it[10].

IV. CONCLUSION

Promotion is a must through lecturers and staffs. An increase in class can be achieved if the credit score of the employee is fulfilled. The process of fulfilling this credit figure is sometimes difficult for employees to experience delays in promotion. From the results of the identification, the delay in promotion was caused by demographic characteristics of employees, among others: age, gender and education. An understanding of promotion paths is required, the basics for promotion, workforce and seniority, etc., relevant to the purpose and purpose of promotion of employment should be understood by employees. Through promotion, the organization will get new employees in a certain position due to several things, such as the cessation of an employee. While for employees, promotion is a form of recognition of the institution for its performance over the years. This will trigger the motivation of the employee to improve the performance of his work.

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