

The Effect Of Career Development Practices, Competence, Self-Efficacy And Family Support toward Lecturer Performance To A Professors

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Abstract-Purpose – The purpose of this study was to determine the relationship between career development practices (career planning dimensions, and mentoring), competence, self-efficacy, and family support toward lecturer performance to a professors at the 3 (three) Universities established in the city of Bandar Lampung, Lampung Province, Indonesia.

Design/methodology/approach – The research method uses a quantitative descriptive method with multiple linear regression analysis using the help of IBM SPSS Version 22. This research was carried out for 3 months by giving questionnaires by simple random sampling to respondents Doctorate qualified Lecturers, and career paths of Lecturers (“Lektor”), and Head Lecturer (“Lektor Kepala”) at the 3 (three) Universities established in the city of Bandar Lampung, Lampung Province, Indonesia.

Findings – The results of the study concluded that 1) there was no influence between Career Planning on the Performance of Lecturers to a Professors; 2) there is no influence between Mentoring on the Performance of Lecturers to a Professors; 3) there is no influence between Competence on Lecturer Performance towards a Professors; 4) there is a significant positive effect between Self-efficacy on the Performance of Lecturers to a Professors; 5) there is no influence between Family Support on the Performance of Lecturers to a Professors; 6) there is a significant positive effect between Career Planning; Mentoring, Competence, Self-efficacy, and Family Support together or simultaneously on the Performance of Lecturers to a Professorship.

Research limitations/implications – This research focuses on the variables of Career Development Practices (limited only to the dimensions of Career Planning, and Mentoring); Individual Internal Factors (limited to only Competency and Self-efficacy variables); External Factors (limited only Family Support variables), and Lecturer Performance (limited to the performance towards the Professor), although there may be other variables that influence. This research is the performance of Lecturers to a Professors in the Indonesian context, may be different from the performance of Lecturers to a Professors in other countries internationally. The findings have implications both theoretically and practically. This finding has implications both theoretically and practically. Theoretically, the construct of self-efficacy influences the performance of lecturers toward a professors. While career planning, mentoring, competence, and family support are "latent energy" that is ready to "explode" by triggers other constructs such as motivation or proactive behavior towards the performance of lecturers toward the a Professors. Practically, this finding has implications for individuals, and practitioners of human resource management, and university leaders in developing the career success of their lecturers towards a Professors. Practical interventions are suggested to help individuals, and organizations to achieve the career success of the Lecturer towards a Professors.

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Originality/value – This finding contributes to the literature by showing how the relationship between career development practices (dimensions of career planning, and mentoring), competence, self-efficacy, and family support for the performance of Lecturers to a Professors.

Keywords Lecturer Career Development Practices, Competence, Self-efficacy, Family Support, Performance of Lecturer, Performance of Lecturers to a Professors.

Introduction

The Republic of Indonesia has several objectives as stated in the Preamble and Body of the 1945 Constitution, one of which is to educate the nation's life. Law No. 20 of 2003 concerning the National Education System mandates that the national education system must be able to ensure equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management to face challenges following the changing demands of local, national and global life so that it is necessary to carry out planned education reforms, directed, and continuous. The ministry in charge of higher education has a vision of Indonesia "The realization of high quality higher education and the ability of science and technology and innovation to support nation competitiveness", on various occasions, encourage higher education institutions which have lecturers as academic professors at least 20% of the total number of lecturers in a university, or several study programs owned by a university, as mandated by the law to realize quality education, and the ability Science and technology and innovation to support the nation's competitiveness (Rachman, 2015; Mardira, 2016; Wan, 2017; Putsanra, 2017; Ira., 2018; Hanum, 2019; Hariani, 2019 and Mukti, 2019).

Preliminary data found that the number of lecturers with academic levels (which are career paths) Professors is still less than 20% in 3 (three) established Universities in Bandar Lampung City, Lampung Province, Indonesia, namely at the University of Lampung (Unila), Bandar Lampung University (UBL) and Sang Bumi Ruwa Jurai University (Usaburai). If this condition continues, the Universities will be stagnant in terms of adding the establishment of a new Doctoral Study Program, or to maintain an existing Doctoral Study Program; reduce relevance in meeting regional/provincial/national development needs; and the lack of quantitative and qualitative research/publication of scientific works that could result in a decline in the competitiveness of nations, both at the regional, national and international levels, especially to countries in Southeast Asia (Mukti, 2016).

Various studies, particularly the research areas of Garavan (1996a), Garavan (1996b), and Lee *et al.*, (2018) state that career success is linked to career development practices; individual internal factors, and individual external factors. Aziz (2016) in his research that lecturer performance is related to religiosity and internal and external factors of lecturers. Research Said *et al.*, (2015) developed the career success model of Lecturers at the Malaysian Research University associated with organizational support, internal and external factors of Lecturers; and lecturer proactive behavior. While the research of Mwashila *et al.*, (2017), links the career success of lecturers with career planning, training, and development, career advancement, and performance. Lirio *et al.*, (2007) research links career success with family social support. Lent *et al.* (1986 and 1987), linking self-efficacy to high school student achievement, and Hemmings *et al.* (2010) linked self-efficacy research to publication output in the early career of a lecturer in 2 (two) Universities in Australia. Thus the authors suspect that the small number of Professors in 3 (three) established Universities in Bandar Lampung is related to career development practices, individual internal factors and individual external factors towards the career success of the lecturers as seen from their performance (especially the performance towards the Professor as the peak of the Lecturer career). Thus I am interested in conducting this research with the title "The Effect of Career Development Practices; Competence; Self-efficacy and Family Support for Lecturer Performance towards a Professors".

Research limitation

This research focuses on the variables of Career Development Practices (limited only to the dimensions of Career Planning, and Mentoring); Individual Internal Factors (limited to only Competency and Self-efficacy variables); External Factors (limited only Family Support variables), and Lecturer Performance (limited to the performance towards the Professor), although there may be other variables that influence.

Research purposes

The purpose of this study is to:

1. Knowing the effect of Career Planning on Lecturer Performance towards a Professors in 3 (three) established Universities in Bandar Lampung City, Lampung Province, Indonesia.
2. Knowing the effect of Mentoring on Lecturer Performance towards a Professors in 3 (three) established Universities in the City of Bandar Lampung, Lampung Province, Indonesia.
3. Knowing the effect of Competence on Lecturer Performance towards a Professors in 3 (three) established Universities in Bandar Lampung City, Lampung Province, Indonesia.

- 4 Knowing the effect of Self-efficacy on Lecturer Performance towards a Professors in 3 (three) established Universitiesin Bandar Lampung City, Lampung Province, Indonesia.
- 5 Knowing the effect of Family Support on Lecturer Performance towards a Professors in 3 (three) established Universitiesin Bandar Lampung City, Lampung Province, Indonesia.
- 6 Know the influence of Career Planning; Mentoring; Competence; Self-efficacy and Family Support together or simultaneously affect the Performance of Lecturers to a Professors in 3 (three) established Universities in the city of Bandar Lampung, Lampung Province, Indonesia.

Literature review

1. Career development

According to Garavan, (1996a); Ardana *et al.*, (2012); Cascio, (2014); Mathis *et al.*, (2016); and Noe, *et al.*, (2016), that one of the aspects in managing Human Resources is their career and development. The term career is used to indicate the progress, attitude, development, and success of a person in his work in an organization. A career implies an increase, especially salary increases and welfare, improvement of working conditions, improvement of work safety guarantees, greater authority and responsibilities, and so on. Career development consists of education and training, promotion, and mutation. Meanwhile according to Law No. 14 of 2005 that the form of lecturer career development is career planning; education and training; mentoring; certification; competency development (further study); development of scientific work, career advancement, and promotion of rank/class. In this study, lecturer career development is limited to the dimensions of Career Planning and Mentoring.

1.1 Career planning

According to Garavan (1996a), Ardana *et al.*, (2012); Mathis *et al.*, (2016); and Noe *et al.*, (2016), that career planning is viewed from an organizational perspective, namely career planning that focuses on work and identifies career paths that provide logical progress for people between jobs in the organization. Career planning is seen from an individual perspective, namely career planning that focuses more on individual careers rather than organizational needs. The author relates this variable to the Theory of Work Adjustment adapted from the study of Mwashila *et al.*, 2017. The Theory of Work Adjustment was developed in the 1950s by a work adjustment project at the University of Minnesota (Dawis, 2005). Brown (2003) and Swanson, (2013) states that work adjustment theory provides a model to hypothesize that people's networks and work environments are considered models that are reciprocal relationships. Betz (2008),observed that the focus of work adjustment theory is career planning on individual competencies and skill requirements in the work environment. Felix (2012)argues that career planning helps organizations in placing employees in jobs that are following individual preferences, needs, and career goals that are the core of work adjustment theory. Regarding this research, work adjustment theory can be used to explain career planning that is centered on organizations and individuals.

1.2 Mentoring

Mentoring refers to the process of developing formal relationships between junior and senior members of an organization. This requires the establishment of a formal relationship between more experienced employees and less experienced employees (Aneeq, 2012). According to Nyambura *et al.*, (2017) those formal relationships are created to develop employee careers. Wanberg *et al.*, (2003)state that mentoring refers to the one-to-one relationship between the less experienced (eg students) and more experienced people (eg mentors), intended to promote personal growth and professionals from less experienced individuals. Mullen *et al.*, (1994; 1998 and 1999) postulates that a mentoring relationship can be informal that have developed naturally between two individuals, or they can be formal in the organizational umbrella. Increased interest in increasing human and social capital in organizations, informal and formal assistance has received attention from academics and practitioners as potentially important development tools. Ladegard (2011); Nassazi (2013)and Hayes (2015); states that mentoring leads to increased job satisfaction, organizational commitment, and career achievement. Coaching / Informal and formal assistance have received attention from academics and practitioners as a potentially important development tool. Mentoring enable employees to connect, develop, and grow along their career paths. Mentoringencourages less experienced employees to utilize the knowledge of more experienced employees to lead to an increase in their performance. The author associates the Guidance variable with Reinforcement Theory. In reinforcement theory, learning occurs when students display the desired reinforcement of the relationship between specific responses and stimuli (Smith *et al.*, 2005). Mckenna *et al.*, (2006) observed that there must be the reinforcement of learning to improve employee performance.

2. Competence

Competency is the ability or ability, or proficiency and ability which means ability. Competence is an individual aspect of an employee that enables it to achieve superior performance. Competence is also the knowledge, skills, and abilities associated with non-routine assignments (Aziz, 2016; Sunandang, 2016). In the psychology literature, specific knowledge and work periods are important factors for increasing competence. Measurement of competence is not enough just based on experience, it is necessary to include other factors into consideration to make good decisions because basically, humans have other factors apart from experience (Aziz, 2016). According to Law No. 14 of 2015 concerning Teachers and Lecturers, Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by someone in carrying out professional duties. Lecturer Competencies include Pedagogic Competencies, Professional Competencies, Personality Competencies, and Social Competencies.

3. Self-efficacy

Self-efficacy was first introduced by Bandura, (1986) in Social Cognitive Theory. Self-efficacy is the ability felt by an individual to deal with a specific situation in connection with an assessment of the ability to take any action that has to do with a specific task or situation; individual assessment of self-confidence in their ability to carry out tasks to obtain results as expected (Bandura, 2001); A person's beliefs about his chances of successfully achieving certain tasks. Self-efficacy is a person's judgment about whether he can successfully learn knowledge or skills. Self-efficacy is a determinant of learning readiness. Training participants who have high self-efficacy make various efforts to learn in training programs and are more likely to persevere to learn even though the environment is not conducive to it (Kaswan, 2012). Meanwhile according to Lane et al., (2004) and Luthan (2014) states that Self-efficacy refers to self-confidence regarding its ability to motivate cognitive resources and actions needed to succeed in carrying out certain tasks.

4. Family support

Shumaker et al., (1984) define social support as an exchange of resources between at least two individuals perceived by the provider or recipient that is intended to improve the welfare of the recipient. In this study, the authors relate this family support variable to the Social Support Theory (House, 1981). Social support can come from family, friends, friends, and personal networks. Social support is different from organizational support, which involves bosses, coworkers, and formal training or guidance. According to Parasuraman et al., (1992) inclusive descriptions of social support in families are four categories of real and emotional support. They are information (information, advice, suggestions), instrumental (help time, money, or other forms of assistance), emotional (giving appreciation, affection, and trust) or judgment (feedback and affirmation). Social support is very important in most contexts of organizational life. In particular, support from leadership and coworkers has a positive impact on well-being; employees who feel supported, reduce stress, increase self-confidence and they feel reasonably valued for their efforts (Schruefer, 2012). Providing social support can be one of the most important ways to promote psychological well-being and protect the negative effects of stress at work (Fernandes et al., 2012; and Jamal, 2013). Social support represents a strong social network available to staff through: colleagues, managers, friends, and employee assistance programs to help staff cope with stressors at work (Nair et al., 2012; and Walinga et al., 2013 and Foy et al., 2019). Boyar (2013) and Kossek et al., (2011a; 2011b; and 2014) states that employees often experience high demands on their performance, and create opportunities for stress and conflict in and throughout the work area and family. Social support can have a positive impact on individuals by directly increasing employee welfare or indirectly protecting the effects of stressful and demanding work or family environments (Boyar, 2013). The social support framework (House, 1981) suggests various sources and types of support. Support can arise from domains such as work and family and can come from certain sources, such as organizations, supervisors, coworkers, communities, friends, and family members (House, 1981; and Boyar, 2016). House (1981); and Friedman (1998) suggest four types of social support, namely emotional, instrumental, information, and assessment support.

5. Performance

Performance is the output produced by the functions or indicators of a job or a profession within a certain time (Khairizah, 2015). Performance is the result or overall level of success of a person during a certain period in carrying out the task compared with various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and have been mutually agreed upon (Rivai et al., 2005). Performance management as a means to get better results from organizations, teams, and individuals by understanding and managing performance within an agreed framework of objectives, standards, and requirements (Armstrong, 2009). According to Law No. 14 of 2005 (T.R.I., 2005) concerning Teachers and Lecturers and their derivative regulations that there are 4 (four) types of Lecturers based on their career paths, namely Expert Assistant (“Asisten Ahli”), Lecturer (“Lektor”), Head Lecturer (“Lektor Kepala”), and Professors (“Profesor”). The four types of lecturers have

different performance targets in cumulative and percentage of the spread of their performance in the fields of Education and Teaching, Research (and publication as special requirements), and Community Service. Lecturers' performance covers the fields of Education, Research, and Community Service as outlined in the calculation of credit points. If the cumulative and distribution points/ figures in the field of Education, Research (and publications have become special requirements) have been achieved and Community Service has the right to be proposed an evaluation, career advancement (promotion) to a higher level. Lecturers' career advancement levels are Expert Assistants, Lecturers, Head Lecturers, and Professors. Achievement to the Professor is the culmination of the Lecturers' performance as recognition, appreciation, and trust in competence, performance, integrity, and responsibility in carrying out their duties, as well as the Lecturers' manners in carrying out their tri dharma duties (education, research and community service).

Previous research

Hemmingset al.,(2010) published in the International Journal of Educational Management with the title "Research self-efficacy, publication output, and early career development" (Self-efficacy research, publication results, and early career development of lecturers) with the method The study used a questionnaire to get responses from lecturers working full time at 2 (two) major Universities in Australia. Data from this sample were analyzed using factor analysis, correlation, and multiple regression analysis. Theoretically, the construct of self-efficacy research has been proven to have a very high underlying dimension and prediction in measuring publication output. From a practical perspective, items that make up the self-efficacy subscale research can be a useful tool for promoting Lecturer assignments throughout his academic career. Furthermore, increased research self-efficacy will improve publication results.

Arokiasamy et al., (2011), in the Journal of European Industrial Training Vol. 35 No. 6, 2011 pp. 589 entitled "Predictors of academics' career advancement at Malaysian Private Universities" (Predictors of career advancement of academics at Malaysian Private Universities) with a research method using correlation studies conducted at 6 (six) Private Universities in Malaysia. Data was collected using a self-administered structured questionnaire. Regression analysis shows that organizational variables, particularly mentoring, social support, and organizational support, are significant contributors to the career advancement of academics/lecturers.

Nurkhaerani et al.,(2013), in the journal Xplore, 2013, Vol. 2 (1): e2 (1-8) c 2013, Department of Statistics FMIPA IPB entitled "Exploration of the Performance of Certified Lecturers in Implementing Higher Education Tridharma in Indonesia". This research method is descriptive analysis. In general, the factors that influence lecturer performance are internal factors or factors that are inherent in the lecturer, namely the field of science, educational background, position, and age. The factor of the college in which it is assigned does not affect, both in terms of the status of the college and the location of the college.

Suharso, (2014) in the Journal of Education Management, Vol. 9, No. 1, January 2014: 15-27 with the title "Decision Making Career Development of Private University Lecturers", using qualitative research, data collection techniques using documentation, observation, interviews, discussions. Data analysis is data reduction, data presentation, and conclusion drawing. The results showed that 1) Career development related to the structural position of the Lecturer was already running in principle; 2) It needs support from the leadership / Rector, for example giving rules, motivation, rewards, and sanctions.

Putra, (2015) in Executive Journal, Volume 12 No. December 2, 2015, with the title "Indonesian vs Swedish Lecturers: Lecturer Development to face the Southeast Asian Economic Community". This research is a descriptive study that illustrates the comparative careers of Lecturers in Indonesia and Lecturers abroad (Sweden). The basic functions carried out by Lecturers in Indonesia and lecturers abroad are the same, in some ways detailing many fundamental differences, including that the minimum qualifications of Lecturers are S2 / Masters vs. S3 / Doctor with post-doctoral experience; easy career advancement with rigid scoring systems vs. difficult career advancement with flexible assessment; low vs high productivity; high industrial relations in the form of consultancy vs. high in the form of research funds; and flexible remuneration allows additional compensation from other activities vs. full-time employment where there is no additional salary. Various systemic differences are possible to be a factor in why the quality of our higher education is far less than in developed countries.

Saidet al., (2015), in the European Journal of Training and Development Vol. 39 No. 9, 2015 pp. 815-835, entitled "A career success model for academics at Malaysian Private Universities " (Model of career success for

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academics/lecturers at the Malaysian Research University). The research method using independent and online surveys was used for data collection among 325 academics/lecturers from the Research University of Malaysia. The results of this study indicate that a positive and significant influence between organizational support, extraversion personality, the suitability of people and work, and career success of academics/lecturers. The full mediating effect of proactive behavior is established on the relationship between organizational support and career success.

Santos, (2016), in the journal *Career Development International* Vol. 21 No. 1, 2016 pp. 60-84, with the title "Career barriers influencing career success: A focus on academics perceptions and experiences" Complementary, phenomenological methods are used in data collection and analysis using in-depth interviews and theme analysis. This research was conducted on 87 academics in Portuguese of both sexes and various stages of their academic careers. This finding shows the multi-level barriers faced by academics/lecturers when trying to succeed in their careers. Interviewees mentioned specifically professional, organizational, career obstacles related to three general themes: collegiality and poor work relations; lack of organizational support and work vulnerability. At the life cycle level of the interviewed individual called the theme of finding life balance. At the same time, gender structure is also a theme that is referred to as an important career obstacle in career success, especially by the women interviewed.

Mwashila et al., (2017) in the *International Journal of Management and Commerce Innovations* ISSN 2348-7585 (Online) Vol. 5, Issue 1, pp: (609-620), Month: April - September 2017, with the title "The Influence of Career Development Practices on Academic Staff Performance in Kenyan Public Universities in Coast Region" (Effect of Career Development Practices on Lecturer Performance in Kenya State University in the Coastal Region). This study adopted a descriptive survey research design whose target population was a full-time lecturer at 3 (three) State Universities in coastal Kenya. Data from this sample were analyzed using factor analysis, correlation, and multiple regression analysis.

Conceptual framework

Based on the results of theoretical studies and previous research on the effects of career planning, mentoring, competence, self-efficacy, and family support, the researchers developed the following framework:

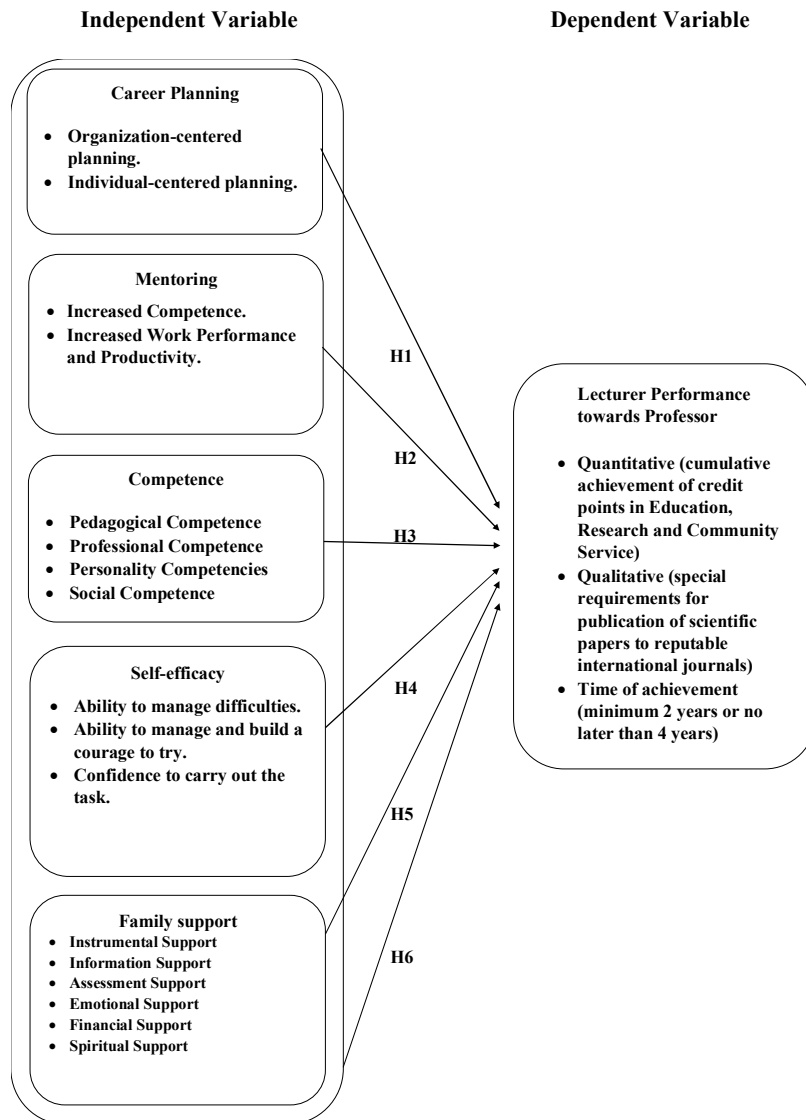


Figure 1. Conceptual framework

Hypothesis

Based on the formulation of the problem, literature review, previous studies, and conceptual framework, the authors formulated the following hypothesis:

- H1: Career planning influences lecturer performance towards a professors.
- H2: Mentoring influences lecturer performance towards a professors.
- H3: Competence influences lecturer performance towards a professors.
- H4: Self-efficacy influences lecturer performance towards a professors.
- H5: Family Support influences influences lecturer performance towards a professors.
- H6: Career planning; Mentoring; Competence; Self-efficacy; and Family support together or simultaneously affect the lecturer performance towards a professors.

Research methods

This research uses a descriptive quantitative method with a multiple linear regression analysis approaches, which aims to determine the effect and correlation between the independent variables and the dependent variable. In this study, the authors examine whether there is an influence of Career Planning; Mentoring, Competence, Self-efficacy,

and Family Support for Lecturer Performance towards Professor. Data collection techniques are carried out by giving questionnaires in the form of questions given to respondents to be filled following the actual situation. Respondents in this study were lecturers with Doctor / Doctoral Education qualifications and academic positions as Lector (“Lektor”) and Head Lecturer (“Lektor Kepala”) in 3 (three) established Universities in Bandar Lampung, namely Unila, UBL, and Usaburai.

Operational definition

The operational definitions of each variable are (1) Career Planning is the decision of employees to choose career goals/career paths or decisions taken now about things that are done in the future. Career planning must be viewed from the perspective and interests of organizations and individuals (Garavan, 1996; Mathis et al., 2016; Ardana et al., 2012; Noe et al., 2016). Next, to explain the operational concept of a career planning variable is an indicator of organizational-centered planning and individual-centered planning. Measurements by requesting responses to statements related to career planning adapted from the study of Mwashila et al., (2017) with 5 (five) Likert Scale; (2) Mentoring is the process of developing formal or informal relationships between junior members and senior members of an organization. This requires the establishment of formal or informal relationships between more experienced employees and less experienced employees (Mullen et al., 1994; 1998; 1999; Wanberg, 2003; Aneeq, 2012; Mwashila et al., 2017). The indicators are competency improvement, and increasing work performance and productivity. Measurements by requesting responses to statements related to mentoring adapted from the study of Mwashila et al., (2017) in 5 (five) Likert Scale; (3) Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by someone in carrying out professional duties. Lecturer competencies include pedagogic competencies, professional competencies, personality competencies, and social competencies. (Aziz, 2016; Sunendang, 2016; and T.R.I., 2005). The indicators are lecturer competencies including pedagogical competencies, professional competencies, personality competencies, and social competencies. Measurements by requesting responses to statements Statements related to competencies adapted from competency measurements in the Lecturer certification exam in 5 (five) Likert Scale; (4) Self-efficacy is a person's sense of trust that he can show the behavior required in a specific situation. (Bandura, 1982; 1997; 2001 and Noviawati, 2016) or one's beliefs about their opportunities to achieve certain tasks (Engko, 2008). The indicators are the ability to manage difficulties at work; The ability to manage and build the courage to try; Confidence to carry out the task. Measurement by requesting statement responses related to Self-efficacy which was adapted from the measurement of General Self-efficacy in Schwarzer et al., (1995) in 5 (five) Likert Scale; (5) Family support is related to Social Support Theory (Social Support Theory) by James S. House in Cohen et al, 2000. According to Friedman (1998), that family support is family attitudes, actions, and acceptance of family members that are supportive always ready to provide help and assistance if needed. This form of family support is instrumental support, information support, valuation support, emotional support, financial support, and spiritual support; Statements related to Family Support were adapted from the Multidimensional Scale of Perceived Social Support developed by Zimet et al., (1988) with 5 (five) Likert Scale; (6) Performance is the output produced by the functions or indicators of a job or a profession within a certain time; or the results or overall level of success of a person during a certain period in carrying out the task compared with various possibilities, such as work standards, targets or targets or criteria that have been predetermined and agreed upon together (Khairizah, 2015 and Rivai. et al., 2005). According to Law No. 14 of 2005 that the Lecturer Performance is the achievements covering the fields of Education, Research, and Community Service (T.R.I., 2005).

Population and sample

The population in this study consisted of all lecturers with doctoral qualifications who held academic positions as Lector (“Lektor”), and Head Lecturer (“Lektor Kepala”) in 3 (three) established Universities in Bandar Lampung, namely Unila, UBL, and Usaburai with a total population of 329 people. The number of samples used as research objects is determined based on the calculation of the Slovin formula with an error rate of 5% is 232 respondents. The sampling technique used is probability sampling with simple random sampling.

Method of collecting data

Data collection techniques in this study were carried out in two ways, namely questionnaires (offline and online), observation, discussion, and document study.

Data analysis

Data analysis was performed through Validity Test, Reliability Test, Classic Assumption Test (Normality Test, Multicollinearity Test, and Heteroscedasticity Test), and Hypothesis Test (Multiple Linear Regression Test, Coefficient Correlation Test, t-Test, and F Test).

Research results and discussion

The results of this research and discussion contain the type of research, time and place of research, targets, research subjects, procedures, instruments, and data analysis techniques as well as other matters related to the way of research. targets, research subjects, procedures, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to the way of research.

Validity and reliability test

According to Umar, (2000); Ghozali, (2011); and Sujarweni, (2014) that the indicator is valid if the r-count value is greater or equal to the r-table. To determine the r-count value, assisted with the IBM® SPSS Statistics Version 22.0® program (hereinafter referred to as SPSS Version 22), which is stated by the Corrected Item Total Correlation value. Test category, if r-count > r-table, then the item is declared valid, and vice versa. A constructor variable is said to meet the element of reliability if it meets a Cronbach Alpha value > 0.70. Table 1 shows that the conclusions for the Validity and Reliability Test are Valid and Reliability.

Table 1. Validity and Reliability Test Results

No	Variable	Number of Statements	Value Distance (r-count)	r-table	Cronbach Alpha	Decision
1	Career Planning (X1)	11	0,383-0,689	0,361	0,873	Valid and Reliable
2	Mentoring (X2)	5	0,362-0,777	0,361	0,824	Valid and Reliable
3	Competence (X3)	18	0,373-0,870	0,361	0,912	Valid and Reliable
4	Self-efficacy (X4)	10	0,457-0,889	0,361	0,906	Valid and Reliable
5	Family support (X5)	7	0,400-0,790	0,361	0,811	Valid and Reliable
6	Lecturer Performance towards a Professor (Y)	10	0,431-0,852	0,361	0,895	Valid and Reliable

Source: Data processed with SPSS Version 22.

Background information of respondents

Researchers distributed 232 questionnaires to respondents. Of the 232 questionnaires that were distributed, 191 of the respondents were completed and gave a response rate of 82%. This study seeks to obtain information about the respondent's background in terms of age, gender, years of service, the field of study, and career path. The findings of this study as shown in Table 2 show that as many as 46% of respondents are aged 41 to 50 years, 45% are aged 51 to 50 years. These findings indicate that respondents have had enough time through their career development practices. The sex of the respondents was 58% male and 42% female. The majority of respondents' tenure of 64% is more than 20 years, thus enough time to describe their competence and enough time through their career development practices. Table 2 also shows the respondent's field of science consisting of 71% in the field of Science and technology and 29% in the Social and Humanities field. The career path of the respondents ie 43%, has reached the level of the Lector (“Lektor”) and 43% of the Head Lector (“Lektor Kepala”).

Table 2. Characteristics of Respondents

Description	Frequency	Percentage (%)
Age (year)		
<20	0	0
21-30	3	2
31-40	14	7
41-50	87	46
51-60	86	45
>60	1	0
Gender		
Male	110	58
Female	81	42
Years of service (year)		
<5	0	0
5-10	9	5
10-15	21	11
15-20	38	20
>20	123	64
Knowledge field		
Science and Technology	136	71
Social and Humaniora	55	29
Career Path		
Lector (“Lektor”)	83	43
Head Lecturer (“Lektor Kepala”)	108	57

Normality test

Figure 2 shows that the points follow a diagonal line, thus it can be said that the regression model is normally distributed. In addition to the PP plot test, the normality test also uses the Kolmogorov-Smirnov test which produces a significance value of 0.2 where the value is more than 0.05 so it can be concluded that the residuals are normally distributed.

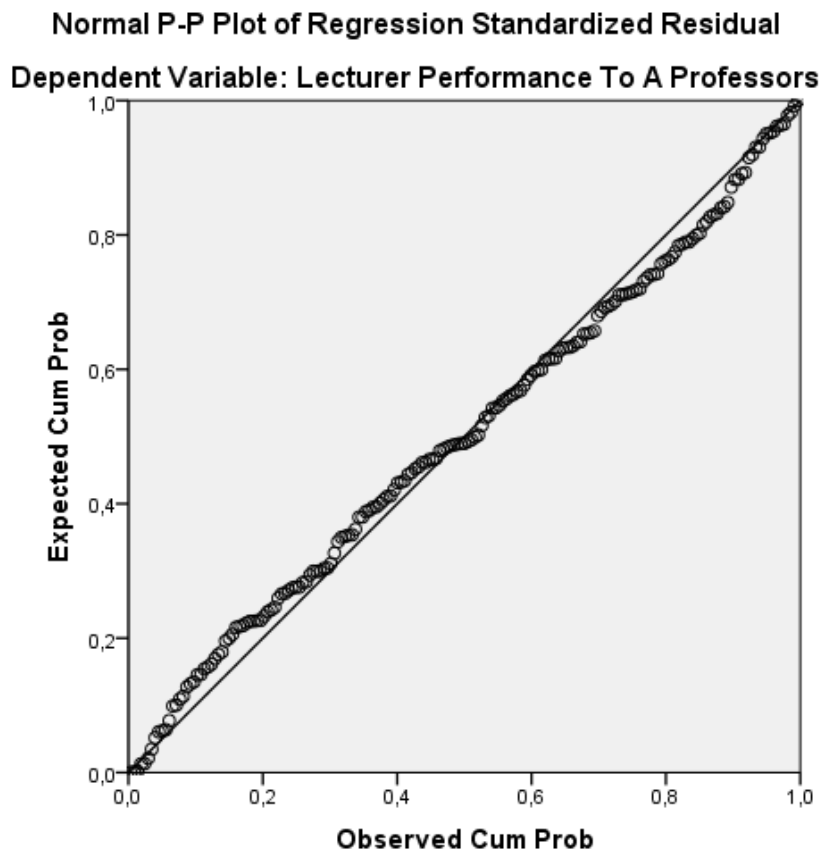


Figure 2. Normality Test with PP Plot with SPSS Version 22

Multicollinearity test

A good regression model should not correlate between independent variables. Table 3 shows the results of the multicollinearity test which showed that all tolerance values of variables X1, X2, X3, X4, and X5 were greater than 0.10 and all VIF values were less than 10.0. So it can be concluded that there are no multicollinearity symptoms in the regression equation.

Table 3. Multicollinearity Test Results

Variable	Collinearity Statistics	
	Tolerance	VIF
Career Planning	0,501	1,997
Mentoring	0,491	2,036
Competence	0,929	1,077
Self-efficacy	0,923	1,084
Family support	0,960	1,042

Source: Data processed with SPSS Version 22.

Heteroscedasticity test

A good regression model is homoscedasticity or heteroscedasticity symptoms do not occur. One test of heteroscedasticity is to look at the Scatterplot chart pattern. Figure 3 below shows the data do not form a certain pattern and the data points spread above and below the number 0 on the Y axis, so it can be concluded that there are no symptoms of heteroscedasticity. The heteroscedasticity test is also performed with the Glejser Test. Glejser test results showed a significance value X1 = 0.235; X2 = 0.851; X3 = 0.10; X4 = 0.12 and X5 = 0.97. This means that the significance value is greater than 0.05, it can be concluded that there are no symptoms of heteroscedasticity in this regression model.

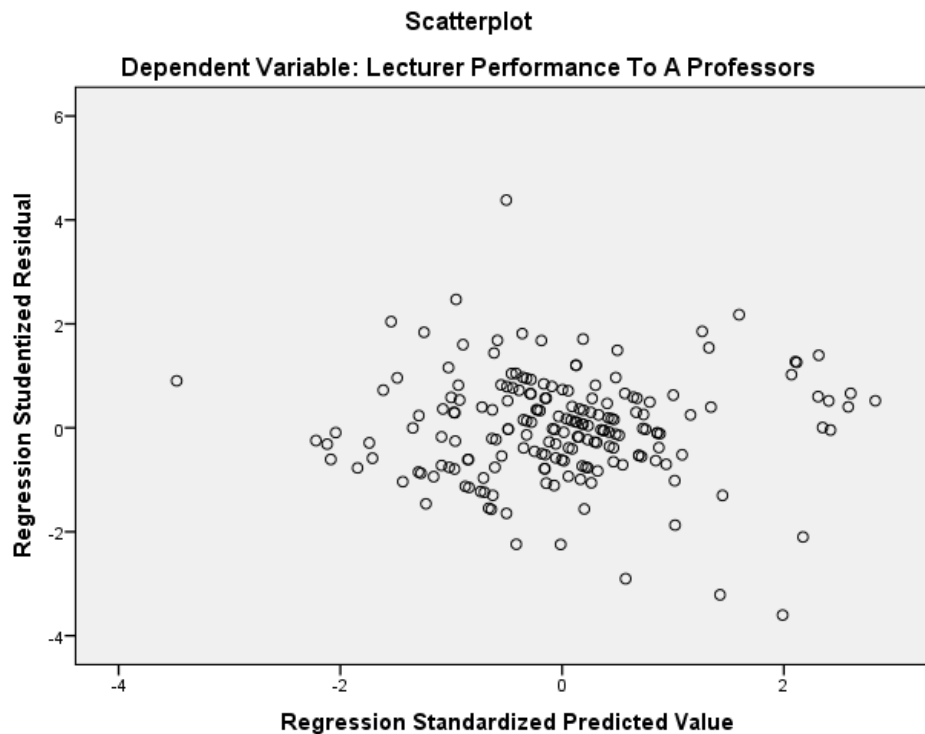


Figure 3. Heteroscedasticity Test Results using SPSS Version 22.

Multiple linear regression analysis

Multiple linear regression analysis was performed to determine the effect between the independent variables in Career Planning (X1); Mentoring (X2); Competence (X3), Self-efficacy (X4), and Family Support (X5) with the dependent variable Lecturer Performance towards Professor (Y). The results of testing using SPSS Version 22 can be seen in Table 4 below.

Table 4. Coefficients table

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,026	4,504		1,116	0,266
	Career Planning	0,116	0,069	0,145	1,669	0,097
	Mentoring	0,163	0,128	0,111	1,273	0,205
	Competence	0,040	0,042	0,060	0,939	0,349

	Self-efficacy	0,474	0,065	0,466	7,300	0,000
	Family support	0,050	0,090	0,035	0,556	0,579
a. Dependent Variable: Lecturer Performance towards Professor						

Source: Data processed with SPSS Version 22.

Based on Table 4 above, the regression equation model for this study is:

$$Y = 5,026 + 0,116X1 + 0,163X2 + 0,040X3 + 0,474X4 + 0,050X5 + Et$$

From the regression equation above, it can be seen that the constant (α) is 5,026 and is positive, meaning that if Career Planning (X1), Mentoring (X2), Competence (X3), Self-efficacy (X4) and Family Support (X5) is considered to be non-existent or equal to 0 (zero), Lecturer Performance towards Professor (Y) is worth 5,026. The regression coefficient value of the Career Planning variable (X1) is 0.116, which means that for each increase in Career Planning 1 value of (one) unit will cause an increase in the value of the Lecturer to Professor Performance of 0.116. Mentoring variable regression coefficient (X2) is 0.163 which means that each increase in the value of Mentoring by 1 (one) unit will cause an increase in the value of Lecturer to Professor performance by 0.163. Competency variable regression coefficient value (X3) is 0.040 which means that each increase in the value of Competence by 1 (one) unit will cause an increase in the value of the Performance of Lecturers to a Professors by 0.040. The value of the regression coefficient of the variable Self-efficacy (X4) is 0.474 which means that each increase in the Self-efficacy value of 1 (one) unit will cause an increase in the value of the Performance of Lecturers to a Professors by 0.474. The regression coefficient value of the Family Support variable (X5) is 0.050 which means that for each increase in the value of Family Support 1 of (one) unit will cause an increase in the value of Lecturer to Professor Performance of 0.050. The value of the regression coefficient of the variable Self-efficacy (X4) is 0.474 which means that each increase in the Self-efficacy value of 1 (one) unit will cause an increase in the value of the Performance of Lecturers to a Professors by 0.474. The regression coefficient value of the Family Support variable (X5) is 0.050 which means that for each increase in the value of Family Support 1 of (one) unit will cause an increase in the value of Lecturer to Professor Performance of 0.050. The value of the regression coefficient of the variable Self-efficacy (X4) is 0.474 which means that each increase in the Self-efficacy value of 1 (one) unit will cause an increase in the value of the Performance of Lecturers to a Professors by 0.474. The regression coefficient value of the Family Support variable (X5) is 0.050 which means that for each increase in the value of Family Support 1 of (one) unit will cause an increase in the value of Lecturer to Professor Performance of 0.050.

Coefficient of determination (R^2 or R square)

The coefficient of determination (R^2 or R Square) is used to measure how much the model's ability to explain variations in the dependent variable. Based on Table 5 below, the value of the Determination Coefficient (R^2 or R Square) produced in this study is 0.304 which means that the influence of independent variables consisting of Career Planning, Mentoring, Competence, Self-efficacy and Family Support affect the Performance of Lecturers towards a Professors were 30.4%, while the remaining 0.696 or 69.6% were influenced by other factors outside the research model.

Table 5. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,552 ^a	0,304	0,286	3,719
a. Predictors: (Constant), Family Support, Competence, Career Planning, Self-efficacy, and Mentoring				
b. Dependent Variable: Lecturer Performance towards Professor				

Source: Processed from SPSS Version 22.

T-Test

This study seeks to build the strength of the relationship between independent and dependent variables and to determine effectively the relationship between Career Planning, Mentoring, Competence, Self-efficacy, Family Support partially on the Performance of Lecturers to a Professors. The basis for decision making for this t-test is if

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the value of t-count > t-table or Sig value <0.05 then there is an influence between variable X and Y variable if the value of t-count value <t-table or Sig value> 0, 05 then there is no influence between the X variable and the Y variable. After calculated based on the formula, the t-table value is found at 1.972. Thus the decision making for this t-test is shown in Table 6 below.

Table 6. t-Test Decisions

Model		Coefficients ^a					t-tabel	Sig (0,05)
		Unstandardized Coefficients		Standardized Coefficients	t-hitung	Sig.		
		B	Std. Error	Beta				
1	(Constant)	5,026	4,504					
	Career Planning	0,116	0,069	0,145	1,669	0,097	1,972	
	Mentoring	0,163	0,128	0,111	1,273	0,205	1,972	
	Competence	0,040	0,042	0,060	0,939	0,349	1,972	
	Self-efficacy	0,474	0,065	0,466	7,300	0,000	1,972	
	Family support	0,050	0,090	0,035	0,556	0,579	1,972	
a. Dependent Variable: Lecturer Performance towards a Professor								

Source: Data processed with SPSS Version 22

From Table 6 above, it can be seen that the value of the t-variable Career Planning variable (X1) is 1.669 while the t-table value is 1.972 so the t-count <t-table and the significance value is 0.097> 0.05, meaning that Career Planning has no significant effect Lecturer Performance towards Professor. The t-count value of the Mentoring variable (X2) is 1.273 while the t-table value is 1.972 so the t-count <t-table and the significance value is 0.205> 0.05 means the Mentoring has no significant effect on the Performance of Lecturers to Professor. The t-count value of Competency variable (X3) is 0.939 while the t-table value is 1.972 so the t-count <t-table and the significance value is 0.349> 0.05 means Competence has no significant effect on the Performance of Lecturers to a Professors. The t-count value of the Self-efficacy variable (X4) is 7,300 while the t-table value is 1.972 so the t-count <t-table and the significance value is 0.000 <0.05 means that Self-efficacy has a positive and significant effect on the Performance of Lecturers to a Professors. The t-count value of the Family Support variable (X5) is 0.939 while the t-table value is 1.972 so the t-count <t-table and the significance value is 0.579> 0.05 means Family Support does not affect the Performance of Lecturers to a Professors.

F-Test

According to Umar (2000), Ghazali (2011), Sujarweni (2014) that the F-test is used to find out whether the independent variables (X1, X2, X3, X4 ... Xn) together significantly influence the dependent variable (Y) or the F test aims to determine together or simultaneously the effect of independent variables on the dependent variable. Decision making for this F test is if the value of F-count > F-table or Sig value <0.05 then the variable X together or simultaneously affect the variable Y and if the value of F-count <F-table or value Sig> 0.05 then the variable X together or simultaneously does not affect the variable Y. After calculating based on the formula, the F-table value is 2.26.

Table 7. Analysis of variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1119,403	5	223,881	16,186	0,000 ^b
	Residual	2558,890	185	13,832		
	Total	3678,293	190			

a. Dependent Variable: Lecturer Performance towards Professor
 b. Predictors: (Constant), Family Support, Competence, Career Planning, Self-efficacy, Mentoring.

Source: Data processed with SPSS Version 22

Based on Table 7 above, the F-calculated value is 16.186, while the F-table value at n (191) is 2.26 thus the F-count value > F-table or 16.186 > 2.26 with a significance value of 0.000 (which means the Sig value is less than 0.05). The conclusion is the variable career planning, mentoring, competence, self-efficacy, and family support together or simultaneously have a significant positive effect on the performance of lecturers to a professors.

Correlation between dimensions

This analysis is used to determine the relationship between two or more independent variables (X1, X2, X3, X4 ... Xn) to the dependent variable (Y) simultaneously. This coefficient shows how big the relationship that occurs between the independent variables (X1, X2, X3, X4 ... Xn) simultaneously to the dependent variable (Y). R values range from 0 to 1, the value is getting closer to 1 means that the relationship is getting stronger, on the contrary, the value is getting closer to 0, the relationship is getting weaker. According to Sugiyono (2001; and 2012) guidelines for providing interpretation of correlation coefficients are 0.00--0.199 = very low; 0,20--0,399 = low; 0,40--0,599 = moderate; 0,60--0,799 = strong; 0,80--1,000 = very strong. From the results of the regression analysis, look at the output model summary, and are presented in Table 8 as follows:

Table 8. Model Summary

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,552 ^a	0,304	0,286	3,719
a. Predictors: (Constant), Family Support, Competence, Career Planning, Self-efficacy, Mentoring				
b. Dependent Variable: Lecturer Performance towards a Professor.				

Source: Processed from SPSS Version 22.

Based on Table 8 above, an R figure of 0.552 is obtained. This shows that there is a moderate relationship between the variables of Career Planning, Mentoring, Competence, Self-efficacy, and Family Support for the Performance of Lecturers to a Professors. Based on Table 8 above also seen Adjusted R Square value of 0.286 which means the influence of the variable Career Planning, Mentoring, Competence, Self-efficacy, and Family Support by 28.6%.

Conclusions

The conclusions that can be drawn based on the results of research and discussion are:

1. Career Planning does not affect the Performance of Lecturers to a Professors in 3 (three) established Universities in Bandar Lampung, Indonesia.
2. Mentoring does not affect the Performance of Lecturers to a Professors at 3 (three) established Universities in Bandar Lampung, Indonesia.
3. Competence does not affect the Performance of Lecturers to a Professors in 3 (three) established Universities in Bandar Lampung, Indonesia.
4. Self-efficacy have positive effect on the Performance of Lecturers to a Professors in 3 (three) Universities established in Bandar Lampung, Indonesia.
5. Family Support does not affect the Performance of Lecturers to a Professors in 3 (three) established Universities in Bandar Lampung, Indonesia.
6. Career Planning; Mentoring; Competence; Self-efficacy; and Family Support together or simultaneously have a positive effect on the Performance of Lecturers to a Professors in 3 (three) Universities established in Bandar Lampung, Indonesia.

Suggestions

Suggestions from the findings of this study are;

1. Need further research to examine the relationship between Career Planning, Mentoring, Family Competence, and Support for Lecturer Performance toward a Professors that are moderated or mediated by the Proactive Behavior variable of individual Lecturers or Motivation variables. Further research is needed to determine the effect of career planning, mentoring, competence, and family support that is moderated or mediated with motivation or proactive attitude of individuals (lecturers).
2. The target population for this study is a Doctorate Lecturer (S3) qualification and preferably an academic position of Lector ("Lektor") and Head Lecturer ("Lektor Kepala") in 3 (three) established Universities in Bandar Lampung City, Lampung Province, Indonesia. The author hopes that there will be further research into Universities at another national scale to generalize the findings in this study.
3. A Qualitative case study research is needed through a series of scientific activities carried out intensively, in detail and in-depth about a program, event, and activity, both at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge about the gap between expectations and reality related to achievements the highlight of the Lecturer career is the Professor's level, "Is it easier to go to Heaven than to the a Professor?"

Limitation

This research focuses on the variables of Career Development Practices (limited only to the dimensions of Career Planning, and Mentoring); Individual Internal Factors (limited to only Competency and Self-efficacy variables); External Factors (limited only Family Support variables), and Lecturer Performance (limited to the performance towards the Professor), although there may be other variables that influence. This research is the performance of Lecturers to a Professors in the Indonesian context, may be different from the performance of Lecturers to a Professors in other countries internationally.

Research implications

The findings have implications both theoretically and practically. This finding has implications both theoretically and practically. Theoretically, the construct of self-efficacy influences the performance of lecturers toward professors. While career planning, mentoring, competence, and family support are "latent energy" that is ready to "explode" by triggers other constructs such as motivation or proactive behavior towards the performance of lecturers toward the Professor. Practically, This finding has implications for individuals, and practitioners of human resource management, and university leaders in developing the career success of their lecturers towards a Professors. Practical interventions are suggested to help individuals, and organizations to achieve the career success of the Lecturer towards a Professors.

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